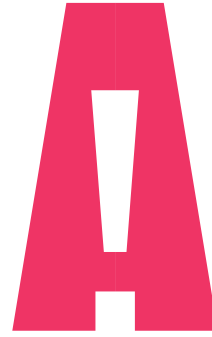


Auburn Career Center



Attitude – Respect – Responsibility

Interactive Multimedia Technology

2022-2023 Syllabus

Class Year 2024

Building Location: Main Building

Room Number: 7C

Instructor Name: Mr. Rodney Kozar

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This is a supplement to the Auburn Career Center Student/Parent Handbook.

Auburn Career Center and/or the IMT program instructor reserve the right to make modifications to this document at any time.

Revision: 4/26/22

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Welcome!

Interactive Multimedia Technology program areas will prepare students for careers using multimedia technology to develop digital products for business, training, entertainment, communications and marketing. Students will gain the necessary technical and academic skills to create, design and produce interactive media products and services.

Careers for which this pathway prepares students include:

- Commercial Drone Pilot/Operator
- Desktop Publisher
- Multimedia Specialist
- Webmaster
- Website Developer
- Video/Film Producer/Broadcaster
- Interactive Media/Game Designer
- Photography

Postsecondary majors for which this pathway prepares students include:

- Digital Communication and Media/Multimedia
- Digital/Multimedia and Information Resources Design
- Prepress/Desktop Publishing and Digital Imaging Design
- Web/Multimedia Management and Webmaster

Auburn Career Center's Mission

Auburn Career Center provides an innovative career and technical education that empowers all learners to excel in the emerging workplace and enrich their community.

Auburn Career Center's Core Values

We believe that:

- People are personally responsible for their choices and actions
- Treating people with dignity and respect will enhance learning
- Attitude and goals drive achievement
- All people can learn
- All people can make positive contributions
- Change is exciting and essential for growth

Course Information/ Contact Information

Mr. Rodney Kozar

440-357-7542 ext. 8207

rkozar@auburncc.org

Course Schedule

First Year Schedule: 8:15am to 10:53am

Second Year Schedule: 11:00am to 2:28pm

Articulated College Course Credits

Interactive Multimedia Technology (IMT) articulates college credit to Lakeland Community College, Kent State University and Bryant & Stratton College and Hocking College. College credits for students that meet the requirements are extended to completers of the IMT program. Articulation details are available upon request. Additionally, universal credit is extended that is applicable to any State College/University in the State of Ohio.

Course Materials

IMT Class materials: - Spiral Notebook, Pen, Pencil, USB Flash Drive & IMT Uniform

- Class Fee - \$25
- Uniform (two shirts) - \$38-\$46

All fees are due by October 31, 2022. Fees will be waived for students who qualify for free and reduced meals. Accounts will be adjusted after the approval of free/reduced meal applications.

Important!

IMT is an Information Technology program. The majority of the course content is presented in an online format. It is strongly suggested and important for the success of the student that they have reliable access to a dedicated computer and high-speed Internet access.

Program Scope

Students enrolled in Interactive Multimedia Technology will: • Experience the technology behind audio and video production and also develop communication skills through the creation of content for broadcast, Internet and interactive multimedia applications.

- Find much more than a television production class, IMT builds upon skills and explores the diverse applications of audio visual technology from both creative and technical perspectives with a core focus on the creative applications Information Technology.
- Discover that rewarding careers can be found in broadcasting, event staging, advertising & public relations, education, sports, law enforcement & public service, medical, video game design, interactive application development, or one of the many other areas in which interactive multimedia technology is utilized.
- Enjoy a fun fast-paced program and be prepared to continue your education in the information-rich environment of the future.

Students can earn the following Industry Certifications:

- CareerSafe OSHA 10-Hour General Industry Training
- Unmanned Safety Institute – Remote Drone Pilot Certifications
- Adobe Certified Associate

First Year Course Description/Outcomes:

Semester 1

Business of Arts and Communications

Subject Code: 340006

A growing number of professionals make a living in industries related to arts and communications. From event management to tracking expenses, students learn the business side of visual, media and performing arts. Topics include marketing, branding, producing, promoting, booking, budgeting and merchandising, etc. Students learn and apply intellectual property rights, licensing, copyright, royalties, liabilities and contractual agreements. They learn how both profit and non-profit organizations businesses operate.

Course Outcomes:

Entrepreneurship/Entrepreneurs: Analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment.

Operations Management: Plan, organize and monitor an organization or department to maximize contribution to organizational goals and objectives.

Financial Management: Use financial tools, strategies and systems to develop, monitor and control the use of financial resources to ensure personal and business financial well-being.

Sales and Marketing: Manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service.

Principles of Business Economics: Examine and employ economic principles, concepts and policies to accomplish organizational goals and objectives.

Written Content Creation: Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.

Career-based Writing: Develop basic skills and knowledge related to fact-, entertainment- and marketing-based copy.

Entertainment-based Writing: Produce copy for products designed for amusement and enjoyment.

Fact-based Writing: Write concise and focused copy for journalism.

Market-based Writing: Write concise, creative, memorable, sellable copy for advertising, public relations and proposals.

Performance: Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.

Production Management: Assign roles, functions and procedures based on a script or production plan.

Semester 2

Digital Image Editing

Subject Code: 340120

This course focuses on manipulating images for final output through print and Web-based production. Students obtain a brief perspective on analog image editing and delve into the world of editing digital photos, illustrations and other artwork. They learn to adjust resolution and exposure, modify color, compress data and format and manage files. Students will use problem-solving strategies and work collaboratively to complete the creative process with artists, printers and Web developers.

Course Outcomes:

Business Operations/21st Century Skills: Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Employability Skills: Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Leadership and Communications: Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Business Ethics and Law: Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Knowledge Management and Information Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.

Global Environment: Evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals.

Business Literacy: Develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations.

Entrepreneurship/Entrepreneurs: Analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment.

Operations Management: Plan, organize and monitor an organization or department to maximize contribution to organizational goals and objectives.

Sales and Marketing: Manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service.

Design: Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.

Art Elements and Design Principles: Analyze works of art for the art elements and the design principles needed to create professional products.

Color Theory: Assess the use of color for commercial design.

Art Forms: Apply art elements and design principles to create two-dimensional (2D) and three-dimensional (3D) commercial products using various media to communicate the message and evoke the desired audience response.

Visual Layouts: Create layouts for pre-production and analyze the communicative effects on the commercial product.

Typography: Apply typographical elements for a commercial presentation.

Written Content Creation: Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.

Career-based Writing: Develop basic skills and knowledge related to fact-, entertainment- and marketing-based copy.

Print Production Process: Learners apply knowledge and skills to produce print or digital products.

File Preflight: Preflight files before printing.

Digital Print Methods: Analyze digital print technologies for digital and offset production.

Digital Design: Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications

Content Management: Import, store, export and manage digital assets.

Scanning: Apply scanning techniques and procedures to capture images for design.

Graphics: Create and manipulate two-dimensional (2D) and three-dimensional (3D) digital graphics.

Animation: Create digital animation.

Web Page Design: Design and create webpages to appeal to the end user.

Performance: Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.

Performance Demands: Meet the physical, vocal and psychological demands of a performance.

Second Year Course Descriptions/Outcomes:

Semester 1

Photography Production

Subject Code: 340155

Students advance their digital photographic knowledge and skill using camera raw files with a focus on commercial use and knowledge of production software. Emphasis is on creative expression and client communications to increase marketability of product. Topics include white balance, saturation, contrast and color correcting. Students apply copyright and fair use guidelines.

Course Outcomes:

Business Operations/21st Century Skills: Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Employability Skills: Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Leadership and Communications: Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Business Ethics and Law: Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Knowledge Management and Information Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.

Global Environment: Evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals.

Business Literacy: Develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations.

Entrepreneurship/Entrepreneurs: Analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment.

Operations Management: Plan, organize and monitor an organization or department to maximize contribution to organizational goals and objectives.

Financial Management: Use financial tools, strategies and systems to develop, monitor and control the use of financial resources to ensure personal and business financial well-being.

Sales and Marketing: Manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service.

Principles of Business Economics: Examine and employ economic principles, concepts and policies to accomplish organizational goals and objectives.

Design: Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.

Art Elements and Design Principles: Analyze works of art for the art elements and the design principles needed to create professional products.

Color Theory: Assess the use of color for commercial design.

Art Forms: Apply art elements and design principles to create two-dimensional (2D) and three-dimensional (3D) commercial products using various media to communicate the message and evoke the desired audience response.

Visual Layouts: Create layouts for pre-production and analyze the communicative effects on the commercial product.

Typography: Apply typographical elements for a commercial presentation.

Written Content Creation: Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.

Career-based Writing: Develop basic skills and knowledge related to fact-, entertainment- and marketing-based copy.

Market-based Writing: Write concise, creative, memorable, sellable copy for advertising, public relations and proposals.

Audio, Video and Photo Imaging: Learners apply knowledge and skills of photography and videography to capture, engineer and manipulate audio, images and video for a media production.

Lighting: Measure and manipulate lighting based on the characteristics and properties of light.

Photography: Capture and edit still images for commercial purposes.

Print Production Process: Learners apply knowledge and skills to produce print or digital products.

File Output: Output files for print production.

Printed Images: Create printed images according to the client's approved proof.

Digital Design: Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications.

Content Management: Import, store, export and manage digital assets.

Scanning: Apply scanning techniques and procedures to capture images for design

Graphics: Create and manipulate two-dimensional (2D) and three-dimensional (3D) digital graphics.

Web Page Design: Design and create webpages to appeal to the end user.

Performance: Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.

Interrelationships: Examine and explore how music, dance and theatre disciplines connect to create a production.

Genres: Analyze and critique the stylistic differences among genres.

Production Management: Assign roles, functions and procedures based on a script or production plan.

Performance Demands: Meet the physical, vocal and psychological demands of a performance.

Semester 2

Video Production

Subject Code: 340145

This course focuses on video production for commercial use. Students plan and coordinate work with clients to produce projects on a tight timeline. They learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills attained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution

Course Outcomes:

Business Operations/21st Century Skills: Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Employability Skills: Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Leadership and Communications: Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Business Ethics and Law: Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Knowledge Management and Information Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.

Global Environment: Evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals.

Business Literacy: Develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations.

Entrepreneurship/Entrepreneurs: Analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment.

Operations Management: Plan, organize and monitor an organization or department to maximize contribution to organizational goals and objectives.

Financial Management: Use financial tools, strategies and systems to develop, monitor and control the use of financial resources to ensure personal and business financial well-being.

Sales and Marketing: Manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service.

Principles of Business Economics: Examine and employ economic principles, concepts and policies to accomplish organizational goals and objectives.

Design: Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.

Art Elements and Design Principles: Analyze works of art for the art elements and the design principles needed to create professional products.

Color Theory: Assess the use of color for commercial design.

Visual Layouts: Create layouts for pre-production and analyze the communicative effects on the commercial product.

Written Content Creation: Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.

Career-based Writing: Develop basic skills and knowledge related to fact-, entertainment- and marketing-based copy.

Entertainment-based Writing: Produce copy for products designed for amusement and enjoyment.

Market-based Writing: Write concise, creative, memorable, sellable copy for advertising, public relations and proposals.

Audio, Video and Photo Imaging: Learners apply knowledge and skills of photography and videography to capture, engineer and manipulate audio, images and video for a media production.

Science of Sound: Apply the characteristics and properties of sound to a professional production.

Audio Capturing: Apply the principles and properties of how sound is measured, converted and perceived to capture an audio recording for professional purposes.

Audio Operations: Manipulate recordings for professional purposes

Lighting: Measure and manipulate lighting based on the characteristics and properties of light.

Photography: Capture and edit still images for commercial purposes.

Videography: Shoot video for professional and archival purposes

Audio/Video Editing: Edit post-production audio or video for commercial purposes.

Digital Design: Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications.

Content Management: Import, store, export and manage digital assets.

Scanning: Apply scanning techniques and procedures to capture images for design.

Production Management: Assign roles, functions and procedures based on a script or production plan.

Rehearsal and Audition: Establish skills and habits necessary for auditions, individual practice and rehearsals.

Auburn Certificates

Auburn Career Center provides an extended curriculum for our eleven participating school districts. Students attending Auburn Career Center may earn multiple elective and academic credits each year. Following successful completion, these credits are certified by the high school in which the student is enrolled. High school students can also earn several college credits while attending Auburn Career Center.

In addition to earning academic credit toward graduation, students may earn the following certificates of achievement from Auburn Career Center:

- Honors
- Distinction
- Merit
- Completion

These certificates are awarded at the Auburn Completion Ceremony and placed in the student's portfolio. See APPENDIX for additional information on certificates.

Instructional Philosophy

Material in this course is delivered through a blended method of instruction. Portions of this class and course material are online; therefore, broadband high-speed Internet access is strongly suggested. Lectures, class discussion, and labs with hands-on experience with equipment and software supplement the online portion of the course. In this course students will be exposed to an instructional method called Project Based Learning. Simply put, PBL is learning in which the student produces something useful to himself and others. A science fair project is a familiar example of project based learning (PBL). In the process of PBL, the student applies the process of design which is similar to the scientific method, gathers and analyze data (applying math skills), presents his work (language arts skills). Unlike traditional classroom lessons, which often emphasize rote memorization, PBL emphasizes innovation & creativity, critical thinking skills, cooperation, collaboration and communication. It's also the way the real world works.

Material is presented in a Problem Based/Inquiry Based method of instruction which places the responsibility for learning on the student with the instructor serving as a facilitator of learning. Class participation is required. Students are expected to be prepared for class by completing any assigned reading and bringing appropriate materials to class. Student success in this program of study will require that the student take a proactive, self-driven approach to their studies. Classroom activities will include case studies, research, group and individual projects. Although some assignments can be completed in class, some will require work outside of the classroom. Attendance is required as most assignments cannot be completed in their entirety outside of class.

Please review the Auburn policy for attendance per the Auburn Career Center student handbook. For example; an attendance of 95% requires a student not miss more than 18 days over two years.

Senior Student Internships

During the course of the IMT program, students may participate in a senior internship experience requiring the student to work with a community organization/business which will serve as a partner/mentor with the student. The internship experience is long-term, comprehensive, and requires the student to apply skills to a real world student/business partner proposed project.

Students must meet specific criteria in order to participate in this program. Additional information is available in the Auburn Student/Parent Handbook.

Assessment Plan

Methods of assessment include tests, oral presentations, written reports, and application of practical experience. Student demonstrated skills should include: problem-solving, teamwork, time management, organization, communication, and proficiency with equipment/software. Industry standard certifications are a component of this course and student performance in earning certifications will be factored into the IMT grade book as assignments. Final grades are based on total points.

Many assignments in IMT will be judged on their appropriateness for our respective business/industry. Appropriateness and aesthetic judgment of student work is ultimately determined by the IMT instructor. Assignment grades may be adjusted down for work deemed inappropriate by the instructor for their intended professional application.

Under no circumstances will students post assignments or multimedia content generated as an IMT assignment online without the expressed permission of the IMT instructor and/or Auburn Career Center. Violation will result in appropriate discipline.

Grading

Auburn Grading Scale

A	90-100 %
B	80-89 %
C	70-79 %
D	60-69 %
F	59 and below %

Grading Policies

All assignments are to be word processed and are to include your name, class, assignment name, and assignment date in the upper left hand corner. No hand written assignments will be accepted unless prior permission has been given. Absolutely no assignments will be accepted on torn out spiral notebook paper or assignments done in pencil.

Late assignments will only be accepted with an excused absence per the Auburn attendance policy.

Assignments completed outside of the classroom are due at the start of class on date due.

Students can expect assignments on a regular basis. Projects of significant importance and/or point value will be assigned throughout the year.

IMT is largely project based in its delivery method of instruction. Many projects do not involve the entire class, but rather individual students and small teams of students. A method of fairly and accurately grading student performance of these types of projects is as follows. This method of scoring is intended to provide the student credit for not only student learning of content related material, but also addresses employability skills in the areas of follow-through and completion in a timely manner meeting deadlines and the production of quality work/products. Since our projects often are in partnership with a community/business partner grading may include the observations of the community partner in determining student scores.

These types of projects will be listed under a category in the grade book listed as "Project" or "PJT". The assignments will be given a point value of 300 points. Projects are worth 300 points. Poor performance on an uncompleted project can be recorded as "0" point value. "0" points indicate a serious issue on the part of the student and can be earned by not producing quality work, not following through on tasks, not meeting deadlines and other issues affecting the completion of a project.

270 - 300 = A

240 - 269 = B

210 - 239 = C

180 - 209 = D

Anything below a 179 is an F.

IMT Projects will not be scored until the project is completed or determined to be closed by the program instructor. If the project spans an interim grading period a progress grade may be assigned.

IMT Projects require a substantial investment of effort and time on the part of the student. This should be taken into account by the student. Once a project is assigned it must be followed through with and completed with quality results in the defined scope and outcomes of the project. Students who have a desire to push them self ahead in the area of knowledge and skill attainment should consider the advantages of engaging in IMT Projects. IMT projects will be assigned by the instructor as required assignments.

Bonus Points

A student that engages in multimedia related work above and beyond IMT assignments can earn bonus points should they need extra points to help improve their overall course grade. These points are collected and entered into the gradebook at the quarterly grading periods.

Work-Based Learning

Work-based learning experiences are conducted at a work site during or after school. They are designed to provide authentic learning experiences to students that link academic, technical and professional skills. Business and education partners work together to evaluate and supervise the experience, which must be documented with training or learning plans and evaluation forms.

Exceptionally high performing students that seek multimedia knowledge and experience that can only be obtained in an authentic work environment may be eligible to complete their final Auburn IMT semester of study in a Work-Based Learning Experience outside of the IMT classroom/lab in a work place moving the educational experience to a completely authentic setting.

To be considered for this opportunity students must have consistently held a GPA of "B" or better, have an exemplary attendance record, have instructor recommendation, be in good standing to graduate from their associate school and have their own independent transportation to the Work-Based Learning site. Auburn Career Center does not guarantee a placement, but will work with the student to identify a work-based learning opportunity. A Work-Based Learning opportunity should be initiated early in year two of the IMT program.

Work-Based Learning opportunities are typically not paid employment positions, but rather work place based learning experiences.

Employability Skills

In Career and Technical Education student performance is looked at just as business/industry would look at an employee on the job. The quality of tasks completed, time required, participation, attitude, and consistency of effort, etc. are considered employability skills and are all a part of one's grade.

Students are expected to display and practice behavior that would be acceptable in a professional place of employment. Students that continue to disregard this expectation will be referred for discipline.

Professional behavior is a student expectation. For example, if a student will be missing class they are expected to contact the instructor via email or voice as far ahead of time as possible.

To earn employability points in class, students are to:

- Speak/Think Positively – Utilize outstanding communication skills
- Keeping excellent attendance – Be dressed and ready for class
- Follow Directions – Use computers, calculators or mobile devices in an appropriate manner
- Be a Team Player - Have tolerance, respect, and concern for others
- Demonstrate Excellent Work Ethic – Be in class, on time, ready to begin, focused on task at hand
- Uphold a Safe Environment - Operate and maintain equipment properly

Continual violation of the Employability Skills will result in a reduced course grade. Continuous violation of the Employability Skills will result in additional disciplinary action determined on a case by case basis.

NOTE: The above expectations also extend to any other classes attended at Auburn Career Center and may affect your Interactive Multimedia Technology grade. ****A student can positively impact their grade, bonus points can be earned by going above and beyond expectations.***

Course Policies

This course covers a large amount of material; therefore, late assignments will not be accepted. The only exception to this is if the student provides an excused absence that is verified by the High School office. Refer to the Student/Parent Handbook for more information.

This program is a program that builds upon skills. Missing class time will jeopardize a student's ability to complete the various assignments and projects accurately and on time.

Class participation and employability skills are an extremely important part of this program.

Internet (Cloud) Applications

In addition to Auburn's provided technology, the IMT program utilizes Internet or Cloud computing applications as an enhancement to the learning process. These web based tools exist outside of Auburn's network and control. These applications exist on the Internet and are "open" or in the public. While these applications exist outside of Auburn, they are secure and password protected. Examples of Cloud technologies are pervasive in the IT and Multimedia industries.

High Speed/Broadband Internet access will be necessary for successful completion of the Interactive Multimedia Program.

In the IMT program, we utilize these applications because of the collaborative benefits students can experience by working on shared documents and projects.

Students will utilize various Internet/Cloud based tools and resources and create a Google account. This will give access to G-Mail email and many other useful applications in Google Apps.

Your Google account name should be professional yet still offer privacy and security. These accounts will be useful and survive for your use long after you complete this program at Auburn. For example, a portfolio of your work highlighting your skills will be created.

Because the assignments that will be using Google Apps (and other Cloud based apps) are IMT/Auburn assignments and an extension of being at Auburn you are expected to abide by the policies and rules contained in Auburn's Student/Parent Handbook and Technology Agreement.

Safety

The most commonly encountered injuries encountered in an IMT environment are a result of tripping, falling objects, burns/fires from hot lights and electrical hazards.

Most of us have experienced some form of electric "shock," where electricity causes our body to experience pain or trauma. If we are fortunate, the extent of that experience is limited to tingles or jolts of pain from static electricity buildup discharging through our bodies. When we are working around electric circuits capable of delivering high power to loads, electric shock becomes a much more serious issue, and pain is the least significant result of shock.

Electricity is essential to the operations of a modern Interactive Multimedia Technology (IMT) classroom as a source of power. Electrical equipment is potentially hazardous and can cause serious shock and burn injuries if improperly used or not maintained. Many IMT electrical devices have high voltage or high power requirements, carrying even more risk. Large capacitors found in many video display devices and other systems are capable of storing lethal amounts of electrical energy and pose a serious danger even if the power source has been disconnected.

Most of the time, electrical accidents are the result of not following proper safety procedures. However, they may occur, they still do happen, and anyone working around electrical systems should be aware of what needs to be done for a victim of electrical shock.

If you see someone lying unconscious or "froze on the circuit," the very first thing to do is shut off the power by opening the appropriate disconnect switch or circuit breaker. If someone touches another person being shocked, there may be enough voltage dropped across the body of the victim to shock the would-be rescuer, thereby "freezing" two people instead of one. Don't be a hero. Electrons don't respect heroism. Make sure the situation is safe for you to step into, or else you **will** be the next victim, and nobody will benefit from your efforts.

One problem with this rule is that the source of power may not be known, or easily found in time to save the victim of shock. If a shock victim's breathing and heartbeat are paralyzed by electric current, their survival time is very limited.

If the shock current is of sufficient magnitude, their flesh and internal organs may be quickly roasted by the power the current dissipates as it runs through their body.

If the power disconnect switch cannot be located quickly enough, it may be possible to dislodge the victim from the circuit they're frozen on to by prying them or hitting them away with a dry wooden board or piece of nonconductive material, common items to be found in the classroom area.

Another item that could be used to safely drag a "frozen" victim away from contact with power is an extension cord. By looping a cord around their torso and using it as a rope to pull them away from the circuit, their grip on the conductor(s) may be broken. Bear in mind that the victim will be holding on to the conductor with all their strength, so pulling them away probably won't be easy!

Once the victim has been safely disconnected from the source of electric power, the immediate medical concerns for the victim should be respiration and circulation (breathing and pulse).

If the rescuer is trained in CPR, they should follow the appropriate steps of checking for breathing and pulse, then applying CPR as necessary to keep the victim's body from deoxygenating. The cardinal rule of CPR is to *keep going* until you have been relieved by qualified personnel.

Emergency Response

If there is an emergency in the lab or class room, inform the instructor. If the emergency involves the instructor, contact the main office by using the telephone in the Instructors office.

Pick up the phone and dial "0" for the Main Office.

Remain calm, explain the situation.

If there is no immediate answer send someone to the nearest classroom or office and notify an adult of the incident and request additional help by calling 911.

If the victim is conscious, it is best to have them lie still until qualified emergency response personnel arrive on the scene. Do not move a victim unless there is risk of additional immediate danger to them and you. You can cause additional severe injury by unnecessarily moving a victim.

There is the possibility of the victim going into a state of physiological shock -- a condition of insufficient blood circulation different from electrical shock -- and so they should be kept as warm and as comfortable as possible.

Program Apparel

IMT Students are required to wear program specific apparel.

Standard daily dress: IMT approved Polo shirt, full length pants, casual dress or tennis shoes (no open toed shoes), and optional IMT fleece jacket or hoodie. Jeans or Khaki style pants are acceptable. Pants must be in presentable condition. Extremely low cut, torn/ripped, are not acceptable. Professional apparel is an acceptable substitute with instructor permission.

Formal School Events and Business Professionals of America events: IMT approved light blue or medium blue button down, long sleeve oxford shirt or IMT approved program shirt, khaki or dress pants and casual/dress shoes. Women may wear skirts

Students are required to have and display on them at all times an Auburn Career Center ID badge, which is provided at no charge during the first weeks of school. The Auburn ID Badge must be clearly visible and presented upon request to any teacher, administrator, resource officer, or school personnel. If a student's original badge is lost or stolen, a duplicate ID badge must be purchased. The fee for a replacement ID badge is \$5.00.

Classroom Entry – Attendance

Attendance is taken at the start of class. All students should be in their assigned seat before the bell. Students not in their seats will be counted tardy or absent if not present. If you are tardy you must report to the Main Office and obtain an admit slip. Excessive unexcused absences may result in disciplinary action. Refer to the Student/Parent Handbook for more information.

Classroom Exit – Dismissal

Students are dismissed by the Instructor, not the bell. Students are not to line up at the door, be in the hall, or leave the classroom or lab prior to dismissal by the teacher.

Mobile Technology Policy

While cell Phones, MP3 players, personal laptops and other mobile technology devices are recognized to be tools for multimedia professionals it is of more importance that these tools are not a distraction to the educational process. Therefore these devices are not permitted in the IMT classroom/lab. It is expected that students will realize that these devices have their time and place and recognize that the place for these devices is not in the classroom/lab. Students will abide by any policies stated within the Auburn Student Handbook and Technology Agreement while at Auburn Career Center. During instruction, it is the instructor's expectation that Cell phones and other mobile technology be powered off and stored in the student's locker so as not to be a distraction. As an alternative phones may be kept in a designated location in the IMT Classroom/Lab. Cell phones and mobile technology must be turned off and put away in the student locker at the request of the instructor. If a student does not comply they will be sent to the high school office to check in their mobile technology which can be reclaimed at the end of the class day. Misuse of mobile technology will result in the loss of Employability Skills points and will result in referral for discipline.

Classroom Rules

Observance of Copyright Other than exceptions provided under fair-use of copyrighted material in an educational setting, all students are expected to observe and practice copyright laws in the IMT classroom/lab. Since a multimedia professional's livelihood is based upon observance of content ownership it is expected that IMT students will reciprocate and respect the copyrights held by others.

Illegal duplication of copyrighted material will not be tolerated. Students in violation will lose their access IMT computer access and will be referred to the building principal. Students in violation face the risk of further appropriate disciplinary action as determined by the building principal. Additional Course Policies

1. Code of Conduct: The published Code of Conduct for Auburn Career Center found in the Student/Parent Handbook will be enforced at all times. Refer to the Handbook for discussion of due process of the Code and safety violations.

Academic dishonesty will not be tolerated. Infractions will be dealt with according to established Auburn Career Center policy.

2. The attendance/tardiness policy provided in the handbook will be followed at all times. It is the responsibility of the student to make arrangements to make up any missed activity the day he/she returns to class. There are certain assignments that cannot be made up.
3. Computer usage: Auburn Career Center supports instruction through the use of computers, e-mail, software, and other media, and Internet access. The use of the tools is a privilege, not a right. Any student who violates the Acceptable Use Policy found in the Student/Parent Handbook may lose their access to Auburn's computers and network accounts. Students may also have access to digital audio and video production equipment. Abuses of this equipment will not be tolerated. Students will receive a usage policy contract that they and their parent/guardian must sign before he/she will be able to use the classroom equipment. A copy is included with this handbook. Students are assigned an IMT computer workstation and it is shared with one other student. Students will not install software or games on the workstations. If a particular piece of software is required to be installed permission must be obtained from the instructor. If a workstation becomes unstable or unusable due to unauthorized installation of software or games, the student responsible will be referred for discipline. In addition, students are expected to use computers and other media equipment at the designated time, and only for class assignments. Abuses may result in a loss of classroom privileges. Auburn provided e-mail accounts are monitored, and the use of them falls under Auburn policies.
4. Auburn Career Center is a full-service career center. Many people pass through the facility during the day. Therefore, it is important that students wear their student identification badges when in the building. Students who do not display an identification badge will be referred to the High School Office. Failure to wear an ID may result in loss of classroom privileges.
5. Changes to the Syllabus: The Instructor/Auburn Administration reserve the right to make changes to this syllabus as needed throughout the year.

Career Technical Student Organization

Overview of SkillsUSA

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service (including health) occupations.

Membership:

SkillsUSA serves more than 333,527 students and instructors annually. This includes 19,019 instructors who join as professional members. Including alumni, Skills USA membership totals over 394,000. SkillsUSA has served nearly 14 million annual members cumulatively since 1965 and is recognized by the U.S. Department of Education and the U.S. Department of Labor as a successful model of employer-driven workforce development.

Mission:

SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. We improve the quality of our nation's future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.

APPENDIX

AUBURN CERTIFICATES

Auburn Honors Certificate Requirements

- 95% Attendance rate for two years at Auburn (no more than 18 days over two years)
- Earned a 3.5 or higher grade point average in their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- Passage of four (4) Ohio Career Technical Competency Analysis exams and/or earning twelve (12) points of Industry Recognized Credentials in the program's Career Field
- Active participation in the program's Career Technical Student Organization
- High school diploma for Seniors

Auburn Distinction Certificate Requirements

- 93% Attendance rate for two years at Auburn (no more than 26 days over two years)
- Earned a 3.0 or higher grade point average in their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- Passage of three (3) Ohio Career Technical Competency Analysis exams and/or earning six (6) points of Industry Recognized Credentials in the program's Career Field
- Active participation in the program's Career Technical Student Organization
- High School Diploma for Seniors

Auburn Merit Certificate Requirements

- Earned high school credit for their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- Overall passage of Ohio Career Technical Competency Analysis exams and/or earning three (3) points of Industry Recognized Credentials in the program's Career Field

Auburn Completion Certificate Requirements

- Earned high school credit for their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program

BUSINESS PARTNERSHIPS AND STUDENT INTERNSHIPS

The Business Partnership program is an educational opportunity that prepares a student for workforce employment and transition to post-secondary education. During the program, students will apply academic, employability, and technical skills in the workplace. There are three levels students can participate in including:

- Internship
- Mentorship
- Career Field Experience

Students must meet specific criteria in order to participate. Additional information is available in the Auburn Student/Parent Handbook.

CAREER SAFE PROGRAM/OSHA 10-HOUR GENERAL INDUSTRY TRAINING

Description of Program

The OSHA Outreach Training Program for General Industry provides training for students, entry level workers, and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in general industry. The program also provides information regarding workers' rights, employer responsibilities, and how to file a complaint. Through this training, OSHA helps to ensure that workers are more knowledgeable about workplace hazards and their rights. Each module contains a brief assessment, which must be successfully completed before the student can move on to the next module. Once all modules have been viewed and the corresponding assessments are passed, there is a comprehensive final assessment.

Purpose

The purpose of the program is to provide students with basic safety awareness training so they will be able to recognize, avoid and prevent safety and health hazards in the workplace. Young workers develop a safety mindset and acquire marketable skills for a competitive edge.

Credential Earned

Students who successfully complete the CareerSafe OSHA 10-Hour course receive an OSHA 10-Hour General Industry wallet card from the OSHA Training Institute (OTI). As a result, they become more employable, gaining a competitive advantage in the job market.

Student Support Services:

- Special Education Department: Intervention Specialist.
- Student Services: Counseling and Career Development Services. ○ You can make an appointment to see a counselor or recruitment specialist by visiting the Student Services office.

Symplicity

It is with great enthusiasm that I want to announce an opportunity for students to participate in an on-line job match software program. The online job match software, Symplicity, allows students to develop an online profile and to upload a resume and cover letter in order to apply for employment. Once students choose to apply to job opportunities posted by local employers interested in Auburn students, those employers can contact students directly for interviews. If you would prefer your son or daughter not to participate in our on-line job board or at in school job fairs, please contact the high school office or send in a note.

TECHNOLOGY LITERACY PROGRAM

Description of Course

Technology Literacy is offered to first and second year students at Auburn Career Center. In the first year, the course provides an overview of the basic fundamentals of working with computers. Students will study computer basics such as computer hardware, software, and operating systems. The course introduces basic use of Windows 10 and productivity programs such as Gmail and Microsoft Office 2019 including Word, PowerPoint, and Excel. Students will also begin to use and navigate e-learning environments using Schoology, Internet navigation, and ever-changing technology will also be overviewed within the course.

In the second year, students focus on creating a portfolio that showcases their work over the last two years at Auburn. It includes their resume, three references, a cover letter, a transition plan and samples of the projects they have completed. Also included are the certificates they have earned in their program of study.

Purpose

The purpose of the Technology Literacy course is to provide students with the basic knowledge of working with computers in ways beneficial in their career paths of choice. The course will give them an overview of online communication, email, word processing, spreadsheets, presentation programs, internet navigation, computer security and our technologically evolving world.

Mastery Learning

Grades in the Technology Literacy course will be based on Mastery Learning. Students will be required to achieve 80% on each assignment. Additional attempts will be provided if the 80% benchmark is not achieved.

Auburn Career Center – Interactive Multimedia Technology

Syllabus Agreement

After reviewing the Interactive Multimedia Technology Syllabus, please sign and return this agreement page to the IMT Instructor.

I have read, understand, and I am in agreement with all of the information and policies included in the Auburn Career Center Interactive Multimedia Technology Student Syllabus.

Student Name: _____
(Please print)

Student Signature: _____

Date: _____

Parent/Guardian Name: _____
(Please print)

Parent/Guardian Signature: _____

Date: _____