

Arts, A/V Technology, & Communications

Comprehensive Career Cluster Review
(C3R)

College, Career & Technical Education | Spring 2024



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Comprehensive Career Cluster Review (C3R)

The comprehensive career cluster review (C3R) is the intentional review of career and technical education (CTE) programs and the course standards within each program to ensure students have up-to-date course standards aligned to postsecondary and career needs. Each career cluster is reviewed annually with input from the state-wide advisory councils comprised of postsecondary partners, industry partners, and secondary CTE teachers. Advisory council meetings allow the stakeholders to engage in dialogue and discuss current needs, emerging trends, and necessary course revisions to course standards. Advisory council input could potentially lead to new or retired programs of study, new courses or retired courses, or revised course standards within existing courses, if necessary. The collaborative engagement ensures students receive instruction on the most up-to-date and relevant course standards, so they are prepared for postsecondary and the workforce.

Arts, A/V Technology, & Communications

In Tennessee, the Arts, A/V Technology, & Communications career cluster encompasses several dynamic programs of study, each experiencing robust job growth. Individuals in the audiovisual communications industry are essential in manufacturing, selling, renting, designing, installing, integrating, operating, and repairing equipment used for audiovisual presentations. These professionals facilitate the delivery of sound, video, and data to groups in diverse venues, such as corporate boardrooms, hotels, convention centers, classrooms, theme parks, stadiums, and museums. Key sectors within the industry include distributive service firms (AV dealers, rental companies, consultants, designers, and related firms), manufacturers of AV presentation and communication products, and large end-users.

In the Digital Arts & Design program, there is a significant demand for creative professionals who can design visually compelling digital content for various media. This sector is growing rapidly as businesses and entertainment industries increasingly rely on digital media. The Audio/Visual Production program also sees strong job growth, driven by the need for skilled technicians who can handle the sophisticated equipment and technologies required for high-quality audiovisual presentations and productions. Lastly, the Fashion Design program is expanding as Tennessee's fashion industry seeks innovative designers to meet the growing demand for unique and trendsetting apparel. Collectively, these programs of study offer promising career opportunities within the state's thriving Arts, A/V Technology, & Communications sector.

School Year	Arts, A/V Technology, & Communication Concentrators
2020-21	4,689
2021-22	4,746
2022-23	5,801

Audio/ Visual Production

2023-2024 Program of Study	Year 1	Year 2	Year 3	Year 4
Audio/Visual Production	A/V Production I (C11H01)	A/V Production II (C11H02)	A/V Production III (C11H03) -or- Dual Enrollment Audio/Visual Production I (C11H00) -or- Dual Enrollment Audio/Visual Production II (C11H15)	Applied Arts Practicum (C11H07) -or- AP English Language & Composition (G01H17) -or- Dual Enrollment Audio/Visual Production III (C11H18) -or- Dual Enrollment Audio/Visual Production IV (C11H19) -or- WBL Audio/Visual Production Career Practicum (C11H25)

Description

The *Audio/Visual Production* program of study (POS) is designed for students interested in pursuing a career path in media and entertainment. Course content focuses on multimedia platforms including television, cinema, radio, film, and other audio and video production-related specializations such as journalism, music, broadcasting, scriptwriting, and recording. Students complete all phases of the production process including planning, coordinating, capturing, editing, and distributing productions. Topics include concept creation, scripting, interviewing, budgeting, scheduling, set design, engineering, field and studio production, editing, and operating production equipment such as cameras, lights, and audio equipment. Skills such as creativity, collaboration, critical thinking, and problem-solving will be essential to the learning outcomes students will need to be successful navigators in the technology and media-suffused environment we live in today.¹ Upon completion of this POS, students will be prepared to seek employment or advanced training as an audio and video equipment technician, camera operator, film and video editor, multimedia artist and animator, broadcast technician, and many other careers in entertainment and media.

This POS is aligned with [SkillsUSA](#) and the [Technology Student Association](#) (TSA) career and technical student organizations (CTSOs).

Job Outlook

As the need for businesses to help enhance communication and collaboration among employees, customers, and clients rises, there is an increasing need for skilled professionals who can improve productivity, reduce costs, increase collaboration, and enhance presentations and performances. According to the Bureau of Labor Statistics, overall employment of broadcast, sound, and video technicians is strong both statewide and nationally. Nationally, broadcast, sound, and video technicians are projected to grow two percent from 2022 to 2032, about as fast as the average for all occupations¹. Tennessee is expecting a 38 percent projected growth in the employment of audio-video technicians².

There are about 12,900 openings for broadcast, sound, and video technicians projected each year, on average, over the decade³. Many of these openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as retiring.

¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, [Broadcast, Sound, and Video Technicians], at <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm> (Visited February 1, 2024)

² National Center for O*Net Development. O*NetOnLine. Retrieved February 1, 2024 from <https://www.onetonline.org/>

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, [Broadcast, Sound, and Video Technicians], at <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm> (Visited February 1, 2024)

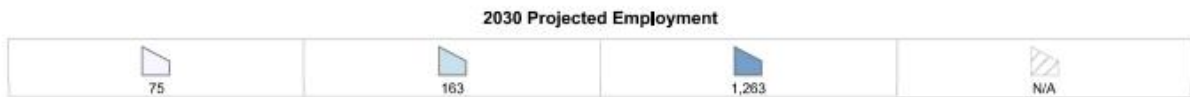
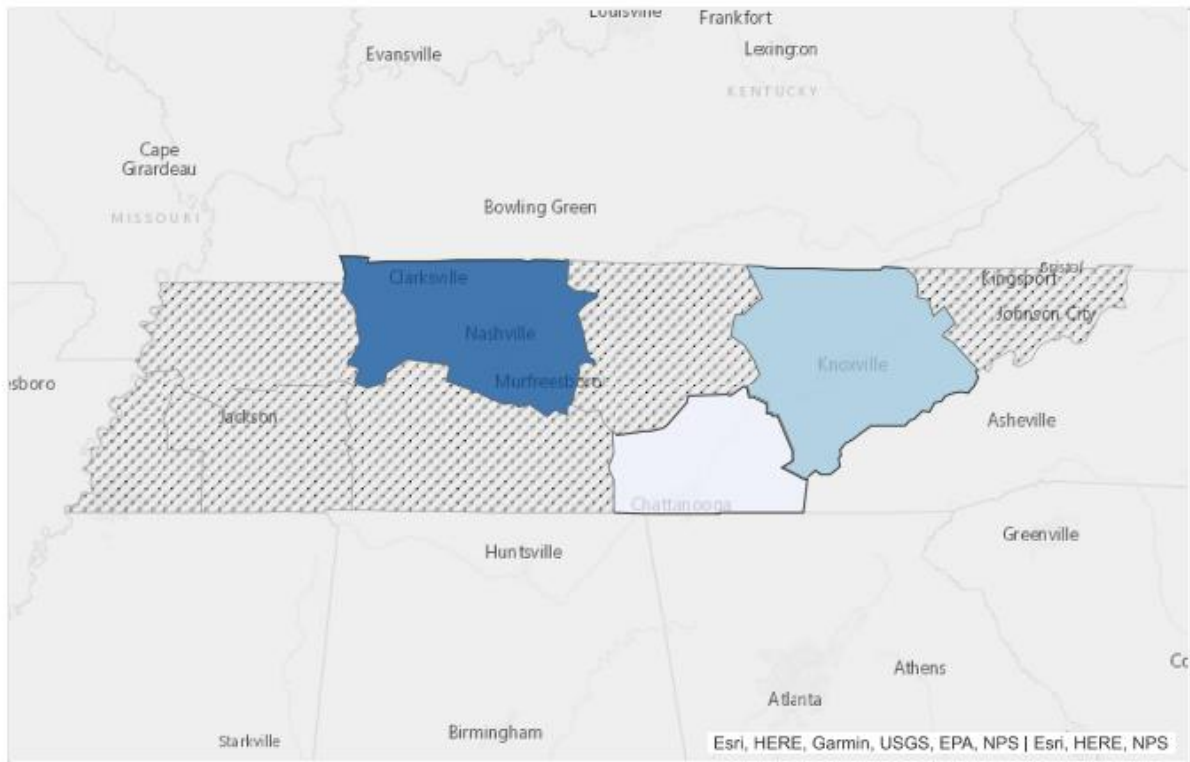
Figure 1. Tennessee employment projections for Audio/Video Production related occupations with positive job openings projected for 2020-2030 according to the Tennessee Higher Education Commission [Supply and Demand Report](#).⁴

Occupation	SOC Code	Employment (2020)	Projected Employment (2030)	Projected Growth (2020-2030)	Projected Annual Job Openings (2020-2030)
Audio Video Technicians	27-4011	1,406	1,936	38%	219
Camera Operators, Television, Video and Film	27-4031	887	1,127	27%	119
Producers and Directors	27-2012	1,684	2,213	31%	219
Editors	27-3041	1,764	2,081	18%	216
Musicians and Singers	27-2042	5,125	6,880	34%	865
Photographers	27-4021	2,820	3,270	16%	320
Designers, All Other	27-1029	1,336	1,350	1%	71
Art Director	27-1011	1,056	1,174	11%	125
Broadcast Announcers and Radio Disc Jockeys	27-3011	742	917	24%	95
News Analysts, Reporters, and Journalists	27-3023	660	779	18%	88

⁴ Tennessee Higher Education Commission, Supply and Demand Report, Retrieved March 1, 2024, from <https://www.tn.gov/thee/research/supply-and-demand.html>

Figure 2. 2020-2030 Tennessee employment projections for Audio/Video Technicians in Tennessee by region. ⁵

The map below shows the distribution of the 2030 projected employment for Audio and Video Technicians in Tennessee by local workforce development areas.



Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI

⁵ Jobs4Tn.gov. Occupation Profile. Retrieved (February 1, 2024), from <https://jobs4tnwfs.tn.gov/vosnet/Default.aspx>

Program of Study Level

The Tennessee Investment in Student Achievement (TISA) provides direct funding for student participation in career and technical education (CTE) programs to drive college and career readiness outcomes. Pursuant to [T.C.A. § 49-3-105\(c\)\(2\)](#), a direct allocation amount will be generated for each student membership in a CTE program based on the rule:

1. The level of the program
 - Programs shall be designated into one (1) of three (3) levels.
 - Programs will be classified into three (3) levels based on alignment to wage-earning potential indicators and additional resources required to support the program if aligned to wage-earning potential occupational pathways.
2. The student progression in coursework through the program

*The state budget keeps all programs funded at \$5,000 for 2024-25 school year funding. See the [CTE TISA Programs of Study Leveling Guide 2024-25](#) for the TISA funding formula for program of study levels.

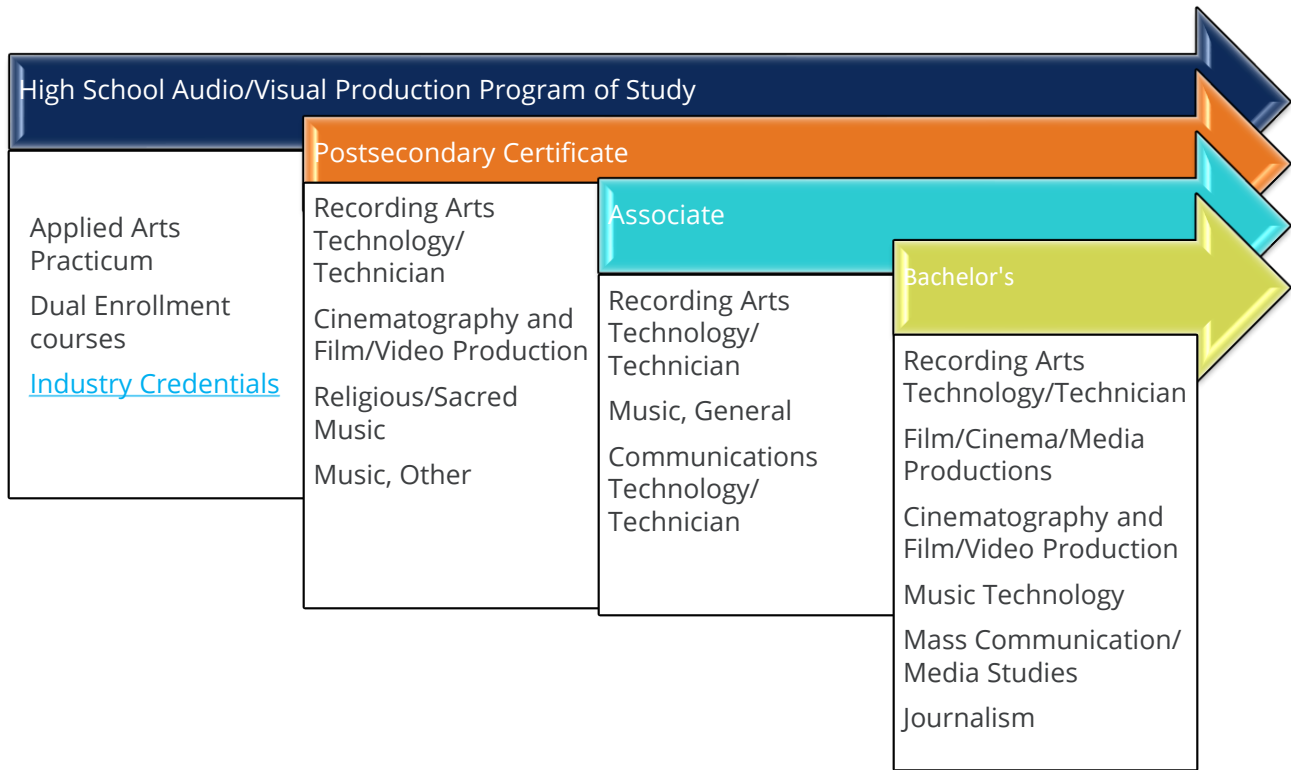
Audio/Visual Program: Level 1

Postsecondary Pathways

In Tennessee, students aspiring to delve into the realm of audiovisual production have a diverse array of postsecondary opportunities to explore. The Tennessee College of Applied Technology (TCAT) offers specialized programs tailored to the industry, equipping students with hands-on skills crucial for success in audiovisual production. Additionally, community colleges like Pellissippi State Community College and Northeast State Community College provide comprehensive courses in multimedia production, covering everything from video editing techniques to sound design principles. For those seeking a more in-depth academic experience, universities such as Middle Tennessee State University and the University of Tennessee Knoxville offer bachelor's degrees in fields like media arts and communication, allowing students to refine their craft while also gaining a broader understanding of the industry's theoretical frameworks and practical applications. These institutions collectively provide a rich tapestry of educational avenues, ensuring that aspiring audiovisual producers in Tennessee have ample opportunities to cultivate their talents and pursue fulfilling careers in the field.

Figure 3 illustrates which opportunities are available for a student graduating from a Tennessee Industrial Maintenance Technology program in high school. The figure outlines some of the related postsecondary certificates and degrees, career opportunities, and salaries available to students in the pathway. Students may acquire hours transferable to a postsecondary institution for the completion of certificates and degrees.

Figure 3. Outlines the related career opportunities and training necessary for each program of study. Students may acquire hours transferable to a postsecondary institution for the completion of a degree.



Additional opportunities are offered at multiple postsecondary institutions as indicated in the [Tennessee Department of Labor and Workforce Dashboard](#).

High School Diploma	Certificate	Associate	Bachelor's
<ul style="list-style-type: none"> Public Address Announcers 	<ul style="list-style-type: none"> Audio and Video Equipment Technicians (\$45,020) Sound Engineering Technicians (\$48,500) Camera Operators (\$47,270) 	<ul style="list-style-type: none"> Broadcast Technicians (\$38,280) Audio and Video Equipment Technicians (\$45,020) 	<ul style="list-style-type: none"> Producers and Directors (\$59,730) Editors (\$58,130) Film and Video Editors (\$56,460) Writers and Authors (\$57,440) Radio and Television Announcer (\$31,390)

Current Secondary Landscape

Over the past three years, the number of schools offering Audio/Video Production has increased from 55 to 67. In the 2022-23 school year, 7,960 students were enrolled in Audio/Visual Productions courses which is an increase from previous years. This program may not be appropriate for schools that do not have the supporting labor market data. The figures below show the open enrollment analysis for the 2020-21 through the 2022-23 school year as well as the enrollment in the Audio Video Productions and student concentration in the Arts, A/V Technology, & Communications career cluster.

Figure 1. Open Enrollment Analysis

School Year	Schools Offering Audio/Visual Production
2020-21	55
2021-22	61
2022-23	67

Figure 5. Student Enrollment by Course

School Year	Audio/Video Production I	Audio/Video Production II	Audio/Video Production III	Applied Arts Practicum	Dual Enrollment Audio/Visual Production I
2020-21	3162	1629	1056	170	34
2021-22	3993	1449	1111	314	108
2022-23	4745	1750	1047	375	43

Digital Arts & Design

2023-2024 Program of Study	Year 1	Year 2	Year 3	Year 4
Digital Arts & Design	Digital Arts & Design I (C11H06)	Digital Arts & Design II (C11H05)	Digital Arts & Design III (C11H16) -or- Dual Enrollment Digital Arts & Design I (C11H08) -or- Dual Enrollment Digital Arts & Design II (C11H09)	Applied Arts Practicum (C11H07) -or- AP 2-D Art and Design (G05H30) -or- Dual Enrollment Digital Arts & Design III (C11H20) -or- Dual Enrollment Digital Arts & Design IV (C11H21) -or- WBL Digital Arts & Design Career Practicum (C11H26)

Description

The *Digital Arts & Design* POS is for students interested in pursuing careers as multimedia artists, animators, graphic designers, and communications specialists. Course content in this POS is designed to inspire innovative and creative thinking and develop strong knowledge in communications technologies, animation and software applications, digital graphics, motion graphics, and more for a broad range of business and industry applications. Students will gain exposure to methods of digital creation by fusing creativity with technology through collaborative design projects and individual creative portfolios. Students will leverage digital tools to gather, evaluate, and use information, and apply design skills in the communication of materials for an ever-shifting media landscape.

In the fourth year of this POS, students have the option of taking *Applied Arts Practicum* or *AP Studio Art: 2-D Design*. The capstone practicum course provides students with opportunities to learn from industry professionals in a working environment by completing a design project, reporting the results, and presenting their project before an audience. Students may gain job experience while still in high school through local and CTSO competitions and work-based learning. Dual credit/dual enrollment opportunities may be established with local postsecondary institutions.

This program of study is aligned with SkillsUSA and the Technology Student Association (TSA) CTSOs.

Job Outlook

Art directors are essential in various creative industries, including television, film, advertising, and video games, as they guide and supervise designers and artists to ensure cohesive visual communication. By articulating their vision for each project, art directors play a crucial role in determining the stylistic direction through which messages are effectively conveyed to the audience. According to the Bureau of Labor Statistics, overall employment of Art directors is strong both statewide and nationally. Nationally art directors are projected to grow six percent from 2022 to 2032, faster than the average for all occupations⁶. Tennessee is expecting an 11 percent projected growth in the employment of art directors⁷.

There are about 13,800 openings for art directors projected each year, on average, over the decade⁸. Many of these openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as retiring.

Figure 1. Tennessee employment projections for Digital Arts and Design-related occupations with positive job openings projected for 2020-2030 according to the Tennessee High Education Commission, [Supply and Demand Report](#)⁹.

Occupation	SOC Code	Employment (2020)	Projected Employment (2030)	Projected Growth (2020-2030)	Projected Annual Job Openings (2020-2030)
Graphic Designers	27-1024	4,103	4,393	7%	412
Art Directors	27-1011	1,046	1,174	12%	125
Market Research Analysts and Marketing Specialists	13-1161	9,662	12,922	34%	1,419
Marketing Managers	11-2021	5,085	6,362	25%	603
Printing Press Operators	51-5112	3,674	3,624	-2%	384
Photographers	27-4021	2,823	3,272	16%	319
Editors	27-3041	1,764	2,081	18%	216

⁶ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, [Art Directors], at <https://www.bls.gov/ooh/arts-and-design/art-directors.htm> (Visited February 1, 2024)

⁷ National Center for O*Net Development. O*NetOnline. Retrieved February 1, 2024 from <https://www.onetonline.org/>

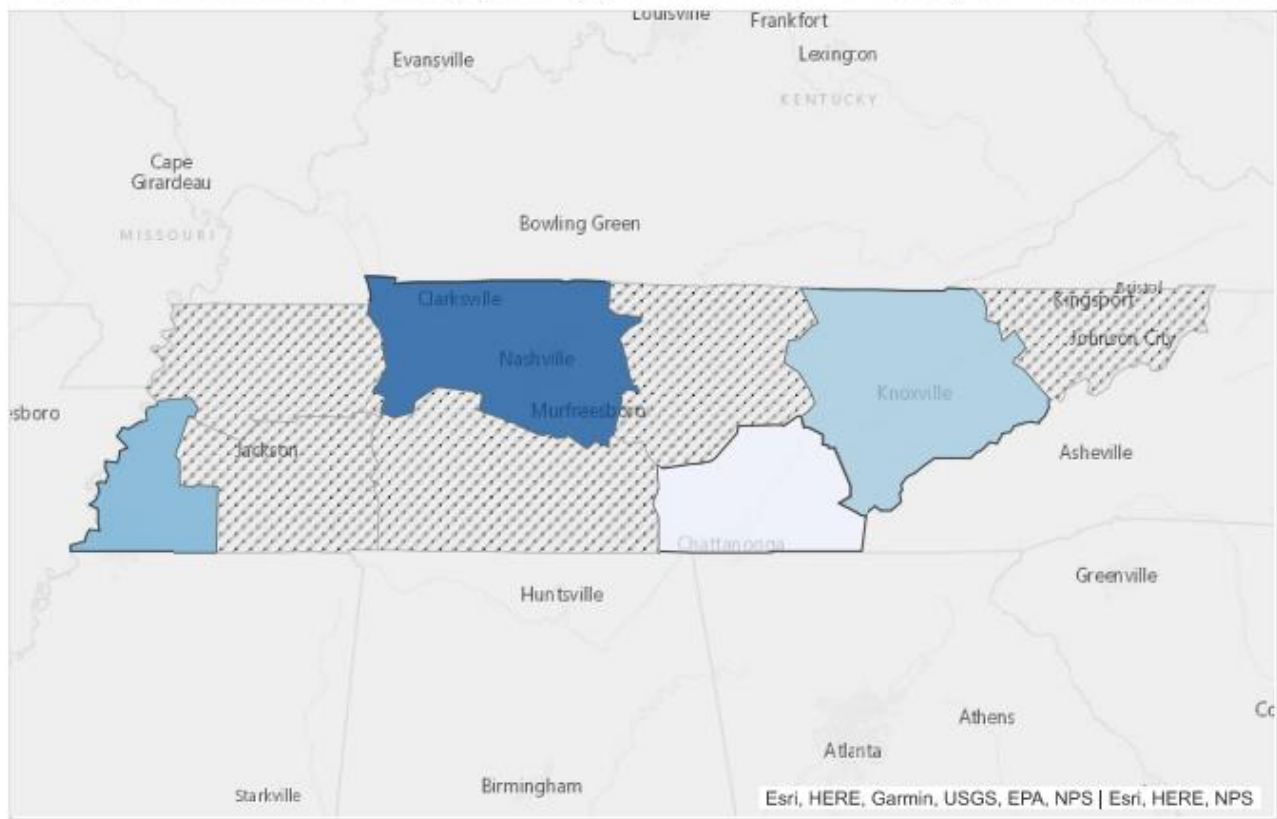
⁸ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, [Art Directors], at <https://www.bls.gov/ooh/arts-and-design/art-directors.htm> (Visited February 1, 2024)

⁹ Tennessee Higher Education Commission, Supply and Demand Report, Retrieved March 1, 2024, from <https://www.tn.gov/thee/research/supply-and-demand.html>

Occupation	SOC Code	Employment (2020)	Projected Employment (2030)	Projected Growth (2020-2030)	Projected Annual Job Openings (2020-2030)
Designers, All Other	27-1029	1,336	1,350	1%	122
Commercial and Industrial Designers	27-1021	662	769	16%	76
Print Binding Finishing Workers	51-5113	790	670	-15%	70

Figure 2. 2020-2030 projected employment for Art Directors in Tennessee by region.¹⁰

The map below shows the distribution of the 2030 projected employment for Art Directors in Tennessee by local workforce development areas.



Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMJ

¹⁰ Jobs4Tn.gov. Occupation Profile. Retrieved (February 1, 2024), from <https://jobs4tnwfs.tn.gov/vosnet/Default.aspx>

Program of Study Level

TISA provides direct funding for student participation in CTE programs to drive college and career readiness outcomes. Pursuant to [T.C.A. § 49-3-105\(c\)\(2\)](#), a direct allocation amount will be generated for each student membership in a CTE program based on the rule:

1. The level of the program
 - Programs shall be designated into one (1) of three (3) levels.
 - Programs will be classified into three (3) levels based on alignment to wage-earning potential indicators and additional resources required to support the program if aligned to wage-earning potential occupational pathways.
2. The student progression in coursework through the program

*The state budget keeps all programs funded at \$5000 for 2024-25 school year funding. See the [CTE TISA Programs of Study Leveling Guide 2024-25](#) for the TISA funding formula for program of study levels.

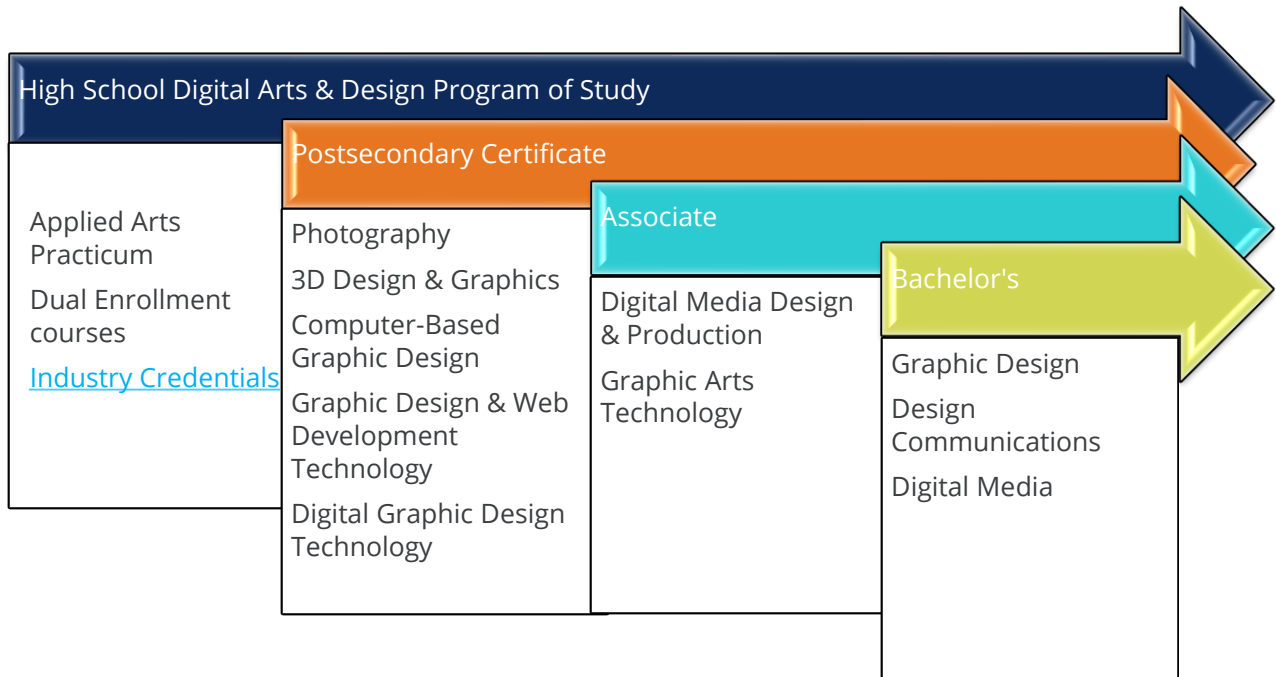
Digital Arts & Design Program: Level 3

Postsecondary Opportunities

Tennessee boasts a vibrant landscape of post-secondary opportunities for students passionate about digital arts and design. The Tennessee College of Applied Technology (TCAT) offers specialized programs catering to the digital arts, providing students with hands-on training in graphic design, digital imaging, and multimedia production. Moreover, community colleges such as Chattanooga State Community College and Nashville State Community College offer comprehensive curricula in digital media arts, empowering students with the technical skills and creative vision necessary for success in the field. For those seeking a more expansive academic journey, universities like the University of Tennessee Chattanooga and Austin Peay State University feature bachelor's degree programs in graphic design and digital media, blending artistic exploration with cutting-edge technology to prepare students for dynamic careers in digital arts and design. Across these institutions, students in Tennessee have access to a diverse array of educational pathways, ensuring they can cultivate their talents and flourish as innovative creators in the digital landscape.

Figure 3 illustrates which opportunities are available for a student graduating from a Tennessee Industrial Maintenance Technology program in high school. The figure outlines some of the related postsecondary certificates and degrees, career opportunities, and salaries available to students in the pathway. Students may acquire hours transferable to a postsecondary institution for the completion of certificates and degrees.

Figure 3. Outlines the related career opportunities and training necessary for each program of study. Students may acquire hours transferable to a postsecondary institution for the completion of a degree.



Additional opportunities are offered at multiple postsecondary institutions as indicated in the [Tennessee Department of Labor and Workforce Dashboard](#).

High School Diploma	Certificate	Associate	Bachelor's
<ul style="list-style-type: none"> • Photographers • Camera Operators (\$47,270)	<ul style="list-style-type: none"> • Photographers (\$33,290)	<ul style="list-style-type: none"> • Photographers • Camera Operators • Camera Operators (\$47,270)	<ul style="list-style-type: none"> • Graphic Designers • Special Effects artists and animators • Commercial and industrial designers • Art Directors (\$49,090) (\$53,000) (\$59,090) (\$76,430)

Current Secondary Landscape

Over the past three years, the number of schools offering Digital Arts & Design has decreased from 69 to 68 in 2023. In the 2022-23 school year 9,701 students were enrolled in Digital Arts & Design, which was an increase from previous years. This program may not be appropriate for schools that do not have the supporting labor market data. The figures below show the open enrollment analysis for the 2020-21 through the 2022-23 school year as well as the enrollment in Digital Arts & Design and student concentration in the Arts A/V Technology & Communications career cluster.

Figure 2. Open Enrollment Analysis

School Year	Schools Offering Digital Arts & Design
2020-21	69
2021-22	65
2022-23	68

Figure 5. Student Enrollment by Course

School Year	Digital Arts & Design I	Digital Arts & Design II	Digital Arts & Design III	Applied Arts Practicum	Dual Enrollment Digital Arts & Design I	Dual Enrollment Digital Arts & Design II
2020-21	5170	2105	971	170	66	84
2021-22	5462	2302	1257	314	117	49
2022-23	5434	2283	1264	375	251	94

Fashion Design

2023-2024 Program of Study	Year 1	Year 2	Year 3	Year 4
Fashion Design	Visual Arts: Comprehensive I (G05H08)	Foundations of Fashion Design (C11H17)	Fashion Design (C11H10) -or- Dual Enrollment Fashion Design I (C11H13) -or- Dual Enrollment Fashion Design II (C11H14) -or- CIE Art & Design: Fashion & Design AS Level (C11H12)	Advanced Fashion Design (C11H11) -or- Dual Enrollment Fashion Design III (C11H22) -or- Dual Enrollment Fashion Design IV (C11H23) -or- WBL Fashion Design Career Practicum (C11H24)

Description

The *Fashion Design* POS prepares students for further education and careers in the fashion industry. In addition to learning skills and knowledge related to the elements and principles of design, apparel manufacture and merchandising, basic marketing and product promotion, trend forecasting, and presentation, students complete a capstone project during which they design an original fashion line and create artifacts to include in a professional portfolio. Upon completion of this POS, students will be prepared for postsecondary study and careers in fashion design and fashion merchandising. Students may gain job experience while still in high school through local and CTSO competitions and work-based learning.

This POS is aligned with [SkillsUSA](#) and the [TSA](#) CTSOs.

Job Outlook

Fashion Designers are crucial to society as they serve as creative visionaries, shaping trends and influencing cultural norms through their innovative designs. Their work not only drives economic growth and fosters job creation within the fashion industry but also serves as a powerful form of self-expression, empowering individuals to communicate their identities and values through clothing. Furthermore, fashion designers contribute to social discourse by addressing important issues such as sustainability and the recognition of different cultural traditions, thereby playing a pivotal role in shaping the fabric of modern society. According to the Bureau of Labor Statistics, overall employment of Fashion Designers is stable both statewide and nationally. Nationally, fashion designers are projected to grow three percent from 2022 to 2032, about as

fast as the average for all occupations¹¹. Tennessee is expecting a one percent projected growth in the employment of fashion designers¹².

There are about 2,300 openings for fashion designers projected each year, on average, over the decade¹³. Many of these openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Figure 1. Tennessee employment projections for fashion-related occupations with positive job openings projected for 2020-2030 according to the Tennessee Higher Education Commission, [Supply and Demand Report](#).¹⁴

Occupation	SOC Code	Employment (2020)	Projected Employment (2030)	Projected Growth (2020-2030)	Projected Annual Job Openings (2020-2030)
Merchandise Displayers and Window Trimmers	27-1026	1,928	2,139	11%	204
Sewing Machine Operators	51-6031	4,248	3,822	-10%	414
Designers, All Other	27-1029	1,336	1,350	1%	122
Upholsters	51-6093	905	1,004	11%	92
Set and Exhibit Designers	27-1027	533	577	8%	54
Artists and Related Workers, All Other	27-1019	121	161	33%	18

¹¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, [Fashion Designers], at <https://www.bls.gov/ooh/arts-and-design/fashion-designers.htm> (Visited February 1, 2024)

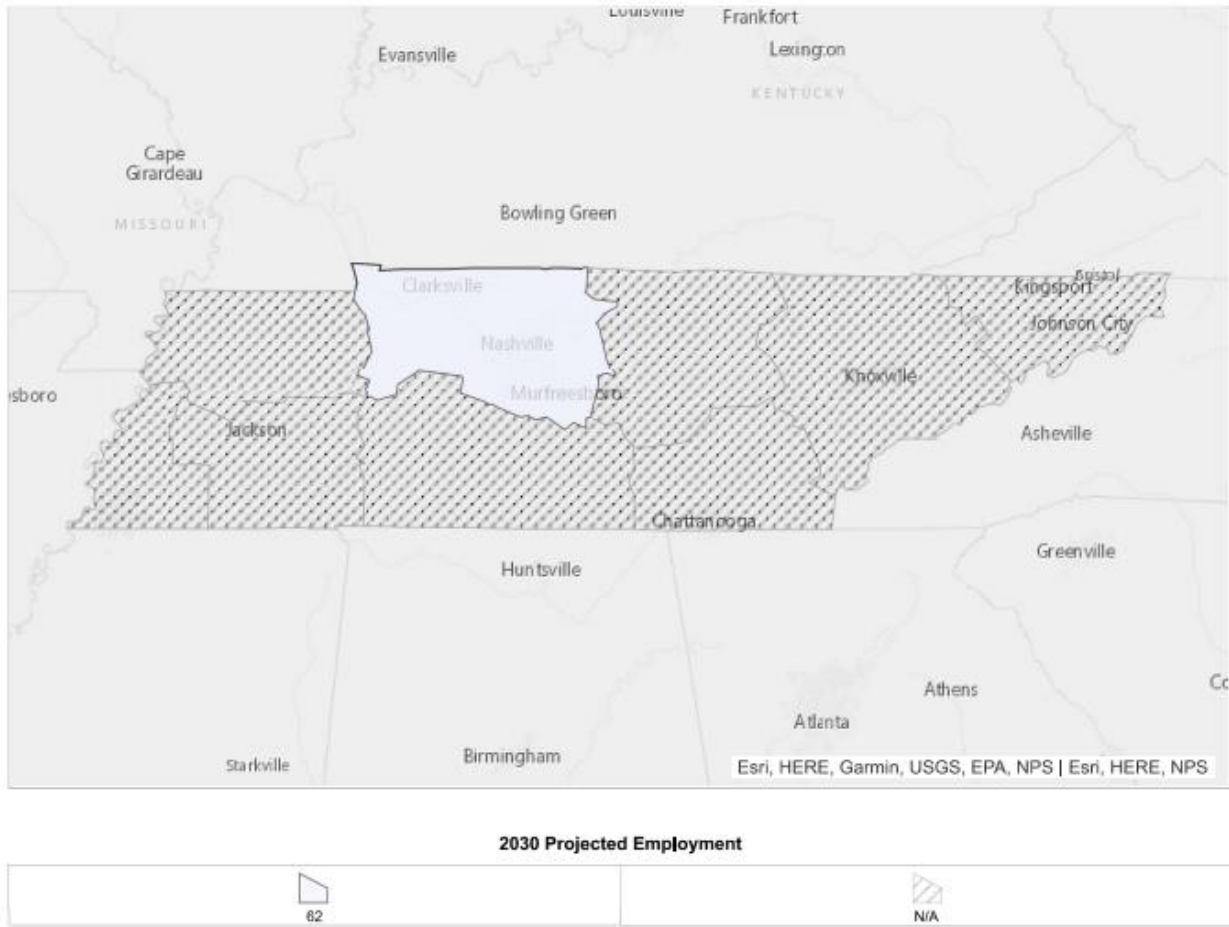
¹² National Center for O*Net Development. O*NetOnLine. Retrieved February 1, 2024 from <https://www.onetonline.org/>

¹³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, [Fashion Designers], at <https://www.bls.gov/ooh/arts-and-design/fashion-designers.htm> (Visited February 1, 2024)

¹⁴ Tennessee Higher Education Commission, Supply and Demand Report, Retrieved March 1, 2024, from <https://www.tn.gov/thec/research/supply-and-demand.html>

Figure 2. Projected employment for Artists and Related Workers in Tennessee by region.¹⁵

The map below shows the distribution of the 2030 projected employment for Artists and Related Workers, All Other in Tennessee by local workforce development areas.



Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI

¹⁵ Jobs4Tn.gov. Occupation Profile. Retrieved (February 1, 2024), from <https://jobs4tnwfs.tn.gov/vosnet/Default.aspx>

Program of Study Level

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2. The student progression in coursework through the program

*The state budget keeps all programs funded at \$5,000 for 2024-25 school year funding. See the [CTE TISA Programs of Study Leveling Guide 2024-25](#) for the TISA funding formula for program of study levels.

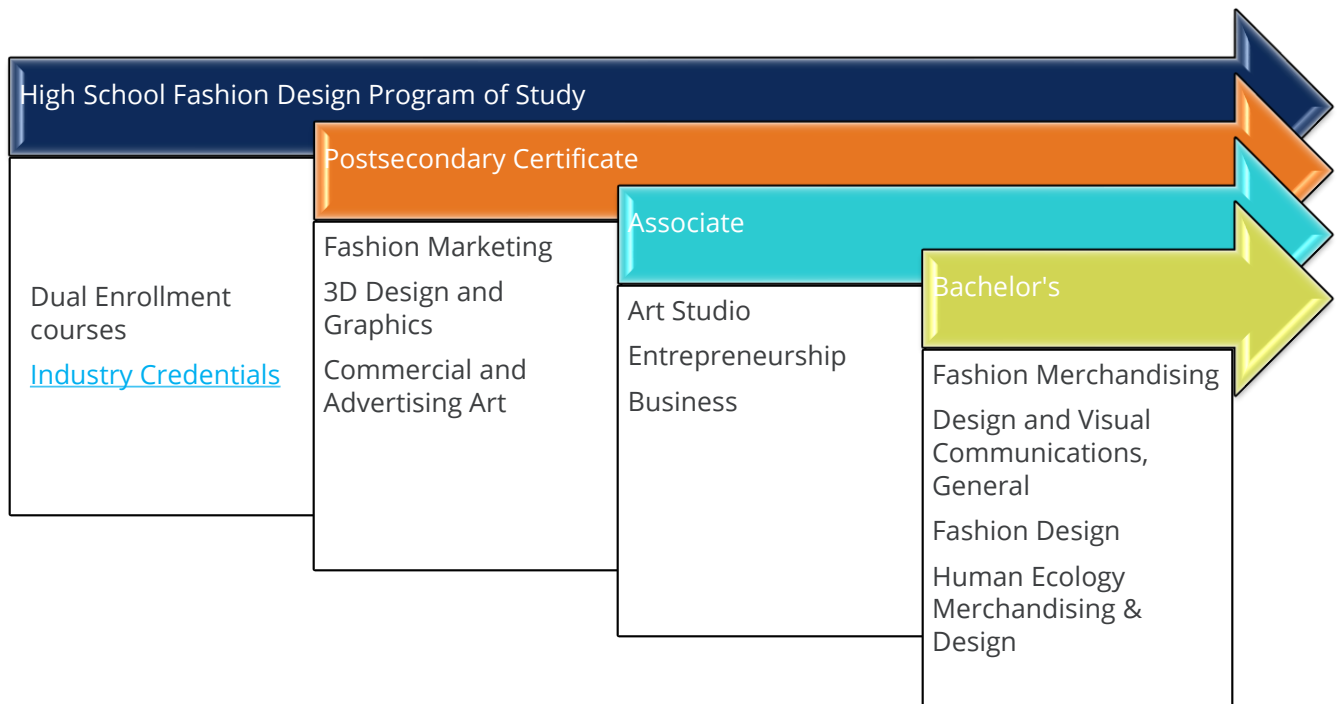
Fashion Design Program: Level 1

Postsecondary Opportunities

Tennessee offers a rich tapestry of postsecondary opportunities for students aspiring to venture into the world of fashion design. The Tennessee College of Applied Technology (TCAT) stands out with specialized programs focusing on apparel design and textile technology, equipping students with the technical skills and industry knowledge needed to thrive in the competitive fashion landscape. Additionally, community colleges such as Nashville State Community College and Chattanooga State Community College provide comprehensive coursework in fashion design, covering everything from entrepreneurship to visual communication. For those seeking a more immersive academic experience, universities like Middle Tennessee State University and Tennessee State University offer bachelor's degree programs in fashion merchandising and design, allowing students to hone their creativity while also delving into the business aspects of the fashion industry. With a range of educational pathways available, Tennessee ensures that aspiring fashion designers have the resources and support they need to turn their passion into a fulfilling career.

Figure 3 illustrates which opportunities are available for a student graduating from a Tennessee Machining Technology program in high school. The figure outlines some of the related postsecondary certificates and degrees, career opportunities, and salaries available to students in the pathway. Students may acquire hours transferable to a postsecondary institution for the completion of certificates and degrees.

Figure 3. Outlines the related career opportunities and training necessary for each program of study. Students may acquire hours transferable to a postsecondary institution for the completion of a degree.



Additional opportunities are offered at multiple postsecondary institutions as indicated in the [Tennessee Department of Labor and Workforce Dashboard](#).

High School Diploma	Certificate	Associate	Bachelor's
<ul style="list-style-type: none"> • Sewing machine operators (\$28,010) • Tailors, dressmakers, and custom sewers (\$34,080) • Retail salesperson (\$28,110) • First-line supervisors of retail sales workers (\$41,970) 	<ul style="list-style-type: none"> • First-line supervisors of retail sales workers (\$41,970) • Tailors, dressmakers, and custom sewers (\$34,080) 	<ul style="list-style-type: none"> • First-line supervisors of retail sales workers (\$41,970) • Wholesale and retail buyers (\$59,970) 	<ul style="list-style-type: none"> • Fashion designers (\$76,700) • Art Director (\$76,430)

Current Secondary Landscape

Over the past three years, the number of schools offering Fashion Design has decreased from 19 to 13. In the 2022-23 school year 735 students were enrolled in Fashion Design which was a decrease from previous years. This program may not be appropriate for schools that do not have the supporting labor market data. The figures below show the open enrollment analysis for the 2020-21 through the 2022-23 school year as well as the enrollment in Fashion Design and student concentration in the Arts A/V Technology & Communications cluster.

Figure 3. Open Enrollment Analysis

School Year	Schools Offering Fashion Design
2020-21	19
2021-22	16
2022-23	13

Figure 5. Student Enrollment by Course

School Year	Visual Arts I	Foundations of Fashion Design	Fashion Design	Advanced Fashion Design
2020-21	43,121	440	280	45
2021-22	45,745	447	253	50
2022-23	45,729	435	276	24

References

Bureau of Labor Statistics, U.S. Department of Labor. (2024, March 11). *Occupation Outlook Handbook*. <https://www.bls.gov/ooh/>

National Center for ONET Development. (2024, March 11). *ONET Online*. <https://www.onetonline.org/>

Jobs4Tn.gov. (2024, March 11). *Occupation Data*.

<https://jobs4tnwfs.tn.gov/vosnet/analyzer/drill/drill.aspx?enc=e7AKr7bjUGRBEdrMte14UU/yogINLO8Pv84AeQ47o7RHYdO6bz/6xZJrhpqcrleAp8cmiHwwVz7Rx4EEfPLwSw==>

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Recommendations

The following includes recommendations for course standards changes to be presented to the State Board of Education (SBE) for consideration in August 2024.

Program of Study	Course	Recommendations
<ul style="list-style-type: none"> • Audio Video Production • Digital Arts & Design • Foundations of Fashion Design 	<ul style="list-style-type: none"> • A/V Production I • Digital Arts & Design I • Foundations of Fashion Design 	<ul style="list-style-type: none"> • Add on to an existing standard to highlight the creation of a design portfolio artifact. • Add a standard to highlight the importance and integration of CTSOs in the classroom. • Add a standard to emphasize the growing need for data analysis in all career areas. • Add a standard to point out the prominence of Artificial Intelligence.
<ul style="list-style-type: none"> • Audio Video Production • Digital Arts & Design • Foundations of Fashion Design 	<ul style="list-style-type: none"> • A/V Production II • Digital Arts & Design II • Fashion Design 	<p>Add a standard to focus on a team project with an emphasis on data analysis.</p>
<p>Fashion Design</p>	<ul style="list-style-type: none"> • Foundations of Fashion Design • Fashion Design • Advanced Fashion Design Practicum 	<ul style="list-style-type: none"> • Name Change to include the Merchandising to Program of Study name as well as included courses.
<p>Fashion Design and Merchandising</p>	<p>Fashion Design</p>	<ul style="list-style-type: none"> • Add a standard on social media marketing. • Add a standard for social media analysis.

2025-26 Recommended Program of Study Guides

Audio/Visual Production

2025-2026 Program of Study	Year 1	Year 2	Year 3	Year 4
Audio/Visual Production	A/V Production I (C11H01)	A/V Production II (C11H02)	A/V Production III (C11H03) -or- Dual Enrollment Audio/Visual Production I (C11H00) -or- Dual Enrollment Audio/Visual Production II (C11H15)	Applied Arts Practicum (C11H07) -or- AP English Language & Composition (G01H17) -or- Dual Enrollment Audio/Visual Production III (C11H18) -or- Dual Enrollment Audio/Visual Production IV (C11H19) -or- Dual Enrollment Audio/Visual Production V (C11H27) -or- Dual Enrollment Audio/Visual Production VI (C11H28) -or- Dual Enrollment Audio/Visual Production VII (C11H29) -or- Dual Enrollment Audio/Visual Production VIII (C11H30) -or- Dual Enrollment Audio/Visual Production IX (C11H31)

				-or- Dual Enrollment Audio/Visual Production X (C11H32) -or- WBL Audio/Visual Production Career Practicum (C11H25)
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Digital Arts & Design

2025-2026 Program of Study	Year 1	Year 2	Year 3	Year 4
Digital Arts & Design	Digital Arts & Design I (C11H06)	Digital Arts & Design II (C11H05)	Digital Arts & Design III (C11H16) -or- Dual Enrollment Digital Arts & Design I (C11H08) -or- Dual Enrollment Digital Arts & Design II (C11H09)	Applied Arts Practicum (C11H07) -or- AP 2-D Art and Design 2 (G05H30) -or- AP 3-D Art and Design 2 (G05H29) -or- Dual Enrollment Digital Arts & Design III (C11H20) -or- Dual Enrollment Digital Arts & Design IV (C11H21) -or- Dual Enrollment Digital Arts & Design V (C11H33) -or- Dual Enrollment Digital Arts & Design VI (C11H34) -or- Dual Enrollment Digital Arts & Design VII (C11H35) -or- Dual Enrollment Digital Arts & Design VIII (C11H36)

				-or- Dual Enrollment Digital Arts & Design IX (C11H37) -or- Dual Enrollment Digital Arts & Design X (C11H38) -or- WBL Digital Arts & Design Career Practicum (C11H26)
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Fashion Design and Merchandising

2025-2026 Program of Study	Year 1	Year 2	Year 3	Year 4
Fashion Design	Foundations of Fashion Design and Merchandising (TBD)	Fashion Design and Merchandising (TBD)	Entrepreneurship (C31H05) -or- Dual Enrollment Fashion Design I (C11H13) -or- Dual Enrollment Fashion Design II (C11H14) -or- CIE Art & Design: Fashion & Design AS Level (C11H12)	Advanced Fashion Design and Merchandising (TBD) -or- Dual Enrollment Fashion Design III (C11H22) -or- Dual Enrollment Fashion Design IV (C11H23) -or- Dual Enrollment Fashion Design V (C11H39) -or- Dual Enrollment Fashion Design VI (C11H40) -or- Dual Enrollment Fashion Design VII (C11H41) -or- Dual Enrollment Fashion Design VIII (C11H42)

				-or- Dual Enrollment Fashion Design IX (C11H43) -or- Dual Enrollment Fashion Design X (C11H44) -or- WBL Fashion Design Career Practicum (C11H24)
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In 2025-26, students will have the option to add courses from the Business, Marketing, and Digital Technology programs to supplement their learning.