

**Course of Study**

**(2019-2020 School Year)**

**PROGRAM NAME**

Developed by: Instructor Name

Lorain County JVS

15181 State Route 58

Oberlin, Ohio 44074

440/774-1051

**July 2019**

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**Acknowledgments**

Sincere appreciation goes to the following school district individuals for their support and cooperation in preparing this course of study:

Dr. Glenn Faircloth, Superintendent, Lorain County JVS

Mrs. Tina Pelto, Principal, Lorain County JVS

Supervisor’s Name, Program Supervisor, Lorain County JVS

Sincere appreciation goes to the following Advisory Committee Members for their assistance and expertise in preparing this course of study:

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Sincere appreciation goes to the following individuals for their suggestions and support in preparing this course of study:

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**Statement of the Approval of the Board of Education**

I have examined the course of study content submitted for the Enter Program Name

Program and found it to be in satisfactory order, and therefore approve it.

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| Supervisor’s Name, Program Supervisor |  | Date |
|  |  |  |
| Jill Petitti, Director of Curriculum & Instruction |  | Date |

WHEREAS, this course of study is based upon the Career Field Technical Content Standards with embedded Academic Content Standards; and

WHEREAS, the Business and Industry/Educational Advisory Committee has reviewed the course of study, edited competencies to address local labor market needs, and acknowledges the school district’s ability to offer specialized programs; and

NOW, THEREFORE, BE IT RESOLVED, that The Board of Education of the Lorain County JVS District believes that this course of study meets the requirements of the Ohio Department of Education. We have reviewed its contents and approve of its use.

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| Cory Thompson, Treasurer |
|  |
| Deborah Melda, Board President |
|  |
| Dr. Glenn Faircloth, Superintendent |
|  |
| Date |

**Enter Program Name**

**Advisory Committee Recommendation**

The Advisory Committee has reviewed the course of study and recommends it for use as the foundation for instruction in the classroom, laboratory and occupational experiences.

The developers of the course of study have considered local labor market needs.

We believe this course of study adequately and correctly focuses upon the development of technical competencies, attitudes, values and appreciation critical to successful employment or continued training in this field.

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| **Signature** | **Advisory Member Name** | **Business or Industry** |
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## LORAIN COUNTY JVS SCHOOL PHILOSOPHY

Book: Policy Manual

Section: 0000 Bylaws

Title: PHILOSOPHY OF THE BOARD

Code: po0118

Status: Active

Adopted: August 17, 2017

0118 - **IDENTIFICATION - PHILOSOPHY OF THE BOARD**

A Board of Education is a legal entity for providing public education within a geographic area of the State of Ohio. The system was created by, and is governed by, State statutes. Members of a Board are, therefore, State officers appointed to represent the citizens of the District and the State in the legislative management of the District.

The Board of Education has the dual responsibility for implementing statutory requirements pertaining to public education and for meeting the desires of the citizens. While the Board has an obligation to determine and assess citizen desires, they are also instilled with the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The Board declares and, thereby, reaffirms its intent to:

1. Maintain two-way communications with citizens of the District and with its participating local school districts. The Board shall keep them informed of the progress and problems of the District, and shall ask them to bring their aspirations and concerns about the District to the attention of this body.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals.
3. Act as a truly representative body for its constituents in all matters related to programs and operations. The Board recognizes that ultimate responsibility for public education rests with the State, but the Board of Education has been assigned specific authority through statute, and the Board shall not relinquish or fail to exercise that authority.

**Mission**

We create opportunities for students to achieve success in their careers.

**Vision**

By 2023, the Lorain County JVS will be the model Career and Technical Education Center in the state of Ohio.

**Core Beliefs**

* We believe in the engagement of all stakeholders.
* We believe in providing pathways of success for all students.
* We believe in a rigorous and relevant curriculum that increases achievement. We believe in recruiting, developing and retaining highly qualified employees.
* We believe we are all responsible for the success of students. We believe in developing and sustaining partnerships.

**Program Design and Description**

### *Program Philosophy*

We believe the (Enter Program Name) Program’s philosophy is to develop an understanding of the complex and challenging experiences of the career field and career pathway. Students need these experiences to help them acquire the skills and abilities necessary for success. We believe technical knowledge, combined with instruction and experiences, will enable the students to advance in the career-technical arena. We believe all students should have the opportunity to develop the responsibility, cooperation, and professionalism skills necessary for citizens in today’s society. A sufficient variety of strategies will be offered to enable the students to gain in-depth training in their chosen career paths.

### *Ohio Career Field Initiative*

The overarching framework for Ohio career‐technical education is outlined in the Ohio Revised Code and subsequent administrative rules, which specify career‐technical programming based on 16 career fields. To view the full text of Administrative Rule 3301‐61‐03 (Criteria for Secondary Workforce Development Programs), go to: <http://education.ohio.gov/Topics/Career‐Tech/CareerDevelopmentOCIS/CTE‐Administrative‐Rules‐Update>. These 16 fields provide the framework for an Ohio career field initiative that seeks to foster the educational shift necessary to respond to the needs of a rapidly changing global environment. A career field is a “group of occupations and broad industries based on common characteristics” (see [www.careertech.org](http://www.careertech.org)). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry

and business sector. Ohio’s 16 career fields align with national efforts to broaden career technical education, integrate career‐technical with academic study and reflect the workforce needs of today and tomorrow.

The (Enter Program Name) is in the (Enter Career Field Name).

The (Enter Career Field Name and give a description based on ODE description found at *education.ohio.gov/topics/career-tech*

***Career Pathway***

A key component of the Ohio Career Field Initiative is a career pathway, which is a coherent, articulated sequence of rigorous academic and career‐technical coursework commencing in the ninth grade and leading to an associate degree, Baccalaureate degree and beyond, and an industry‐recognized certificate and/or licensure. Pathways facilitate a seamless transition from high school to post-secondary education (including apprenticeships, adult education, two‐ and four‐year colleges and graduate school) and from post-secondary education to the workplace. The career pathway is developed, implemented and maintained in partnership among secondary and post-secondary education, business and employers.

The (Enter Program Name) is in the (Enter Career Pathway Name found on the ODE document at *education.ohio.gov/topics/career-tech*

***Program Goals***

The goals of the (Enter Program Name) Program are to:

1. Develop core, cluster and employability competencies that will enable students to enter and advance in a changing workplace. These competencies represent what individuals need to know and be able to do to be successful in post-secondary education, in careers, and in life.

***Occupations Addressed by the Program***

* Itemize.....
* Several
* Here

### *Basic Program Operation*

The Enter Program Name program is a career-technical program for secondary students who desire to prepare for employment and advancement in their chosen career-technical pathway. This program provides classroom instruction and laboratory experiences based upon competencies determined by the Ohio Department of Education through the Career-Technical Content Standards and Career Field Outcomes and Competencies. Classroom instruction develops fundamental knowledge of the career pathway along with skills, abilities, values and attitudes in professionalism, and employability skills for entering and advancing in the chosen pathway. Laboratory experiences provide students with the opportunity to apply their knowledge in an authentic work setting. A variety of technical, social and economic projects are utilized to enhance each student’s innate abilities, drive and values. The program teaches decision-making techniques through the “problem-solving” approach, which includes the identification of options, the selection and testing of an option, and determination of a solution or conclusion.

Instruction will be conducted in both the classroom and laboratory setting along with a variety of locations where authentic learning, related to the chosen pathway can occur. All facilities meet the minimum state standards and licensing regulation requirements that ensure a safe working environment.

In some cases, students may participate in academic courses through Lorain County JVS in conjunction with their career-technical program. Academic instructors in mathematics, English language arts, science and social studies collaborate with technical instructors to provide academic experiences that promote student achievement in their chosen career field. Projects, assignments and discussions are designed to maintain high academic standards that prepare students for employment, apprenticeships, post-secondary education, and demonstrate the application of the respective academics directly in the career field.

### *Student Leadership Opportunities*

All students are members of the Career-Technical Student Organization (CTSO) affiliated with their program. Through club activities (both in and out of school), students develop confidence, leadership, skills, service and civic responsibilities, and social awareness. Students participate in activities at the local, state and national levels through events and leadership programs.

Students also have the opportunity to gain leadership experience through the National Technical Honor Society. NTHS honors the achievements of top CTE students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence in today’s highly competitive, skilled workforce.

### *Field Experience, Early Placement/Summer Internships, Apprenticeships*

### Collaborative educational experiences with business and industry are designed to support and enhance each student’s classroom and laboratory experiences. Opportunities outside the school setting provide a real-world atmosphere to learn and make technical connections to in-school training. An active advisory committee collaborates with instructors to enhance and expand each student’s learning experience and continuously develop new work-based learning opportunities.

### *Technology*

The curriculum includes knowledge and skill development in technology related to equipment used in the chosen career field. Students learn to adapt their knowledge to the changes that take place in this fast-paced area. The equipment used in the program reflects what is currently being used in industry. Curriculum concepts are applicable to a wide range of changes of technology. Future occupation changes and advances can build upon these fundamental concepts.

(Indicate specific ways in which you are incorporating technology into your curriculum.)

***Green Applications/Sustainability***

(Indicate the ways in which your program is environmentally conscious and encourages and/or practices sustainability with practices, procedures and/or materials.)

**Program Curriculum**

**Content Standards**

The Career Field Technical Content Standards serve as the curricular framework for Ohio’s Career‐Technical education pathway programs as outlined in Ohio Administrative Code 3301‐61‐ 03 (Criteria for Secondary Workforce Development Programs).

Career Field Technical Content Standards outline the knowledge and skills needed for success in careers across multiple pathways. Validated by Ohio business and industry representatives in conjunction with Ohio educators, these standards form the basis for developing educational programming in Ohio secondary schools. The standards also serve as the framework for developing strong career pathways that connect secondary education with post-secondary education systems and the workplace.

The content standards for the (Enter Program Name) can be found on the Ohio Department of Education website at (Enter the link for the most recent Content Standards document by selecting your program from the list at <http://education.ohio.gov/Topics/Career-Tech>).

Career-Technical education content is also inclusive of current Ohio Learning Standards in the core subjects of Language Arts, Mathematics, Science and Social Studies. These can be found on the Ohio Department of Education website at:

**Language Arts:** <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx>

**Mathematics**: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Mathematics/Math-Standards.pdf.aspx>

**Science:** <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Science/ScienceStandards.pdf.aspx>

**Social Studies:** <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx>

**Courses**

The (Enter Program Name) program consists of a combination of Pathway and Elective courses that are selected from course options provided by the Ohio Department of Education. A program must contain a minimum of 4 courses. Each course is a minimum of 120 hours and culminates with a state approved end-of-course exam and/or project based assessment in the case of a Capstone course. The course options and descriptions for the (Enter Program Name) are listed below:

Insert the Career Field Course Titles and Descriptions document that pertains to your program. This document can be found on the ODE website at <http://education.ohio.gov/Topics/Career-Tech>

**Outcomes and Competencies**

Each of the courses above is accompanied by a set of outcomes and competencies that students are expected to meet. Students achieve these competencies through not only specific course instruction but also through the integration of all of the technical, lab and academic work involved in the program. The complete list of outcomes and competencies for all of the possible courses in the (Enter Program Name) can be found on the Ohio Department of Education website at:

(Copy and Paste the website address for the Career Field Course Outlines file that pertains to your program under the link <http://education.ohio.gov/Topics/Career-Tech> on the ODE website).

\*\*\*(Additional Curriculum Information Pertaining to Specific Programs—PLTW national curriculum, ASE/NATEF, etc.)\*\*\*

**Post-Secondary Credit**

Programs may contain the opportunity for students to earn post-secondary credit in the form of CTAGs (Career-Technical Assurance Guide), bilateral articulated agreements and College Credit Plus options. Those opportunities may vary on a year to year basis and credit earned is dependent upon specific criteria being met upon completion of the program. Those credits are earned by participating in coursework that is aligned with and taught in conjunction with the state-approved curriculum for a program and is approved by the Ohio Board of Regents and/or the participating institution of higher education. Students may need to complete additional assignments, lab work and assessments in order to meet the requirements for post-secondary credits.

**Student Assessment Process**

Assessment is a continuing process that provides feedback for students, teachers, and parents. This systematic assessment will include the basic considerations of evaluating both the achievement of the students and the attainment of the goals, objectives and competencies for the program.

For the duration of the program, students will participate in both formative and summative assessments. These assessments may be conducted in both a formal and informal nature. Assessments will be a combination of teacher-created and state-mandated assessments. All students, including students with disabilities, enrolled in a career-technical education pathway program must participate in the required CTE technical assessment aligned to the pathway. Each specific course contained in a program has a corresponding end-of-course assessment in which students will participate. Along with end-of-course exams, students may have the option to and/or be required to take industry-credential tests pertaining to their specific program.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, assessment will included , but not be limited to, the following:

* Rubrics and checklists
* Teacher observation and evaluations
* Authentic assessments
* Teacher created quizzes/tests (oral, written, computer-based)
* State mandated end-of-course exams
* Industry credential exams
* Classroom assignments/homework
* Individual and/or group demonstrations and/or projects
* Interviews
* CTSO(Career Technical Student Organization) activities and contests
* Work based learning/field experiences
* Daily behavioral and professionalism performance
* Compliance of school/classroom/ lab/job site policies, procedures and rules
* (Enter any other items that you feel are necessary)

Coursework and assessments conducted in the program will be combined at the discretion of the teacher and final grades will be issued based on the following grading scale:

|  |  |  |
| --- | --- | --- |
| 90-100 | A | Outstanding |
| 80-89 | B | Above Average |
| 70-79 | C | Average |
| 60-69 | D | Below Average |
| 0-59 | F | Failing Work |
|  | i | Incomplete |

An incomplete must be made up within two weeks after the end of a grading period.

At the completion of the program, each student will receive a Career Portfolio indicating competencies in which the student is proficient.

**CTE Program of Study**

In Ohio, a CTE/Tech Prep POS is required for all approved CTE Workforce Development programs as outlined in Ohio’s Five‐Year (FY2009‐2013) State Plan required through the Carl D. Perkins Act. This is to be accomplished by FY2013. Compliance is required by each Career‐Technical Planning District (CTPD), by each post-secondary partner who receives state and federal CTE funds and by all school districts with state‐approved CTE programs receiving state CTE funds. The CTE/Tech Prep POS is part of the CTE application process that is required for state approval for all Career Technical Education Workforce Development Programs per Ohio Administrative Rule, 3301‐61‐03, accessible at [www.education.ohio.gov](http://www.education.ohio.gov) with the keyword search: CTE Administrative Rules Update. It is the responsibility of the CTPD to submit the CTE‐26 program application form, the CTE/Tech Prep POS and the CTE/Tech Prep POS Assurance page as a package.

The Program of Study for the (Enter Program Name) is attached to the approved CTE26 funding document that is on file with the Ohio Department of Education.