



**Adult Career Center
Course of Study
2019-2020**

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
- Mr. Kristian Smith, Adult Career Center, 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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| (enter name) | (enter name) |
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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.

Supervisor's Name, Program Supervisor

Date

Jill Petitti, Director of Curriculum & Instruction

Date

WHEREAS, this course of study is based upon the Ohio Department of Higher Education and COE Specification; 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.

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.

Signature	Advisory Member Name	Business or Industry
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Enter date

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.

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.
- 2.
- 3.

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. 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.

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

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
- 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)