



www.rmctc.org

The Advertising Design & Commercial Art Program

CIP 50.0402

Instructor: Steve Simons

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Have Questions?

Contact: Mrs. Donna Henderson – School Counselor

Reading Muhlenberg Career & Technology Center

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READING MUHLENBERG CAREER & TECHNOLOGY CENTER

MISSION STATEMENT

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

VISION STATEMENT

To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

BELIEFS

- We believe in valuing the diversity of each student
- We believe education leads to opportunity
- We believe quality education starts with quality leadership
- We believe a career and technical education is a critical component of workforce development
- We believe technology is vital to learning and will help students connect with a rapidly changing world
- We believe technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- We believe in providing all students with a positive educational experience
- We believe students should feel proud of what they have accomplished each day
- We believe students will be provided the opportunity to achieve their highest potential
- We believe students will be provided the opportunity to acquire and cultivate leadership skills
- We believe in providing students with a safe school environment
- We believe the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- We believe in encouraging students to maintain a lifelong affiliation with the school
- We believe change is an ongoing process, not an event, and is fundamental for building quality programs of study
- We believe instruction must accommodate individual student learning styles

Dear Parent or Guardian,

Dear Parent or Guardian,

I would like to thank you for allowing your child to enter the Advertising Design/Commercial Art (ADC) Program at RMCTC. I've sent home several forms that must be filled out and returned to me as soon as possible. Please take the time to read the policies and procedures for both the school and the ADC class. Please be sure to sign all the forms that require your signature.

I graduated from Kutztown University in 1988 with a Bachelor of Fine Arts degree in Communication Design. I worked as a designer and art director in the Allentown area until 1991. I began my teaching career as the Commercial Art Instructor at Bethlehem Area Vo-Tech and have been at RMCTC since 1994. I also have my Vocational Education Certificate in Commercial Art from Temple University and have received a Master's Equivalency certificate in Commercial Art from the state of PA. I love my job and think a career in art is one of the most exciting and rewarding careers a person could have. I believe very strongly in the importance of art and design in our society and believe that the ADC program at RMCTC will help prepare your child for this exciting and growing career.

Overview:

Students in ADC are expected to design and create visual solutions to meet a client's specific commercial or promotional need. Students are encouraged and expected to pursue post-secondary education upon completion of the program. The ADC course will prepare the students for self-employment (freelance) in areas such as design, illustration, photography, UI/UX design, and multimedia production just to name a few.

The following are general skills your child will learn while enrolled in the ADC program:

- Time Management - Managing one's own time and the time of others
- How to creatively use type to solve design problems
- Discuss their work with clients and/or supervisors and make necessary changes
- Develop graphics and layouts for product illustrations, company logos, posters, brochures, websites, and advertising campaigns
- Draw illustrations using traditional media as well as the Adobe Creative Suite on state of the art Apple computers and drawing tablets.
- Produce videos using high end digital cameras and software
- The median annual salary for graphic designer in 2019 was \$52,000. The median annual salary for multimedia artists and animators was \$75,000.

Monitoring Student Progress

You may monitor your child's progress using the Parent Portal system at RMCTC. You will also be sent a Progress Report at the mid-point of every quarter and a Report Card at the end of every quarter. Both will require a parent signature to indicate that you have had the opportunity to review your child's progress.

Homework

In addition to the tasks your child will complete in class, I will assign homework. This should be taken very seriously since it will factor very highly into the overall grade as well as build upon skills being developed in the classroom. This could take the form of sketchbook work, written reports, required reading, classroom art projects, freelance work or projects for competitions.

Using Canvas:

We use canvas at RMCTC for all grading, test taking and assignments.

This has been an invaluable tool in the ADC classroom. Each student is assigned a @rmctc email account that they will use for all their work and for their Canvas account.

Required Equipment:

Most of the tools and materials required in this course will be supplied to your child. I do strongly suggest every student purchase a minimum 4GB USB flash drive to transfer digital files. A drawing tablet is very helpful to own as you will not have to borrow one and would have it to use all the time. Upon reaching their second year, each student is issued a Macbook Pro laptop for home use.

Uniforms:

Uniforms are required for all RMCTC students. One uniform shirt will be supplied to your child. If it is lost he/she must pay to replace it.

Certifications:

Your child will have the opportunity to earn several industry certifications upon completion of the ADC program. We offer an ACA (Adobe Certified Associate) certificate in all of the Adobe software-the premier graphics software used throughout the world in the field of graphic design. This is a certification recognized nationwide that will demonstrate to employers and post-secondary institutions alike that your child is skilled in the applications necessary to work in the field of graphic design.

In conclusion, I would like to thank you for taking the time to read this and for being so active in the education of your child. It is my goal to prepare your child for a successful career in the field of art and design.

If you ever have any questions or concerns please feel free to contact me at 610-921-7300 or ssimons@rmctc.org.

Thank you,
Mr. Steven Simons



Advertising Design & Commercial Art

- Improve your drawing and painting skills in a variety of media.
- Design eye-popping graphics for print and the web.
- Use digital cameras to create stunning pictures and videos, and learn how to use programs like Adobe Photoshop and After Effects to edit like the pros.
- Prepare a professional print and digital portfolio of your work for entrance into college or the workforce.



Student Certifications

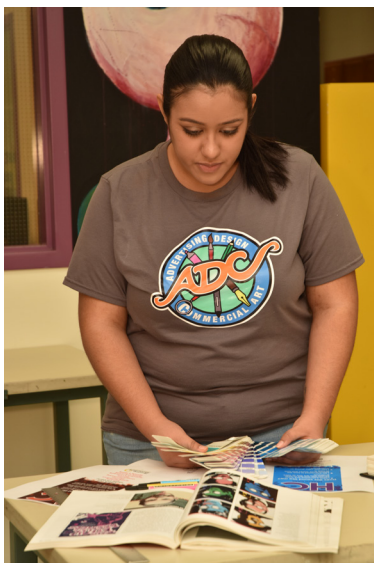
NOCTI – National Occupational Competency Testing Institute Certification

* Advertising Design & Commercial Art

ACA Illustrator – Graphic Design & Illustration

ACA InDesign – Print & Design Media Publication

ACA Photoshop – Visual Communication



Job Titles — Career Pathways

27-1013 Fine Artists, Including Painters, Sculptors, and Illustrators

27-1014 Multi-Media Artists and Animators

27-1024 Graphic Designers

43-9031 Desktop Publishers

CTC knowledge transfers to college credit at:

Art Institute of Philadelphia

Berks Technical Institute

Butler County Community College

Community College of Allegheny County

Community College of Beaver County

Pennsylvania College of Technology



CERTIFIED
ASSOCIATE

NOCTI

Instructor – Mr. Steve Simons

Biography

My high school art teacher helped me realize my potential as an artist and convinced me to study art in college. I graduated from Kutztown University with a bachelor's degree in Fine Arts and worked as a designer and art director in the Allentown/Bethlehem area after graduation. I decided to enter teaching as a way to pay respect to my high school art teacher and help students see their artistic potential the way my teacher did for me. Please feel free to contact me at ssimons@rmctc.org.

Education

B.F.A., Communication Design, Kutztown University

Certifications and Awards

Vocational Education I Certification in commercial art, Temple University

Work Experience

Designer and art director in Allentown/Bethlehem area; freelance designer; commercial arts instructor, Bethlehem Vocational Technical School

Hire Date: 1994

Community Service

Boys tennis coach at Muhlenberg High School



Program Planning Tool

Program Title: CIP 50.0402 ADVERTISING DESIGN & COMMERCIAL ART

Student Name: _____

This document has been designed as a tool to facilitate student placement decisions and provides important information about the program. The chart on the reverse side is designed to assist in the identification of necessary skills, present educational levels, and supports, if any, that are needed to foster program success.

Program Completion Requirements

A successful student will...

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of-program exam) and score at the "competent" or "advanced" level. This end-of-program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges.
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. These include: Adobe Certifications through Certiport.
- Complete the approved program curriculum and earn a minimum of one RMCTC Job Title aligned with the student's career objective. Job titles are identified on the program task list, aligned with local workforce needs and high priority employment occupations, and annually reviewed and approved by the program's occupational advisory committee.
- Successful completion of Keystone Exams as determined by sending school district.
- Maintain a 95% attendance rate or better.
- Transition on to a post-secondary institution, military or related fulltime employment aligned to their CTC program of study.

Instructional Process/Specifications

A successful student will...

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Up to 25 students are assigned to work "independently" and in "small teams". Students progress through using learning guides in a self-directed manner.
- Working in the laboratory, students will be required to work with the Mac computer, software and hand held cutting equipment associated with advertising design technology. Students will use such items as X-acto blades and spray adhesives. Considerable time will be spent using a computer and other related equipment.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 25% of their time in classroom theory and 75% of their time doing laboratory applications and live work.
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Participate in Career & Technical Student Organizations including SkillsUSA and/or National Technical Honor Society.
- Participate in a paid or unpaid work based learning related to the Program of Study (cooperative education, clinical internship, and/or job shadowing).
- Read and study textbooks and technical manuals. Most textbooks are written at a 10th to 11th grade reading level and most technical manuals are written at a higher level.
- Complete homework on time. Homework typically involves chapter. workbook or sketchbook assignments, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs: TOOLS: 4-8GB USB Flash Drive \$10 -15
Sketchbook (50-100pgs) \$15-\$20 CERTIFICATION TESTS: Adobe \$50-\$65 Extra Uniform Shirt: \$10-12

Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
Program Completion – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.		
Reading and Language Arts Level - Text and manuals written on a 10 th -11 th grade reading level. Proficient on end-of-course exam (Keystone). Ability to gather, read, and process information from multiple sources. Ability to understand written sentences and paragraphs in work related documents. Heavy reading is required to learn related software. NOCTI assessment and industry certification exams require a proficiency in English language skills		
Math Level - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Ability to compute proper settings for equipment and correct dimensioning for projects and deliverables. Ability to estimate sizes, distances, and quantities; and determine time, costs, resources, and materials needed to perform a work activity.		
Aptitude – Creative / artistic ability. Fluency of ideas. Originality. Visualization. Innovation. Attention to detail. Flexibility. Problem solving and trouble shooting skills. Analytical skills. Computer savvy.		
Safety & Physical – Manual dexterity, strong depth and color perception and discrimination. Hand-eye coordination, near vision, stamina and self-discipline to focus at work station for long periods of time. Ability to work independently, good eye/hand coordination, Visual acuity.		
Interpersonal/ Social – Ability to work independently and in a team. Effective communication skills. Cooperative. Ability to create and maintain professional relationships. Ability to work under pressure and under time deadlines.		
Other Occupational/Program Considerations - Ability to meet deadlines, basic drafting knowledge, computer skills, drawing ability and color keenness. Eye/hand coordination.		

Scope and Sequence Advertising Design & Commercial Art 50.0402

Academic Subjects – Career success and postsecondary education success require the same level of college prep coursework. The Pennsylvania Department of Education's (PDE) focus is to ensure that every student is prepared for college and a career. Academic courses such as applied math or general science cannot be listed on the program's scope and sequence. PDE's goal is to have all students perform at the competent or advanced level on the PSSA, and earn the Pennsylvania Skills Certificate on the end-of-program assessment.

	Secondary School				Postsecondary Institution			
Subject (Hours)	Grade 9 (Hours)	Grade 10 (Hours)	Grade 11 (Hours)	Grade 12 (Hours)	First Semester	Second Semester	Third Semester	Fourth Semester
Technical		Fundamentals of Advertising Design	Computerized Design Tech	Computerized Design Tech	ART 102: Two-Dimensional Design	ART 109: Design and Color	ART 225: Type Design I	PHO 250: Introduction to Digital Photography
		Fundamentals of Computerized Design Tech	Principles of Typography	Production Processes	ART 180: Drawing	ART 202: Intro to Three-Dimensional Design	ART 260: Introduction to Computer Graphics	ART 210: Intro to Graphic Design
		Principles of Typography & Color	Principles of Color	Graphic Design & Illustration	PHO 101: Black & White Photography	PNP 127: Applied Typography and Design	PNP 136: Packaging and Product Design	ART 235: Type Design II
		Production Processes & Basic Photography / Video	Basic Photography / Video	Products of Graphic Design			PNP 123: Digital Imaging	ART 295: Portfolio
		Graphic Design Principles	Illustration	Production Management				
		Illustration	Graphic Design	Student Project				
		Graphic Design Products	Production Management	Job Seeking / Keeping Skills				
		Job Seeking / Keeping Skills	Job Seeking / Keeping Skills					
English	College Prep English 9	College Prep English 10	College Prep English 11	College Prep English 12	ENL 111: English I	ENL 121: English II		
Math	Algebra I	Algebra II	Geometry	Trigonometry			MTH 151: Structures of Math	
							MTH 153: Topics in Mathematics	
Science	Accl Integrated Science	Biology	Chemistry				SCI: Science Elective	
Humanities	Citizenship	World Cultures	American History I	American Government		SSE: Elective: Social Science		
Other	Physical Education	Physical Education	Physical Education	Physical Education	FIT: Elective: Fitness			PMP 210: Digital Imaging II
	Health	Health	Driver's Ed Theory					

50.0402 Commercial and Advertising Art

Fundamentals of Advertising Design

Research careers, post secondary opportunities and industry trends in the graphic design field.

Use graphics industry standards for measuring.

Identify how copyright laws apply to Graphic Communication.

Demonstrate matting a work of art.

Demonstrate mounting a work of art.

Identify artists and movements in the history of Graphic Design.

Fundamentals of Computerized Design Technology

Identify different file formats and their uses.

Demonstrate the use of peripheral devices.

Demonstrate basic skills using Adobe Illustrator.

Demonstrate advanced skills using Adobe Illustrator.

Demonstrate basic skills using Adobe Photoshop.

Demonstrate advanced skills using Adobe Photoshop.

Demonstrate basic skills using Adobe InDesign.

Demonstrate advanced skills using Adobe InDesign.

Demonstrate basic skills using Adobe Dreamweaver.

Demonstrate basic video editing skills using Adobe Premier.

Demonstrate advanced video editing skills using Adobe Premier.

Demonstrate basic animation skills using Adobe Flash.

Demonstrate advanced animation skills using Adobe Flash.

Create a slide show presentation using PowerPoint or Keynote.

Principles of Typography

Demonstrate knowledge of basic typographic design.

Identify commonly used fonts.

Demonstrate knowledge and use of type formats and font management software.

Principles of Color

Create and identify color relationships on a color wheel.

Identify how color affects advertising strategy.

Demonstrate an understanding of color theory (RGB, CMYK, PMS).

Fundamentals of Production Processes

Create a PDF and package a print job.

Demonstrate scaling and cropping artwork.

Principles of Basic Photography / Video

Demonstrate basic skills using a digital camera.

Demonstrate basic skills using a video camera.

Principles of Graphic Design

Demonstrate knowledge of the elements and principles of design.

Develop an ad campaign.

Create thumbnail, rough and comp for a design project.

Fundamentals of Illustration

Draw basic forms.

Draw objects realistically.

Draw using linear perspective.

Draw human form.

Draw / paint a still life.

Draw / paint a landscape.

Draw / paint a self portrait.

Develop a cartoon character/comic strip.

Produce a storyboard.

Products of Graphic Design

Design company logo.

Create an identity package/self promotion.

Design a poster.

Design a billboard.

Design print ad.

Design a brochure or flyer.

Create a package design.

Create a chart or graph.

Production Management

Demonstrate estimating job costs.

Demonstrate knowledge of color separations.

Demonstrate knowledge of printers marks & measurements.

Professional Practices

Participate in critiques.

Complete an independent study project.

Deliver an oral presentation.

Develop a professional portfolio (print / digital).

Safety

Demonstrate safe use of a video projector.

Demonstrate safe practices when using computer hardware & software.

Demonstrate safe practices when using & maintaining hand tools.

Demonstrate safe practices of using, storing paints, solvents and chemicals, including MSDS regulations.

Demonstrate safe cutting procedures.

Value Added

80.1 - Establish Career Goals.

80.2 - Complete Job Application.

80.3 - Compose Resume.

80.4 - Prepare for Job Interview.

80.5 - Compose Employment Letters.

80.6 - Participate in Online Job Search.

80.7 - Prepare Career Portfolio.

STUDENTS OCCUPATIONALLY & ACADEMICALLY READY



- *Earn college credits which will save you money on tuition*
 - *Shorten college attendance*
 - *Get on the right career path*
 - *Enter the job market prepared*
 - *Get a consistent education*
- *See your CTC School Counselor for More Information*

TO QUALIFY CTC STUDENTS MUST:

1. Earn a high school diploma, achieve a minimum 2.5 GPA on a 4.0 scale in your CTC program and complete the PDE approved Program of Study.
2. Earn the industry certifications offered by your program (if applicable).
3. Achieve Competent or Advanced on the NOCTI End of Program Assessment.
4. Achieve proficiency on ALL of the Program of Study Competency Task List.
5. Provide documentation to Postsecondary Institution that you have met all of the requirements!

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to collegetransfer.net, search: PA Bureau of CTE SOAR Programs, and find your program by CIP Code.



**To receive college credits, qualifying students have three years from their date of graduation to apply and matriculate into the related career and technical program at a partnering institution.*

GRADE REPORTING

Purpose: The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress is measured in the areas of work ethics, knowledge and the practical skills aligned to the program area learning guides. Student performance for learning guide activities and assignments are reflected in the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic	40%
Knowledge	<u>60%</u>
	100%

Teachers must be able to justify grade percentages in the event of inquiries or concerns.

Interpreting a Grade:

Work Ethics Grade (40%): Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

NOTE: Impact of Absenteeism, Tardiness/Early Dismissals – The direct effect of absenteeism on a students' grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

Knowledge Grade (60%): Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

Skill (Learning Guide): A task list guides every RMCTC program. Tasks are evaluated on a 0-5 scale with a 4 or 5 considered proficient. Learning guides are normally aligned to lab assignments or shop projects where a student will physically perform a task. The student and teacher will discuss, at the beginning of each quarter, student expectations and the required tasks that must be completed or "contracted" by the end of the marking period. This allows a student to work productively with the expectation to make constant progress during the marking period. All assignments, activities and rubrics associated with learning guides are documented in the "knowledge" grading component. It is important to note that poor productivity will have a negative impact on a student's grade.

NOTE: For the purpose of students earning a job title associated with their program area, teachers track students' skill/task work. Teachers identify specific criteria to evaluate each task performed, ranging from a 0 to 5 (not completed to mastery). Students must earn a 4 or 5, in order to credit the task towards earning the specific job title. Students have the opportunity to revisit a task multiple times until successfully receiving credit. The job titles a student earns will be listed on the student's RMCTC certificate that is awarded at Senior Recognition Night.

CTC Letter Conversion Table

<u>Grade</u>	<u>Letter</u>
100 – 97	A+
96 – 93	A
92 – 90	A-
89 – 87	B+
86 – 83	B
82 – 80	B-
79 – 77	C+
76 – 73	C
72 – 70	C-
69 – 65	D
64 – under	F

GRADE REPORTING (continued)

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should** receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

Determination of Grades: Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

A = Excellent

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.

B = Good

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives**.
3. The good student is industrious and willing to follow directions.

C = Average

1. This grade represents **satisfactory** achievement.
2. The average student **has reached a majority of course objectives**.
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

D = Passing

1. This grade represents a **minimally satisfactory** achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives**.
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

F = Failure

1. This grade represents **unsatisfactory** achievement.
2. The failing student has **not reached necessary course objectives**.
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

Incomplete Grades: Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

Failures: Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and

GRADE REPORTING (continued)

parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

Attendance and its Impact upon Grades: The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

Make up Work for Absences: Students have the opportunity to make-up school work due to an illness/being absent from school. **PROVIDED** their absence is excused. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absences – five (5) school days to complete assigned work.
2. (4) or more days excused absence – ten (10) school days to complete assigned work.

All work missed through unexcused absences will be graded as a zero

Report Cards (see Progress Reports): Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology classes. In addition, grades are available on the parent portal.

Student Recognition Night: Reading Muhlenberg Career & Technology Center hosts an annual Student Recognition Night, which honors our senior students. During this event, senior students in attendance are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

SkillsUSA



<http://skillsusa.org>

SkillsUSA is a national organization of students, teachers and industry representatives who are working together to prepare students for careers in technical, skilled and service occupations. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

National Technical Honor Society (NTHS)



www.nths.org

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.

READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed and sign up for the school Remind App before starting the job/internship. Any student who is less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL???? – NO WORK!!!!!!!**
 - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
 - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
 - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off may result in removal from WBL.**
 - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled. If you are not scheduled, you can work additional hours if your employer allows you to work. Labor Laws need to be followed.
 - If you are suspended **out of school**, you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
 - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday**. Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month or the first day, you are at RMTC for the month**, you must report to the **Work Based Learning Office**, where you will sign in with Mrs. Hughes. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Do not forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two monthly meetings, you will be removed from WBL.**
 - Any violations of these rules will result in the following **discipline action:**
 - 1st violation – VERBAL WARNING**
 - 2nd violation – REMOVAL FROM WORK BASED LEARNING**
4. When at work, you are guided by and are responsible to your employer. Be sure to follow all of the Employers' rules and regulations because you will be terminated for the same reasons as any other employee. Upon your first week of work, obtain a contact number in case you need to call your supervisor.
5. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
6. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
7. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

STUDENT SIGNATURE

PARENT/GUARDIAN SIGNATURE