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The Health Nursing Careers Program

CIP 51.0899

Instructor: Alice Bowers
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Have Questions?

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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 Students and Parents/Guardians:

Welcome to Health Nursing Careers! I would like to welcome you to this program and congratulate you on having chosen a career in nursing and medicine.

The program starts students with learning the core knowledge and skills that this profession requires, which includes anatomy and physiology, medical terminology, infection control, communication skills, and other basic knowledge required to become successful in health nursing careers. You will become a member of HOSA – Future Health Professionals and will have the opportunity to develop leadership skills and professionalism.

You will have the opportunity to participate in off-sight medical care exploration to expand upon your knowledge of the human body and nursing care. We will continue to learn the knowledge and behaviors to help you become a successful nurse. There will be group and individual projects to allow you to demonstrate your knowledge and increase your communication skills.

The program finalizes with student opportunities to work more independently and enhance your individual knowledge. Students may request to participate in nursing-related Work Based Learning experiences and/or individualized clinical and shadowing experiences. Qualified students are also offered dual enrollment programs through RACC, to earn college credits during the senior year.

Input from parents is welcome, and I will share with you any concerns or achievements I may have regarding your child. This program is challenging, but with the help from school, home and a sincere effort to succeed, students can prepare for success in a valuable career as well as gain a strong foundation for continuing their education in a nursing career.

If you have any questions, please feel free to contact the school at 610-921-7300. Thank you for your support.

Sincerely,

Alice K. Bowers, BSN, RN
RMCTC Instructor



Health Nursing Careers

- Engage in off-site medical care explorations at local health facilities.
- Prepare for a professional health career with high growth and high paying opportunities.
- Perform a wide variety of nursing skills that include making a hospital bed, transferring a patient from the bed to a wheelchair, applying personal protective equipment, and taking vital signs.
- Explore the topics of anatomy and physiology, medical terminology, communication skills, and work ethics skills.



Job Titles – Career Pathways

29-2051 Dietetic Technicians
31-1011 Home Health Aides
31-1014 Nursing Assistant w/o clinical
31-9097 Phlebotomists
39-9021 Personal and Home Care Aides

CTC knowledge transfers to college credits at:

Berks Technical Institute
Commonwealth Technical Institute
Harcum College
Keystone Technical Institute
Lackawanna College Lincoln
Technical Institute
McCann's School of Business
Mercyhurst University
Pennsylvania College of Technology
Pennsylvania Institute of Technology

Student Certifications

NOCTI – National Occupational Competency Testing
Institute Certification

* Health Assisting

BLS Healthcare

Provider Heartsaver

First Aid

OSHA – Healthcare Certification



Instructor – Mrs. Alice K. Bowers

Biography

I am a United States Air Force Veteran – having served for five years. I am a graduate of Alvernia University with a Bachelors of Science Degree in Nursing. I have been teaching Health Careers to students at RMCTC for 18 years, and I enjoy working with the students and sharing my knowledge of nursing practice.

Education

Bachelors of Science in Nursing, Alvernia University
Associates Degree in Nursing, Reading Area Community College
Vocational Education I Teaching Certification, Temple University
Vocational Education II Teaching Certification, Temple University

Certifications and Awards

RN License, Pennsylvania State Board of Nursing
Teach the Educator, 2004
Nurse Aide Program Instructor, 2004 to 2013
American Heart Association HealthCare Provider CPR/AED, 2022
American Heart Association Basic Life Support (BLS) Instructor, 2022

Work Experience

Family practice RN 1996-1997
Berks Heim 1997–2004

Hire Date

2004

Community Service

CTSO Advisor, HOSA–Future Health Professionals, Pioneer
Salvation Army - Angel tag program & holiday gift distribution
RACC LPN Graduation - assist with program booklet delivery
New Journey Community Outreach - Blood pressures/weights
Competitive Events Leadership Committee (CELC) member - HOSA
Advisory Member, RACC – LPN & RN programs
Strategies: Educational Excellence for HealthCare Providers & Educators - Committee member



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: BLS Healthcare Provider (CPR w/AED); Healthcare First Aid and OSHA Health certifications through the National Healthcare Association.
- 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 by using learning guides in a self-directed manner. Students will be required to work with medical and diagnostic instruments such as thermometers, ambulatory devices, and BP cuffs.
- Students will be participating in clinical experiences where they will be exposed to human body fluids and will be required to wear gloves and masks to protect themselves from possible viruses and infectious diseases, such as hepatitis. Students will be taught to properly dispose of sharp, infectious, and hazardous waste. Strict adherence to disinfecting procedures in the laboratory must be followed to insure safety to self and others.
- Participate in classroom theory and laboratory applications for generally 2 hours each day; students will spend 50% of their time in classroom theory and 50% of their time doing laboratory applications.
- 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.
- Read and study textbooks and technical manuals. Most textbooks are written at a 12th, some at college level.
- Participate in Career & Technical Student Organizations including HOSA, 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).
- Complete homework on time. Homework typically involves chapter or workbook assignments, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs:
 - UNIFORM: \$30-\$40 Maroon/Wine Scrub Uniform, \$20 and up – White Duty Shoes

| 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 & Language Arts Level - Text and manuals written on a 12 th grade reading level. Proficient on end-of-course exam (Keystone). Understanding written sentences and paragraphs in work related documents. Oral expression, oral comprehension, written expression. NOCTI Assessment & 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. Proficient with ratio and proportions (medical dosages). | | |
| Aptitude – Depth perception, attention to detail, critical thinking, dependability, cooperation, self-control, social orientation, integrity, initiative, stress tolerance, concern for others, active listening, selective attention, problem solving and troubleshooting skills. | | |
| Safety & Physical – Stamina (ability to focus at work station for long periods of time) Arm-hand steadiness, finger dexterity, manual dexterity, trunk strength (ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without fatiguing), multi-limb coordination, hand-eye coordination. Physical strength required to lift patients for transfer. | | |
| Interpersonal/ Social – Assisting and caring for others, provide emotional support, ability to work independently and in a team, communication with supervisors, peers and patients, establishing and maintaining interpersonal relationships. | | |
| Other Occupational/Program Considerations – Willingness to study outside of class, intensive memorization of medical processes and vocabulary (medical terminology & anatomy and physiology), strong written and verbal communications skills, strong attention to details, ability to following detailed directions and protocols with accuracy . Possess a strong empathy for the infirm. Focused on working closely with the public. Not disturbed by incidences, such as surgeries, injections, medical procedures, and traumatic situations and a willingness to safely handle various bodily fluids and medical waste. . | | |

Scope and Sequence Health Nursing Careers 51.0899

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 | | Orientation, HOSA, Occupational & Awareness | Infection Control, Safety & Bedside Skills | Medical Terminology, Diagnostics | BIO 115 Human Anatomy and Physiology 1 | BIO 125 Human Anatomy and Physiology II | BIO 201 Microbiology | |
| | | Infection Control, Med Terminology & Human Anatomy | Clerical, Employability, Human Growth & Gerontology | Health Insurance Programs | | | | |
| | | Bedside Skills | Anatomy, Physiology & Special Procedures | Office Procedures | | | | |
| | | Employability Skills & Human Growth | Nurse Aid & Nursing Skills | Finances & Accounting | | | | |
| | | Gerontology | Restorative Care & Mental Health/Social Services | Billing | | | | |
| | | Special Procedures | Special Procedures & Integrative Medicine | Medical Transcription | | | | |
| | | Job Seeking/Keeping Skills | Medical Math, Coding, Records | Medical Office Procedures | | | | |
| | | | Job Seeking/Keeping Skills | | | | | |
| English | College Prep English 9 | College Prep English 10 | College Prep English 11 | College Prep English 12 | | | | |
| Math | Algebra I | Algebra II | Geometry | Trigonometry | | | | |
| Science | Accelerated Integrated Science | Biology | Chemistry | Physics | | | | |
| Humanities | Citizenship | World Cultures | American History I | American Government | PSY 111 Psychology | PSY 203 Developmental Psychology | | Soc 111 Intro to Sociology |
| Other | Physical Education | Physical Education | Physical Education | Physical Education | | | FIT Elective, Fitness | |
| | Health | Health | Health | Health | | | NUR 219 Adult Medical – Surgical Nursing II | NUR 280 Childbearing, Nursing |
| | | | | | | | | |
| | | | | | | | | |

51.0899 Health/Medical Assisting Services, Other

SAFETY

Identify safety measures that prevent accidents.

Follow OSHA standards which promote a safe work environment for employees.

Follow the Right to Know Law and the information provided on a SDS form.

Use body mechanics used by a health care worker when moving or lifting objects or clients.

Transfer client from bed to chair chair to bed bed to stretcher and stretcher to bed.

Assist client with dangling standing and walking.

Turn and/or position in bed in a chair and/or exam table.

Assist with client ambulation and use of ambulation devices such as a gait/transfer belt.

Describe the proper use of a mechanical lift adhering to the current governmental regulations.

PROFESSIONALISM LEGAL AND ETHICAL ISSUES

Define the role and functions of the health care worker.

Demonstrate the ability to follow the chain of command within the scope of practice and when identifying reporting and documenting possible abuse and/or neglect.

Describe the responsibilities of the various members of the health care team.

Maintain acceptable personal hygiene and exhibit appropriate dress practices.

Identify the legal responsibilities and ethical behaviors of a health care provider.

Practice leadership/citizenship skills through participation in Career and Technical Student Organizations (CTSOs).

Modify your own behavior in response to the client s attitude and their behaviors.

Follow accurate documentation procedures including charting client s information.

Apply standards of confidentiality as required by HIPAA.

COMMUNICATION

Use abuse-free verbal and non-verbal communication with other staff and clients.

Communicate in a respectful professional manner according to the client s stage of development and cultural background.

Recognize and use both physical and psychological indicators of stress in self and others and identify stress reduction techniques.

Identify and use effective interpersonal conflict management skills describe various types of abuse and ways to prevent abuse.

INFECTION CONTROL

Identify and explain the chain of infection of various microorganisms.

Use proper hygiene techniques.

Implement the practice of standard precautions and transmission based precautions with correct use of Personal Protective Equipment (PPE) including donning/removing a disposable gown mask/goggles/faceshield and sterile/non-sterile gloves.

Follows OSHA s blood borne pathogens standards as it pertains to the health care industry.

Differentiate between medical and surgical asepsis including disinfection and sterilization procedures.

EMERGENCY CARE AND DISASTER PREPAREDNESS

Demonstrate CPR skills and the proper use of an AED including choking victim.

Perform basic first aid skills including sterile and non sterile dressings.

Describe Emergency Response/Crisis Plan Procedures when life threatening situations occur.

Identify potential fire hazards and appropriate procedures to use in a fire emergency.

Recognize and report emergencies immediately.

HUMAN NEEDS AND HUMAN DEVELOPMENT

Identify growth and developmental stages across the human life span.

Describe how illness and disability affects a person s life.

Select and implement appropriate techniques to deal with the cognitively impaired (i.e. validation reminiscence music therapy etc.).

HEALTH CARE PROVIDER SKILLS

Provide the client with personal privacy both auditory and visual consistently.

Demonstrate unoccupied bed making techniques according to setting.

Demonstrate occupied bed making techniques.

Measure and record height and weight.

Assist with client bathing peri-care and personal grooming while encouraging independence with ADLs.

Assist with dressing and undressing.

Observe and report condition of the skin including measures to prevent decubitus ulcer/pressure sores/pressure ulcers/bed sores.

Assist and/or administer denture and oral care for conscious and unconscious client.

Assist client with use of the bathroom bedside commode (BSC) bedpan and urinal.

Provide catheter care and emptying of urinary drainage bag.
Apply hot and/or cold dry/moist therapy.
Measure and record body temperature using various thermometers placed on specific body sites.
Measure and record various pulses.
Measure and record respirations.
Measure and record blood pressure.
Recognize parameters of blood glucose monitoring related to usage of a glucometer and report results.
Describe type degree and manage client s pain.
Apply therapeutic compression devices (i.e. anti-embolism stockings).
Perform range of motion exercises with a client.
Recognize basic medical coding billing insurance filing and appointment scheduling procedures in a medical office.

Perform methods of collection special handling and labeling of specimens.
Describe medication administration to a client utilizing proper medical math.
Describe how an EKG/ECG is performed and how it is used diagnostically.
Identify proper oxygen delivery methods hazards involved with oxygen and proper use of a pulse oximeter.

NUTRITION AND HYDRATION

List general principles of basic nutrition.
Identify therapeutic diets including cultural variations.
Prepare and serve meal trays to clients including fluids.
Provide assistance with safe positioning and feeding techniques for the dependent and sensory deprived clients.
Measure and record intake and output (I & O).
Measure and record meal percentages.

BASIC STRUCTURES AND FUNCTIONS OF THE HUMAN BODY & RELATED DISEASES WITH ASSOCIATED TERMINOLOGY

Identify the basic structure and explain the function and disease processes for the Integumentary system.
Identify the basic structure and explain the function and disease processes for the Respiratory system.
Identify the basic structure and explain the function and disease processes for the Cardiovascular system.
Identify the basic structure and explain the function and disease processes for the Lymphatic/immune system.
Identify the basic structure and explain the function and disease processes for the Muscular system.
Identify the basic structure and explain the function and disease processes for the Skeletal system.
Identify the basic structure and explain the function and disease processes for the Nervous system including the Sensory Organs.
Identify the basic structure and explain the function and disease processes for the Digestive system.
Identify the basic structure and explain the function and disease processes for the Urinary system.
Identify the basic structure and explain the function and disease processes for the Reproductive system.
Identify the basic structure and explain the function and disease processes for the Endocrine system.
Distinguish the various directional terms planes and regions of the human body.

DEATH AND DYING

Discuss your own feelings and attitudes concerning death.
Research how culture and religion influence attitudes toward death.
Identify the stages of grief.
Recognize and report the common signs of a client approaching death.
Identify goals of hospice care.
Discuss various methods of postmortem care.

MEDICAL TERMINOLOGY

Define and differentiate between roots/prefixes/suffixes.
Identify the meaning of medical abbreviations.
Differentiate the various medical specialties seen in health care settings.
Communicate both orally and in writing using proper medical terms and approved abbreviations.

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.*

HEALTH NURSING CAREERS

ALICE K. BOWERS, BSN, RN

DRESS CODE

Students are expected to comply with the dress codes of their home school as well as that of Reading Muhlenberg Career and Technology Center. In addition to the requirements, listed in the student handbook, students are expected to adhere to the following guidelines:

GENERAL GUIDELINES:

- A. Hair must be pulled back from the face
- B. Fingernails must be of a professional appearing length and may only be lightly polished.
- C. **No artificial nails**
- D. Makeup should be moderately applied and be consistent with a professional nursing image.
- E. There should be no dangling jewelry.

CLASSROOM UNIFORM:

- A. Students must wear maroon scrubs.
- B. Students will wear white, closed toe shoes. Shoes must be able to be wiped clean.
- C. Student will wear photo ID in class at all times.

OFF CAMPUS UNIFORM:

- A. Maroon scrubs
- B. White duty shoes
- C. Name Tag

These dress code requirements are consistent with professional standards expected in the Nursing Field and our local Health Care Community.

Parent Signature/Date

Student Signature/Date

Please return this form to the instructor for inclusion in student records

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:

$$\begin{array}{rcl} \text{Work Ethic} & 40\% & \\ \text{Knowledge} & \underline{60\%} & \\ & 100\% & \end{array}$$

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.

HOSA – Future Health Professionals



HOSA – Future Health Professionals, a co-curricular club, is a health career organization of which all Health Science Technology and Public Safety & Security students may become a member. Our students become members of the state and national organizations that “promote careers in healthcare”, while allowing them to practice leadership and interpersonal skills through competition. Our local chapters, HOSA Pioneer, HOSA Heritage, HOSA Pride, HOSA Freedom, and HOSA Heros are very involved in service to the school and community. Two officer teams, one a.m. and one p.m., head the local chapters under the direction and guidance of their respective advisor.

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