www.rmctc.org

The Information Technology – Web Design Program

CIP 11.0801

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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

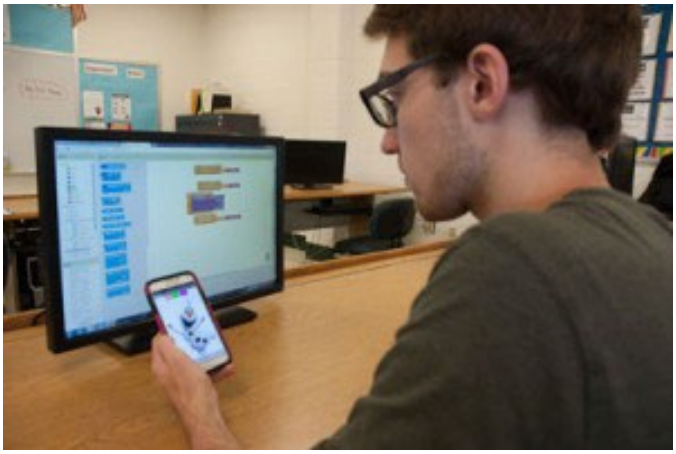
To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

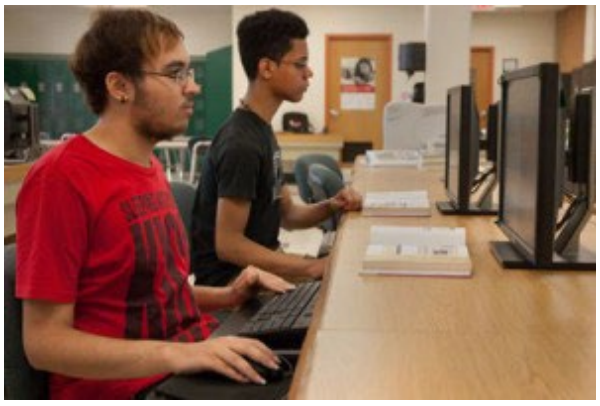
BELIEFS

- 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

Information Technology - Web Design

- Explore and prepare for different areas of web design, including graphics, design, coding, and formatting for search engine optimization.
- Prepare different types of web designs based in the needs of the client, for example business, e-commerce, informational, etc.
- Design websites using Mobile First Strategies and responsive design for various screen sizes.
- Develop your programming skills making mobile phone apps, and other computer programs.
- Earn college credits with the Technical Academy while still in high school.





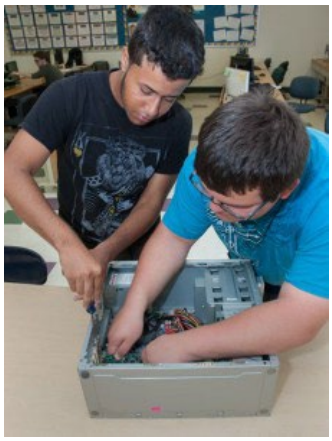
CTC knowledge transfers to college credits at:

Art Institute of Philadelphia
Berks Technical Institute
Bucks County Community College
Butler County Community College
Community College of Allegheny County
Community College of Beaver County
Delaware County Community College
Harrisburg Area Community College
Lehigh Carbon Community College
Manor College
McCann's School of Business
Montgomery County Community College
Northampton Community College
Pennsylvania College of Technology
Reading Area Community College
Westmoreland County Community College

*Earn up to 24 dual enrollment college credits with Reading Area Community College through participation in the Technical Academy.

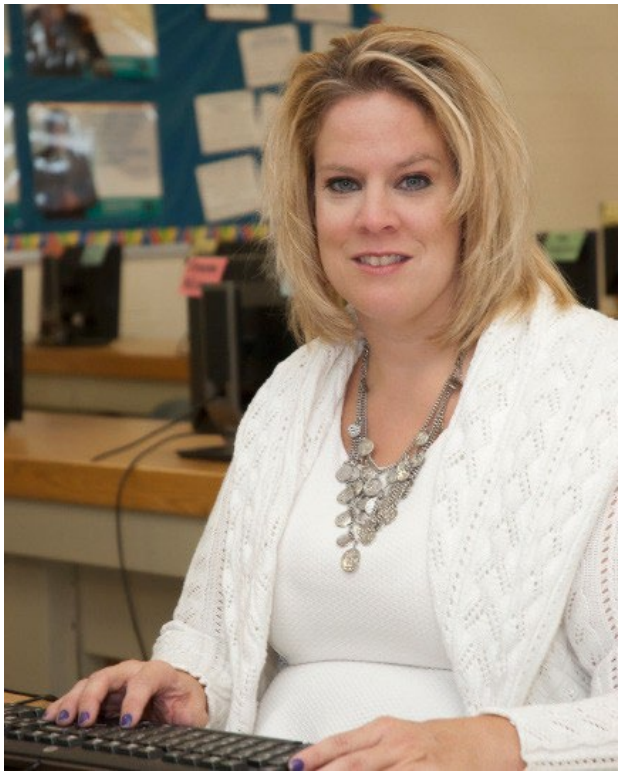
Job Titles – Career Pathways

15-1099 Web Designers
15-1099.04 Web Developers
15-1199.10 Search Marketing Strategists
27-1014 Multi-Media Artists & Animators
27-1024 Graphic Designers (Web Design)
43-9011 Computer Operator
LOCAL Web Assistant



Student Certi ications NOCTI – National Occupational Competency Testing Institute
* Web Design
ACA Dreamweaver – Web Communication ACA Photoshop – Visual Communication

Instructor – Ms. Lisa Pison



Biography
I have been teaching web design since 2001. I have a love of teaching that began when I was a corporate trainer in industry and as an adjunct instructor for Harrisburg Area Community College. I then moved to public education, where I found my calling. I enjoy working with high school students and passing on my passion for web design. I stay current by keeping up with industry standards and the latest technology.

Education
B.S., Computer Information Systems, York College of PA
MEd, LaSalle University
Certifications and Awards
Oracle Certified Instructor
Voc II CTE
Adobe Web Professional
Adobe Photoshop Adobe Dreamweaver Adobe Certified Adobe Web Professional

Work Experience
Help Desk Administrator, Snyders of Hanover, Inc.
Assistant IT Manager, Direct, Inc. USA
IT Administrator, Penngate
IT Director, York County Economic Development Corp.
Programming and interactive media teacher, York County School of Technology
Web design (HTML/Javascript), Harrisburg Area Community College

Hire Date
2014

Community Service
SkillsUSA Advisor

Program Planning Tool

Program Title: **CIP 11.0801 INFORMATION TECHNOLOGY – WEB DESIGN** 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 Certified Associate: Dreamweaver, Flash and Photoshop.
- 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. Students will be required to sit and work at a computer terminal for the majority of the class time. Students will be required to use a computer, computer mouse, scanners, and printers.
- 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.
- 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).
- 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 10th to 11th grade reading level and most technical manuals are written at a higher level and are accessed on line.
- 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.

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 & Language Arts Level- Text and manuals written on a 10-11th grade reading level. Proficient on end-of-course exam (Keystone). Ability to understand written sentences and paragraphs in work related documents. Ability to understand data processing, data communications, computer programming and the related documentation. 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 documents and deliverables. Ability to configure, program, integrate, install and trouble shoot sophisticated software programs and applications.		
Aptitude – Problem solving/diagnostic skills; aptitude for computer technology, technical drawings and diagrams. Ability to assimilate and process data from multiple sources.		
Safety & Physical - Manual dexterity; fine motor skills; hand-eye-body coordination. Ability to sit and concentrate for extended periods of time.		
Interpersonal/ Social - Ability to relate well to customers and coworkers; ability to work independently and as a team member. Ability to listen to what people are saying and understand the points being made.		
Other Occupational/Program Considerations - Ability to work independently, excellent self-discipline and stamina to focus for long periods of time at work station, visual acuity, computer and keyboard experience.		

Scope and Sequence Information Technology – Web Design 11.0801

Reading Muhlenberg Career & Technology Center

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)**	**Grade12 (Hours)**	**First Semester**	**Second Semester**	**Third Semester**	**Fourth Semester**
Technical		Orientation to Web Design and Safety	HTML & XHTML	Multi-media Presentations in HTML, XHTML	CSC 110: Intro to Info Technology	CIT 171: Introduction to Networking	CIT 250: Creating Web Applications	_WTC: Elective: WTC
		Computer Foundations and Applications	Photoshop	Adobe Photoshop	CIT 150: Introduction to Web Page Development	CIT 180: Introduction to Database	CIT 250: Database Development	CIT 230: Fundamentals of Information Security
		Fundamentals of Computer Use in Web Design	Dreamweaver	Adobe Dreamweaver	CIT 160: Introduction to Programming	CIT 260: Programming 11	_WTE: Elective: WTE	CIT 346: Requirements Analysis
		Computers & Society	Flash	Adobe Flash				_WTE: Elective: WTE
		Demonstrate Network Fundamentals	Job Seeking/Keeping Skills	Abobe Illustrator				
		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 Comp I	ENL 121: English Comp II		
						ENL 201: Technical & Professional Communication		
Math	Algebra I	Geometry	Algebra II	Trigonometry	_MTH: Elective: MTH Math			
Science	Accl Integrated Science	Biology	Chemistry	Physics			SCI: Science Elective	
Humanities	Citizenship	World Cultures	American History I	American Government				_HUM: Elective: HUM/SSE/ART/FOR /AAE
Other	Physical Education	Physical Education	Physical Education	Physical Education			FIT: Elective: Fitness	
	Health	Health	Driver's Ed Theory		OIT 101: Keyboarding & Its Applications			

11.0801 Web Page, Digital/Multimedia and Information Resources Design

SAFETY IN THE MULTIMEDIA LABORATORY

Explain the Safety Data Sheet (SDS) system for hazardous chemicals and materials.
Practice correct ergonomic strategies. (i.e. posture wrist placement monitor configuration)
Identify the characteristics of positive digital citizenship.
Maintain a positive digital footprint.

DESIGN TECHNOLOGY

Interpret and use information technology terminology.
Identify Internet and related security issues in relation to the OSI model.
Summarize and present information using communication technology skills.
Analyze and evaluate Acceptable Use Policies (AUP).

FOUNDATIONS OF INFORMATION TECHNOLOGY

Research the history of information technology.
Analyze the impact of information technology on business.
Determine basic data types and file storage sizes.
Describe the evolution of the Internet and how it is used.
Identify emerging technologies.
Analyze the impact of information technology on society.

COMPUTER APPLICATIONS

Create documents related to information technology using word processing/publishing software.
Create spreadsheets for real-world business problems.
Identify software associated with web development.
Differentiate the criteria for conducting searches on the Internet.

FUNDAMENTALS OF COMPUTER OPERATION

Use connectivity devices and peripheral equipment.
Manage the various file types in accordance with content management principles.
Compare and contrast the basic differences among operating systems.
Investigate basic issues affecting system purchase and upgrade decisions.
Perform basic software configuration operations.
Describe the importance of data backup strategies.

NETWORK FUNDAMENTALS

Identify the elements that are required to connect to the Internet.
Compare the features of web browsers.
Explain file transfer mechanisms.
Describe web publishing systems as it relates to FTP protocol.
Examine SSL / TSL and encryption implementation on websites.

BASICS OF PROGRAMMING

Differentiate between client side and server side languages
Identify the types of programming languages used in web design.
Evaluate computer programming languages.

CREATING GRAPHIC CONTENT

Use various software programs associated with graphics and interactive media.
Configure the software used to create graphic content.
Perform image file optimization for use on web.
Create a comprehensive brand identity including style guide/tiles.
Use the Golden Ratio in graphic content.
Differentiate between raster and vector images as they apply to graphic and web design.
Practice typographic concepts. (i.e. legibility readability hierarchy)
Create an object using graphic design software.
Apply color theory to design content.

PRINCIPLES OF LAYOUT AND DESIGN

Identify project management including time management components.
Plan an effective design for a project using wireframing thumbnails or storyboard procedures.
Apply principles of design layout and typography appropriate for a project.
Practice the steps in a web design life cycle (planning development deployment testing and revision).
Utilize the Golden Rule of thirds and 960 grids.
Practice use of the steps in the design development / process.
Critique a project to determine whether it meets the designated guidelines.

DIGITAL DOCUMENTS

Create a document in a format appropriate for electronic distribution.
Convert a document to electronic format.

MULTIMEDIA PRESENTATIONS/PROJECTS

Identify the components of an effective multimedia project.
Create a storyboard or outline for a multimedia project.
Use master slides templates and/or themes.
Incorporate charts graphs and/or tables into a multimedia project.
Enhance a multimedia project with user interactivity.
Incorporate elements from other sources into a multimedia project.
Edit a multimedia project.
Create handouts and/or other visuals for a multimedia presentation.
Deliver a multimedia presentation.
Critique a multimedia presentation to determine whether it meets the designated guidelines.
Demonstrate proper grammar and punctuation related to multimedia content.

LEGAL AND ETHICAL ISSUES IN INTERNET TECHNOLOGY

Explain the security issues related to computers and Internet technology.
Describe copyright issues and laws related to creating desktop-published multimedia and website design projects.
Comply with copyright laws when creating advanced desktop-published multimedia and website design projects.
Avoid unethical/inappropriate use of elements in advanced projects.
Comply with licensing agreements.
Practice procedures to guard against computer crimes.
Describe design of websites for accessibility and accommodation of persons with special needs.
Comply with accessibility and accommodation of persons with special needs.
Discuss and distinguish the Digital Millennium Copyright Act requirements and examples.

CAREER PREPARATION

Describe the process and requirements for obtaining industry certifications related to the design multimedia and web technologies.
Identify testing skills/strategies for a certification examination.
Demonstrate ability to successfully complete selected practice examinations (i.e. practice questions similar to those on certification exams).
Compose a professional online career portfolio.
Create a resume in industry standard software using principles of design.

CLIENT RELATIONS

Collaborate with peers and others to develop about design and content plans.
Demonstrate effective client presentation skills in an effort to gain business through the exploration and utilization of various business formats technologies and environments.
Assessing client needs (complete a needs assessment for a client).
Create a client proposal.
Plan and develop a client job cost analysis.
Write and deliver a client contractual agreement.
Provide customer technical support for created content.

DESIGN AND CREATE WEBSITES

Operate What You See Is What You Get (WYSIWYG) software.
Use an HTML text editor.
Create tables in HTML.
Add color and format text.
Create hyperlinks.
Proofread and edit a website.
Test and validate a website.
Publish update and maintain a website.
Critique a website according to accepted website design principles.
Optimize and insert images to a website.
Optimize and add audio and video to a website.
Optimize and add an animated image to a website.
Examine emerging trends in website design.
Use Search Engine Optimization (SEO) techniques in websites.
Analyze a web site analytic report.
Examine web server technology.
Create page sections using the standards of HTML5
Implement a DIV element to separate content on a webpage.
Practice proper head container meta data (i.e. title keywords description)

CASCADING STYLES

Practice the use of CSS (Cascading Style Sheets) in web development.
Implement an ID selector to apply and identify style rules.
Implement a class selector to apply and identify style rules.
Create and link an a single external style sheet.
Validate CSS code.
Implement an HTML element selector to apply and identify style rules.

JAVASCRIPT FUNDAMENTALS

Develop flowcharts to demonstrate program logic and explain object handlers.
Place JavaScript in HTML files.
Construct JavaScript functions.
Write conditional statements and loops in JavaScript.
Implement event handlers in HTML files.

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.

CollegeTransfer.net *Find your way*

**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.*

Web Design
Policies – Procedures – Safety

Protocol

As a student of ITW your conduct is expected to be:

- Respectful – Tolerable and non-judgmental of others.
- Professional – In the manner expected for an individual in a technologically advanced vocation.
- Courteous – Civil, polite, refined, with respect to the feelings of others.
- Mature – Act as you would if you were working in an office with other professional adults.

Conduct which is unacceptable and may result in demerits, suspension, or removal from shop includes, but is not limited to:

Insubordination – Blatant disregard for orders, procedures, and policies.

Arguing, verbal abuse, fighting - Violence of any kind is unacceptable at RMCTC. Students caught fighting are prosecuted to the fullest extent of the law.

Unauthorized computer use – To include but not limited to setting unauthorized passwords, willful damage, erasure, or manipulation of student or system files, tampering or accessing system files and settings, unauthorized use of or attempt to access the Internet or prohibited areas on the Internet, unauthorized loading of any data or programs from an outside source. Any data or materials on disk, flash drive or CD that have been introduced or been in contact with another computer outside ITW, will first be checked for virus content. Computers may be used only for work assigned by the instructor. Any other usage will be considered in violation of this policy.

Game playing – Games will not be accessed on line, brought in from home, or downloaded from the internet. In short, NO games. We're here to learn. Play at home.

Attitude

All students are expected to display an attitude that reflects:

- Positive thinking – Show confidence in your abilities.
- Personal pride – Self-respect for quality and accomplishments.
- Desire to achieve – Eagerness to reach new levels of knowledge and skill.
- A Team player – Since much of our work is done in groups, team members are expected to work for the good of the team and not criticize the work of others.

Skills

Federal, State and Local regulations require each student to meet standards of excellence in their chosen vocation. Failure to do so will result in denying certification or graduation.

Skill requirements for graduation as "Competent" are as follows:

- Satisfactory completion of task list with a completed senior project.
- Advanced score on NOCTI exam
- Ability to follow rules and procedures
- Ability to work and cooperate with peers and supervisors
- Ability to communicate both verbally and written
- Ability to solve problems

Safety & Equipment

Electrical:

Do not attempt to service, install or remove computer wiring while the equipment is connected to electrical outlets. Always ensure electrical equipment is disconnected from the power source or turned off to prevent electrical shock.

Never touch bare, exposed, or damaged wires.

Never allow wiring and cables to lie in normal traffic paths to prevent the possibility of tripping and injury.

Never allow moisture, liquids or magnetic items to come in contact with electrical equipment. This is a very dangerous combination and could result in electrocution.

Chairs & Tables:

Desks are designed for placement of work material, and as a surface to do productive work. They were not designed to sit upon. You will be responsible for the cost of repair or replacement of any equipment damaged through misuse.

Standard four-leg chairs were designed to sit on with all four legs remaining on the floor. Rocking back or balancing on two legs not only reduces the life of the chair but also may result in personal injury. You will be responsible for any injuries resulting from failure to follow safety regulations.

Cushioned roller chairs are to remain at the computer locations assigned. If misuse occurs students will lose their privilege of using these chairs.

Computer units:

Computer equipment is very costly and not designed to take abuse by rough handling or careless, unsafe operations. You will be responsible for the cost of replacement or repair to any equipment damaged by such misuse.

Fire:

There are fire extinguishers designed to handle electrical fires. Be sure to familiarize yourself with the location of these fire extinguishers. Directions for use are printed on the device.

General fire or emergency exiting from the building is conducted in the following manner: When the fire alarm sounds, immediately stop what you are doing and calmly exit the building according to the emergency exit route posted by the door.

Once outside the building continue to the parking lot in the front of the school and stand with the rest of the class, as attendance may need to be taken.

You will be instructed when it is safe to reenter the building.

Medical:

It is extremely important to provide accurate information on the medical card to ensure proper treatment should a medical emergency arise.

The school nurse is located in the industrial wing of the building and is available should you require medical attention.

If you are taking medication that will need to be administered during school hours, please be sure it is kept in the nurse's office. Students are not allowed to take any form of medication in the classroom, whether it be prescription or over-the-counter.

Procedures

Restricted areas:

Students are not allowed to enter the storage closet at any time.

Teacher's computers and desks are also off limits.

Pass Policy:

No Student will leave the instructional area without specific reason and authority to do so.

One student at a time may use the lavatory. After receiving permission from the teacher, you may sign out on the lav sheet and take the lav pass with you. Students will not be permitted to use the lav during the change of classes.

Students are not allowed to use the school phone except in the case of an emergency. Student must have a phone pass filled out and signed by the teacher. Student will take the pass to the main office where a school secretary will dial the number.

When visiting the nurse, use the nurse pass in the black box on my desk. Fill it out with the date and time and ask me to sign it. The nurse will check the pass and ask you for ID upon arrival in her office. She will sign the pass when she releases you back to the classroom.

Food:

There will be no food, drinks, or gum allowed in the classroom at any time.

Cell Phones:

Cell phones are to be put away and turned off while in the classroom. If a student is seen with a cell phone in the classroom, students will be referred to the office for discipline. If you absolutely must carry a cell phone, keep it in your locker and TURNED OFF while in school!

Valuables:

Students are urged not to bring anything of value to school with them. Lockers are provided for each student. It is advised that each student lock their belongings in their locker upon arriving at school. This will greatly reduce the chance of valuables being lost or stolen. The school or its employees will not be held responsible for stolen or misplaced valuables.

Personal Hygiene:

Students should practice acceptable standards of personal hygiene at all times. Not only does personal hygiene prevent an individual from being offensive, but greatly reduces the spread of disease and illness.

Start Up & Shut Down:

All students regardless of level or session will immediately take their assigned seat upon entering class. Do not turn on computers or engage in any other activity until released or instructed by the teacher.

Students should remain quiet during announcements.

Students are expected to work until 5 minutes before dismissal, at which time you may begin clean up and shut down. All of your personal work should be put away in your locker and books should be returned to their assigned location**.**

(Detach here)

We have read and understand the policies and procedures of the Web Design class.

Date _____

Signatures

Parent/Guardian print name here _____

Parent/Guardian sign name here _____

Student print name here _____

Student sign name here _____

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 student information system automatically calculates student grades using the following formula:

Work Ethic	40%
Knowledge	60%
	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 compromise these grades are safety, student behavior, preparation/participation, productivity or time on 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 criteria they satisfactorily meet.

NOTE: Impact of Absenteeism, Tardiness/Early Dismissals – The direct effect of absenteeism on a student's 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 can reflect a deduction in points earned for that class period. 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 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.

Student grades will be reflected as a percentage, and will be reported directly to the student's sending school to be added to the report cards.

Final Grade average is based on the student's four (4) numerical marking period grades.

If a student has three (3) marking period grades of "F" consideration will be given 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 may be asked to select a new program or return to the sending school on a full-time basis.

The individual teacher must evaluate each student's achievements 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 failures. **Blatant refusal** to attempt or to complete a significant number of course requirements may lead to poor performance and possible removal.

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 h**as reached a majority of course objectives.**
3. The average student is cooperative and follows direction, 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 failing student **has not reached necessary 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.**

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. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes are 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 students' 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.

Makeup Work for Absences: Students have the opportunity to make-up schoolwork due to an illness/being absent from school. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absence – five (5) school days to complete assigned work.
2. Four (4) or more days excused – ten (10) school days to complete assigned work. All work missed through unexcused absences will be graded zero (0).

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. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. 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.
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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.

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STUDENT SIGNATURE

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PARENT/GUARDIAN SIGNATURE