

CAREER & TECHNICAL EDUCATION

Indiana State Approved Course Titles and Descriptions

2014-2015 School Year

Indiana Department of Education
College and Career Readiness Curriculum

CAREER & TECHNICAL EDUCATION

Introduction

Career and Technical Education (CTE) course titles and descriptions are included in this document under the primary CTE subject area headings of:

- Agricultural Education
- Business & Information Technology
- Business, Marketing & Information Technology
- Career & Technical Education
- Cooperative Education
- Engineering & Technology Education
- Family and Consumer Sciences – Comprehensive
- Family and Consumer Sciences – Occupational
- Health Science
- Marketing, Management and Entrepreneurship
- Trade and Industrial Education

In addition, some of the course titles and descriptions in the International Baccalaureate subject area also counted as Indiana CTE courses.

For more information about Indiana’s Career & Technical Education courses and programs, go to www.doe.in.gov.

ADVANCED CAREER & TECHNICAL EDUCATION, COLLEGE CREDIT

5238

(ADV CTE CC)

Advanced Career and Technical Education, College Credit. This course title covers any CTE advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. The intent of this course is to allow students to earn college credit for courses with content that goes beyond that currently approved for high school credit.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: CTE courses that would help prepare the student for success in this area.
- Credits: 1 credit per semester. May be offered for successive semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination of the two; and taught by higher education faculty.
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

CAREER AND TECHNICAL EDUCATION (CTE) PILOT Course: *(Insert title descriptive of course content)*

5239

(CTE PILOT)

Career and Technical Education (CTE) Pilot Course, Indiana Department of Education is a course title that is to be used by schools for reporting that are piloting a new Career and Technical Education (CTE) course for the Indiana

Department of Education. Schools are to follow a draft course framework and provide feedback on that framework.

- Recommended Grade Level: See draft course framework
- Recommended Prerequisites: See draft course framework
- Credits: See draft course framework
- Counts as an Elective for all diplomas

CTSO LEADERSHIP DEVELOPMENT IN ACTION

5237

(LEAD DEV)

Leadership Development in Action is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct **Career and Technical Student Organization (CTSO) leadership projects** at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Authentic, independent application through **CTSO** student-directed programs or projects, internship, community based study, or in-depth laboratory experience is required. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations are appropriate approaches. **Membership in an Indiana recognized CTSO is required.** Service learning experiences are highly recommended. Achievement of applicable Career and Technical Education (CTE), academic, and employability competencies will be documented through a required student portfolio.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Preparing for College and Careers and a sequence of courses relevant to the student's CTSO, depending on area of concentration; or permission of instructor through an application process.
- Credits: 1 credit per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

WORK-BASED INTERNSHIP, CAPSTONE EXPERIENCE

(WK INTERN)

See Work Based Learning

WORK BASED LEARNING
(formerly Cooperative Education)

Indiana
State Approved Course
Titles and Descriptions

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WORK BASED LEARNING

Introduction

Work Based Learning is a unique educational strategy that combines experiential learning with related classroom instruction in a career cluster/pathway directly related to a student's academic preparation and career objectives.

The philosophy of Work Based Learning recognizes that classroom learning provides only part of the skills and knowledge students will need to succeed in college or their career. By creating opportunities to learn in the workplace, schools can help students develop and refine occupational competencies (attitudes, skills, and knowledge) needed to be college and career ready.

The fundamental purpose of work based learning is to provide students with opportunities to learn in real-world environments. These experiences must be related to the students' academic and career cluster/pathway goals. Ideally, the students' placement assignments and areas of responsibility should broaden as they gain experience and increased responsibilities should occur as further education and training are attained.

Work Based Learning programs are a joint effort between the school and community. Program success depends upon mutual support. Advisory committees composed of business, industry, and/or labor partners assist in determining general program operating policies and procedures, participate in curriculum review and revision, and assist in promoting the program in the community.

Work Based Learning can follow two types of programming:

- **Work Based Learning** - a general course that can be applied through one of five models, for various CTE areas, and at varying levels of application.
- **Interdisciplinary Cooperative Education (ICE)** - A CTE education program that utilizes an interdisciplinary approach to training for employment. ICE programs must follow all federal and state laws related to student employment and cooperative education.

Work Based Learning programs must meet the following requirements:

- Students shall demonstrate proficiency of the academic standards taught in the related instruction portion of the class. The school shall offer the related instruction class concurrently with the student's work-based learning experience. Hour requirements vary depending on the type of work based program a school chooses to use, please see the Work Based Learning course framework and manual for more information.
- Safety is an integral part of the instructional program, both in the related instruction and at the training site.
- Students may be allowed time from the daily school schedule to work at the participating employers' places of business.
- Work Based Learning courses (except for ICE) must be taught by a Career and Technical Educator.
- ICE courses are encouraged to utilize a Career and Technical Educator but are required to at least have a teacher who has been certified as an ICE trainer.
- The work based education teacher shall perform frequent site-visits to student placements to supervise students and coordinate with personnel at the placement. These site-visits should be done during the same time the student is at the placement. Records of these site-visits must be kept for a period of five (5) years.
- Properly planned and organized student activities, coordinated with work-based learning experiences, supplement and enhance the cooperative education program. Therefore, participation in career and

technical student organizations (CTSO) is an integral part of these programs. Leadership and career oriented activities of student organizations enhance students' occupational information and technical knowledge, build self-esteem, and provide students with solid job-seeking strategies and job success skills.

WORK BASED LEARNING

Varies

(WBL)

Work Based Learning is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

In the stand-alone WBL courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL courses.

There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student's pathway and career objectives. The models are:

- Apprenticeship
- Cooperative
- Internship
- School Based Enterprise
- Service Learning Based

Please Note: Depending on the model used, there are federal and state student employment and cooperative education laws that must be followed.

The following Work Based Learning courses are available:

- 5974 Work Based Learning, Multiple Pathway
- 5975 Work Based Learning, Advanced Manufacturing and Engineering
- 5260 Work Based Learning, Business and Marketing
- 5480 Work Based Learning, Family and Consumer Sciences
- 5206 Work Based Learning, Health Sciences
- 5892 Work Based Learning, Trade and Industry

Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher needs to be the teacher for the comprehensive course. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: Grade 12
- Required Prerequisites: Preparing for College and Careers; 4 credits of introductory and advanced courses related to a student's pathway
- Credits: 2-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERDISCIPLINARY COOPERATIVE EDUCATION

5902

(ICE)

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course

Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area/pathway; and shall be taught during the same semesters as the student is receiving on-the-job training. For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance. Students in a ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

- Recommended Grade Level: 12
- Required Prerequisite: Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student's pathway
- Credits: 2-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas