

Administrative Procedure 216

CAREER AND TECHNOLOGY STUDIES (CTS)

Background

The Division recognizes the value of the Career and Technology Studies curriculum in assisting students to develop technology-related skills and to begin serious exploration of career options. In 1989 a review of the practical arts programs in the province was undertaken. Based on the results of consultation and research, a framework for a new CTS program was established in 1990. Course development was undertaken, and effective September 1997, a new CTS program replaced the former practical arts program, including courses in business education, home economics, industrial arts and vocational education. The CTS curriculum was developed to enhance the relevance and credibility of existing optional programs, and to expand access to these programs for all junior and senior high school students.

There are 22 different strands in CTS. Each strand is comprised of a group of courses designed to support positive career and occupational opportunities for students. Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Learnings developed in core and complementary courses are reinforced and enhanced throughout the CTS curriculum. The framework and overview of the CTS curriculum is contained in the CTS Manual for Administrators, Counsellors, and Teachers. Each strand has a manual called the CTS Guide to Standards and Implementation (GSI) that describes specifics for each of the courses available within that strand. Each GSI contains Student Learning Guides (SLG) that includes information and direction that will help students attain the expectations defined in a specific CTS course. Each SLG is designed to be used by students under the direction of a teacher.

In general, strands relate to selected industry sectors, including goods-producing industries such as agriculture, manufacturing, and construction, and service-producing industries such as business, health, and finance. Learning within any particular strand may involve similar tools and technologies, clientele, working environments, products and processes.

The CTS program is level based, not grade based, and thus can be started by students at different entry points. Courses in each strand are organized into three (3) levels:

- Introductory level courses help students build daily living skills and form the basis for further learning.
- Intermediate level courses provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.
- Advanced level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

Procedures

1. In accordance with Administrative Procedure 505 – Student Fees, Principals may establish cost recovery fees for materials used in the delivery of various CTS courses at both the junior and senior high school levels.
2. Junior High School CTS Programs
 - 2.1 Junior high students can access up to 450 hours of instruction in CTS throughout their junior high school years.
 - 2.2 CTS programs offered at the junior high level are to be designed by combining components of courses within and across strands to enable students to explore a wide range of career options.
 - 2.3 Division students will not receive high school credits for prior learnings in CTS programs. The design of CTS program offerings in junior high school is to be exploratory in nature, and not include all of the outcomes required for a CTS course at the high school level.
 - 2.4 Course names used in junior high school are to be generic in nature, and not reflect the actual course name or seven (7) character alphanumeric code name used in senior high school. For example, if three different levels of junior high programs in woodworking are offered, the programs could be called Woods 1, Woods 2, and Woods 3. In senior high school, woodworking falls under the Construction Technologies strand.
 - 2.5 An Assessment Summary Page (or equivalent information sheets) shall be provided to all junior high students who have completed CTS complementary programs. These CTS summary sheets are to form part of the Career Planner that is required of all junior high students as a component of the health curriculum, and provide useful data for high school CTS teachers in determining prior CTS learnings of junior high school students.
3. Senior High School CTS Assessment
 - 3.1 Assessment of student achievement in senior high school is based on successfully demonstrating all of the general outcomes to the standard defined for each competency.
 - 3.2 Each CTS strand has a scope and sequence chart that identifies prerequisite courses and a recommended sequence for students to progress through the Introductory, Intermediate, and Advanced level courses. For example, Food Basics FOD1010 is a prerequisite course that students must complete before they can take other courses in the Foods strand.
 - 3.3 CTS course tracking and record keeping at the high school level shall be complemented with student portfolios. Section G of each GSI contains sample assessment tools that describe the outcomes for each course. These may be useful in developing checklists for the different courses.

4. Senior High School CTS Reporting

- 4.1 Principals shall report student achievement in CTS courses to the Educational Information Exchange (EIE) on the basis of individual one (1) credit courses, using the seven (7) character alphanumeric codes provided on the scope and sequence chart for each CTS strand.
- 4.1.1 When a student achieves all the outcomes for a course, one (1) credit is awarded, a “COM” for completed is indicated, and a mark of 50% or greater is reported.
- 4.1.2 When a student has completed at least one-half of the course material and/or attended at least one-half of the classes, and then drops the course, a “W” for withdrawn is reported, no percentage mark is recorded, and the course is flagged “yes” for funding.
- 4.1.3 When a student drops out of a course before covering one-half of the course material or attending one-half of the classes, a “W” for withdrawal is reported, no percentage mark is recorded, and it is flagged “no” for funding. Principals may choose not to report courses that fall under this category.
- 4.1.4 When a student finishes the course but has a mark of less than 50%, an “I” for incomplete is recorded, no percentage mark is submitted, and the course is flagged “yes” for funding. Principals must keep a record of all student work completed for auditing purposes.
- 4.1.5 If a student utilizes course challenge procedures and has acquired the necessary outcomes for a specific course from prior learnings, a “P” for pass is recorded and the course is flagged under the “challenge” coding, which is eligible for 20% CEU funding.

5. Senior High School CTS Course Challenge

- 5.1 In accordance with Administrative Procedure 365 – Course Challenge, a Principal may recognize prior learnings from junior high school by using course challenge assessment strategies that may include one (1) or more of the following:
- 5.1.1 Traditional comprehensive examination.
- 5.1.2 Teacher observation over two or three (2 or 3) classes.
- 5.1.3 Teacher evaluation of a student’s portfolio or work sample.
- 5.1.4 A student’s demonstration of skills through performance of set tasks.

6. Apprenticeship Training Credit

- 6.1 Articulation agreements have been established between CTS strands and a number of the Alberta Apprenticeship Training Programs, including automotive service technician, carpenter, cook, hairstylist, welder, cabinet maker and electrician.

- 6.2 Through these agreements, students who complete required CTS courses that are taught by qualified journeyman and who successfully challenge appropriate theory and practical examinations may qualify for a portion of the trade's in-school training and/or on-the-job credit within the trade.

Reference: Section 18, 22, 33, 52, 53, 196, 197, 222 Education Act
Student Record Regulation 225/2006
Guide to Education ECS to Grade 12
Freedom of Information and Protection of Privacy Act
Section 75 Employment Standards Code
Labour Relations Code
Occupational Health and Safety Act
Worker's Compensation Act