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Director of Career and Technical Education
Jason Skidmore

Principal of Jordan Academy for Technology & Careers-North
Chris Titus

Principal of Jordan Academy for Technology & Careers-South
Sonja Burton

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</table>
Thank you for your interest in the Jordan Academy for Technology and Careers. The mission of the faculty and staff at the JATC is providing opportunities for students to successfully prepare for college and careers. The Jordan School District wisely invested in our state-of-the-art facilities located on the Jordan Campus of Salt Lake Community College and the newly renovated South Campus in Riverton, making this mission possible.

The 1, 2, 4 years or more of college philosophy that has been adopted by the state of Utah is embedded within the culture of the JATC. Some level of training in addition to a high school diploma is absolutely essential for success in the 21st century workplace. Most JATC programs provide students with that one year of additional training while they are still in high school. In many cases, our programs lead to the awarding of professional licenses to students who are successful on an industry exam. Other programs at the JATC provide students with work place ready skills helping them to be competitive in the workforce as they transition to college and/or career.

The Jordan School District Career and Technical Education Department has a well-earned reputation for providing high-quality programs, staffed by skilled educators and practitioners, that are supported with excellent equipment and training. JATC programs build upon and enhance the district-wide CTE program. In addition to all of the outstanding opportunities available to students who attend the JATC, many of our programs have Concurrent Enrollment opportunities embedded in the curriculum. Collaboration with Salt Lake Community College and other post-secondary institutions helps to make a student more college ready through exposure to a rigorous college curriculum as well as the awarding of college credit that, in turn, makes furthering one’s education more affordable.

Thank you for taking time to learn more about the programs available at the JATC. We look forward to seeing you next year!

Chris Titus, Principal  
JATC – North Campus  
9301 S Wights Fort Road  
West Jordan

Sonja Burton, Principal  
JATC – South Campus  
12723 S Park Avenue  
Riverton
In order to be enrolled in a JATC program, you must be registered at a Jordan School District or Wasatch Front Consortium affiliated high school as per Jordan School District Policy AA447.

The JATC has two sessions per day:

| Morning Session: | 7:40 A.M to 10:00 A.M. |
| Afternoon Session: | 11:30 A.M. to 1:45 P.M. |

District-wide Friday “Late Start” times:

| Morning Session: | 8:30 A.M. to 10:30 A.M. |
| Afternoon Session: | 11:45 A.M. to 1:45 P.M. |

Busing is available to and from both the JATC North and South Campuses for Jordan School District students. Currently, there is no busing available to the satellite campus at West Jordan High School where the Automotive Collision Repair and Heavy Duty Mechanic/Diesel programs are housed. Transportation to and from Wasatch Front Consortium affiliated high schools is not available.

JATC classes vary and will fill 2-4 periods for a semester or a full-year of a student’s schedule. Please make sure you have the time necessary to enroll in a JATC program by checking your graduation status with your high school counselor. Concurrent enrollment is available for many programs but is subject to change based on college and department stipulations.

Enrollment/Application Process:

1. **Sophomores, juniors and seniors** may register/apply for classes at the JATC (not all programs are available to all grade levels).

2. **Follow the enrollment/application instructions posted on the JATC website** at www.jordantech.org. All JATC programs require that students apply through the online application. Jordan District and Real Salt Lake students are given first consideration for all openings in the JATC programs. Out-of-District student applications are considered if space is still available after the Jordan District student applications have been processed.

3. If you have reasonable accommodations that are included in a 504 plan or an IEP, please have your CTE Coordinator, High School Counselor, or your Special Programs Coordinator forward the information to the JATC. Your 504 or IEP will not be a factor in JATC enrollment/admissions decisions. Rather, this is invaluable information for instructors to review before the school year begins in order to have accommodations in place that will meet your educational needs.

*Jordan School District does not discriminate on the basis of race, color, ethnic background, national origin, religion, gender, creed, age, citizenship, or disability in its programs and activities. Human Resources handles inquiries regarding non-discrimination policies.*
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## Enrollment/Application Requirements by Program

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Automotive Collision Repair (WJHS)

Instructor: Barry Wootton

Program Description: Students will be able to diagnose and repair collision damage. They will gain a basic understanding of estimating, metal repair, paint chemistry and application, fiberglass and plastic repair, and automotive related welding.

Program Objectives: This course provides students with entry-level knowledge and skills in preparation to work in the auto collision industry. It also provides pathways for students to pursue in post-secondary education in this field. Multiple I-Car certificates are possible as outcomes for this course (Intro and Pro-level 1 & 2).

Program Expectations: Students will be working with power tools and hazardous materials such as paint, solvents, and fillers. Safety glasses, paint respirator, and proper clothing are required. This is a competency-based course. Each competency will help students develop the skills necessary in the collision repair industry. Student projects will require approval; costs will be paid by the student.

High School Credit: Four (4) high school CTE credits

Concurrent Credit: None available

Educational Opportunities: Students who complete this program are ready to continue into a 2 year community college certificate or AAS program. I-CAR Basic and Pro-level One certifications. Pro level 1 & 2 for 2nd year students. Students also have the opportunity to participate in State competitions.

Possible Careers: Entry level jobs include: paint prep, mixing and/or selling paint products, glass repair and automotive counter representative. Additional training in specialized areas or with automobile makers can help repairers advance. Skilled auto body workers can also advance to shop supervisor. Some repairers open their own shops. Others become auto damage appraisers for insurance companies.

Misconceptions: Regardless of whether you took classes to be an auto body repairer, you will receive training on the job. You begin by working as a helper. Training includes: removing damaged auto parts, sanding parts, and straightening auto body parts. On-the-job training usually takes three to four years. Repairers also receive short-term training provided by vehicle, parts, and equipment manufacturers.

Classes Required for Entrance: Driver’s Education (valid driver’s license required)

Recommended Classes: Auto I and Welding I

Program Length: One or two-year program, 4 periods (second year Advanced Automotive Collision Repair students are eligible to participate in job shadowing experiences and internships).

Enrollment Process: Juniors and Seniors are eligible and must complete an online application (minimum GPA of a 2.0 required)
Barbering (JATC-South)

**Instructor:** Dacia Peterson

**Program Description:** Barbering prepares students to cut and style men’s and women’s hair, shave and trim facial/neck hair and beards. The course also teaches the fundamentals of customer relations and salon management. Instruction includes history of barbering, health and safety, customer service; shop business practices; diseases and disorders of the hair and scalp; sanitation and disinfection of implements, tools and equipment; hair and scalp anatomy and physiology; basic science of barbering; chemistry of barbering; analysis and properties of the hair, skin, and scalp.

If a student is seeking a state license through DOPL, they will need to enroll in Barbering and Advanced Barbering the first year, followed by another year of Advanced Barbering. In order to obtain the required 1000 hours for licensure, student will need to also enroll in the summer program for 2 summers.

**Program Objectives:** Students will learn the fundamentals of barbering.

**Program Expectations:** This course provides students with entry-level knowledge and skills in barbering and helps prepare students to continue their education towards state licensure. Students will be performing services on the public.

**High School Credit:** Two (2) high school CTE credits

**Concurrent Credit:** None

**Educational Opportunities:** Summer course offered provides continuing students an additional 200 hours toward licensure. Summer program is also available to incoming students who want to get a head start on licensure.

**Possible Careers:** Barber, platform artist, product representative, educator, salon owner, magazine contributor, cosmetologist

**Misconceptions:** Barbering is not just cutting and hairdressing for men. It includes services for women and children.

**Classes Required for Entrance:** None

**Recommended Classes:** CTE Pathways: Cosmetology/Barbering Classes

**Program Length:** Semester, 4 periods

**Enrollment Process:** Juniors and Seniors are eligible and must complete an online application.
Biotechnology: Intro & Advanced (JATC-North)

Instructor: Mary Carlson, Ph.D.

Program Description: **Introduction to Biotechnology:** This full-year, laboratory-focused program teaches basic lab techniques and their rationale. The biotechnology field applies the knowledge of biological organisms to problems that occur in the real world. The topics covered in this introductory biotechnology program include DNA isolation and manipulation, protein methodologies, microbiology, genetics, forensics, bioinformatics, and many more.

**Advanced Biotechnology:** The full-year JATC Biotechnology program must be completed before enrolling in the JATC Advanced Biotechnology Program. Invited students will have an opportunity for independent research on advanced topics (cloning, protein purification etc.) using kit-based materials.

Topics for both of these classes are investigated in the laboratory using cutting edge equipment and in the computer lab using web tools and bioinformatic databases.

Program Objectives: Perform independent laboratory experiments, prepare solutions, prep samples, problem solve errors, analyze data, and communicate results.

Program Expectations: Students will be required to perform their own experiments and be responsible for making up missed lab time after class. Students must maintain an accurate lab book for documentation and follow standard operating procedures for each piece of equipment/technique.

High School Credit: Four (4) high school CTE or three high school CTE credits and one AAF (third year) Science credits—Two (2) high school CTE credits for Advanced Biotechnology

Concurrent Credit: BTEC 1010 Fundamentals of Biotechnology (UVU) 3 credits

Educational Opportunities: The JATC Biotechnology program articulates into both the SLCC and the UVU Biotechnology programs. Students will also be prepared with skills that would be beneficial in any two year or four year biological science program.

Possible Careers: Students will be able to work as an entry level lab technician in various biotech companies including: ARUP, IHC, Nelson Labs, etc. Some companies provide tuition reimbursement for students who pursue further education. The JATC Biotechnology program is a great stepping stone for students who are interested in medical school, research, forensics, pharmaceuticals, or other biological science-related fields.

Misconceptions: Biotechnology is NOT a basic biology lab course. It is a college-level science class that teaches students complex molecular biological concepts.

Classes Required for Entrance: Biology

Recommended Classes: Chemistry

Program Length: **Introduction to Biotechnology:** Full year, 4 periods
Advanced Biotechnology: Full year, 2 periods, A or B day Afternoons

Enrollment Process: Juniors and Seniors (minimum GPA of 3.0) are eligible and must complete an online application.
Instructor: Dana DeGeeter

Program Description: Computer programming and software development are the focus. Students learn about the basic components of a computer including the operating system. Students are then introduced to the fundamentals of computer program design and test. Students gain an understanding of object oriented programming techniques and learn the basic building blocks of programming using Java and C# programming languages. Students build programming skills by writing programs to solve real world problems, as they apply advanced programming structures, including sequential files, arrays, stacks, and queues. Students learn to maximize program efficiency by building classes and objects and are introduced to Graphical User Interface (GUI) design. Students learn about database development and integration using the SQL database language, while integrating databases with their programs. Students use their programming skills to develop embedded applications in Xamarin and Unity creating their own software applications and games. Students will have the opportunity to explore Raspberry Pi’s, if they choose, using Java instead of game design in Unity.

Program Objectives: Give students a firm foundation in programming that will prepare them to continue their education and obtain a job in information technology.

Program Expectations: This is a difficult course of study that requires a significant level of dedication. Students should be prepared to write a large number of computer programs during this course. Students will also need to have access to a personal computer and internet to complete coursework from home.

High School Credit: One (1) Science Foundation/Core credit or AAF-Math, three (3) high school CTE credits

Concurrent Credit: None

Educational Opportunities: 2 year degree in programming or information technology through a community college; 4 year degree in computer science, computer engineering, or electrical engineering.

Possible Careers: Computer programmer, computer engineer, test engineer, software architect.

Misconceptions: Unfortunately, computer programming has historically been viewed as a career path more suited to men. In reality, there are many opportunities for women to utilize creativity and programming skills in a wide variety of industries.

Classes Required for Entrance: Computer Programming 1 strongly recommended.

Recommended Classes: Principles of Computer Science

Program Length: Full year, 4 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application.
Criminal Justice (JATC-South)

Instructors: Brandon Palmer

Program Description: Students develop knowledge of the Criminal Justice system, its agencies, personnel, and historical foundation. Students explore an overview of the court system, criminal law, police-community relations, probation, parole, evidence, criminology and careers in law enforcement. The courses are taught by a professional police officer, and offer 12 credits of concurrent enrollment.

Program Objectives: This course provides students with entry-level knowledge and skills in preparation to work in the law enforcement industry.

Program Expectations: College level academics and participation. Careers in the Criminal Justice industry can be physically strenuous and stressful; sometimes involving life-or-death situations. Students must be willing to learn in these environments and simulations.

High School Credit: Two (2) high school CTE credits

Concurrent Credit: College Courses:
- CJ 1010 – Introduction to Criminal Justice (3 credits)
- CJ 1300 – Introduction to Corrections (3 credits)
- CJ 1330 – Criminal Law (3 credits)
- CJ 2540 – Careers in Law Enforcement (3 credits)

Educational Opportunities: Students seeking further education in Criminal Justice may continue their education at community colleges or universities.

Possible Careers: The Criminal Justice industry offers diverse career opportunities including police officer, court reporter, crime scene investigator, paralegal and criminal investigator to name a few.

Misconceptions: One common misconception is that being a police officer is the only occupation in the Criminal Justice industry. While a large number are police officers, this is not the only employment possibility available. Government agencies, such as probation and parole, the court system and incarceration facilities or private security firms are just a few employment options.

Classes Required for Entrance: None

Recommended Classes: None

Program Length: Semester, 4 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application
Dental Assistant (JATC-North)

**Instructor:** Stacy Buss, RDH

**Program Description:** This program is designed for Juniors and Seniors with an interest in dental healthcare. The program offers students the opportunity to explore the dental health profession by providing hands-on experience and classroom instruction. Students will learn skills in chairside assisting, infection control, front office procedures, instrument identification, radiology safety, and laboratory procedures. Students will have the opportunity to become CPR certified and receive the dental radiology course certificate approved by the Utah Dental Advisory Board.

**Program Objectives:** Students will acquire basic dental assisting skills such as: chairside greeting and seating, suctioning, fluoride treatment, coronal polishing, sterilization techniques, take a pour dental impressions, dental charting, and front office skills.

**Program Expectations:** Students practice skills on each other. Students must have the Hepatitis B Vaccination Series and a current TB Test. A 90 hour clinical experience in a working dental office must be completed with a satisfactory evaluation from the dentist and their staff. The student is responsible for finding a dental office to complete the 90 hour clinical experience. Students must receive a classroom grade of 75% in order to receive credit for participation in the clinical experience. Students must demonstrate consistent attendance and punctuality, with no more than 4 absences and 5 tardies per quarter.

**High School Credit:** Four (4) high school CTE credits

**Concurrent Credit:** None available at this time

**Educational Opportunities:** Students seeking further education in dental healthcare may continue their education at community colleges, universities or private dental hygiene schools.

**Possible Careers:** Students will be able to work as a dental assistant after completing this course. Students may continue their education to become a dental hygienist, dentist, dental laboratory technician, or other dental healthcare specialist.

**Misconceptions:** Students receive a Dental Assistant Skill Certificate from the Utah State Office of Education for this course if they pass the state skills certification tests with at least 80%. This is not the same as the Certified Dental Assistant (CDA) given by some other agencies. A CDA is not required for employment in the state of Utah.

**Classes Required for Entrance:** None

**Recommended Classes:** Medical Anatomy and Physiology, Intro to Health Sciences

**Program Length:** Full year, 4 periods

**Enrollment Process:** Juniors and Seniors are eligible and must complete an online application
Digital Media (JATC-North)

Instructor: Lisa Wadzeck

Program Description: Digital Media covers a wide range of creative careers that use skills in graphics, animation, audio, video and game design. This course is offered as a full year program with an option for a second year. Students work towards industry level skills, certifications, and a future career in the creative digital arts.

Program Objectives: To prepare students for entry-level digital media positions. 1st semester: Students will learn the basics in all areas of digital media. 2nd semester: Students will specialize in an emphasis area such as Animation, Graphic Design, Game Design, and Video Production. Students will build leadership skills through participation in the Technology Student Association (TSA) and Skills USA Student Organizations.

Program Expectations: Students will be required to study for Industry Certifications such as: Adobe Premiere, Illustrator, InDesign, Photoshop, Animate, After Effects, and Maya. Students will be involved in hands-on projects. Activities will be individual and team oriented. A Digital Portfolio will be required of all students.

High School Credit: Four (4) high school CTE credits

Concurrent Credit: Art 1080 Introduction to Digital Media (4 credits), Art 1020 Introduction to Drawing (3 credits), & Art 1630 Introduction to Animation (3 credits)

Educational Opportunities: The JATC Digital Media program will provide the foundation for additional industry certifications from Adobe and Autodesk. Students will also be prepared with skills that would be beneficial in any two-year or four-year digital media program.

Possible Careers: Animator, Digital Artist, Digital Designer, Game Designer, Graphic Designer, Audio Engineer, and Video Editor and Cinematographer. Students learn technology skills that would apply to almost any profession.

Misconceptions: Not all work is in an emphasis area. All students will complete projects in the five areas of Digital Media: Graphics, Animation, Audio, Video, and Game Design.

Classes Required for Entrance: None

Recommended Classes: Any art or computer course is helpful

Program Length: Full year, 4 periods (2nd year available)

Enrollment Process: Juniors and Seniors are eligible and must complete an online application
**Instructors:**
Instructors are contracted in a cooperative effort between the Jordan Applied Technology Center and Unified Fire Authority. Each instructor will meet/exceed the qualification and credential requirements of the Jordan School District.

**Program Description:**
This program is for seniors who want to prepare themselves with the skills to function as an EMT to care for the sick or injured in emergency medical settings.

**Program Objectives:**
Students will learn response procedures for emergency medical assistance such as: cardiopulmonary resuscitation (CPR), bandaging wounds, assessing a patient’s condition to determine a course of treatment, following guidelines that they learn in training and that they receive from physicians who oversee their work, using backboards and restraints to keep patients still and safe in an ambulance for transport, helping transfer patients to an emergency department or a healthcare facility, reporting their observations and treatment to medical staff, creating a patient care report, documenting the medical care they gave the patient, and replacing used supplies and checking or cleaning equipment after use.

**Program Expectations:**
College level academics and participation. Emergency Medical Technicians (EMTs) and paramedics work both indoors and outdoors, in all types of weather. Their work is physically strenuous and can be stressful; sometimes involving life-or-death situations and patients who are suffering. Students must be willing to learn in these environments and simulations.

**High School Credit:**
Two (2) high school CTE credits

**Concurrent Credit:**
ESEC 1140 - Emergency Medical Technician, UVU (9 credits)

**Educational Opportunities:**
Students have the opportunity to further their education at a community college or university to pursue an associate degree or bachelor’s degree in emergency medical care.

**Possible Careers:**
Upon successful completion of this program, students are prepared to seek employment as an EMT. Major employers that seek certified EMTs include: private ambulance firms, fire departments, and hospitals.

**Misconceptions:**
One common misconception about EMTs is that they all work for hospitals in their emergency medical departments. While a large number do, this is not the only employment possibility available. Government agencies, such as the police and fire departments, also hire EMTs because medical services are sometimes needed in their work as well.

**Classes Required for Entrance:**
None

**Recommended Classes:**
Anatomy, Physiology, Introduction to Health Occupations, Driver & Physical Education Courses

**Program Length:**
Semester, 4 periods

**Enrollment Process:**
Seniors only are eligible and must complete an online application. (Must turn 18 within 90 days of the last day of class)
Instructor: Amber Saffen

Program Description: There are two levels engineering programs available at the JATC North campus: The first year engineering program consists of two semester long engineering courses and two semester long robotics courses. The two engineering courses are Engineering Principles 1 and Engineering Principles 2. These “hands on” courses tie observations and concepts common to a variety of different engineering disciplines in order to develop a better understanding of basic math and science principles used in engineering. By utilizing problem solving skills in a laboratory environment, students will develop skills and attitudes that impact and expand occupational opportunities in engineering. The two robotics courses are Robotics 1 and Robotics 2. These courses prepare students with a lab-based, hands-on curriculum combining electrical, mechanical, and engineering principles. Students will learn to design, build, program, and control robotic devices.

Program Objectives: To provide students with an introduction to multiple fields of engineering including: electrical, computer, civil, mechanical, chemical, bioengineering, and material science. Students will also develop necessary skills to design, create, and program autonomous and controlled robots.

Program Expectations: Students will be involved in hands-on projects. Activities will be team oriented and attention to detail will be emphasized. Documentation and calculations will be an important part of the engineering classes.

High School Credit: One (1) AAF-Science & One (1) high school CTE credit

Concurrent Credit: None

Educational Opportunities: Students completing this program are ready to continue in a 2 year community college AS program, or may move directly into a university BS engineering program. TSA (Technology Student Association) is the student leadership organization attached with this course and provides great leadership and competitive experiences for students.

Possible Careers: There are two career pathways for anyone wanting to enter the engineering field: A Technician and an Engineer. A Technician is a doer and implementer whose focus is on the practical elements of a job. Engineers plan, design and supervise engineering projects from concept to completion. Engineers solve problems by relying on their knowledge and experience. Depending upon the pathway a technician has many career options available within the engineering disciplines. Upon completion of their university degree, an engineering student would be able to work as an engineer in the mechanical, electrical, software, chemical, materials, civil or many other engineering fields.

Classes Required for Entrance: Completion of Secondary Math 1

Recommended Classes: Secondary Math 2

Program Length: Full Year, 2 periods (A or B Days)

Enrollment Process: Sophomores, Juniors, and Seniors are eligible and must complete an online application.
Advanced Engineering (JATC-North)

Instructor: Noelle Schick

Program Description: The advanced engineering program is available at the JATC for students who desire to continue their engineering pathway. The advanced program consists of four courses: Engineering 1000, Civil Engineering and Architecture (CEA), Aerospace Engineering (AE), and Engineering Development and Design (EDD). Engineering 1000 is a concurrent enrollment class that is an advanced introduction to some of the major concepts that students will encounter in a postsecondary engineering course of study. The CEA course will introduce students to important aspects of building and site design and development. They will apply what they have learned to design a residential and commercial building. The AE course will have the students explore the physics of flight and bring what they’re learning to life through hands-on projects like designing a glider and creating a program for an autonomous space rover. The EDD course will be the capstone engineering course and will focus the students to develop original solutions to valid open ended technical problems by applying the engineering design process.

Program Objectives: To provide an understanding of the field of engineering, and understanding of the engineering design process, and introduce the students to the kind of problems and work that can be encountered in the field of engineering.

Program Expectations: Students will be involved in hands-on projects. Activities will be team oriented and attention to detail will be emphasized. Documentation and calculations will be an important part of the advanced engineering classes.

High School Credit: One (1) AAF-Science & Three (3) high school CTE credits

Concurrent Credit: ENGR 1000 – Introduction to Engineering Design, USU (2 credits)

Educational Opportunities: Students completing this program are ready to continue in a 2 year community college AS program, or may move directly into a university BS engineering program. TSA (Technology Student Association) is the student leadership organization attached with this course and provides great leadership and competitive experiences for students.

Possible Careers: There are two career pathways for anyone wanting to enter the engineering field: A Technician and an Engineer. A Technician is a doer and implementer whose focus is on the practical elements of a job. Engineers plan, design and supervise engineering projects from concept to completion. Engineers solve problems by relying on their knowledge and experience. Depending upon the pathway a technician has many career options available within the engineering disciplines. Upon completion of their university degree, an engineering student would be able to work as an engineer in the mechanical, electrical, software, chemical, materials, civil or many other engineering fields.

Classes Required for Entrance: Engineering Principles 1 and Engineering Principles 2

Recommended Classes: Robotics 1 and 2, CAD Mechanical Design, Manufacturing Principles, Secondary Math 2

Program Length: Full-year, 4 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application.
Fire Science (JATC-South)

Instructors: Instructors are contracted in a cooperative effort between the Jordan Applied Technology Center and Unified Fire Authority. Each instructor will meet/exceed the qualification and credential requirements of the Jordan School District and hold a Utah State Fire Instructor Certification.

Program Description: This program prepares individuals to perform the duties of a firefighter. Instruction includes training in safety, firefighting, equipment operation, maintenance, and the principles of fire science. This high school based firefighter development course is derived from Utah State Fire Fighter Standards, NFPA, IFSAC, current Unified Fire Authority standards and the experience of an instructor cadre from multiple jurisdictions.

Program Objectives: At the completion of the program, the student will have a general understanding of the fire service from personal protective equipment, SCBA, fire department apparatus, hazardous materials mitigation, and basic fire skills.

Program Expectations: Due to some strenuous physical activities, the student must pass a physical entrance test and must obtain a physician’s approval based on such requirements.

High School Credit: Two (2) high school CTE credits – semester program or Four (4) high school CTE credits – year program

Concurrent Credit: ESFF 1000 – Intro to Emergency Services (4 credits – UVU)
ESFF 1120 - Principles of Fire and Emergency Services (3 credits – UVU)

Educational Opportunities: Students can continue their education by pursuing a variety of two and four-year opportunities which include: Emergency Services - Fire Fighter and Emergency Care, Emergency Services - Fire Officer, Technology Management - Emergency Services, and Wildland Fire Management. Eleventh grade students who complete the Fire Science program at the JATC will be given preferential admission to the school’s Emergency Medical Technician program in their 12th grade year.

Possible Careers: Upon completion of this program, students will be prepared to further their education and training in the fire science disciplines.

Misconceptions: Firefighting is as much about emergency medical services as it is about rescue and fighting fires, maybe even more so. Professional firefighters must be prepared to be first responders to a variety of emergency situations.

Classes Required for Entrance: None

Recommended Classes: Law Enforcement

Program Length: Semester, 4 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application
Hair Design (JATC-South)

Instructor: Dacia Peterson

Program Description: Hair Design prepares students to cut, style, permanent wave, highlight, chemically relax, color and treat the hair. Instruction includes health and safety, sanitation and disinfection, customer service, salon management, and professional development and communication. Curriculum includes diseases/disorders of the hair and scalp, hair/scalp anatomy and physiology, chemistry and electricity. This program is designed for students considering a Hair Design license from the State of Utah.

If a student is seeking a state license through DOPL, they will need to enroll in Hair Design I the first year, followed by Hair Design II the next year. In order to obtain the required 1200 hours for licensure, student will need to also enroll in the summer program for 2 summers.

Program Objectives: Students will learn the fundamentals of Hair Design.

Program Expectations: Daily attendance is essential for accumulating hours towards state licensure. Students will be required to receive services and perform services on others.

High School Credit: Four (4) high school CTE credits

Concurrent Credit: None

Educational Opportunities: Summer course offered from June – July that provides continuing students an additional 200 hours toward licensure. Summer program is also available to incoming students who want to get a head start on licensure.

Possible Careers: Hair design artist, platform artist, product representative, educator, salon owner, magazine contributor,

Misconceptions: Hair design does not include esthetics where Cosmetology does.

Classes Required for Entrance: None

Recommended Classes: CTE Pathways: Cosmetology/Barbering Classes

Program Length: Full Year, 4 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application.
Instructor: Devin Dyer

Program Description: This program is an entry-level course that prepares students with a basic understanding of Diesel Engines. This program will teach shop safety, use of tools and equipment, how to tear down a Diesel engine and rebuild it. The understanding and use of specific manuals will be a part of the course. Heavy Duty Mechanics is a hands-on course. Students will learn basic Diesel Systems including:

- Electrical 12/24-Volt – Ohm’s Law, Voltage Drop, Resistance, Wiring and Trouble Shooting
- Pneumatic – Air Brakes on entire truck and trailers
- Steering and Suspension – Alignments, (Tow-in only)
- Power Train – Transmission, Clutch, Differentials, Drive Lines
- Engine Theory & Repair (Concurrent Enrollment)

The understanding and use of welding is also very important in the class. Welding safety, instruction and use will be implemented within the program.

Program Objectives: This program will prepare students with basic knowledge and skills that will help them move into industry and or go on to college or other training. They will be taught related safety concepts.

Program Expectations: Students will be taught safety principles and expected to demonstrate appropriate safety. They will be taught preventative maintenance for diesel equipment. Work with hand and power tools. Students will learn about diesel systems while working on actual components.

High School Credit: Four (4) high school CTE credits

Concurrent Credit: DST 1045 – Basic Diesel Theory (4 credits – SLCC)
DST 1065 – Basic Engine Performance Theory (4 credits – SLCC)

Educational Opportunities: Many community colleges and technical schools offer certificate and associate degree programs in diesel technology. A certificate program usually takes six months to one year of full-time study. An associate degree program at a community college usually takes two years of full-time study to complete.

Possible Careers: About 25 percent of heavy equipment mechanics work for heavy equipment dealers. Major employers include: heavy equipment dealers, federal, state, and local government agencies, and highway, street, and bridge construction companies.

Misconceptions: Heavy duty mechanics requires a demanding skills training program. It’s not about just using a wrench and getting greasy. This type of mechanic deals with electronic engines and often uses laptop computers or PCs to diagnose engines. For this reason, heavy duty mechanics must be professionally trained to handle complex issues that arise.

Classes Required for Entrance: Driver’s Education (valid driver’s license required)

Recommended Classes: Auto I, Welding

Program Length: Full year, 4 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application (minimum GPA of a 2.0 required)
Instructor: Justin Rindlisbacher

Program Description: Students develop knowledge and skills in plant science, greenhouse management practices, and floral design through hands-on experiences, projects, research, and case studies.

Program Objectives: This course provides students with entry-level knowledge and skills in preparation to work in the horticulture industry. It also provides pathways for students to pursue post-secondary education in plant science, plant genetics, horticulture, and other plant-related fields.

Program Expectations: Students will be required to maintain a high level of safety while working with equipment and in the greenhouse. This course that will help students develop the knowledge and skills necessary for success in the horticulture industry.

High School Credit: Two (2) high school CTE credits or a combination of 1 science and 1 CTE credit

Educational Opportunities: Students who complete this program will be better prepared for additional college-level courses in pursuit of an undergraduate degree in Horticulture, Plant Science, or other related areas. Students will also be better qualified for entry level positions in the horticulture industry.

Possible Careers: Entry level jobs include: greenhouse or nursery worker, garden center customer service, florist shop, landscape supply stores and landscape maintenance. Advanced education and training careers include: greenhouse or nursery management, production, landscape contractor, public garden administration, golf course superintendent, education, plant breeder, florist, and soil science.

Misconceptions: Horticulture is an important industry around the world. It is a hands-on career path so regardless of level of education and previous work experience there is always on-the-job training. Length and level training will vary from career to career.

Classes Required for Entrance: None

Recommended Classes: Biology or Biology-Agricultural Science

Program Length: Full year A Day (May be taken with Landscape Architecture on B Day)

Eligibility: Juniors and Seniors are eligible and must complete an online application.
Instructor: Justin Rindlisbacher

Program Description: This program explores basic concepts and applications of design and planning used to shape landscapes. Students will participate in discussions, research, case studies, design charrettes, installation and maintenance projects, field trips, and a variety of design projects.

Program Objectives: Students will learn to analyze and create landscape designs using the fundamental principles and practices discussed in class using appropriate plant material. Students will also learn about the relationship between landscape architecture and installation and maintenance.

Program Expectations: College level academics and participation. Students who enroll in this program are expected to have excellent attendance, be dependable and reliable. Students are expected to maintain a high level of safety and professionalism. Students will participate in a capstone project or internship during second semester.

High School Credit: Two (2) high school CTE credits

Educational Opportunities: Students who complete this program will be better prepared for additional college-level courses in pursuit of an undergraduate degree in Landscape Architecture, Urban Development, or other land use-related areas. Students will also be better qualified for entry-level positions in landscape design, maintenance, and construction.

Possible Careers: Entry level jobs include: landscape design and build companies, landscape construction, garden center sales, maintenance crews, public garden work, forest service, and internships with city planning or parks and recreation departments. Advanced education and training careers include: landscape architect, public land management administration, city planning, urban design, historic landscape preservation, and golf course architect.

Misconceptions: Landscape architects do more than residential design; they are instrumental in the design and planning of cities, business parks, open spaces, college campuses, and historic properties.

Classes Required for Entrance: None

Recommended Classes: Visual Arts, Drafting, or Graphic Design

Program Length: Full year B Day (May be taken with Urban Horticulture on A Day)

Eligibility: Juniors and Seniors are eligible and must complete an online application.
Instructor: Sheri Woodruff

Program Description: This program prepares students to work as medical assistants in a physician's office. Students gain clinical skills that allow them to provide patient care such as taking vital signs, drawing blood, giving shots, performing simple lab tests and documenting information in each patient's medical records. Students also study front office skills such as setting up patient records, billing medical insurances, scheduling patient visits and managing the office setting.

Program Objectives: Students will learn the skills necessary to become a medical assistant. Students will be prepared to work as an extern in a medical office and will attain the skills necessary to earn a Utah Endorsed Medical Assistant Certificate. This certificate qualifies the student to take the optional National Certified Medical Assistant (NCMA) exam.

Program Expectations: Each student will be required to participate as the medical assistant and as a patient in venipuncture, injections, finger sticks and urinalysis. Students will learn and follow safety precautions when working with patient body fluids. All students will be required to pass a random drug test in order to remain in the program. Students must pass four tests at the end of this course with 80% or better; Medical Terminology, Anatomy & Physiology, Administration Office Management, and Clinical Laboratory. Each student must complete a 160 hour externship, working for a physician. This allows them to earn the "Utah Endorsed Medical Assistant" certificate and qualifies them to take the National Certification Exam. Students must provide their own transportation to and from the office.

High School Credit: Four (4) high school CTE credits

Concurrent Credit: Highly motivated students may earn HLTH 1020 (optional) - Foundations of Nutrition (3 credits)

Educational Opportunities: This program provides an excellent introduction to a career in the medical field. Many students who are interested in the nursing profession find this course to be a helpful starting point.

Possible Careers: Traditionally, a medical assistant is employed in a physician's office, but other opportunities include hospital emergency departments and outpatient surgical centers.

Misconceptions: Some students have heard that Medical Assisting is an easy class. Students work very hard but have a lot of fun!

Classes Required for Entrance: None

Recommended Classes: Intro to Health Sciences & Medical Anatomy & Physiology (students passing MAP with a B- or better will be given first consideration)

Program Length: Full year, 4 periods

Enrollment Process: Only Seniors are eligible and must complete an online application

Immunizations Required: 2 MMR, 4 T-dap, 3 Hepatitis B Immunizations, 2 current TB tests, 2 Chickenpox (Varicella) immunizations or titer for proof of disease, and flu shot for the current year. A Hepatitis B Titer is also required even if the student has had all 3 HepB shots. If the titer comes back low or non-reactive, the student must restart the HepB series.
Instructor: Shannon Mechling

Program Description: Prepares students to shape fingernails and toenails, remove unwanted skin and blemishes, apply polish and cosmetics to nails, and function as licensed manicurists or nail technicians/specialists. It includes theory/instruction in anatomy of the nail and skin, nail diseases and disorders, sanitation and disinfection, natural nail care, manicuring and pedicuring, product chemistry and the application and removal of artificial enhancements and design art. Courses also include customer service, business practices, salon management and state laws and regulations.

Program Objectives: This program provides an introduction to a career in the nail technician industry, and provides a pathway to complete state licensure.

Program Expectations: This course is competency based and requires attendance/hours in order to achieve licensure.

High School Credit: Two (2) high school CTE credits

Concurrent Credit: None

Educational Opportunities: Summer course may be offered and provides students additional hours toward licensure. Summer program is also available to incoming students who want to get a head start on licensure.

Possible Careers: Nail technician, educator, product representative, platform artist, salon owner, magazine contributor.

Misconceptions:

Classes Required for Entrance: None

Recommended Classes: None

Program Length: Semester, 4 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application
Instructor: Julie Huffman, RN

Program Description: This program is available to juniors and seniors. It will provide an introduction to the health care field and the role of a nursing assistant. Students will learn the skills needed to work as a nursing assistant and will prepare to become certified through the Utah Nursing Assistant Registry.

Program Objectives: Students will become certified as nursing assistants upon successful completion of the state exam, which is offered at the end of the program. They will also become certified in CPR and First Aid.

Program Expectations: Students are expected to have excellent attendance. They will complete a clinical externship in a nursing home that will require a commitment of 6 hours a week, either after school or on Saturdays. Students are responsible for providing their own transportation to their externship site. Textbooks are college level reading. All students will be required to pass random drug testing in order to remain in the program.

High School Credit: Two (2) high school CTE credits

Concurrent Credit: MA 1100 - Medical Terminology (3 credits)
HLTH 1200 – First Aid & Safety (3 credits)

Educational Opportunities: This class is an excellent introduction to any career in the health care field. A CNA certificate is also a required prerequisite for most nursing programs in the state of Utah.

Possible Careers: Students will be able to work as a certified nursing assistant (CNA) in a hospital, nursing home, assisted living facility, or patient’s home. Students may also continue their education to become a registered nurse (RN).

Misconceptions: This program focuses on the physical care of patients who are unable to take care of themselves. It is challenging emotionally and physically. Students will not learn how to give injections or draw blood.

Classes Required for Entrance: None

Recommended Classes: Medical Anatomy & Physiology and Intro to Health Science

Program Length: Semester

Enrollment Process: Juniors and Seniors are eligible and must complete an online application
**Occupational Therapy (JATC-North)**

### Instructors:
Becky Stone & SLCC Staff

### Program Description:
Occupational Therapy (OT) uses the term Occupation to mean "everyday activity", that which "occupies" our time. Occupational therapy realizes that engaging in occupation contributes to health and well-being. OT practitioners assist clients that have had illness, trauma, disease, or other disabilities get back to the Business of Life working with all ages and in all healthcare, educational and community settings helping patients live their lives to the fullest regardless of their circumstances.

### Program Objectives:
Students completing the Occupational Therapy program at JATC will gain the foundational skills needed for successful entrance into a college/university level program required to be Certified/Licensed as Occupational Therapy practitioners. Students will also complete a course of study in Advanced Health Sciences with an outcome of a national certificate. First Aid/CPR certification is also an outcome of the course.

### Program Expectations:
Students should recognize that this is a college level program. Students will be expected to work independently on out-of-class projects, complete assignments online and be involved in a clinical practicum (possible outside of regular school hours).

### High School Credit:
Two (2) high school CTE credits

### Concurrent Credit:
OTA 1020 - Intro to Occupational Therapy (2 credits) – SLCC  
HLTH 1200 – First Aid & Safety (3 credits) – SLCC

### Educational Opportunities:
Students may continue their education at community colleges for an Applied Associate Science Degree (AAS) in Occupational Therapy Assistant as a terminal degree; or they may pursue an AS transfer degree in Health Science – OTA emphasis to continue on to a Bachelor’s Degree and then obtain a Masters or Doctorate Degree as an Occupational Therapist (OTR or OTD).

### Possible Careers:
Upon completion of this program, students will be able to gain employment as a technician in a variety of rehabilitation settings. Employment in the rehabilitation field may serve the student well for application into a college program of occupational therapy.

### Misconceptions:
This program is designed to introduce students to opportunities in the health sciences, and specifically an introduction to occupational therapy.

### Classes Required for Entrance:
Biology

### Recommended Classes:
Medical Anatomy & Physiology, Intro to Health Sciences

### Program Length:
Semester, 4 periods

### Enrollment Process:
Juniors and Seniors are eligible and must complete an online application (must have own transport to clinical site)
Pharmacy Technician (JATC-North)

Instructor: Kari Worthington, CPhT

Program Description: This program prepares students to work in community, closed-door, compounding, and institutional pharmacy settings under the direction of a pharmacist. Students are trained to provide counter assistance, acquire and maintain patient and related health record information, and to bill insurance companies. Students learn how to fill prescriptions. This includes creating the label for the bottle, filling the prescription, making various medications using nonsterile compounding procedures, and making IV’s using aseptic techniques. Students also learn how to perform a wide range of other practice-related duties. Toward the conclusion of the course, students are eligible to take the national pharmacy technician exam through the Pharmacy Technician Certification Board (PTCB) or the National Health Career Association (NHA). Students may also become licensed through the Utah Division of Occupational and Professional Licensing (must be 18 years of age).

Program Objectives: Students will learn the skills necessary to participate in clinical experiences in pharmacies, receive job placement assistance, and prepare to obtain a national certificate and state license upon coursework completion. This course will prepare students for youth leadership opportunities.

Program Expectations: Students must have good social skills, attendance, and citizenship. Excellent reading and memorization skills are required to be successful because students must learn the names and functions of drugs, dosages, abbreviations, etc. Students will be required to secure their externship site and to provide their own transportation to the pharmacy. Six hundred total hours of health-related education are required (80 lab, 353 didactic and 180 externship hours). All students will be required to pass a random drug test and background check in order to remain in the program. Students must plan to spend time outside of class hours to complete assignments and study for exams. Additionally, student must earn a B- or greater each quarter to remain in the course.

High School Credit: Four (4) high school CTE credits

Concurrent Credit: None available at this time.

Educational Opportunities: The Pharmacy Technician Program is a Certificate Program. Upon completion of the program students receive a certificate indicating that they have met all the requirements to apply for licensure through the Department of Occupational and Professional Licensing (DOPL). Becoming a Pharmacy Technician is also helpful to students who want to pursue a career as a Pharmacist and other healthcare careers.

Possible Careers: Careers for which the study of pharmacy could be helpful are Pharmacy Technician, Pharmacist, Physician, Anesthesiologist, Nursing, EMT and many other medical professions. Average wage for Pharmacy Technicians in Salt Lake County is $16/hr. (source: jobs.utah.gov).

Misconceptions: This is not an easy course and the time commitment for the externship is substantial. Students are strongly discouraged from engaging in any other type of employment while enrolled in this program.

Required for Entrance: 3.5 GPA or greater and a history of consistent school attendance

Recommended Classes: Chemistry, Anatomy

Program Length: Full year, 4 periods

Enrollment Process: Only seniors are eligible and must complete an online application (must have own transport to clinical site)
Instructor: Becky Stone

Program Description: This program offers exploration for seniors and juniors interested in the rehabilitation career field of physical therapy. This course offers students the opportunity to explore different avenues of this rehabilitation profession. This course consists of learning skills required to function as a therapy or rehabilitation technician including thermomodalities, electromodalities, communication skills, patient transfers, patient ambulation, patient range of motion, clinic policies and procedures, and professionalism.

Program Objectives: Students will learn to aide physical therapists and physical therapist assistants in managing patient care in a rehabilitation setting such as outpatient, hospital, and skilled nursing facilities. Students will demonstrate abilities in patient range of motion and other therapeutic exercise, transferring patients, application of electromodalities, interpersonal and professional communication skills, basic and functional human anatomy. First Aid/CPR certification is also an outcome of the course.

Program Expectations: College level academics and participation. Students will be responsible for transportation to and from clinic observations on Mondays & Fridays (which may be assigned outside of regular school hours). All students will be required to pass random drug testing and a background check in order to remain in the program.

High School Credit: Two (2) high school CTE credits

Concurrent Credit: HLTH 1200 First Aid & Safety (3 credits) – SLCC

Educational Opportunities: Students have the opportunity to further their education at community colleges for an Associate’s Degree in Physical Therapy Assisting. Students can also go on to a Bachelor’s Degree in a related field, then obtain a Doctor of Physical Therapy.

Possible Careers: Upon completion of this program, students will be able to gain employment as a Rehabilitation Technician in a variety of settings such as hospitals, outpatient clinics, and skilled nursing facilities. Employment in the rehabilitation field may serve the student well for application into a college program for either physical or occupational therapy.

Misconceptions: This program is designed to reflect the true professional field of physical therapy as a potential future career. Currently no certification is required to work as a rehabilitation technician in the state of Utah, however, education and experience in the field is usually beneficial for employment. This is not a sports medicine or athletic training course.

Classes Required for Entrance: Biology

Recommended Classes: Medical Anatomy & Physiology, Intro to Health Sciences

Program Length: Semester, 4 periods

Enrollment Process: Seniors and juniors are eligible and must complete an online application (must have own transport to clinical site)
Instructors: Fiona Silcox, FAA Certified Flight & Ground Instructor, FAA Commercial Airplane & Helicopter Pilot

Program Description: Private Aircraft Pilot helps students jumpstart their training for a successful and exciting career in the aerospace and aviation industry. The program offers concurrent enrollment courses, offering both high school credit through the JATC north campus, and college credit through Utah Valley University. The program includes classroom academics and simulator training. The program of study includes a general knowledge of the aviation industry and an introduction to airplanes and concepts of flying as students prepare for flight training. The program also is intended to prepare students to test for the FAA Knowledge Exam.

Program Objectives: The focus of this program is to help students gain the knowledge and skills necessary to pass the FAA written exam for the Private Pilot rating and be prepared for flight training.

Program Expectations: Classroom academics require English proficiency in reading, writing, speaking and understanding. Students enrolled in the program must maintain good attendance and pass stage and final exams. Students wanting an instructor endorsement for the FAA knowledge Exam must have a passing grade in the Private Pilot Ground course and pass three practice exams with an 85% or higher. Students wishing to start flight training while enrolled in the Private Pilot ground course must do so on their own and cover their own flight training fees. A student must be 17 years of age to obtain an FAA Private Pilot Certification. Physical condition must be certified by an FAA medical examiner and a student must obtain an FAA Third Class Medical and a student certificate before commencing flight training.

High School Credit: 2 (two) high school CTE credits

Concurrent Credit: AVSC 1010 Survey of Aviation Science (3 credits) – UVU
AVSC 1100 Private Pilot Ground (3 credits) - UVU

Educational Opportunities: This program gives high school students the opportunity to complete the ground school portion of the requirements to obtain a private pilot’s certificate. Students will also attain the skills and knowledge necessary to continue their training in Commercial Aviation at post-secondary institutions.

Possible Careers: Career opportunities include certified flight instructor, scenic tour pilot, cargo transport, test pilot, commuter/regional airline pilot, private/corporate flight pilot, airline pilot, and the U.S. military. Pilots progress from entry level positions to more advanced positions based on training, skills, and hours of flight. It typically takes about 5-7 years of flight experience and a Bachelor’s Degree to qualify for a position with a major airline.

Misconceptions: This is not an easy program. It requires learning about all of the technical aspects of aviation. It is not just “Driver’s Ed for Planes.”

Classes Required for Entrance: None

Recommended Classes: Physics

Program Length: Juniors & Seniors: Full Year, 2 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application.
Instructors: Brenda Straley, M.Ed. & Wendy Crapo, M.Ed

Program Description: This program is designed to introduce students to the field of education including preschool and special education. This program offers a starting point for an education pathway at most Utah colleges and universities. Students will gain hands-on experience working with children in preschool, elementary, middle school and high school. Students learn instruction, data collection and assessment that can be used in public school classrooms, community settings, and adult education settings.

Program Objectives: This introductory program is designed to help students decide if they would like to pursue a career in education. Students will be introduced to human growth and development as related to education. Students will gain insight into teaching as a profession, including the history/organization of American schools, school law, curriculum, effective instruction, and helping diverse learners succeed in the classroom. Students will gain hands-on skills by participation in practicum experiences in public school classrooms. Successful completion of these courses will help prepare students for entry level education programs at the community college or university level. Students will have opportunities to facilitate future employment by developing relationships with students, teachers, parents, and school administrators.

Program Expectations: Students who enroll in this program are expected to have excellent attendance, be dependable and reliable in both the JATC classroom and practicum settings. These courses involve a significant hands-on practicum and student observation. Students will be assigned to practicum experiences that will provide experience in a wide variety of educational settings. Students will also travel to various schools within Jordan School district to observe classrooms and related services. Students must provide their own transportation to and from these activities. Students learn skills and ethics in the workplace that are applicable in a variety of careers and personal settings.

High School Credit: Four (4) high school elective credits (FHS 1500 may count as a CTE credit)

Concurrent Credit: FHS 1500 (SLCC): Human Development Across the Lifespan (3 credits), EDU 1010 (SLCC): Orientation to Education (3 credits), SPED 1000 (USU) Principles of Effective Peer Teaching (2 credits)

Educational Opportunities: Students have the opportunity to further their education at a community college and/or university upon successful completion of this program. Successful completion of this program helps prepare students to enter an entry level job working as a paraeducator, under the direction of a certified classroom educator. Students that have the desire to continue in the field of education/special education will need to complete a college degree.

Possible Careers: Teacher (Elementary, Secondary, Post-Secondary), Special Education Teacher, Paraeducator, School Administrator, Specialized Services (Speech and Language, Hearing Impaired, Visually Impaired, Adaptive Physical Education etc.), Assistive/Adaptive Technology, University/College Disability Resource Center, Disability Advocate, Adult Services for People with Disabilities

Misconceptions: Students need to know that all courses within this program are college level.

Classes Required for Entrance: None

Recommended Classes: Adult Roles, Child Development, and Early Childhood Education

Program Length: Full year, 4 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application
Instructors: J. Wyatt Frampton, DVM

Program Description: This program is designed for juniors and seniors with an interest in animal care and nursing. This course is a one year program that offers students the opportunity to explore different avenues of the veterinary profession. It includes basic nursing care, sterile technique, anatomy/physiology, wound care, basic pharmacology, office procedures, veterinary law, laboratory procedures, critical care nursing, fluid therapy, anesthesiology, and radiology.

Program Objectives: Students will perform basic clinical laboratory procedures, preparing medication, surgical preparation, assisting in the care of hospitalized patients, medication calculations/administration, surgical assisting, administering/monitoring anesthesia, taking/developing radiographs, basic physical therapy techniques, and critical care nursing.

Program Expectations: Students will be working with a variety of animals including large animals, small animals, and exotics. Students will be expected to participate in the labs (surgery and dissection), and animal projects. Externship (a total of 80 hours) at local veterinary hospitals are part of the program. Students will be responsible for transportation to these clinics and animal facility sites. Students will be required to attend a 4-day “boot camp” that will be offered at various times during the summer prior to starting the program.

High School Credit: Two (2) high school CTE or 1 high school CTE and 1 AAF (third year) Science credit
Concurrent Credit: None available at this time
Certifications: State Skills Certification
Educational Opportunities: Students have the opportunity to further their education at community colleges and/or universities upon completion of this program. Students that have the desire to continue in the field of science or veterinary medicine will need to complete a college degree.
Possible Careers: Upon completion of this program, students will be qualified to work as a veterinary assistant in veterinary hospitals, shelters, industry, laboratories, commercial sales, and zoo/wildlife facilities.
Misconceptions: This program is a college oriented, academic program that requires hands-on skills and critical thinking. This is not a basic animal husbandry or grooming program.
Classes required for entrance: Biology and at least one of the following: Animal Science 1, AP Biology, Chemistry, Genetics, Marine Biology & Oceanography, Wildlife Biology, Zoology, or Medical Anatomy & Physiology, Physics
Recommended Classes: Students have the option to sign up for Summer Ag (0.25 credits) to be completed during the summer prior to entering the program in the fall. The requirements of Summer Ag can be fulfilled by working in an animal or veterinary facility for at least 40 hours.
Program Length: Full year, 2 periods
Enrollment Process: Juniors and Seniors are eligible and must complete an online application.
Instructors: Melinda Mansouri & Kristi Kemp

Program Description: Design and develop web sites, mobile web sites, and HTML5 apps using HTML, CSS, and JavaScript. Learn about Internet technologies, network infrastructure, and web authoring. Students will build and maintain websites for clients, and complete an internship with a web development company or Client.

Program Objectives: Manage CMS (content management system), develop mobile HTML5 web sites and apps, problem solve errors, and communicate with clients. Build HTML5 Apps to publish in the App Store.

Program Expectations: This is a college level class. Students will be ready to work as web developers after completing the program. Students will be required to study for industry certifications. Students must follow Jordan District’s Network Acceptable Use policy AUP for internet use, and will be given additional permissions on the network.

High School Credit: Four (4) high school CTE credits

Concurrent Credit: 4 credits Art 1080 Photoshop for Digital Media
3 credits Art 2440 Website Design

Semester 2: Microsoft Technology Associate: HTML5 Application Development Fundamentals & CIW Introduction to programming using Javascript.
Additional certifications are available for highly motivated students.

Educational Opportunities: The JATC Web Development program will provide the foundation for additional industry certifications from Microsoft and Adobe. Students will also be prepared with skills that would be beneficial in any two year or four year web development, computer science, or digital media program.

Possible Careers: Students will be able to work as an entry level Website Designer or Website Developer for a wide variety of companies. Students will develop Android and iOS apps for mobile devices. Students will be working freelance for real clients on live websites as part of the JATC curriculum.

Misconceptions: You can build websites and apps without knowing a how to code. Students will be hand coding web based and server side applications. This is not a class for artists. Designers in the class focus on color schemes, layout and creating graphics.

Classes Required for Entrance: None

Recommended Classes: Web Development 1

Program Length: Full year or Semester Programs

Eligibility: Juniors and Seniors are eligible and must complete an online application.
Instructors: Blair Jensen

Program Description: Students will learn the fundamentals of welding and welding safety. They will develop welding skills in the processes of, SMAW, GMAW, FCAW, and GTAW.

Program Objectives: This course provides students with necessary knowledge and skills in preparation to successfully enter and work in the welding industry. It also provides a pathway for students to pursue post-secondary education in welding.

Program Expectations: This is a competency-based course. Each competency will help students develop the skills necessary to excel in the welding industry. Students will be working with industrial shop equipment, power tools, and associated materials. Safety is a top priority and proper clothing is required. Absolutely no nylon or polyester clothing or footwear that could melt to the skin will be permitted. The welding arc emits a high level of UV radiation and heat. Protection from these hazards is not optional and is required for daily credit and participation in laboratory exercises.

High School Credit: Four (4) high school CTE credits

Concurrent Credit: None

Educational Opportunities: Students who complete this course are ready to enter the welding industry, or continue into a 2-year community college certificate (AAS degree). Students will also have the opportunity to test for American Welding Society (AWS) certifications in the aforementioned welding processes as their competencies and skills develop.

Possible Careers: Entry-level welder and/or fabricator, pipefitter, ironworker, or welding supply company representative. Some welders opt to open their own shops while others work for local fabrication companies, aerospace and automotive industries, petroleum refineries and mining companies. There are also union opportunities available. Some welders may choose to pursue quality assurance and inspection positions as they gain experience.

Misconceptions: The biggest misconception is that welding is a task for unskilled labor. To the contrary, it is a highly skilled trade in which science and technology are combined and artfully applied. Skilled and motivated professionals are highly sought after. Currently there is a national deficit of skilled welders to fill open positions. The AWS currently estimates there is a shortage of approximately 40,000 welders in the United States alone. Another misconception is that welding is eminently dangerous. As with any industrial field there are inherent hazards. Adherence to safety protocols and procedures will mitigate hazards, and the welding experience can be both safe and enjoyable.

Classes Required for Entrance: None

Recommended Classes: Secondary Math 3 encouraged

Program Length: Full year, 4 periods

Enrollment Process: Juniors and Seniors are eligible and must complete an online application