Wyoming County Career and Technical Center

Secondary and Adult Student Handbook

1201 Bear Hole Road

HCR 72, Box 200

Pineville, WV 24874

Phone: 304-732-8050 Fax: 304-732-8332

The Wyoming County Career and Technical Center

Approved and Accredited

By The

Division of Technical and Adult Education

West Virginia Department of Education

Letter from the Principal:

Welcome to the Wyoming County Career and Technical Center (WCCTC). We are excited that you have decided to take advantage of the educational opportunities we have to offer.

By choosing to attend the WCCTC, you will participate in a rigorous course of study and put to use the most technologically advanced equipment available. We are committed to providing you with a competitive edge whether you choose to enter the workforce or continue your education.

Your instructors provide quality education experiences and assist each of you in your educational goals. Your time spent at the WCCTC will allow you to become a lifelong learner, empowering your future. Have an enjoyable, successful year and take advantage of all the opportunities provided to you.

Stacey Lusk

Stacey Lusk, Director/Principal

Luke Stevens

Luke Stevens, Assistant Principal

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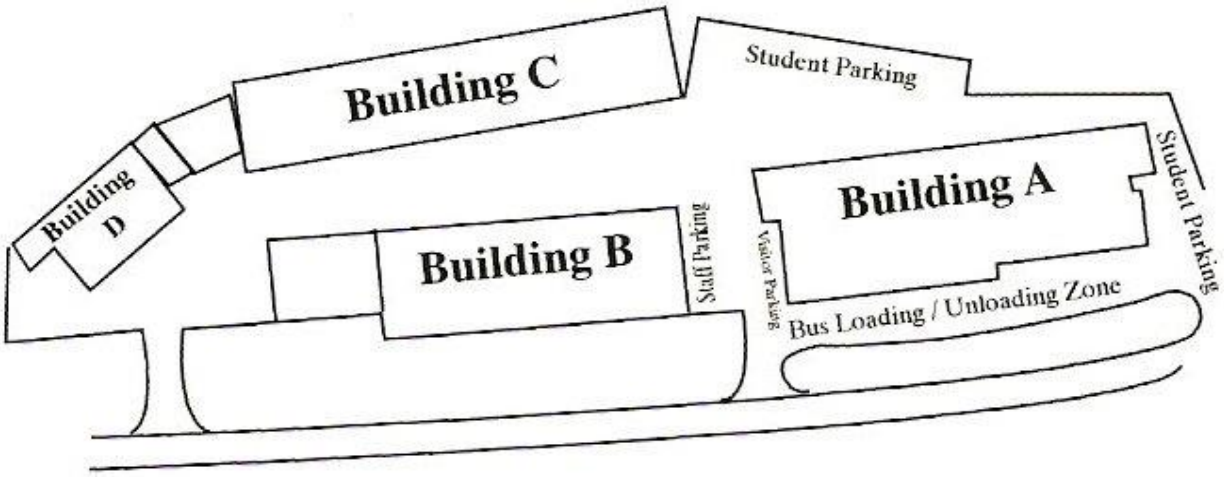
Wyoming County Career and Technical Center

Campus Map



The WCCTC sets on 13.33 total acres of Wyoming County Board of Education land, approximately 1 mile north of Pineville on Route 97.

Building A (35,000 sq feet)

Administrative Offices

Cosmetology

Information Management

Game Design

Multimedia Publishing

Broadcasting Technology

ProStart/Baking and Pastry

Therapeutic Services

Practical Nursing

Advanced Medical Preparedness

Building B (20,000 sq feet)

Automotive Technology

Welding Technology

Pre-Engineering

Drafting

Building C (20,000 sq feet)

Electrical Technology

Diesel Equipment Technology

Carpentry

Building D (8,000 sq feet)

Law and Public Safety

Wyoming County Career and Technical Center

Mission Statement

Upon the completion of a defined program of study, all students will have the necessary academic and technical skills to be competitive in the 21st century workforce and/or higher education.

Vision Statement

It is our belief that all students can master skills in their technical program. The result will be students who are focused and better prepared for the 21st century workforce or post-secondary education.

Core Beliefs

1. Through a combined effort of students, parents, teachers, administrators, and stakeholders, our students will reach their academic potential and be able to compete in the 21st century.
2. A commitment to continuous improvement is imperative if our school is to enable students to become confident, self-directed, and lifelong learners.
3. That students will maximize their potential when given the right tools and motivation.

Wyoming County Career and Technical Center

Instructors by Program of Study

Automotive Technology.....David Jarrell

Carpentry.....Chris Jennings

Information Management /Game Design.....Tim Weaver

Hairstyling.....Kelli Wilson and Sherry Younce

Nail Technician.....Kelli Wilson

Aesthetics.....Sherry Younce

Diesel Equipment Technology.....Clacey Lambert

Drafting/Pre-Engineering PLTW.....Jason Fortner

Multimedia Publishing/Broadcasting Technology.....Tom Riser

Electrical Technology.....Frankie Thomas

Pro-Start/Baking and Pastry.....Kelly Laxton

Therapeutic Services/ Advanced Medical Preparedness.....Bethany Adkins and VACANT

Law and Public Safety.....Joshua Stewart

Math Lab.....Randall McKinney

English Lab.....Leslie Garretson

Practical Nursing.....Virginia Fralin and Ruth Shrewsbury

Welding Technology.....Bobby Collins

Administration and Support Personnel

Special Education Resource.....Linda Davis

Secretary.....Dawn Clay and Reta Morgan

Custodians.....Scottie Hall and Belinda Clay

Assistant Principal.....Luke Stevens

Director/Principal.....Stacey Lusk

Employee Email List

Teacher	Email
Adkins, Bethany	bethany.c.adkins@k12.wv.us
Clay, Belinda	belindaclay65@frontier.com
Clay, Dawn	dawn.clay@k12.wv.us
Vacant Therapeutic Services	
Collins, Bobby	bcollins@k12.wv.us
Davis, Linda	l.a.davis@k12.wv.us
Fortner, Jason	jrfortner@k12.wv.us
Fralin, Virginia	virginia.fralin@k12.wv.us
Garretson, Leslie	lgarretson@k12.wv.us
Hall, Scottie	scottie.hall@k12.wv.us
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Lambert, Clacey	cllamber@k12.wv.us
Laxton, Kelly	klaxton@k12.wv.us
Lusk, Stacey	stacey.lusk@k12.wv.us
McKinney, Randall	jrmckinn@k12.wv.us
Morgan, Reta	reta.morgan@k12.wv.us
Riser, Tom	rodney.riser@k12.wv.us
Shrewsbury, Ruth	ruth.shrewsbury@k12.wv.us
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Wilson, Kelli	kdwilson@k12.wv.us
Younce, Sherry	syounce@k12.wv.us

Technical Centers That Work

Framework for School Improvement

The mission of the Technical Centers That Work (TCTW) is to create a culture of high expectations and continuous improvement in technology centers. To achieve this mission, TCTW sites strive to meet these primary goals for improvement:

- Increase the percentage of CT students who meet college-and career-readiness goals on the HSTW Assessment to 85 percent.
- Increase the percentage of high school students who enter the technology center and graduate on time to 95 percent.
- Increase the percentages of technology center graduates who:
    a. Earn postsecondary credit while in high school.
    b. Meet college-readiness standards to succeed in credit-bearing postsecondary courses without needing remediation.
    c. Meet readiness standards to enter an advanced training program leading to a certificate, an employer certification, or an apprenticeship program.
    d. Acquire an industry certification through a state-approved certification examination in a high-skill, high-demand career field.
- Work with middle grade schools to guide students in creating programs of study that will prepare them for success in high school, the technology center, postsecondary studies, and careers.
- Advance state and local policies and leadership initiatives that sustain a continuous school improvement effort at technology centers.
-

TCTW Key Practices for Improved Student Achievement

High Expectations- Motivate more students to meet high expectations by integrating high expectations into CT and academic classroom practices and giving students frequent feedback.

Program of Study- Require each student to complete a career-focused program of study, including both a concentration of at least four CT courses and a “ready” academic core, leading to better preparation for post-secondary studies and advanced training.

Academic Studies- Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects within their CT studies.

TCTW Key Practices for Improved Student Achievement Continued.

Career/technical studies- Provide students with access to intellectually demanding CT studies that emphasize higher-level mathematics, science, literacy, and problem-solving skills needed in the workplace and in further education in high-demand fields.

Students actively engaged- Engage students in CT and academic classrooms in rigorous and challenging assignments using research-based strategies and technology.

Guidance- Work with the home high school staff to create a system of guidance and advisement that involves students and their parents in planning a career-focused program of academic and CT studies. Provide each student with the same mentor throughout high school—at the home high school and at the technology center—to assist with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary.

Extra help/transitions-- Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

Teachers working together- Provide teachers with time and support to work together in planning integrated lessons and projects to help students succeed in challenging CT and academic studies. Embed reading, writing, and speaking as strategies for learning into all parts of the curriculum and embed math and science into CT courses through authentic problems, projects, and other learning activities.

Work-based learning- Enable students and their parents to choose a program of study that integrates challenging academic and CT studies and work-based learning and is planned by educators, employers, and students. Strive to make work-based learning a part of each student's learning through internships, job shadowing, and formal work-study programs.

Extra help/transitions- Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

Culture of continuous improvement- Use a variety of data (student assessments, program evaluation data, technology center performance reports, program enrollment, retention and placement reports, college remediation reports, student follow-up reports and advisory committee input) to continuously improve school culture, organization, management, curriculum, and instruction to advance student learning.

EDGE- Participating Courses

Course Name	Program
Foundations of Health Science Advanced Principles of Health Science Medical Terminology Body Structures and Functions	Advanced Medical Preparedness
Automotive Technology MLR (1,2,3 and 4) Automotive Technology AST (1,2,3 and 4)	Automotive Technology
Fundamentals of Radio Broadcasting Radio Broadcasting Presentations Television Production Applications Producing Live TV	Broadcasting Technology
Building Maintenance and Operations I, II, III, and IV	Building Maintenance and Operations
Carpentry I, II, III, and IV Applications in Commercial Carpentry Concrete Finishing Blueprint Reading for Construction Masonry and Plumbing	Carpentry
Digital Imaging/Multimedia I and II Informatics I, II, III, and IV Coding App and Game Design I and II	Informatics and Game Design
Fundamentals of Diesel Technology Diesel Engine Components Electronic Engine Controls Diesel Support Systems Diesel Electrical Systems Diesel Engine Tune Up and Troubleshooting Diesel Preventative Maintenance and Inspection Diesel Truck Chassis	Diesel Technology
Fundamentals of Drafting I Drafting Techniques I Architectural Drafting Mechanical Drafting Civil Drafting Computer Aided Drafting Introduction to Engineering Design Principles of Engineering Computer Integrated Manufacturing Engineering Design and Development	Drafting/Pre-Engineering
Electrical Trades I, II, III, and IV Blueprint Reading for Electricians Residential Wiring National Electrical Code Integrated Electrical Lab	Electrical Technician
Introduction to Visual Communication	Multimedia Publishing

Digital Photography Videography Cross-Media Publishing	
Foundations of Public Safety Leadership Ethical Practices in Public Safety Practical Applications of Public Safety Leadership Seminar in Corrections Seminar in Law Enforcement Strategic Security and Protection Seminar in Courts and Legal System Forensic Science	Law and Public Safety
Foundations of Health Science Advanced Principles of Health Science Clinical Specialty I and II	Therapeutic Services
Advanced Principles of Food Preparation Restaurant and Culinary Foundations Restaurant Professionals Restaurant Management Essentials Baking and Pastry Foundations Baking and Pastry I Baking and Pastry II Baking and Pastry Advanced	ProStart/Baking and Pastry
Welding I, II, III, and IV Gas Metal ARC Welding Blueprint Reading and Metallurgy Ornamental Metal Work Gas Tungsten ARC Welding	Welding
Barbers and Cosmetology Foundations Nail Tech Science and Procedure Art of Nail Technology Nail Technology Clinical	Nail Technician
Barbers and Cosmetology Foundations General Aesthetics I and II Aesthetics Science Skin Sciences	Aesthetics
Barbers and Cosmetology Foundations Cosmetology Professional I Cosmetology Professional II Cosmetology Professional Advanced Cosmetology Science I Cosmetology Science II Cosmetology Chemicals I Cosmetology Chemicals II	Hairstyling

Articulation Agreement

In recognizing the need for a well-educated and trained work force for the future, a cooperative agreement involving higher education institutions and the career center has been established.

Articulation agreements with colleges and universities allow students to earn college credits while attending classes at the Wyoming County Career and Technical Center.

Courses which are currently participating in an articulation agreements include:

Automotive Technology

Carpentry

Drafting

Diesel Equipment Technology

Electrical Technician

Welding

For further information, contact the Wyoming County Career and Technical Center or your local community college admissions office.

Scholarship Opportunities

Scholarships
National Technical Honor Society Scholarship
Albert Yanni Scholarship- 1,000.00
SkillsUSA Scholarships
Denisa Thomas Scholarship
The Credit Bureau of Two Virginias

Standards for Satisfactory Academic Progress and Graduation Requirements

In order to maintain Satisfactory Academic Progress a student must:

1.- Maintain a "C" average. (Minimum of "D" in each class to earn a credit.)

2.- Complete at least ninety percent of their assignments. (Proportionate to attempted assignments to date).

3.- Not be absent more than 7 days a semester. (Requirement to ensure clock hours are attained.)

4.- Complete their course within a 110 percent of the original schedule course length.

5.- Complete 135 hours clock hours during each program of study course. (Requirement in each class to earn a credit.)

Each student's progress will be reviewed every nine weeks; the instructor will review the progress of students every nine weeks when determining satisfactory progress.

If a student fails to maintain satisfactory academic progress, he/she/will be placed on probation; the probationary period generally will not exceed a nine weeks. A probation form will be completed, outlining the student's deficiencies and probation completion criteria. This form will be signed by the student and a school official. **After a 9 weeks, the student will have failed a portion of the required coursework for their given program and will be dismissed for failure.**

Students who are required to repeat courses within their program of study may do so, at no extra charge, so long as they are able to complete such courses by their originally scheduled completion date. Should the student require additional time to repeat any segment of their course, additional fees may be assessed. Incomplete course work beyond the allowed ten percent will have a negative impact upon student's average and will also automatically cause the student to be placed on probation.

Some students are required, as a condition of enrollment, to attend noncredit remedial courses. While the student's progress in such courses is monitored by the institution, the student's noncredit remedial work has no impact on the student's maintenance or satisfactory academic progress.

A student may withdraw from school either temporarily or permanently using a withdrawal form. The form is an adult students form of authorizing the school to withdrawal them from a program of study. The withdrawal request is only effective upon the date of receiving the completed form. For the withdrawal to be effective the director must have signed the form.

Such periods on non-enrollment are counted toward the student's maximum time frame usage. A student may be readmitted as long as they are maintaining satisfactory academic progress at the time of their withdrawal. Upon re-enrollment, the student will be granted credit for the present time for completed courses work for which they had earned a "C" or better. A student, who was dismissed because of their failure to maintain satisfactory academic progress, or for discipline reasons, may be readmitted to the school at the discretion of the WCCTC director.

Each program completer will be required to take an industry credential test and meet minimum score requirements as set for each program. Additional prescribed certification standards, hours, and

testing may be required for Cosmetology Programs, LPN, Therapeutic Services, Welding, Electrical Technology, Automotive Technology, and Diesel Technology.

Student Fees

Post-secondary student may enroll in the program of their choice if a vacancy exists in the program they want. Secondary students will have first choice of programs.

All student supply fees are to be paid on or before the first day of class.

Any student whose supply and student fees is to be paid by an agency or organization should possess a letter of authorization guaranteeing payment will be made by the agency or organization.

Student fees are based on 540 credit hours for one year instructional term. Most programs consist of 1,080 credit hours. Exceptions are Health Occupations, Welding Technology Certification Testing. The Cosmetology and LPN programs are covered under different student fee policies and are available by request.

Students who take longer to complete the state required number of credit hours, will pay an additional 15.00 per day until course work is completed. If a student accumulates more than seven (7) unexcused absences per semester, they will be dismissed from the program.

Examples of excused absences include death in immediate family, illness verified by physician, or dental/doctor appointment verified by a physician.

Refund Policy: This list is illustrative. It is not exhaustive.

A student who formally withdraws from the Wyoming County Career and Technical Center may arrange for a partial refund of his/her fees in accordance with the schedule printed below (with exception for students using VA benefits). Refunds are determined form the first date of registration or attendance in the class. The official withdrawal is certified by the Wyoming County Career and Technical Center Director.

Withdrawal between 1-5 days---- 90% refunded

Withdrawal between 6-10 days---- 75% refunded

Withdrawal after 10 days---- 0%

Fee Schedule

Practical Nursing Program Tuition and Fee Schedule

****** See Practical Nursing Handbook

Cosmetology Program Tuition and Fee Schedule

*******See Cosmetology Handbook

Nail Technician Program Tuition and Fee Schedule

*******See Nail Technician Handbook

Transfer or Re-Entry Policy

Students who wish to re-enter, or transfer from another institution, will be admitted to the course they have been previously enrolled in if a vacancy exists. Tuition will be based upon number of hours needed to complete the course. No student will be denied admittance to school due to inability to pay. A conference will be scheduled with the director to discuss the situation.

Promotion and Retention Policy

Wyoming County Schools

All students must have satisfied both state and county academic requirements in order to participate in graduation exercises. Also, the Board of Education approved the following policy for promotion form one grade to the next. Therefore, a student must achieve a "D" or better in each class under their program of study AND complete the minimum clock hour's requirement with enough progress, in each class, under their program of study, to receive a diploma in their program.

A----------90-100
B----------80-90
C----------70-80
D----------60-70
F----------59 or below

Academic Credits for Career and Technical Education

WHEREAS, the rules and regulations of the West Virginia Secondary Activities Commission require that a student successfully complete four credits during the preceding semester in order to participate in extra-curricular activities the following semester.

FURTHER, the State Department of Education requires that a student maintain a "C" average in all classes attempted the preceding semester in order to participate in extracurricular activities the following semester.

SINCE, a student enrolled at the Wyoming County Career and Technical Center earns four (4) credits and must complete a required amount of hours of "hands-on" experience in order to receive a passing grade, the student cannot make up work in the same manner as students enrolled in academic high school. Catastrophes (such as a prolonged illness in the hospital) would result in the student receiving an "I" (incomplete) and would prevent the student from earning the required credits for the first semester until the following summer thereby preventing participation in sports or related activities during the second semester.

Any Career & Technical Center student who is absent in any semester due to a prolonged illness requiring hospitalization for a period of nine days or more or convalescing under the care of his hospital physician, and has earned a passing grade on work completed at the Career & Technical Center would receive one credit per semester which will count toward graduation from high school. In order for the student to receive a Career & Technical Center certificate designating graduation from the Wyoming County Career & Technical Center, the student would be required to attend the succeeding school term in order to satisfy the policy of the Wyoming County Career & Technical Center requirements and be awarded a Career & Technical Center diploma. A student would not be allowed to receive credit regardless of the circumstances if the absences were longer than the school policy for make-up work during the summer. Wyoming County Schools Policy 5100.2

FURTHERMORE, it is the intent of this policy to provide an equal opportunity for students in the Career & Technical Center and academic high school, and not the intent of this policy to provide a means for students to be excused for excessive absences.

Wyoming County Schools Policy 5100.2

Employment Services

The Wyoming County Career and Technical Center faculty provides a variety of services designed to help students meet their career and educational goals.

The instructors may visit the feeder high schools to provide students with information about Technical Education and assist students in making appropriate educational plans. High School sophomores come to this Career Center for a day each year to visit programs of their choice.

Group sessions are held on job seeking skills such as how to handle a job interview successfully, tips for locating employment, and how to fill out a job application. All students complete a comprehensive portfolio.

The faculty also assists students by encouraging them to attend a Post-secondary program upon graduation. Resource Representatives from colleges, technical schools, business, and industry are brought in throughout the year to help students plan their future.

Financial Assistance

Workforce Investment Act:

The WIA program is designed to aid economically disadvantage individuals through skills training and job placement assistance. In addition, persons who have been displaced from their job, due to economic conditions, may also be eligible to participate in the WIA program.

Participants must qualify for the WIA program through their local job service office. For more information, contact the Career and Technical Center or:

Workforce Investment Act

WV Job Service

Attn: Lisa Lilly

201 Grey Flats Road

Beckley, West Virginia 25801

Phone: 1-304-256-6792

West Virginia State Board of Rehabilitation

The West Virginia State Board of Rehabilitation, Division of Rehabilitation Services, will assist persons with physical or mental handicaps to train for and find suitable employment.

The cooperative school program agreement, between the division of rehabilitation education and the local board of education, provides eligible students the opportunity to attend Career and Technical schools.

To be eligible, you must be at least 16 years of age, and have physical or mental handicap, which may cause you difficulty in getting or holding a job.

For more information, contact your school counselor, or the West Virginia Division of Rehabilitation Services.

Non-Discrimination Notice

Compliance Statement

It is the policy of the Wyoming County Career and Technical Center to provide equal opportunities to all prospective and current students, the faculty and staff on the basis of individual qualifications and merits, and other members of the school populations; without regard to race, color, religion, sex, marital status, disability, veteran status, sexual orientation, national origin, or age. This policy is in compliance with the requirements of Title VI and VII or the Civil rights Act of 1964, Title IX of the Educational Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Section 504, and all other applicable federal, state, and local statutes, ordinances, and regulations. Information on the implementation of the policy may be obtained by contacting the Wyoming County Board of Education.

Non-Discrimination Statement

The Wyoming County Career and Technical Center does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of our educational programs, activities, or with respect to admission or employment.

Wyoming County Career and Technical Center

Attendance Regulations

Absenteeism:

Regular attendance and promptness in reporting to class are vital to success in the world of work. Your success at this school will be determined in a large part by your attendance. Absenteeism may stand in the way of an applicant being successful in their desire for employment. Students of WCCTC are expected to be in attendance on all days the career center is in session as mandated by the Wyoming County Board of Education except in cases of excused absences. If the home school furnishes bus transportation for WCCTC students, they are expected to be present in class.

A limited number of days (7 the first semester and 7 the second semester) will be honored in order to give you an opportunity to participate in the school activities of your local high school. Such activities as athletic events, bands, clubs, field trips, assembly programs, etc. should be given careful consideration when you decide to use the specified days during the school year. If you go beyond the specified number of days without a valid excuse no hours will be made up during the regular school day or summer school and your grade will be an "F". A conference can be arranged and the student and parent can show the reason for the absenteeism.

Students cannot miss more than 14 days in a calendar year in order to receive a diploma at the WCCTC. Up to 6 days can be made up through the following scenarios:

WCCTC Community Service- 1 day credit per event participation

NOCTI Workforce Entry Score or above- 4 days credit

Tardy:

Tardiness is handled by each teacher within the class. Repeated tardiness will result in penalties and these penalties will consist of in-school suspension (with loss of hours for that day) on the fourth tardy. Each additional tardy will result in one additional day. Habitual tardiness may result in suspension and may require a parent teacher conference with the Director or Assistant Director. If you have been detained by a teacher, ask for an admit slip signed by the person who detained you.

Contact Parents:

After the fifth absence reported to the office by the instructor of a student within a semester period, parents will be informed by telephone or letter regarding your attendance at the career center.

Leaving the School Grounds:

Under no condition should a student leave the school ground without permission. Students and a legal adult representative must sign out in the office.

Credits:

A unit, 2 technical credits, shall be 270 contact hours. Credit may be earned by attending the Wyoming County Career & Technical Center Three (3) hours per day for one semester. A minimum of

249 contact hours are required each semester to earn 2 credits. No hours can be accumulated and carried over to the next semester. A minimum of 996 hours laboratory and related instruction is required at the end of the senior year to receive a technical diploma for a two-year course, 498 for one year-course. In certain courses additional prescribed hours are set by various agencies for state or local certification (Cosmetology and LPN programs).

Daily Attendance Report:

Instructors are to submit an absence report to the office by (8:15 AM- 11:50 AM.) Late arrivals should sign in with the secretary and have their name taken off of the absence list.

Standards of Progress

A unit of credit is based on 270 contact hours and a passing grade point average on the West Virginia Schools grading scale. A minimum of 540 hours for a one year program, 1080 for a two year course of study and a passing grade point average is required to receive a technical certificate. Each program completer will be required to take, and meet, the minimum score requirements on a credentialing assessment based on the program they are enrolled in. Each completer must also take the NOCTI Assessment. Additional prescribed certification standards, hours and testing is required for Cosmetology, LPN, and Health Services Assistant.

Make Up Policy

Wyoming County Career and Technical Center wants all students to have the opportunity to make up all work missed due to illness or other legitimate reasons.

So that instructors and students have a clear understanding of their responsibility, it is established in this school policy.

1. That the student is totally responsible for checking on and assuring that make-up work is completed.
2. That the student will make the necessary arrangements to take make-up tests so that instructors are not taken away from normal classroom lessons.
3. That instructors will allow students three days following return to make up work.

Make-up work requiring instructor supervision, such as quizzes, will Require that the student make up work at a time convenient to the instructor, e.g. before or after school or during breaks. Students are responsible to secure any assignments missed upon returning from excused absences.

The Homework Committee has developed these recommendations with full awareness that all instructors are professionals and sometimes must deviate from the normal when situations dictate. Therefore, these guidelines are to be used as a general policy of the school, not laws to be Adhered to without exception.

Student Records Policy

Each school is required to keep a permanent record of every student enrolled at that facility. The permanent record contains such information as the student's name, address, birth date, telephone number, and other vital statistics. The permanent record also contains information pertaining to academic progress, including test results, grades, and attendance. This record may be made available to teachers, principals, and other professional staff members, but under no circumstances will it be made available to anyone else without written consent. A student who is under the age eighteen (18), must

have the written consent of one or more parent or guardian. Any student over the age of eighteen (18) may give written consent themselves. A copy of the written permission to allow examination of a student's permanent record will become part of the permanent record.

Student Accident Insurance

The Wyoming County Career and Technical Center makes every effort possible to provide a safe working environment in all instructional programs. Every student will be required to demonstrate and practice safe work habits at all times. However, due to the instructional working activities, accidents can occur at any time.

Each student will be required to provide information regarding their health coverage in preparing an Emergency Medical Authorization form, which will be filed by the teacher in each respective shop.

Insurance materials will be available to post graduate students at the WCCTC. Insurance is required by all post graduate students. The WCCTC does not act as an agent for any insurance company, nor is the school liable in any way for injuries incurred while on school property.

Illness/Personal Injury

If a student becomes ill or is injured, while attending the Wyoming County Career and Technical Center, every effort possible will be made in contacting parents or guardians. If for some reason, a parent or guardian cannot be located, information provided on the emergency medical authorization form will be followed in seeking medical treatment.

In the event that a student becomes ill or is injured in class, they should notify the teacher immediately. Should a student become ill or is injured outside the classroom, they should:

1. **Notify the nearest teacher.**
2. **Notify the teacher immediately.**
3. **Shut off all electrical power if applicable.**
4. **Return to their respective classroom.**

Medication

If it is necessary for a student to bring prescription medication to school, the medication should be kept in their correct package with the prescription label affixed.

Since drugs and medications can be dangerous if taken indiscriminately or improperly, a permission to give medication form must be filled out by the parent or guardian and physician.

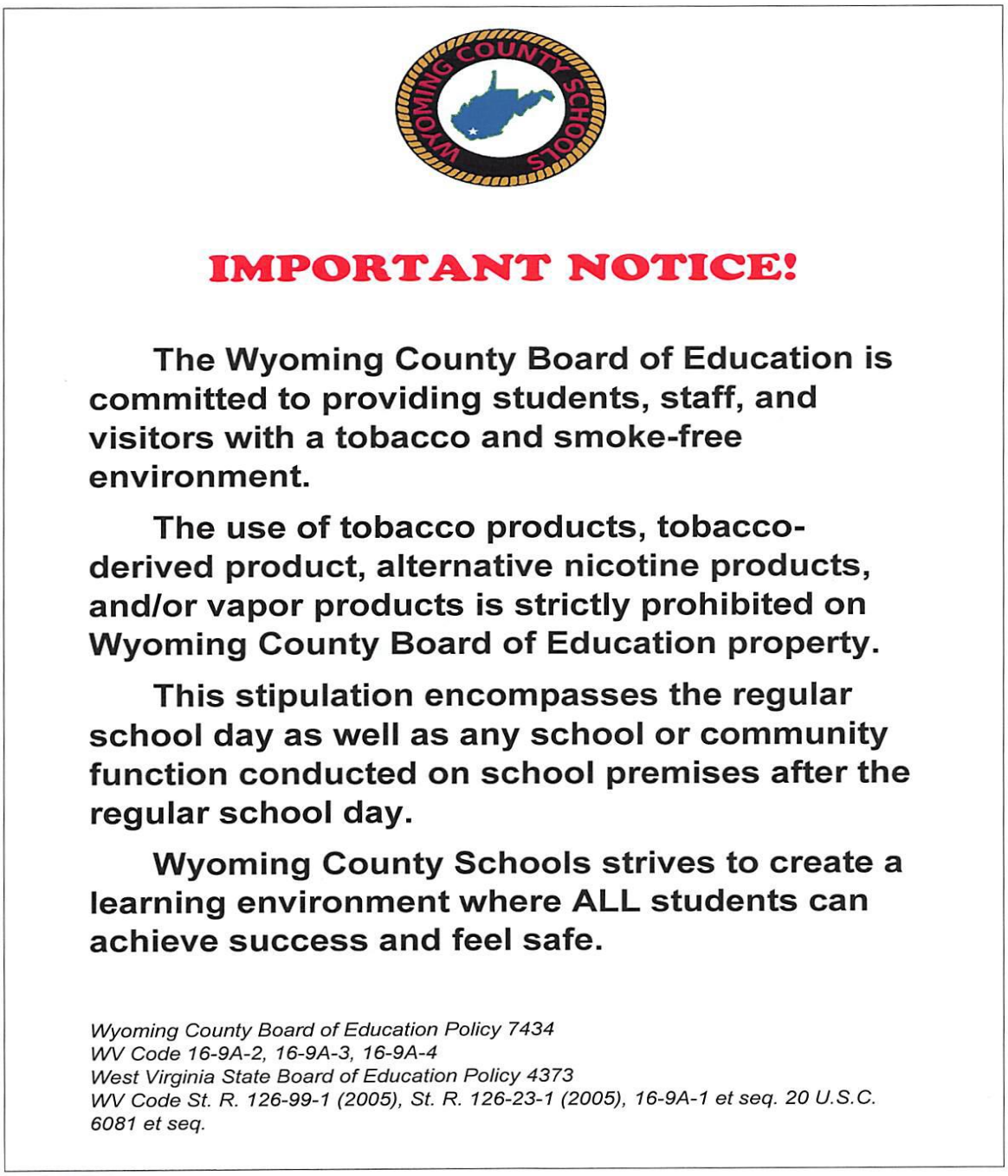
Personal/Lost Articles

Anything that is classified lost and found can be checked on in the office. If you need to recover any item, check at the main office. The center will try to assist in getting items returned to their owner.

Tobacco Use Policy

Tobacco Use:

All students and employees will be expected to adhere to existing state law regulating tobacco use.



Zero Tolerance Policy

Wyoming County Schools

Zero Tolerance Notice

Wyoming County Schools will have Zero Tolerance for the following:

- Bullying of any kind
- Harassment of any kind
- Possession of dangerous weapon
- Drugs or drug paraphernalia
- Vapor products are considered drug paraphernalia by the Wyoming County Board of Education.
- Tobacco or tobacco products including vape pens/electronic cigarettes
- Felony
- Violence or threats of violence
- Behavior that compromises school safety
- Alcohol
- Physical fight
- Insubordination (direct defiance)
- Misuse of technology resources
- Gang related activity

While there are other types and levels of misconduct and disruption of the learning process, Zero Tolerance issues will not be tolerated at all.

Violations of Zero Tolerance issues are subject to disciplinary action up to and including expulsion.

Please report any Zero Tolerance issues, immediately, to any school personnel.

Wyoming County Schools strives to create a learning environment where ALL students can achieve success and feel safe.

WV Student Code of Conduct

§126-99-3 Student Code of Conduct For West Virginia Students

3.1. All students enrolled in West Virginia public schools shall behave in a manner that promotes a school environment that is nurturing, orderly, safe and conductive to learning and personal-social development.

3.1.1. Students will help create an atmosphere free from bullying, intimidation and harassment.

3.1.2. Students will demonstrate honesty and trustworthiness.

3.1.3. Students will treat others with respect, deal peacefully with anger, use good manners and be considerate of the feelings of others.

3.1.4. Students will demonstrate responsibility, use of self-control and be self-disciplined.

3.1.5. Students will demonstrate fairness, play by the rules, and will not take advantage of others.

3.1.6. Students will demonstrate compassion and caring.

3.1.7. Students will demonstrate good citizenship by obeying laws and rules, respecting authority, and by cooperating with others. For complete Student Code of Conduct(4373), go to http://wvde.state.wv.us/policies/p4373.html

Discipline

When students are too unruly to be safely transported to and from the career center, it will be the procedure to have the bus return to high school and the students placed in detention during the career and technical part of the day. The bus will not run to the career center until the supervisor of transportation and the principal are fully satisfied that the bus can make the trip safely. These disruptions could cause an accident or a serious disaster which would involve all the students on the bus. This type of misbehavior will not be tolerated. We will not subject the lives and welfare of students unnecessarily. If the situation arises where the bus does not run, the parents may transport students to and from the career center. The other students would remain in the school and would not receive hour's credit for the time missed. Under no circumstance will students be permitted to drive a vehicle to the career center. Each student has the responsibility to follow the Student Code of Conduct, Safe Schools Act, and all county and school policies regarding deportment and appropriate behavior. The Wyoming County Board of Education adopted four levels of discipline as consequences for inappropriate behaviors (Policy 5010, 9-29-89).

Level I: Minor misconduct which disrupts or could disrupt the orderly conduct of the education process.

Level II: Frequent, continued or aggravated instances of level I.

Level III: Misconduct which involves violation of the personal or property rights of others.

Level IV: Misconduct and/or violations that may involve criminal acts are so serious that they present a direct or immediate threat to the welfare of others.

Drug Abuse: Any offense pertaining to or in any way involved with the use or possession of alcohol or drugs.

The consequences for each level is determined by the offense and by the guidelines in Policy 5010. Suspension, both in school and out of school, is discussed in this policy.

This policy is included in the Wyoming County Schools Secondary Student Handbook which is given to every secondary student entering high school. A copy of Wyoming County Policies and Procedures is located in the Administrator's office which also contains Policy 5010. The school administrator(s) can detail the specifics of the policy if further explanation is needed.

	Wyoming County Career and Technical Center	
	Discipline Dispositions System	
** LT days are considered "Lost Time" days. These days serve as a form of detention hall, and serve for Level 1 discipline**		
** LBP days are considered "Lost Break Privilege" days. Teachers can use these days as a form of detention hall, and serve for Level 1 discipline**		
Action	***Level***	***Consequence***
Disobeying Class Rules	1	1 LT Day and/or LBP
Late For Class (Less than 5 minutes)	1	1 LT Day and/or LBP
Skipping Class (More than 10 minutes)	1	(1 Day ISS) and/or LBP
Leaving Class without permission	1	(1 Day ISS) and/or LBP
Disturbing Class		
1st Offense	1	1 LT Day and/or LBP
2nd Offense	1	2 LT Days and/or ongoing LBP
Disrespectful Behavior	1	(1 Day ISS) or 1 Day OSS
Academic Dishonesty	1	0 for the assignment and ISS days can vary based on severity
Dress Code Violation/ Safety Dress Protocol		
1st Offense	1	1 LT Day and/or LBP
2nd Offense	1	1 LT Day and/or LBP
** 3rd Offense and thereafter	2	See Habitual Violation of School Rules and Policies
Cell Phones		

1st Offense	1	Office confiscation- The device will be returned to the parent/guardian following a conference with the student and parent and 1 Day ISS
2nd Offense	1	Office confiscation- The device will be returned to the parent/guardian and 2 Days ISS
3rd Offense	2	Office confiscation- The device will be returned to the parent or guardian, the student will lose the privilege to their cell phone on school property for one year and 1 Day OSS
4th Offense and Subsequent	2	Office confiscation- The device will be returned to the parent/guardian and OSS or Alternative School based on Administrator Discretion
Insubordination		
1st Offense	2	2 Days ISS
2nd Offense	2	3 Days OSS
3rd Offense	2	See Habitual Violation of School Rules and Policies
Habitual Violation of School Rules and Policies	2	1-5 Days OSS based on administrator discretion
Fighting		
Throwing Blows	3	7 Days OSS **or** ISS/OSS Combination
Instigating	2	4 Days OSS **or** ISS/OSS Combination
No Blows (unless extenuating circumstances)		No Punishment
Horseplay (Safety is critical in the shops!!!)		
1st Offense	2	(1 Day ISS) or 1 Day OSS
2nd Offense is a safety violation	2	3 Days Suspension
** 3rd Offense and thereafter	2	See Habitual Violation of School Rules and Policies
Profanity/Obscene Gestures/Indecent Acts		
Minor	2	1 Day ISS or OSS
Moderate	2	2 Days ISS or OSS

Major	2	3-5 Days OSS based on administrator discretion
Driving or leaving school without permission		
1st Offense	2	1 Day OSS
2nd Offense	2	3 Days OSS
3rd Offense	2	See Habitual Violation of School Rules and Policies
Possession of a knife under 3.5 inches	2	3 Days OSS
Inappropriate Contact		
Minor (Kissing and Hugging)	2	1 Day ISS or LBP
Major (Touching in an Offensive or Sexual Nature)	3	5 Days OSS or more severe based on administrator discretion
Sexual Misconduct	3	5 Days OSS or more severe based on administrator discretion
Bullying and Harassment		
Minor (Negative Comments/Behaviors)	2	1 Day ISS or OSS
Moderate (Excessive Behavior w/ Foul Lang./Vulgarity)	3	3 Days OSS and a Respect and Protect Referral
Major (Bullying in a physical or psychological manner)	3	7 Days OSS or more severe and a Respect and Protect Referral
Tobacco		
1st Offense	3	3 Days OSS or ISS/OSS combination
2nd Offense	3	5 Days OSS or ISS/OSS combination
3rd Offense	3	See Habitual Violation of School Rules and Policies
Tobacco Vape Pens		
1st Offense	3	5 Days OSS
2nd Offense	3	10 Days OSS
3rd Offense	3	5 Days OSS and 45 Days Alternative
4th Offense	3	5 Days OSS and Recommend Expulsion

Threat of Injury or Harm	3	7 Days OSS or more severe based on administrator discretion
Defacing School Property/Vandalism	3	5 Days OSS or more severe based on administrator discretion
Willfully Disobeying Safety Procedures		
1st Offense	2	5 Days OSS
2nd Offense	3	7 Days OSS or more severe based on administrator discretion
Theft of Personal Property		
Property under 50$	2	3 Days OSS
Property under 1,000$	3	5 Days OSS or more severe based on administrator discretion
Property over 1,000$ (Felony)	4	*****Referral for Expulsion***** Police Will Be Called
Felony	4	*****Referral for Expulsion***** Police Will Be Called
Drugs or Illegal Substance Related Behaviors	4	*****Referral for Expulsion***** Police Will Be Called
Deadly Weapons	4	*****Referral for Expulsion***** Police Will Be Called

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Tips for the Successful Student

Be an Effective Reader:

Preview your reading assignment and be familiar with the content. Outline your assignment and write down questions for information that is unclear. Get / find answers to your questions. Be an active reader, recite and review what you are reading and learning.

Be an Effective Note Taker:

Be an active listener, pay attention to what is being said. Note any information you take down that is unclear, ask about it after class. Leave blank lines after unclear information so that you can add additional notes for clarifications. Listen or watch for clues or guide for clues or guide words your teacher uses or emphasizes, it's important.

Be an Effective Test Taker:

Before a test, study your handouts, notes, and textbooks daily, weekly, and immediately before a test. Each study session should be a little longer and more in depth than the one before. Don't wait until the night before the test to study for the first and only time. During a test, start by looking over the entire test. Begin answering the easy questions and progress to the more difficult. Watch for answers in other test questions and your first instinct is usually correct.

Be an Active Learner:

Attend class regularly and on time. Sit near the front, it will allow you to focus and pay attention. Participate in class discussions, offer your opinions or ask questions. Ask for help when it is needed. This is your education; you will get out of it what you put in it.

Practice Time Management:

Be aware of your best time of day. Reserve that time for your most difficult tasks. Set aside down time. Plan something that will be a "stress buster". Control your thoughts and actions. Unstructured time is necessary, but it cannot be the majority of your day.

Finally...

Ask "Would you pay yourself to be a student?" If you were employed as a student, would you be earning your wages?

Student Grievance Procedure

The purpose of this procedure is to provide a process for students and the Wyoming County Board of Education to solve problems as fairly and quickly as possible. (Wyoming County Schools Policy 5205).

Procedure:

1. The student should discuss the complaint with his/her teacher or counselor. If the matter is not resolved.

2. The student should submit to the principal, in writing, a description of the nature of the complaint after the conference with the principal if the matter is not resolved.

3. The principal shall submit a copy of the complaint to the Title IX Coordinator at the central office. The Title IX Coordinator shall immediately confer with the aggrieved student if the problem is not resolved.

4. The Title IX Coordinator shall submit a copy of the original complaint to the Superintendent of Schools. The Superintendent shall arrange an informal conference with the student. If the problem is not resolved.

5. The student may request a formal hearing on the original complaint with the Board of Education.

Fire Drill Regulations

1. The fire alarm will ring.

2. The five (5) exits to building "A" and the rooms which are to use each exit are as follows:

EXIT NO.1: Main front door (south side) - Administrative office, Teachers' lounge, Resource room, CIW/Sim. & Gaming, Computer Lab (Assemble in front parking lot).

EXIT NO.2: Main front Cosmetology door- Cosmetology (Assemble in front parking lot).

EXIT NO.3: Middle door (North Side) - Drafting, Conference Room, Health Science Education, (Assemble in parking lot, north side).

EXIT NO.4: Kitchen Door (North Side) - PROSTART (Assemble in parking lot, north end).

EXIT NO.5: Annex-Assistant Principal, Health Science Education, and four (4) class rooms, north and south sides of the building).

3. The exits to be used in Buildings "B", "C", "D" are: the front door or rear door, whichever is appropriate in case of fire. (Assemble on lawn or parking lot according to the door used).

4. Students are to assemble in designated areas at least thirty (30) feet from the building.

5. Teachers will leave the building last, after closing windows; also, checking to see that all students have been evacuated.

6. Teachers will check their class roll immediately after leaving the building to see that all students have been evacuated. Immediately report students uncounted for to the principal.

7. Teachers will be responsible for the class.

8. The Rest Rooms will be checked by the following teachers:

Main Boys' Rest Room: Mr. Riser
Main Girls' Rest Room: Mrs. Adkins
Conference Room: Mr. Weaver
Food Service Production & Management: Mrs. Laxton
Teachers' Lounge Rest Room: Mr. Stevens
Cosmetology Dressing Room: Ms. Wilson
Cosmetology Rest Room: Ms. Younce
Health Science Room: Mrs. Clemins
Boys' Rest Room-Annex: Mrs. Shrewsbury
Girls' Rest Room-Annex: Mrs. Garretson
Rest Rooms in Building "B" "C","D": Individual Instructor of each class.

It is the duty of each teacher and each student to familiarize his/her self with these regulations, not only for their shop, but for each and every shop in the building.

Wyoming County Career and Technical Center

Parking and Driving Regulations

In response to the concern for students' (both secondary and post graduate) safety and liability, the Wyoming County Career and Technical Center has adopted a parking policy. The following policy will be strictly enforced without exception for all students and faculty. Driving is a privilege, not a right, and privileges can and will be revoked. **STUDENTS MUST HAVE A PERMIT TO DRIVE TO THE CAREER CENTER.**

1. Permanent parking permits may be purchased in the office at an annual cost of $20.00 per vehicle. An application for a parking permit must be completed and returned to the school office before a permit is issued. The parking permit must be attached to the lower left rear glass of the vehicle. A log will be maintained in the school office listing permit number, student name, and class in which the student is enrolled. A separate permit must be purchased for each vehicle that will be driven to school. The Wyoming County Career and Technical Center will notify the home high school if a permit is issued to the student. A parking permit does not guarantee a parking space.
2. **A "one day" parking permit will be issued by the director or assistant director on an as-needed basis. Student must obtain the permit one day in advance. The permit must be signed by the student's parent and instructor. Students must have a valid reason for obtaining a permit. The permit allows only that student and no passengers to be in the vehicle. No students are permitted to bark between "A" and "B" building, which is designated for staff and visitors only. All regulations apply. (There is no fee required for a one-day permit.)**
3. The Wyoming County Career and Technical Center will not assume liability for any vehicle parked on school property.
4. Students are not permitted to loaf or sit in their vehicles. Once you arrive, Lock your vehicle and report immediately to your class. Students are not permitted to enter or drive their vehicles during school hours.
5. A 5 M.P.H. speed limit and all state motor laws must be observed while on school grounds.
6. Do not block garage doors or entrances to shops. The handicapped ramp to "A" building must not be blocked at any time.
7. Any violation of the Wyoming County Career and Technical Center vehicle policy will result in suspension of all students involved and revocation of the parking permit.
8. 8. The drive-through in front of "A" building is reserved for school buses. All "NO PARKING" zones must be strictly observed to allow for entrance and exit of buses.
9. Students are to wait until all the buses have left school grounds before any vehicle is allowed to leave school grounds.
10. Students at no time during the day are allowed to be on the parking lots for any reason. If emergencies arise, the student must secure a pass from the instructor.
11. Post-secondary students are encouraged to car pool due to the limited number of available parking spaces.
12. Students are to sign in and out, in the office, when late or leaving

*******Notice: No virtual learning or homeschool students will be granted a long-term parking privilege. Each student must obtain permission a day in advance, just as any other student (See #2). Students must park at their home high school and ride the bus to the career center or get a ride to school from a parent or guardian.*******

Cell Phone Policy

Board policy 5136 and WV Code 18-2-46. **All personal electronic devices (PEDs) or cell phones shall not be accessible to students for use in a class room setting (i.e., an environment where instruction or activities related to the school curriculum are occurring including, but not limited to, general classrooms, gymnasiums, common areas, or any other area where instruction may occur) during instructional time, with the exception of exemptions set forth in this policy. EXEMPTION can and will ONLY occur with an approved documented need, as required by a medical doctor or licensed healthcare provider's medical order. An exemption related to a student's IEP, 504 plan, medical order, or other written accommodation shall include a timeline of the required exemption and specify what electronic devices shall be included in the exemption.**

Your teacher will use a cell phone caddy, and you must place your cell phone in the phone caddy at the teacher's request. Refusal to use the caddy constitutes a cell phone policy violation and will be dealt with according to the cell phone discipline policy. **Cell phones must be placed in the program teacher's cell phone caddy immediately upon entering the classroom. Phones will remain in the caddy until student's board the bus.**

Youth Organizations

Skills USA- Champions at Work

Skills USA is a national organization for the youth who are enrolled full time in industrial, technical, and health education classes. The goal of Skills USA is to help students with the interests in the industrial, technical, and health fields become, happy, mature, and productive citizens. Membership is voluntary and any student enrolled full time in industrial, technical, and health classes may become a member. Skills USA is the youngest national career and technical youth organization and potentially the largest in the nation.

The purpose of this organization is as follows:

- To assist local members in the growth and development of "Skills USA".
- To unite in a common bond, without regard to race, creed, or national origin, full-time students enrolled in classes with technical and industrial objectives.
- To develop leadership abilities through participation in educational, technical, civic, recreational, and social activities.
- To foster a deep respect for the DIGNITY OF WORK.
- To assist students in establishing realistic career goals.
- To help students attain a purposeful life.
- To create enthusiasm for learning.

• To promote high standards in trade ethics, workmanship, scholarship, and safety.

Student Life:

• To develop the ability of students to plan together, to organize and carry out worthy activities and projects through the use of democratic process.

• To foster a wholesome understanding of the functions of labor and management organizations, and a recognition of their mutual interdependence.

• To create among students, faculty members, patrons of the school, and persons in industry, a sincere interest in and esteem for trade and industrial education.

• To develop patriotism through a knowledge of our Nation's heritage and the practice of DEMOCRACY.

• Selected students from the local club travel to compete against other schools (state level) and other states (national level). The competition is in the various skill areas as well as leadership.

National Technical Honor Society

Students nominated for membership into the NTHS must exemplify outstanding academic and personal qualifications. Only those students meeting all criteria will be considered for membership.

The candidate (Junior, Senior, or Adult) must be completing a program at the Wyoming County Career and Technical Center. The candidate must have an overall grade point average (GPA) of 93% or above in all technical career programs. The candidate can be either a second semester junior, senior, or an adult and must me completing a one (1) or two (2) year program.

In addition to high academic achievement, the candidate must exhibit character, leadership, and service qualities.

Nominees who have more than five (5) unexcused absences while enrolled at the WCCTC will not be considered for the NTHS, and if they are a member, will be dismissed if the exceed the five absences. If nominees have more than five (5) excused absences, these absences must be accompanied by a written explanation from the classroom teacher. The attendance guidelines apply to both adult and secondary students nominated.

Nominees who have been referred to the director for disciplinary action that results in suspension shall be excluded from nominations or if already a member shall be excluded from the National Technical Honor Society.

Math and English Lab

The Math/English Lab program is designed to enhance math and Reading/Language Arts scores on aptitude tests as well as assist the students in using math and reading in their specialized programs. Each student will take a pretest to determine their individual needs; whereupon, an individualized program of study will be initiated to assist each student.

Related and Special Services

The Wyoming County Career and Technical Center has broadened its scope of educational opportunities to special needs students by providing educational services which are in line with the individual needs of the students. Two separate programs, resource program and vocational development, are available to provide instruction in a manner that is commensurate with the ability level of the student. The following paragraphs provide an overview of the services in each individual program.

Resource Program

The resource program initiates services by administering a vocational assessment battery to each special needs student in technical education. This battery includes vocational aptitude, occupational interest, and learning styles. The special vocational resource staff represents the vocational director at all individualized education plan committee (IEPC) review meetings. The resource program staff works directly with the career center instructors to provide an appropriate education to special needs students. This may include teaching study skills, oral tests, assistance with classroom, and hands on tasks. The combined efforts of the vocational and special education departments provide an educational setting that allows special needs students to successfully complete regular technical courses

West Virginia Option Pathway

The Option Pathway is a blend of Career Technical Education (CTE) courses and the General Education Development (GED) Tests. The Option Pathway allows approved students to participate in the GED testing program at approved locations **without being withdrawn from an accredited high school. The Option Pathway students may receive a high school diploma according to the completion level of the program**. Option Students are no longer considered under the graduation requirements of 2510, but now are under the requirements of 2444.4

Advanced Medical Preparedness

Cluster: Health Science

Concentration: Advanced Medical Preparedness

Course Offerings (each course is 135 clock hours for a total of 540):

Required Courses

Foundations of Health Science

Advanced Principles of Health Science

Medical Terminology

Body Structures and Functions

Course Descriptions:

0711 Foundations of Health Science

This course is designed to allow instructional content to focus on basic medical terminology, growth and development, nutrition, health maintenance practices and healthcare delivery systems. It is designed to provide the student with knowledge and technical skills required for infection control and the prevention of disease transmission, CPR and First Aid.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards. Please see the CTE Connect – Instructor's Guide for more information.

0715 Advanced Principles of Health Science

Instructional content will focus on healthcare safety, environmental safety processes and procedures, ethical and legal responsibilities, and mathematical computations. Medical terminology and the reinforcement, expansion, and enhancement of biology content specific to diseases and disorders are an integral part of the course. Instruction will incorporate project and problem-based healthcare practices and procedures to demonstrate the importance of these skills. Students will develop basic technical skills required for all health career specialties including client/patient privacy, communication, teamwork, and occupational safety, and be provided with opportunities to obtain certifications in HIPPA/Data Privacy and health care safety.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are

responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards. Please see the CTE Connect – Instructor's Guide for more information.

0716 Body Structures and Functions

This course focuses on the structure and function of each system in the human body. Additional instructional components include concepts that pertain to the body as a whole, applicable medical terminology, and pathophysiology common to each system.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards. Please see the CTE Connect – Instructor's Guide for more information.

0721 Medical Terminology

Through the study of medical terminology, the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the human body utilizing a systems approach.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards. Please see the CTE Connect – Instructor's Guide for more information.

Automotive Technology

Cluster: Transportation, Distribution and Logistics

Concentration: Automotive Technology

Credential: ASE, OSHA

Course Offerings (each course is 135 clock hours for a total of 1080):

Required Courses

Automotive Technology MLR-1
Automotive Technology MLR-2
Automotive Technology MLR-3
Automotive Technology MLR-4

Recommended Elective Courses:

Automotive Technology AST-1
Automotive Technology AST-2
Automotive Technology AST-3
Automotive Technology AST-4

Sample Careers in Automotive Technology

Automotive / Auto Design Engineer, Automotive Technician, Damage Estimator, Service Station / Garage owner-operator, Parts Dealer, Service / Parts Manager, Sales Representative, General Service Maintenance - Repair, Certified Master Technician.

Salary Range

$21,000.00 - $100,000.00 +

Salary influenced by level and degree of education and certification. The areas covered in the Automotive Technology course of study will educate students in the production, operation, and service and repair of automobiles, as well as knowledge of the automobile industry as a whole. Those enrolling in Automobile Technology will exit with the skills necessary to enter the work force or ready to pursue a 2 or 4 year degree. Students interested in continuing their education have the opportunity to earn up to 28 college hours by the time they complete the full automotive course of study. Internships are an additional opportunity available to those students who qualify.

Students who complete the MLR & AST Student Certification in Secondary Education can earn up to 24 EDGE College Credits toward an AAS Degree and Master Automotive Service Technician certification through an established New River Technical College Pathway.

Course Descriptions:

1631 Automotive Technology MLR-1

This course introduces the student to the knowledge base and technical skills as they relate to the field of Automotive Technology. In the Automotive Technology MLR-1 class areas of study include Automotive Service Consultant, Career Opportunities and Practices, Shop and Personal Safety, Tools and Equipment, Preparing Vehicle for Service, Electrical-General Electrical System Diagnosis, Electrical-Diagnosis and Service of Batteries, and Engines-Lubrication and Cooling Systems Diagnosis and Repair. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, SkillsUSA West Virginia. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1623 Automotive Technology MLR-2

Automotive Technology MLR-2 continues as students are exposed to skills sets in areas such as Steering and Suspension-Diagnosis and Repair of Wheels and Tires, Brakes-Diagnosis and Repair of Hydraulic Systems, Brakes-Diagnosis and Repair of Drum Brake Systems, Brakes-Diagnosis and Repair of Disk Brake Systems, Brakes-Diagnosis and Repair of Power Assist Units, Brakes-Diagnosis and Repair of Miscellaneous Automotive Items, Brakes-Diagnosis and Repair of Anti-lock Brake Systems and Steering and Suspension-Diagnosis of Steering & Suspension Systems, Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1625 Automotive Technology MLR-3

Automotive Technology MLR-3 build student skill sets in the areas of Electrical-Demonstrate Starting System Diagnosis and Repair, Electrical-Demonstrate Charging System Diagnosis and Repair; Electrical-Demonstrate Lighting System Diagnosis and Repair, Electrical-Demonstrate Accessories System Diagnosis and Repair, Engines, General Engines, Engines-Diagnosis and Repair of Cylinder Head and Valve Train, and Engine Performance-General Engine Diagnosis. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1637 Automotive Technology MLR-4

Automotive Technology MLR-4 completes the Program of Study with skills sets in the areas of Engine Performance-Computerized Engine Controls; Engine Performance-Fuel, Air Induction, and Exhaust Systems Diagnosis and Repair; Engine Performance-Emissions Control Systems Diagnosis and Repair; Automatic Transmission and Transaxle-Diagnosis Maintenance, and Adjustment; Manual Drive Train and Axles-Diagnosis, Maintenance, and Adjustment; and Heating and Air Conditioning-Diagnosis, Maintenance, and Adjustment. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction.

Building Maintenance and Operations

Cluster: Architecture and Constructions

Pathway: Construction

Concentration: Building Maintenance and Operations

Course Offerings (each course is 135 clock hours for a total of 540):

Required Courses:

Building Maintenance and Operations I

Building Maintenance and Operations II

Building Maintenance and Operations III

Building Maintenance and Operations IV

1774 Building Maintenance and Operations I

This course introduces the student to the knowledge base and technical skills of the Building Maintenance and Operations industry. Building Maintenance and Operations 1 begins with the NCCER Core curriculum which is a prerequisite to all Level 1 completions. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling. Students will then begin developing skill sets related to the fundamentals of Building Maintenance and Operations such as Site Layout One: Distance Measurement and Leveling; and Introduction to Concrete, Reinforcing Materials and Forms.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards.

1775 Building Maintenance and Operations II

Building Maintenance and Operations II will continue to build student skill sets in areas such as Handling and Placing Concrete; Introduction to Masonry; and Masonry Units and Installation Techniques. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning

experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards. Please see the CTE Connect – Instructor's Guide for more information.

1776 Building Maintenance and Operations III

Building Maintenance and Operations 3 will continue to build student skill sets in areas of Floor Systems; Wall and Ceiling Framing; Roof Framing; and Roofing Applications. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards.

1777 Building Maintenance and Operations IV

Building Maintenance and Operations 4 will continue to build student skill sets in areas of Exterior Finishing; Basic Stair Layout; Electrical Safety; and Residential Electrical Services. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards.

Carpentry

Cluster: Architecture and Construction

Pathway: Construction

Concentration: AR 1820 Carpentry

Credential: NCCER, OSHA

Course Offerings (each course is 135 clock hours for a total of 1080)

Required Courses (Sequence Preferred)

Carpentry I (Core)
Carpentry II (Core)
Carpentry III (Core)
Carpentry IV (Core)

Sample Careers in Building Construction

Civil Engineer, Engineer Technician, Building Inspector, Independent Contractor, Site Supervisor, Sales Representative, Carpenter, Roofer, Brick / Block Mason, Plumber, Concrete Worker

Salary Range

$12,000.00 - $80,000.00+

Salary influenced by level and degree of education and certification.

This course of study is based on the construction of residential and light commercial structures, including a modular home. Student's participation in the Building Construction course of study will have the skill to enter the work force immediately after graduation or have the opportunity to earn up to 28 college hours toward a 2 or 4 year degree. Those completing the full Building Construction course of study will be eligible to enter the third year of a four year apprenticeship. Internships are also available to qualifying students.

This course constitutes 1080 hours for completion.

Course Descriptions:

1842 Carpentry I

This course introduces the student to the knowledge base and technical skills of the carpentry industry. Carpentry I begins with the NCCER Core curriculum which is a prerequisite to all Level I

completions. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling.

Students will then begin developing skill sets related to the fundamentals of Carpentry such as Orientation to the Trade; Building Materials, Fasteners, and

Adhesives; and Hand and Power Tools. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1843 Carpentry II

Carpentry II will continue to build student skill sets in areas such as Reading Plans and Elevations; Floor Systems, Wall and Ceiling Framing; Roof Framing; Introduction to Concrete, Reinforcing Materials, and Forms; Windows and Exterior Doors; Basic Stair Layout. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1844 Carpentry III

Carpentry III will continue to build student skill sets in areas of Commercial Drawings;
Roofing Applications; Thermal and Moisture Protection; and Exterior Finishing. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students utilize problem-solving techniques and participate in hand-son activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1845 Carpentry IV

Carpentry IV will continue to build student skill sets in areas of Cold-Formed Steel Framing; Drywall Installation; Drywall Finishing; Doors and Door Hardware; Suspended Ceilings; Window, Door, Floor, and Ceiling Trim; Cabinet Installation; and Cabinet Fabrication. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization,

WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1829 Masonry and Plumbing

This course introduces the student to the knowledge base and technical skills for concepts in the Building Construction Program of Study. Areas of study include estimation, masonry materials, rough in

plumbing systems and installation of finish plumbing. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to masonry and plumbing.

1822 Blueprint Reading for Construction

This course introduces the student to the knowledge base and technical skills for concepts in the Building Construction Program of Study. Areas of study include identifying various blueprints, terms, symbols, components, dimensions, classifications and construction task objectives. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to construction blueprints.

Cosmetology/Nail Tech

Cluster: Human Services

Pathway: Personal Care Services

Concentration: HU 1730 Cosmetology Academy

Credential: State of West Virginia Board of Barbers and Cosmetologist

Course Offerings:

Hairstylist-1000 hours to complete	**Aesthetics- 600 hours to complete**	**Nail Technology- 400 hours to complete**
1737 Barbers and Cosmetology Foundations (Core)	1714 General Aesthetics I (Core)	1737 Barbers and Cosmetology Foundations (Core)
1734 Cosmetology Professional I (Core)	1731 Aesthetics Science (Core)	1716 Nail Tech Science and Procedures (Core)
1735 Cosmetology Professional II (Core)	1732 Skin Sciences I (Core)	1717 Art of Nail Technology (Core)
1736 Cosmetology Professional Advanced (Core	1739 General Aesthetics II (Core)	1719 Nail Tech. Clinical Experience (Core)
1738 Cosmetology Science I	1737 Barbers and Cosmetology Foundations (Core)	
1740 Cosmetology Science II		
1730 Cosmetology Chemicals I		
1750 Cosmetology Chemicals II		

To complete all 3 requires 2000 hours.

Sample Careers in Cosmetology

Salon Owner, Product / Sales Representative, Convention Platform Artist, Salon Stylist, Nail Technician, Make-up Artist, Color Specialist, Educator / School Owner/Esthetician

Salary Range

$35,000.00 - $100,000.00 + Salary influenced by level and degree of education and certification.

Cosmetology is now divided into three specialty areas of study and practice of beauty culture. Students will learn a variety of services related to the care of hair, face, and nails, as well as specific skills in styling, shaping, conditioning, coloring, permanent waving, facials, and manicures. Students may be licensed in each of the three specialties or may choose to take The State of West Virginia Board of Barbers and Cosmetologist which requires 1800 clock hours (18 month for adult students and 24 month for secondary students) in the required curriculum prior to the state examination for licensure. Applicants must be at least 17 years of age, a senior in high school or post graduate with a high school diploma or GED. Applicants must complete the necessary registration information. Please contact the school for the cost of the course or additional information at 304-732-8057.

Course Descriptions:

1737 Barbers and Cosmetology Foundations

This course develops knowledge and understanding of fundamental theory and practices of the Cosmetology profession as delineated by the WV Board of Barbers and Cosmetologists such as: effective communication, human relations, government organizations, professional organizations and development, first aid and general infection control. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1732 Skin Sciences I
This course will provide the student with knowledge and skills to be able to: apply nail tips, wraps and gels; apply facial make-up; and practice various methods of hair removal -- as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1731 Aesthetics Science
This course provides information on the aspects of aesthetics science such as: infection control; general anatomy and physiology; basics of chemistry; basics of electricity and basics of nutrition as delineated by the WV Board of Barbers and Cosmetologist. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of SkillsUSA. All West Virginia
teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1714 General Aesthetics I
This course will provide the knowledge and skills for working in the treatment room; basic facial practices; facial massage; hair removal; makeup; advanced topics and treatments as delineated by the West Virginia Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1737 Barbers and Cosmetology Foundations
This course develops knowledge and understanding of fundamental theory and practices of the Cosmetology profession as delineated by the WV Board of Barbers and Cosmetologists such as: effective communication, human relations, government organizations, professional organizations and development, first aid and general infection control. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning Teachers will provide each student with real world learning opportunities and instruction. Students are
encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1734 Cosmetology Professional I
This course provides knowledge and skills for working with hair and scalp, scalp treatment, shampoo and rinse, facial shapes, and hair styles as delineated by the WV Board of Barbers and Cosmetologists. Students also gain the professional or skilled knowledge and skills necessary in beginning a career in hairstyling profession. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.
Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1735 Cosmetology Professional II
This course will provides knowledge and skills for working with wigs, hair additions, braiding and extensions as delineated by the WV Board of Barbers and Cosmetologist. Students will utilize problem-solving techniques and participate in hands-on activities to develop
an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1737 Barbers and Cosmetology Foundations
This course develops knowledge and understanding of fundamental theory and practices of the Cosmetology profession as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1716 Nail Technology Science and Procedure
This course provides knowledge and understanding of infection control specifically for nail technicians; general anatomy and physiology; skin structure and growth; nail structure and growth; nail diseases and disorders; basics of chemistry, nail product chemistry; and electricity as delineated by the WV Board of Barbers and Cosmetology. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1717 Art of Nail Technology
This course provides the knowledge and skills to perform basic manicures and pedicures; electric filing; wraps; tips; paraffin wax treatments; monomer liquid and polymer powder nail enhancements; UV gels; and creative design as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1719 Nail Technology Clinical Experience
This course provides knowledge and skills as delineated by the WV Board of Barbers and

Cosmetologists for the provision of manicures, pedicures, massage, and facials. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Coding, App, and Game Design

Cluster: Information Technology (1442)

Pathway: Interactive Media

Concentration: IT1445 Simulation and Game Development

Credentials: Adobe Certified Associate Microsoft 98-374 Game Development Fundamentals

Course offerings:

Digital Imaging/Multimedia (Core)

Web Page Publishing (Core)

Coding, APP and Game Design I

Coding, APP and Game Design II

This course will cover Web, Console, Mobile, and Windows programming. This course will prepare students to pass the two certification exams offered at the center through the Certiport exam systems.

Students will learn how to create web based simulations and games using Adobe Flash.

Students will learn how to create Windows and Xbox 360 games using C# and XNA.

Course Descriptions:

1431 Digital Imaging/Multimedia I (Core Course 1)

This course is designed to develop student knowledge and skills in such areas as producing images, operating a digital camera, using imaging software, using drawing software, creating simple animations and manipulating video images. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

1432 Digital Imaging/Multimedia II (Core Course 2)

This course is designed to develop student understanding and skills in such areas as imaging, drawing, animation and video software which will be used to create advanced projects. These projects will involve advanced tools and techniques of each discipline. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets

1456 Coding, App and Game Design I (Core Course 3)

This course is designed to develop student knowledge and skills in programming and designing game and app ideas paper prototyping and other planning techniques. Using various design platforms, programming languages, drawing and animation techniques, students create an interactive demonstration of the games and apps.

1457 Coding, App and Game Design II (Core Course 4)

This course is designed to develop student knowledge and skills in developing apps and games using more advanced coding and graphic design including both 2D and 3D elements. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

Diesel Equipment Technology

Cluster: Transportation, Distribution and Logistics

Pathway: Facility and Mobile Equipment Maintenance

Concentration: TR 1740 Diesel Equipment Technology

Credential: ASE-NATEF Certification

Required Courses (In Sequence) (Each course requires 135 clock hours for a total of 1080)

Fundamentals of Diesel Technology (core)
Diesel Engine Components (core)
Diesel Support Systems (core)
Electronic Engine Controls (core)

Recommended Elective Courses

Diesel Engine Tune Up and Trouble Shooting

Diesel Truck Chassis Concepts

Diesel Electrical Systems

Diesel Preventative Maintenance & Inspection

Sample Careers in Diesel Equipment Technology

Diesel Preventative Maintenance and Inspection Diesel Engineer, Diesel Technician, Heavy Equipment Mechanic, Service Writer, Parts and Service Sales Representative, Trucking Industry, Railroad, Construction Equipment Repair, Timbering Equipment Repair. The areas covered in the Diesel Equipment Technology course of study will educate students in the operation of diesel engines and the complete truck driving train. They will learn how to troubleshoot and repair all systems related to the diesel engine and the truck. Those exiting the diesel technology course of study will obtain competence in servicing and maintenance of heavy duty diesel operated trucks and equipment. These students will have the opportunity to receive Cummins qualification in certain areas and internships are available to those students meeting qualifications. Students completing the full course of study will be prepared to enter the work force or have the skills and knowledge to continue on to earn a 2 or 4 year degree. Interested students may earn up to 28 college hours through this course

Salary Range

$30,000.00 - $50,000.00 + Salary influenced by level and degree of education and certification. This course constitutes 1080 hours for completion.

Course Descriptions:

1741 Diesel Engine Components
This course introduces the student to the knowledge base and technical skills as they relate to the field of Diesel Equipment Technology. In the Diesel Engine Components class areas of study include basic engine components, primary functions, service, inspection, and assembly procedures. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1744 Electronic Engine Controls
This course introduces the student to the knowledge base and technical skills for concepts in diesel electronic engine controls. Areas of study include electronic control modules, electronic fuel injection, and electronic control test equipment. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1747 Diesel Support Systems
This course introduces the student to the knowledge base and technical skills as they relate to Diesel Support Systems. In the Diesel Support Systems class areas of study include areas such as lubricating and cooling systems, air intake and exhaust systems, starting and charging systems, engine retarders, fuel systems, and governor operation. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1751 Fundamentals of Diesel Equipment Technology
This course introduces the student to the knowledge base and technical skills as they relate to the field of Fundamentals of Diesel Equipment Technology. In the Fundamentals of Diesel Equipment Technology class areas of study include personal and shop safety, career opportunities in the diesel technology industry, the proper use of hand and power tools, basic oxyacetylene cutting, electric welding, and basic shop etiquette. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Drafting

Cluster: Architecture and Construction

Pathway: Design / Pre-construction

Concentration: AR 1720 Drafting

Credential: American Design and Drafting Association Course Offerings

Required Courses (Sequence Preferred) (Each course has 135 required clock hours for a total of 1080)

Fundamentals of Drafting I (core)

Drafting Techniques I (core)

Architectural Drafting (core)

Mechanical Drafting (core)

Sample Careers in Drafting/CAD Technology

Architect, Landscape Architect, Interior Design, City Planner, Draftsman, Concert Stage Set Designer, Surveyor, Applied Design Technician, Mechanical Drafting Specialist, Layout Design Specialist, Independent Contractor, Floor Plan Designer.

Salary Range

$40,000.00 - $100,000.00 +

Salary influenced by level and degree of education and certification. This course constitutes 1080 hours for completion.

Everything in the world that is built or put together has to begin from a design. The person responsible for the design is a draftsperson. From paper clips to skyscrapers, from automobiles to computers, all things begin life as a sketch, drawing, or blueprint. The drafting/CAD course of study will prepare students to exit as an entry level drafter or continue on to pursue a 2 or 4 year degree. Whether you are interested in architecture, mechanical, or civil drafting, this course will give you experience using the traditional drafting table as well as the most up to date computer aided drafting (CAD) techniques. Students completing the full course of study may apply up to 28 college hours toward a degree. Internships are available for those students who qualify.

Course Descriptions:

1721 Architectural Drafting
This course introduces students to the specialization of architectural drawing and design. Areas of study include architectural styles, floor plans, dimensioning and annotation, site and foundation plans, elevations and section layouts, and residential utilities. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each

student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1725 Mechanical Drafting
This course introduces the student to the knowledge base and technical skills necessary for mechanical drafting. Areas of study include advanced dimensioning techniques, assembly drawings, threads and fasteners, gears and cams, welding, and basic solid modeling. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1727 Drafting Techniques
This course introduces the student to techniques used in advanced orthographic projection. Areas of study include sectioning, pictorial views, auxiliary views, patterns and developments, dimensioning, advanced 2D CAD techniques, and basic 3D modeling in CAD. Students will demonstrate knowledge and technical expertise in various fundamental drafting techniques. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1729 Fundamentals of Drafting
This course introduces the student to the knowledge base and technical skills for all courses in the Drafting Program of Study. Areas of study include tools and equipment, measurement, basic drafting techniques, freehand technical sketching, orthographic projection, dimensioning, basic computer skills, and drawing techniques. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Electrical Technician

Cluster: Architecture and Construction

Pathway: Construction

Concentration: AR 1760 Electrical Technician

Credential: Journeyman Electrician License, OSHA, NCCER

Course Offerings (Each course requires 135 clock hours for a total of 1080)

Electrical Trades I, II, III, and IV (core)

Fundamentals of Electricity

Residential Wiring

National Electrical Code

Integrated Electrical Lab

Sample Careers in Electrical Technology

Electrical Engineer, Electrical Contractor, Building Inspector, Journeyman Electrician, Apprentice Electrician, Sales Representative, Lighting Designer, Building Maintenance, Appliance Service, Master Electrician, Maintenance/Job Supervisor.

Salary Range

$25,000.00 - $70,000.00 +

Salary influenced by level and degree of education and certification.

This program of study prepares students for a career in Electrical Technology, with a strong emphasis on safety. Students enrolled in the electrical courses participate in the construction of the school's modular home as well as other live work experiences. Those enrolled in this course of study have the opportunity to earn up to 28 college hours in pursuit of a 2 or 4 year degree. Internships are also available to students who qualify. **The Journeyman Electrician License is available to those students completing 1080 hours of instruction, to include the 4 Core and 4 Elective courses (see the recommended electives page for listing of eligible courses).

This program constitutes 1080 hours for completion

Course Descriptions:

1756 Electrical Trades I

This course introduces the student to the knowledge base and technical skills of the Electrical Trades industry. Electrical Trades I begin with the NCCER Core curriculum which is a prerequisite to all Level I completions. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling. Students will then begin developing skill sets related to the fundamentals of Electricity such as Orientation to the Electrical Trade; and Electrical Safety. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1757 Electrical Trades II

Electrical Trades II will continue to build student skill sets in areas such as Introduction to Electrical Circuits; Electrical Theory; Introduction to the National Electrical Code ®; Device Boxes; Hand Bending; Raceways and Fittings; Conductors and Cables; Basic Electrical Construction Drawings; Residential Electrical Services; and Electrical Test Equipment. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1758 Electrical Trades III

Electrical Trades III will continue to build student skill sets in areas of Alternating Current; Motors: Theory and Application; Electric Lighting; and Conduit Bending. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1759 Electrical Trades IV

Electrical Trades IV will continue to build student skill sets in areas of Pull and Junction Boxes; Conductor Installations; Cable Tray; Conductor Terminations and Splices; Grounding and Bonding; Circuit Breakers and Fuses; and Control Systems and Fundamental Concepts. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1762 Blueprint Reading For Electricians

This course introduces the student to the knowledge base and technical skills regarding Blueprint Reading for Electricians. Areas of study include building plans and specifications and blueprint and

schematic reading. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts.

1766 Integrated Electrical Lab

This course introduces the student to the knowledge base and technical skills for concepts in the Integrated Electrical Lab. Areas of study include electrical installation project, rough-in procedure, test and check circuits and termination and trim-out. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to course concepts.

1767 National Electrical Code

This course introduces the student to the knowledge base and technical skills for the NEC. Areas of study include demonstrating skills in the use of the NEC, applying calculations to assure NEC standards are met. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts.

1769 Residential Wiring

This course introduces the student to the knowledge base and technical skills for Residential Wiring. Areas of study include wiring data, service entrance equipment, luminary and receptacle outlets, protective devices, appliance and special circuits and low-voltage systems. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts.

Information Management

Cluster: Information Technology

Pathway: Information Management

Course Offerings (Each class requires 135 clock hours for total of 540)

Technical Computer Applications I

Technical Computer Applications II

Fundamentals of Computer Systems

Desktop Publishing

1700 Technical Computer Applications I

This program is structured to address current computing concepts, including cloud and mobile technologies; to align closely with educational requirements and ensure learners of all ages can validate their understanding of Digital Literacy.

Students will demonstrate their ability to select and use the appropriate research, productivity, collaboration, and communications tools, to find reliable information, create content, communicate safely, and identify credibility and bias in modern digital environments.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards.

1709 Technical Computer Applications II

This course is an advanced program structured to address current computing concepts, including cloud and mobile technologies; to align closely with educational requirements and ensure learners of all ages can validate their understanding of Digital Literacy.

Students will demonstrate their ability to select and use the appropriate research, productivity, collaboration, and communications tools, to find reliable information, create content, communicate safely, and identify credibility and bias in modern digital environments.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO).

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards. Please see the CTE Connect – Instructor's Guide for more information.

1705 Fundamentals of Computer Systems

This course introduces the student to the knowledge and technical skills for all courses in the Computer Systems and Hardware Support Program of Study. Areas of study include computer hardware, data representation, operating system, utility, productivity software, communications and networks, and the Internet. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to occupations in the IT industry. Safety instruction is integrated into all activities.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards. Please see the CTE Connect – Instructor's Guide for more information.

1429 Desktop Publishing

This course is designed to develop student understanding and skills in such areas as journalistic principles in design and layout of print and Web publications including integration of text and graphics and use of sophisticated hardware and software to develop and create quality materials for business-related tasks. Students will analyze the information and the audience and combine appropriate text, graphics, and design to communicate the desired message effectively. Planning and design principles are used to analyze and organize information, set up a design structure and to select or create appropriate visuals. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations, and project-based learning activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student organization (CTSO). All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and standards. Please see the CTE Connect – Instructor's Guide for more information.

Law and Public Safety

Cluster: Law, Public Safety, Corrections, and Security

Pathway: Law Enforcement Services

Course Offerings (Each course requires 135 clock hours for a total of 1080)

Foundations of Public Safety Leadership

Ethical Practices in Public Safety

Practical Applications of Public Safety Leadership

Seminar in Corrections

Seminar in Law Enforcement

Strategic Security and Protection

Seminar in Courts and Legal System

Forensic Science

Course Descriptions:

1225 Fundamentals of Public Safety Leadership

This course is designed to present foundational principles of Public Safety Leadership including: how public safety leaders protect a democratic society; public policy issues such as crime and justice; history, organization and functions of components of public safety including the criminal justice system; and the issues and challenges relating to the administration of justice in a culturally diverse society. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. Teachers should provide each student with real world learning opportunities and instruction. All West Virginia teachers are 7 responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1226 Ethical Issues in Public Safety Leadership

This course is designed to examine the philosophical issues and applications of the objectives and processes of Public Safety Leadership including; Constitutional limitations; accountability; civil liability; criminal investigation; criminal procedure; and forensics. By examining societal and psychological stressors that contribute to behavior, students will examine a variety of 10 serious offenses and apply concepts of profiling, behavioral analysis and threat assessment within an ethical paradigm. Students will analyze and critique the system of dealing with convicted persons and the long term implications of corrections policy. The principles and procedures used in criminal investigation will be introduced. Procedures for implementing criminal law such as the Incorporation Doctrine, search and seizure, warrant requirements, arrest, the right to counsel, interrogation, identification procedures, entrapment, cruel and unusual punishment, etc. will be discussed. Students utilize problem-solving

techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. Teachers should provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1039 Practical Applications of Public Safety

This course is designed to give students the opportunity to connect theory and practice by interacting with Public Safety professionals. Students will study various requirements for employability in the Public Safety field including ethics, teamwork, and professionalism. Students may participate in activities associated with Public Safety agencies (such as county and local law enforcement, county judicial offices, correctional facilities, training academies, social services, etc.) for hands-on or work-based experiences. Preparation includes construction of a portfolio that can be utilized in obtaining employment upon completion of the student's program. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. Teachers should provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1034 Seminar in Corrections

This course is designed to provide students with fundamental principles in the corrections field including: the evolution of correctional practices and philosophies including treatment models; correctional law; the relationship of correctional activities to other aspects of the criminal justice system; detention facilities; and probation and parole programs. The differences between levels of security and characteristics of offenders (such as gender and age) and the development of inmate cultures will be examined. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to 8 become active members of the student organization SkillsUSA. Teachers should provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. Law Enforcement (B)

1035 Seminar in Law Enforcement

This course is designed to provide students with fundamental principles of the law enforcement field such as the history of policing in the US, the characteristics of law enforcement agencies and types of police activities including criminal investigation. Current issues and trends in law enforcement will be investigated. Aspects of criminal investigation such as evidence collection, fingerprinting, latent dusting, interviewing and report writing will be presented. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets. Strategic Security and Protection (C)

1037 Strategic Security and Protection

This course is designed to provide students with the knowledge and skills needed for the development and implementation of protective security operations including: the protective security law and management; procedures for basic instant response; methods of collecting intelligence and security related investigations; chemical, biological, radiological and nuclear weapons use; and aspects

of domestic and international terrorism and the U.S. government's efforts to protect our country and its citizens. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. Teachers should provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets. Courts and Legal System (D)

1031 Seminar in Courts and Legal System

This course is designed to provide students with the knowledge and skills needed to assist the legal industry with court preparation, legal interventions, research and office management. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. Teachers should provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

Forensic Science

This course is an advanced level Science course designed to provide students with hands-on experience in various aspects of a criminal investigation. Utilizing 21st Century skills students will demonstrate proficiency in evidence collection; interpretation and analysis of collected data, maintenance of data integrity, formulation of a conclusion/summary, and succinct communication of findings. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills as they evaluate the academic requirements and prepare for occupational opportunities in science, technology, engineering, and math. Safety instruction is integrated into all activities. Students are encouraged to become active members of the student organization SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Multimedia Publishing

Cluster: Arts, A/V Technology, and Communications

Pathway: Journalism and Broadcasting

Concentration: AV 1684, Multimedia Publishing

Course Offerings (Each class requires 135 clock hours for a total of 1080)

Introduction to visual Communication (Core)

Digital Photagraphy (Core)

Videography (Core)

Cross-Media Publishing (Core)

Course Descriptions:

1514 Introduction to Visual Communication

A one-credit course designed to deepen students' preparation for careers and further study in aerospace technologies and related industries. Students apply advanced principles and theories of flight to authentic projects related to atmospheric and space flight. Emphasis is placed on pneumatic projectiles, aerodynamic forces, and quality management.

1515 Digital Photography

This course introduces the student to the skills required to produce professional quality photographs. Students will use DSLR cameras, various accessories such as filters and tripods, photo editing software, and an inkjet printer. Emphasis will be placed on photojournalism and advertising photography. Units of Study: Camera Basics, Photo Editing, Photo Printing.

1516 Videography

This course introduces the student to the skills required for multimedia production. Students will utilize digital camcorders as well as video editing, and sound recording software to create multimedia projects. Areas of study include video and sound editing, and motion graphics and effects. Units of Study: Videography Basics, Video Editing, Motion Graphics.

1517 Cross-Media Publishing

This course introduces students to the emerging field of cross-media publishing. Students will explore the use of blogging, video sharing, and social media services as journalism and marketing tools. Students will research, write, and produce multimedia content to be disseminated across various platforms (print, video, and digital publishing). Units of Study: 21st Century Publishing, Marketing across Media, Content Marketing

Prostart/Baking and Pastry

Cluster: Hospitality and Tourism

Pathway: Restaurants and Food/Beverage Services

Concentration: HO 1010 ProStart Restaurant Management

Credential: National Restaurant Association (PROSTART)

Course Offerings (Each class requires 135 clock hours for a total of 1080)

Advanced Principles in Food Preparation (Core)

Restaurant and Culinary Foundations (Core)

Restaurant Professionals (Core)

Restaurant Management Essentials (Core)

Baking and Pastry Foundations (Core)

Baking and Pastry I and II (Core)

Baking and Pastry Advanced (Core)

Salary Range

$15,000.00 - $350,000.00+

Salary influence level and degree of education and certification

The foodservice industry is the largest and fastest growing in America, employing 12.5 million people. Thus, making this industry the nation's largest employer outside the government. ProStart is a 2-year course of study that allows 11th and 12th grade students to learn the skills, knowledge, and attitudes necessary for success in restaurant management and culinary arts careers. This 2-year program provides instruction in 25 subject areas ranging from basic food prep, accounting, and cost control to sanitation and work place safety. Students exiting the ProStart course will be ready to enter the work force in a variety of occupations or proceed with a 2 or 4 - year degree. This course constitutes 1080 hours for completion.

Course Descriptions:

1013 Restaurant and Culinary Foundations

This course focuses on the basic preparation and service of safe food, basic introduction to industry safety standards, basic introduction to restaurant equipment, kitchen essentials in knife skills, stocks and sauces, and communication concepts in the restaurant industry. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of

the student organization, DECA, FCCLA, or SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

1014 Restaurant Management Essentials

This course is designed to focus management essentials in the restaurant industry, guest service, food production, and career exploration and pursuit. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, DECA, FCCLA, or SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

1019 Advanced Principles in Food Production

This course is designed to examine advanced food production, nutrition, and cost control. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, DECA, FCCLA, or SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

1020 Restaurant Professional

This course is designed to provide content related global cuisine, sustainability, desserts and baked goods, and marketing. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, DECA, FCCLA, or SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

1018 Baking and Pastry Applications

Baking and Pastry is an elective course which focuses on weights, measures, and general baking, classifications, handling and storage of ingredients, safety and handling, yeast raised dough products, cakes, cookies, batters, breads, biscuits, muffins, pies, and special dessert preparation. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, DECA, FCCLA, or SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

Therapeutic Services

Cluster: Health Science

Pathway: Therapeutic Services

Concentration: Therapeutic Services

Credential: West Virginia State Nursing Board: Certified Nursing Assistant, Direct Care Worker, CPR & First Aid, HIPPA, and Phlebotomy

Course Offerings (Each course requires 135 clock hours for a total of 1080)

Foundations of Health Science (Core)
Advanced Principles of Health Science (Core)
Clinical Specialty I & II (Core)
Pharmacology
Medical Math

Sample Careers in Health Sciences

Phlebotomist, Electrocardiograph Technician, Certified Nursing Assistant, Home Health Assistant, Cardiac Monitor Technician, Long Term Care Assistant, Clinical Data Specialist, Data Coordinator, Health Unit Clerk

Salary Range

$20,000.00 - $40,000.00

Salary influenced by level and degree of education and certification.

This course of study is designed to provide students an opportunity to acquire a basic knowledge of health care. Students may choose to attend the concepts, fundamentals, and terminology courses as a foundation for the professional pathway, or they may opt for the clinical experiences in addition to the other courses to prepare them for the skilled and entry level career paths. Students may now choose to attend the entire course of study or enroll for the new EKG and Phlebotomy courses only. Health Services Assistant has expanded from a one year course of study to a two year course of study. This will allow students to take advantage of the new offerings while providing them with more opportunities to fulfill their career choices. Students interested in this course of study must show proof of immunization including Hepatitis B vaccine. Those completing the long-term care component and successful completion of CPR, may be recommended to take the state nursing assistant examination

Course Descriptions:

0716 Body Structures and Functions
This course focuses on the structure and function of each system in the human body. Additional instructional components include concepts that pertain to the body as a whole, applicable medical terminology and the pathophysiology common to each system. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

0721 Medical Terminology

Through the study of medical terminology, the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the human body utilizing a systems approach. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

0730 Health Science Clinical Experience

This course is designed to be used in conjunction with a Health Science Education course that includes a clinical specialization experience. Instructional content focuses on extending career preparation and technical skills associated with a previously selected clinical specialization. *For example, Health Science Clinical Experience Skill Sets may be taught in conjunction with Clinical Specialty 1 (0789) or Clinical Specialty II (0790), PTCB Applications (0772), and Dental Assisting Clinical Mentoring (0745).* Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

1060 Essentials of Addiction and Prevention
Students will examine the essentials of addiction and prevention strategies. This course aligns with domains, tasks and knowledge skills from The WV Certification Board for Addictions Prevention Professionals Certified Prevention Specialist Manual. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

Practical Nursing – Adult Only, Post Grad Program

Nature of Work: Practical Nursing is an integral part of the total health program. Its purpose is to provide learning opportunities and training to individuals interested in becoming competent members of an honorable profession.

Course Description: The School of Practical Nursing is a twelve month course of study (1400) which prepares the student to take the West Virginia

Board of Examiners Licensing Examination to become a Licensed Practical Nurse. During the twelve months, the student will gain a basic knowledge of Nutrition, Pharmacology, Principles and Fundamentals of Nursing, Anatomy, Obstetrics, Pediatrics, Medical Surgical Nursing, Psychiatric Nursing and personal career relationships.

Philosophy: We believe that nursing is an art and science and that the nature of nursing is dynamic and ever changing. We believe that as health care continues to change, it is the responsibility of the student and instructor to maintain and enhance knowledge, skills, and abilities required for safe and effective job performance that is congruent with the state laws and regulations.

Entrance Requirements: Have a high school diploma or G.E.D. Successfully pass the pre-entrance examination. Meet physical and dental requirements.

Job Opportunities: Hospitals, Clinics-Outpatient, Specialty (such as mental health), Physicians offices

Course Descriptions:

0601 Practical Nursing I

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEXPN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEX-PN Test Plan, the specific content skill sets for Practical nursing can be found in the modules located at http:// careertech.k12.wv.us/skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https:// www.ncsbn.org/1287.htm. This ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problembased healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in handson activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet the minimum 1300 hours of requirements as required by the West Virginia State Board of Examiners for Licensed Practical Nurses, and the nursing assistant certification exam offered by OHFLAC http://www.wvdhhr.org/ohflac/NA/Education.aspx. Clinical experiences must be integrated into the

class to meet the West Virginia Board of Practical Nursing educational laws and requirements. http://www.lpnboard.state.wv.us

0602 Practical Nursing II

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEXPN Test Plan, the specific content skill sets for Practical nursing can be found in the modules located at http://careertech.k12.wv.us/ skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https://www.ncsbn.org/1287.htm. This ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problem-based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet 1300 hours required by the West Virginia Board of Examiners for Licensed Practical Nursing.

0603 Practical Nursing III

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEXPN Test Plan, the specific content skill sets for Practical nursing can be found in the modules located at http://careertech.k12.wv.us/ skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https://www.ncsbn.org/1287.htm. This ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problem-based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet 1300 hours for the hours required by the West Virginia Board of Examiners for Licensed Practical Nursing.

0604 Practical Nursing IV

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEXPN Test Plan, the specific content skill sets for Practical nursing can be found in the modules located at http://careertech.k12.wv.us/ skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https://www.ncsbn.org/1287.htm. This ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet 1300 hours requirement for the West Virginia Board of Examiners for Licensed Practical Nursing.

0605 Practical Nursing V

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEXPN Test Plan, the specific content skill sets for Practical nursing can be found in the modules located at http://careertech.k12.wv.us/ skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https://www.ncsbn.org/1287.htm. This ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet 1300 hours required by the West Virginia Board of Examiners for Licensed Practical Nursing.

0606 Practical Nursing VI

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed

Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEXPN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEX-PN Test Plan, the specific content skill sets for Practical nursing can be found in the modules located at http:// careertech.k12.wv.us/skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https:// www.ncsbn.org/1287.htm. This ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet 1300 hours of required by the West Virginia Board of Examiners for Licensed Practical Nursing.

0607 Practical Nursing VII

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEXPN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEX-PN Test Plan, the specific content skill sets for Practical nursing can be found in the modules located at http:// careertech.k12.wv.us/skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https:// www.ncsbn.org/1287.htm. This ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet 1300 hours required by the West Virginia Board of Examiners for Licensed Practical Nursing.

0608 Practical Nursing VIII

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEXPN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEX-PN Test Plan, the

specific content skill sets for Practical nursing can be found in the modules located at http:// careertech.k12.wv.us/skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https:// www.ncsbn.org/1287.htm. This ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet 1300 hours required by the West Virginia Board of Examiners for Licensed Practical Nursing.

0609 Practical Nursing IX

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEXPN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEX-PN Test Plan, the specific content skill sets for Practical nursing can be found in the modules located at http:// careertech.k12.wv.us/skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https:// www.ncsbn.org/1287.htm. This ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet 1300 hours required by the West Virginia Board of Examiners for Licensed Practical Nursing.

0610 Practical Nursing X

This course is designed to properly prepare students for entry into the practical nursing profession. Entry level practice is regulated through the West Virginia State Board of Examiners for Licensed Practical Nurses who is a member of the National Council of State Boards of Nursing (NCSBN). NCSBN develops a licensure examination, the National Council Licensure Examination for Practical/Vocational Nurses (NCLEXPN®), which is used by the West Virginia State Board of Examiners for Licensed Practical Nurses to assist in making licensure decisions. This course is an outline of the NCLEX-PN Test Plan, the specific content skill sets for Practical nursing can be found in the modules located at http:// careertech.k12.wv.us/skillsetHSE.html under Licensed Practical Nursing. The NCLEX-PN Test Plan is updated every three years. The test plan is updated more frequently than our framework in some skill sets, please reference the most current test plan available at https:// www.ncsbn.org/1287.htm. This

ensures that instructors are teaching the most up to date material available. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content skill sets. This course is developed to meet 1300 hours required by the West Virginia Board of Examiners for Licensed Practical Nursing.

Pre-Engineering (PLTW)

Cluster: Science, Technology, Engineering and Mathematics

Pathway: Engineering and Technology

Development Concentration: ST2460 Pre-Engineering

Credential: OSHA

Course Offerings (each 135 hours for a total of 540):

Introduction to Engineering Design

Principles of Engineering

Computer Integrated Manufacturing

Engineering Design and Development

Course Descriptions:

2461 Introduction to Engineering Design

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. Students utilize problem-solving techniques and participate each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA or WV TSA. All West Virginia teachers are responsible for classroom instruction that integrates leaning skills, technology tools, and skill sets.

2463 Principles of Engineering

This course will help students understand the field of engineering and engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineering and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA or WV TSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

2464 Engineering Design and Development

This is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and

participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA, or WV TSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

2465 Computer Integrated Manufacturing

This course will introduce students to principles of robotics and automation and CAD design. The course builds on computer solid modeling skills developed in Computer Integrated Manufacturing. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA, or WV TSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology, tools, and skill sets.

Welding

Cluster: Manufacturing

Pathway: Production

Concentration: MA 1980 Welding

Credential: American Welding Society (AWS) Entry Level Certification - West Virginia Department of Education, NCCER, and OSHA

Course Offerings: (Each course requires 135 clock hours for a total of 1080)

Welding I, II, III, and IV (Core)

Blueprint Reading and Metallurgy

Gas Tungsten Arc Welding

Gas Metal Arc Metal Welding

Ornamental Metal Work

Sample Careers in Welding Technology

Industrial/Mechanical Engineer, Welding Engineer, Quality Inspector, Sales Representative, Fabrication Supervisor, Layout and Design, Fabricator, Pipe Welder, Nuclear Welder, Independent Contractor, Metalsmith, Blacksmith.

Salary Range $14,000.00 - $100,000.00 +

Salary influenced by level and degree of education and certification.

Welding is used in all forms of industry and at all skill levels. Skilled welders vary from the entry level fabricator to the experts welding pipe in nuclear plants. Students enrolled in this course of study use up-to-date, industry standard welding processes and live work experiences to develop individual and work readiness skills. Those participating in Welding Technology exit with skills and knowledge necessary to enter the work force. Students interested in continuing their education may earn up to 28 college hours toward a 2 or 4 year degree. There are also opportunities for advanced placement into technical schools. Welding technology now offers an ornamental metals work course. It uses techniques both from the traditional craft of Blacksmithing and the art of ornamental metals. Students have an opportunity to express their creative/artistic side. Internships are available for both Welding Technology and Ornamental Metals. This course of study constitutes 1080 hours for completion.

Course Descriptions:

1862 Welding I

This course is designed to introduce the student to the knowledge base and technical skills of the Welding industry. Welding I begins with the NCCER Core curriculum which is a prerequisite to all Level I completions. The students will complete modules in Basic Safety; Introduction to

Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling. Students will then begin developing skill sets in the fundamentals of Welding such as Welding Safety; Oxyfuel Cutting; and Plasma Arc Cutting. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1863 Welding II

Welding II will continue to build student skill sets in areas of Air Carbon Arc Cutting and Gouging; Base Metal Preparation; Weld Quality; SMAW-Equipment and Setup; Shielded Metal Arc Electrodes; SMAW-Beads and Fillet Welds; Joint Fit Up and Alignment; SMAW-Groove Welds with Backing; and SMAW-Open V-Groove Welds. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1864 Welding III

Welding III will continue to build student skill sets in areas of Welding Symbols; Reading Welding Detail Drawings; Physical Characteristics and Mechanical Properties of Metals; Preheating and Post-heating of Metals; GMAW and FCAW-Equipment and Filler Metals; and GMAW and FCAW-Plate. Students utilize problem-solving techniques and participate in hands17 on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1865 Welding IV

Welding IV will continue to build student skill sets in areas of GTAW-Equipment and Filler Metals; and GTAW-Plate. Students utilize problem-solving techniques and participate in handson activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1983 Blueprint Reading and Metallurgy

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Education Welding Program of Study. Areas of study include drawing fundamentals, sketching and fabricating, basic welding symbols, and properties of metals and alloys. This course is recommended as an Elective in the Welding Program of Study.

1987 Gas Metal Arc Welding

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Welding Program of Study. Incorporated into this course are elements of introductory knowledge and skills necessary for a career in welding. This course is recommended as an Elective in Metals Technology and Welding.

1989 Gas Tungsten Arc Welding

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Welding Program of Study. Incorporated into this course are elements of introductory knowledge and skills necessary for a career in welding. This course is recommended as an Elective in Metals Technology and Welding

Career Exploration

The career exploration class is provided as an elective to allow students an opportunity to take two technical programs for one term. The enables the student to make a knowledge-based decision when enrolling in a technical course of study. Career exploration is open to tenth, eleventh, and twelfth grade students.

Work-Based Learning

Work-based learning opportunities are available to students who attend the Wyoming County Career and Technical Center. This allows students to gain an awareness of the workplace, develop an appreciation of the relevance of academic subject matter to workplace performance, and allows students to gain valuable work experience and skills while exploring career interests and abilities.

These experiences may be a part of a technical program, clinical experience, internships, or registered youth apprenticeship:

School-based experience as a part of a technical program: A work-based experience that involves actual work experience in a lab or shop setting

Clinical Experience: Health facility-based to provide students with extensive client contact. Extended time frames are the norm for these experiences, with supervision being the responsibility of the "dual credentialed" professional (one who holds a license to teach and provide health care).

Internship: A situation where students work for an employer for a specified period of time to learn about a particular industry or occupation. This may or may not include financial compensation. An internship is designed to give the student a broad overview of a business or occupational field, while also providing an opportunity to experience work responsibilities and develop workreadiness skills.

Registered Youth Apprenticeship Program: Apprenticeships are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations