



**Registration
Guide for
2019-2020**

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North Dakota Scholarship Program

SRCTC Member School Students last year earned well over ½ Million Dollars in North Dakota Scholarships due to enrolling in, and having successful, comprehensive high school experiences. To be eligible for a \$6,000 ND CTE Scholarship, students must take 4 credits of CTE classes, two of which must be in one program area, maintain a 3.0 GPA, have no grade lower than a C while in high school, and get either three 5's on the ACT Work Keys Test or a 24 on the traditional ACT. The biggest single advantage of the CTE Scholarship is that students can take either the ACT Work Keys or Traditional ACT Test. The CTE Scholarship can be used at any North Dakota University, 4-year college, or two-year college and students may enroll in any program of study.

Programs and courses offered as a partnership between the Public Schools of Wahpeton, Campbell-Tintah, Ellendale, Fairmount, Hankinson, Lidgerwood, Lisbon, Milnor, North Sargent, Oakes, Richland #44, Sargent Central, Wyndmere and the Southeast Region Career and Technology Center

Agricultural Education



COURSE TITLE: [AGRICULTURAL EDUCATION I \(Introduction to Ag\)](#)

Grades 9-12; 1 credit; 36 weeks

Agricultural education is a comprehensive career/technical program designed to give students competency based experiences in the areas of plant sciences, animal science including pets, soil science, personal finance, public relations, introductory mechanics, woodworking, natural resource conservation – fish and wildlife, human relations and leadership development.

COURSE DESCRIPTION: This is a lecture/demonstration, lab type course that actively involves students in the learning process in a variety of areas of agriculture. The course is designed to give students a basic introduction to the entire agricultural/agribusiness and agriscience areas. Knowledge and skills developed in this course are useful for all students later in life; whatever plans and career path they choose. The development of foundational leadership skills through the FFA are an integral part of this course.

COURSE TITLE: [AGRICULTURAL EDUCATION II \(Foundations of Ag\)](#)

Grades 9-12; 1 credit; 36 weeks

COURSE DESCRIPTION: This course is designed to provide students with the foundations of principles and skills used in agriculture/agribusiness. It includes the use of a wide variety of tools and equipment in the lab. The course also incorporates science in applied settings using soils, plants and animals. This course offers a challenge to all students with its mechanical, science, metalworking, woodworking, business and applied academic content.

COURSE TITLE: AGRICULTURAL EDUCATION III

Grades 11-12; 1 credit; 36 weeks

PREREQUISITES: Ag Ed I or II, or upon approval of Director and Instructor

COURSE DESCRIPTION: Agriculture III builds on the principles and skills developed in Ag Ed Ag Ed II and I. In leadership development, human relation skills are improved with speeches, demonstrations and group planning & teamwork exercise. The mechanical skills are also further enhanced in welding and small engines. Mathematical skills are enhanced with practical application in soil and water engineering and business management. Bobcat Skid steer loader operator and safety training, food processing in the mobile meats lab, small engines, CNC machining, laser engraving and 3-D Printing are included at the program level.

COURSE TITLE: AGRICULTURAL EDUCATION IV

Grades 11-12; 1 credit; 36 weeks

PREREQUISITES: Ag Ed I or II, or upon approval of Director and Instructor

COURSE DESCRIPTION: This course has three major areas of instruction designed to broaden the skills and knowledge of the student to more areas of occupation of Agriculture. Electricity is designed to give the basic skills in wiring, applicable to a homeowner or in preparation for furthering a career in electricity. The sales and service unit is designed to promote a high level of job skill. By resume writing, filling out job applications, finding job information, interviewing and job retention skills, the sales and service unit is very valuable to a student. The general construction/fabrication unit gives an opportunity for students to incorporate woodworking and welding skills in the design and production of various projects. Global positioning equipment, civil engineering, advanced fabrication, and advanced use of various high tech learning modules are imbedded in the senior level course. Large capstone projects as group experiences are a highlight of this course.

INSTRUCTIONAL OBJECTIVES AND/OR GOALS: The objectives to Agricultural Education reflect the occupational needs of workers in agriculture/agribusiness. Students will gain awareness and understanding of career opportunities in agriculture and the preparation needed to enter and progress in agriculture occupations, either as an employee, or as entrepreneurship type of career pathway. Students will understand those abilities in human relations, which are essential in today's careers. Students will develop the competencies needed to fulfill occupational, social, and civic responsibilities.

Botany/Horticulture & Landscape Design



COURSE TITLE: [BOTANY/HORTICULTURE/LANDSCAPE DESIGN](#)

Grades 9-12; 1 cr.; 36 weeks

COURSE DESCRIPTION: This is a participation-oriented course focusing on the fundamental principles of horticulture. Students will be exposed to a variety of careers and to propagating plants in a greenhouse setting. Students will student botany/plant science, growing plants, the business of raising and selling plants, and small business management. Special emphasis will be placed on activities within the greenhouse setting. Students will have many opportunities to work in the operation and management of projects in a modern greenhouse. Hands-on experiences will include computer assisted landscape design, home and business landscaping, commercial greenhouse operation, plant nutrition, landscape beautification, and community involvement through public flowerbed design and plantings. Students raise a variety of bedding plants, flowers, ornamentals, and garden plants as a part of the lab activities and work on community floral projects. This class will meet ND Lab Science requirement for student's 3rd science credit.

COURSE TITLE: [INTRODUCTION TO VETERINARY SCIENCE](#) (online course)

Grades 10-12; ½ credit

COURSE DESCRIPTION: The basic concepts of veterinary medicine are presented. The course focuses on the different body systems of the major species of pets and domesticated agricultural animals. Each lesson examines concepts in veterinary medicine to provide the student with a broad understanding to today's field of veterinary science. The final lesson is a career research project, which gives students the opportunity to investigate a specific career in veterinary medicine

Automotive Technology



COURSE TITLE: [AUTOMOTIVE TECHNOLOGY I](#)

Grades 10-12; 2 credits; 36 weeks – This course is available for college/dual credit

COURSE DESCRIPTION: Automotive Technology I is a comprehensive technical program designed to give student an understanding of the operation and maintenance of late model automobiles. Program emphasis is in the major area of basic service, fuel systems, engine tune-up, electrical systems, engine overhaul, tool use, and chassis systems. Students are eligible for SkillsUSA membership & competition are in the SRCTC/NDSCS Preferred Student Status Program.

INSTRUCTIONAL OBJECTIVES AND/OR GOALS: Upon completion of the course, students will have a basic understanding of the operation, maintenance, and repair of engine systems, electrical systems, fuels systems, and chassis systems. Students will be able to demonstrate proper human relations and communications skills in a working environment as well as develop basic skills in a job seeking and career development in mechanical and repair fields.

COURSE TITLE: [AUTOMOTIVE TECHNOLOGY II](#)

Grades 11-12; 2 credits; 36 weeks

PREREQUISITE: Automotive Technology I

COURSE DESCRIPTION: Automotive Technology II is a comprehensive career and technical automotive program designed to give students an understanding of the operation, maintenance, repair, and problem diagnosis in cars and pick-up trucks. Program emphasis is in the major areas of vehicle service, fuel systems, electronic ignition systems, engine tune-up, electrical systems, engine overhaul, and chassis systems. Also included are many opportunities to work with a variety of components and systems such as laser assisted wheel alignment equipment, computer auto systems and test equipment including Snap-On electronics training, and electronics applications. Students are eligible for SkillsUSA membership.



INSTRUCTIONAL OBJECTIVES AND/OR GOALS: At the conclusion of the course, the students will understand the function of each unit and its components as it relates to automobile. They will also be able to identify parts, handle most repair procedures, test procedures, and entry-level diagnostic procedures as outlined by the manufacturers. Students will be able to demonstrate proper human relations and communications skills in a working environment as well as develop basic skills in job seeking and career development. This is a national award-winning program. **Students who complete both Auto I and Auto II may graduate from NDSCS 1 Semester early.** [AUTOMOTIVE TECHNOLOGY COURSES ARE HELD IN SCHUETT HALL AT NDSCS.](#)

Construction Technology

COURSE TITLE: [CONSTRUCTION TECHNOLOGY I](#)

Grades 10-12; 2 credits; 36 weeks

COURSE DESCRIPTION: The Construction Technology I program is designed for students who like to work with their hands, build, be innovative, take pride in a finished project, and have an interest in carpentry or a construction related area. Students who already have some basic shop skills or want to start a construction trade's career can gain a wide variety of skills and experience from the Construction Technology Program. Students are eligible for membership in SkillsUSA and related skill and leadership competitive events. Students have an opportunity to learn entry-level construction skills and perform most residential construction tasks including reading blueprints, calculating measurements, house framing, and finishing. Students will take part in building a new home as a practical way to practice and develop skills in construction industry. 10 Hour OSHA training certificates are part of the instruction and can help students with future employment. Each student will take part in the Bobcat Skid Steer Loader Operator Training Course.



COURSE TITLE: [CONSTRUCTION TECHNOLOGY II](#)

Grades 11-12; 2 credits; 36 weeks

PREREQUISITE: Construction Technology I

COURSE DESCRIPTION: Students in Construction Technology II assume a leadership role as student foreman on the job site. Students will help with the instruction of first year students by providing a helping hand and using the experience of their first year instruction. In addition, students will have “hands on” experiences with power tools, blueprints, wall and partition layout, roof framing and shingling window and door installation, house wrap, and exterior finishing, woodwork, trim, cabinets, and door hanging. Students are eligible for membership in SkillsUSA and related skill and leadership competitive events. 10 Hour OSHA training certificates are required (which are competed in Construction Technology I) each student will take part in the advanced Bobcat Skid-Steer Loader Operator Training Course.



COURSE TITLE: [SUMMER INTERNSHIP](#)

Grades 11-12; 1 credit; 150 hours

PREREQUISITE: Construction Technology I or Construction Technology II or other background as approved by Administration.

COURSE DESCRIPTION: Students are in a learn and earn internship when they work on-site, 40 hours per week and are paid an hourly wage.

Restaurant Management/Chef Training



COURSE TITLE: RESTAURANT MANAGEMENT/CHEF TRAINING

Grades 10-12; 2 credits; 36 weeks

COURSE DESCRIPTION: This course of study is designed to provide student with skills in the food service and hospitality industries. This includes food preparation, service techniques, restaurant management and operation of food service businesses. Students will learn a variety of chef functions including menu planning, cooking, portion control, human relations, catering, baking, and employee supervision. Students will work in lab setting that focus on the actual preparation and serving of professionally prepared meals.

INSTRUCTIONAL OBJECTIVES AND/OR GOALS: Upon completion of the Restaurant Management and Chef Training program students will be prepared for careers in the food service industry as cooks, bakers, mid-level restaurant managers, catering employees, or a variety of positions in institutional food service setting such as schools, hospitals, and colleges.

COURSE TITLE: RESTAURANT MANAGEMENT/CHEF TRAINING II

Grades 11-12; 2 credits; 36 weeks

PREREQUISITE: Restaurant Management/Chef Training I

COURSE DESCRIPTION: Restaurant Management/Chef Training II continues training for the occupation of food service and additionally includes topics on financial management, current issues in food service, legislation affecting the industry and its workers and career maturity skills. The Restaurant Management/Chef Training program prepares students for college programs in food service.



Health Sciences



COURSE TITLE: HEALTH SCIENCES I

Grades 10-12; 1 credit; 1 period per day for 36 weeks

COURSE DESCRIPTION: This course is designed to provide an overview of the therapeutic, diagnostic, environmental, and information systems of the health care industry. Curriculum involves current trends in medicine, careers in the medical field, personal characteristics necessary to work in the medical field, legal and ethical issues in medicine, sudden injury, illness management, and patient assessment skills. A significant portion of this program includes a variety of lab and group projects where students are actively engaged. Computer assisted instruction; Buzz, internet and social networking program are all incorporated as part of the instruction. The Health Sciences I course will provide students assistance in determining their own career and educational pathways in Medical and Health Science professions.

COURSE TITLE: HEALTH SCIENCES II

Grades 10-12; 1 credit; 1 period per day for 36 weeks

PREREQUISITE: Previous on Concurrent Medical and Health Science I

COURSE DESCRIPTION: This course is designed to provide information and overview of the therapeutic, diagnostic, environmental, and information systems of the health care industry. Curriculum involves Anatomy and Physiology including Pathophysiology, treatment of diseases/illness, CPR instruction, certification, Geriatrics, and the aging process, cultural diversity in medicine, diet and nutrition, and preparing for the work world. A significant portion of this program includes a variety of lab and group projects where students are actively engaged. Computer assisted instruction; Buss, internet and social networking programs are all incorporated.

COURSE TITLE: [HEALTH SCIENCE I & II](#)

Grades 10-12; 2 credits, a two period block of time for 36 weeks

COURSE DESCRIPTION: This course is designed to provide an overview of the therapeutic, diagnostic, environmental, and information systems of the health care industry. Curriculum involves history and current trends in medicine, careers in the medical field, personal characteristics necessary to work in the medical field, legal and ethical issues in medicine, growth and development of the human body and mind, technology in medicine, sudden injury and illness management, patient assessment skills, anatomy and physiology including pathophysiology and cultural diversity in medicine, diet and nutrition, and preparing for the work world. The Health Sciences course will help prepare students for collegiate level college courses in medically related fields and is challenging in terms of content and preparation. Successful completion results in students bring better prepared for future post-secondary careers, advanced Medical, and health Science programs at colleges and universities.

INSTRUMENTAL OBJECTIVES AND/OR GOALS OF THE HEALTH SCIENCES PROGRAM:

- Enable student to select a career in the health care delivery system best suited to their individual needs, abilities, and career objectives.
- Enable students to develop and apply basic care competencies that will prepare them with entry-level skills for immediate employment as non-credentialed health assistants.
- Enable students to develop and apply basic core competencies that will prepare them for pursuit of a health career through further education.

This course provides students considering health careers an opportunity to develop a broader knowledge and insight into the work of the health professionals. All students also become First Aid and CPR certified. Some of the experiences include; Registered Nurse, Licensed Practical Nurse, Athletic Trainer, Sports Medicine, Medical Technician, Chiropractor, Dentist, Dental Hygienist, Dental Assistant, Emergency Medical Technician, EEG and EKG Technician, Radiology Technician, Medical Laboratory Technician, Optometrist, pharmacist, Physician, Physician Assistant, Veterinarian, Medical Records Technician, Surgical Technician, and Nursing Assistant.

COURSE TITLE: [MEDICAL TERMINOLOGY](#)

Grades 10-12; 1 credit; 36 weeks (this in an online course)

PREREQUISITES: Health Sciences concurrent or previous enrollment



COURSE DESCRIPTION: In this on-line course, students will develop skills necessary for decoding of commonly used medical terms. Students will learn the meaning of medical suffixes, prefixes, and word roots. Students will learn terminology associated with the body systems, diseases and disorders of those systems. Students will be expected to use correct spelling and pronunciation of medical terms they have learned. Students will also learn common medical abbreviations.

Cooperative Work Experience



ELECTIVE: Open to all students currently enrolled or who have been enrolled in a career, technical, business or agriculture education program.

CREDIT: One credit will be given upon completion of 360 clock hours of approved on-the-job training. Students may receive ½ credit for 180 hour of OJT

PREREQUISITES: Past or present enrollment in a Career/Tech class.

(Cooperative Experiences cannot be used to meet one of your minimum class requirements!)

Cooperative Work Experience is designed to provide students with on-the-job training and practical Experience is addition to a comprehensive high school education. Students work at jobs relating to their individual career interests and are supervised by their employer and coordinator/instructors that also complete evaluations on each student's work performance. Students are paid so they can earn and learn at the same time. Students should average about 10 hours per week; 360 hours during the school year for one credit.

The following guidelines are provided to give students interested in or involved in the Cooperative Work Experience Program a list of expectations and requirements for successful involvement and completion of the program.

1. All students must be in attendance and registered on a full time basis. For seniors one registered period per day may be for a qualified cooperative work experience component. Release from school will be granted for one period per day as part of the experience.
2. For 9th, and 10th grade students, no release from school is permitted for cooperative work experience. Juniors may be released from school only by special exception. This exception must have approval from the home school principal, and CTE Director.
3. Students must register for the Cooperative Work Experience Program just as they register for any other class with appropriate approval from parents and their high school principal.
4. Students are not to count on their credit from the cooperative work experience program in meeting their high school graduation requirements. Loss of employment or a change in job availability will not be allowed to prevent a student from graduating from high school.
5. Student enrolled in Cooperative Work Experience Program are expected to maintain passing grades in school, maintain regular attendance and not allow their out of school work to conflict with their education program.
6. Students who enroll in Cooperative Work Experience do not have to use school time to take part in the program, but may include after school or weekend hours in order to balance the time requirements of school, studies, extra-curricular involvement, and still enjoy a cooperative work experience job.
7. One unit of credit will be granted for successful completion of all requirements of the Cooperative Work Experience Program. A limit of one credit is placed upon a student for a work experience that takes place at one job station. These requirements include:
 - a. Students are receiving or have received instruction in a career, technical, business, or agriculture education program.
 - b. 360 hours of work experience = 1 credit. This is an average of 10 hours per week.
 - c. The work state/job site conforms to state and federal wage and hour laws and regulations.
 - d. Students maintain the required wage and hour documentation.

Fulfilling the requirements set forth by the supervising teacher-coordinator.