

# Registration Guide for 2024/2025 Edgeley



[www.srctc.k12.nd.us](http://www.srctc.k12.nd.us)

**NOTE: All ITV and SRCTC classes are full-year courses. Once enrolled, you cannot be removed from them.**

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## SRCTC Students

The Southeast Region Career and Technology Center offers educational programs and support services to students from the member school districts of Campbell-Tintah, Edgeley, Ellendale, Fairmount, Hankinson, Lidgerwood, Lisbon, Milnor, North Sargent, Oakes, Richland 44, Sargent Central, Wahpeton, and Wyndmere School Districts. In addition, students from Kulm are afforded CTE opportunities through cooperative arrangements with the Center. This cooperation allows you to enroll in classes and enjoy educational opportunities that would not be possible by your school alone.

Career and Technical Education classes can provide you with job entry skills, the background you need to succeed in a wide variety of related occupations, and the knowledge to go on for more education and training at a junior college, college, university, or technical college.

Southeast Region Career and Technology classes are held at SRCTC-Oakes, the North Dakota State College of Science Campus, Edgeley, Lidgerwood, Lisbon, North Sargent at Gwinner, Richland 44, Wyndmere, Wahpeton High School, and the Center Office at 2101 N. 9th St. in Wahpeton, and over the Greater Southeast Interactive TV System.

## CLUBS AND ORGANIZATIONS

The many opportunities available to you as an active member of a youth organization are countless. These include local activities, a chance at becoming a state officer and attendance at state, regional, and national conventions and conferences.



# Agriculture Education



## COURSE TITLE: **AGRICULTURAL EDUCATION I**

Grades 9-12; 1 credit; 36 weeks

Agriculture Education is a comprehensive career/technical program designed to give students competencies in the areas of plant science, animal science including pets, soil science, personal finance, public relations, introductory mechanics, woodworking, natural resource conservation, human relations and leadership development.

**COURSE DESCRIPTION:** Lecture demonstration, lab type courses that actively involve students in the learning process of a variety of areas of agriculture. The course is designed to give students a basic introduction to the entire agricultural/agribusiness area. Knowledge and skills developed in this course are useful for all students later in life; whatever future plans and career they choose. The development of foundation leadership skills is an important part of this course.

## COURSE TITLE: **AGRICULTURAL EDUCATION II**

Grades 10-12; 1 credit; 36 weeks

**PREREQUISITE:** Agricultural Education I

**COURSE DESCRIPTION:** This course is designed to provide students with the foundation 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, business and mathematical content.

## COURSE TITLE: **AGRICULTURAL EDUCATION III & IV**

Grades 10-12; 1 credit; 36 weeks

**PREREQUISITE:** Agricultural Education I and II

**COURSE DESCRIPTION:** The four main elements of Agricultural Education III will be crop production, ag sales and service, business management with an emphasis in marketing, and carpentry. Leadership and SAE with use of the Agricultural Education Tracker system will be integrated throughout the course. Rotating technology equipment will supplement instruction when applicable.

The main elements of Agricultural Education IV is environmental and natural resources, precision agriculture, agribusiness and personal records, production marketing and home improvement ag mechanics. Students will also experience individual hands on shop projects in either the welding or wood shops. Technology will be integrated where ever applicable. Students will complete skid steer training and operation.

This course develops agricultural skills necessary for employment, entrepreneurship, or further education in agriculture and agricultural occupations. Units may include crop and livestock production, farm business management, agribusiness, horticulture, natural resources, agricultural mechanics, aquaculture, and water management. Leadership development and supervised agricultural experiences will also be emphasized. Agriculture IV can be a continuation of Agriculture III or can be offered in alternating years with Agriculture III.

**COURSE TITLE:** **AGRICULTURAL FOOD SCIENCE**

Grades 10-12; 1/2 credit; 18 weeks

**COURSE DESCRIPTION:** This course is designed to introduce students to the processing of agricultural products. The course will include the processing of food, fiber, and material product processing for the global economy will be emphasized. Personal communication skills, human relation skills, leadership development skills, and supervised agricultural experiences will be emphasized.

**COURSE TITLE:** **AGRICULTURAL MECHANICS I & II**

Grades 10-12; 1 credit; 36 weeks

**COURSE DESCRIPTION:** Agricultural Mechanics will focus on metallurgy, stick and wire welding, oxy fuel cutting, electrical circuits and components, plumbing, concrete, construction and small engines. Students will also complete the Bobcat Safety and certification course. Theory as well as hands on activities will be used throughout the course. Leadership and SAE will be incorporated in the course.

Agricultural Mechanics courses are designed to reinforce and extend students' understanding of applied mechanical applications by associating scientific principles and concepts with relevant applications in mechanics-related fields. Students will be exposed to mechanical, fluid, electrical, and thermal power that is related to the field of agriculture. The course sequence is designed to provide students with applied activities, including metal fusion (welding), structures, surveying, electrical wiring principles, agricultural power and equipment, plumbing, electric motors and

controls, CNC, robotics, CADD, Lasers, GIS, and GPS systems. Leadership development and supervised agricultural experiences are integral to these courses.

**COURSE TITLE: AGRICULTURAL PROCESSING**

Grades 10-12; 1/2 credit; 18 weeks

**COURSE DESCRIPTION:** This course is designed to introduce students to the processing of agricultural products. The course will include the processing of food, fiber, and material product processing for the global economy will be emphasized. Personal communication skills, human relation skills, leadership development skills, and supervised agricultural experiences will be emphasized.

**COURSE TITLE: AGRISCIENCE I, II and III**

Grades 9-12; 1 credit; 36 weeks

**COURSE DESCRIPTION:** Agriscience Technology courses integrate biological and technological concepts with principles of agriculture. Courses are designed in sequences to provide experiences in the subject matter. Units are selected to develop knowledge and skills about animal and plant nutrition, reproduction, diseases, breeding, genetics, anatomy, and physiology. Genetic engineering, biotechnology, plant propagation techniques, agricultural production technologies, marketing technologies, aquaculture, animal health, and small animal care may be taught. These courses integrate leadership and supervise agricultural experience programs. Career opportunities and educational preparation are examined. Learning activities are varied with classroom, laboratory, and field experiences. Note: These courses can be taught for Agricultural Education credit only.

**COURSE TITLE: BOTANY/HORTICULTURAL SCIENCE I & II**

Grades 9-12; 1 credit; 36 weeks

**COURSE DESCRIPTION:** Horticulture will focus on the science and actual production of fruits, vegetables and ornamental plants. There will also be a unit on scientific research with plants. Emphasis on high tunnel vegetable production. Landscape theory as well as turf grass management will be discussed. Mathematics, leadership and SAE will also be incorporated throughout the unit.

These courses prepare students to produce greenhouse/nursery plants and to maintain plant growth and propagation structures. Topics to be covered include: soils, plants, plant identification, and plant entomology. Courses examine the importance of plant cell structures, functions of cells, plant processes, nonvascular plants, vascular plants, roots, stems, leaves, flowers, and reproduction of plants. Students may be introduced to the biological, environmental, conservation, and ecological concepts encountered in our environment. Landscape design units will prepare students to design, construct, and maintain planted areas and devices for the beautification of home grounds and other areas of human habitation and recreation. These courses will reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Leadership development and supervised agricultural experience programs are also an integral part of this course. Note: These courses can be taught for Agricultural

Education credit only. For Science credit, Botany/Horticultural Science I can be found under Science. Note: These courses can be taught for Agricultural Education credit only. For Science credit, Botany/Horticultural Science I can be found under Science.

**COURSE TITLE: COMMUNITY DEVELOPMENT**

Grades 9-12; 1/2 credit; 18 weeks

**COURSE DESCRIPTION:** This course provides students in agriculture an opportunity to understand the principles and fundamentals of the community development and gain an appreciation of essential community needs. Students will have the opportunity to study the community development process and select, plan, and implement a community development project or projects. Community leadership development and service learning are integral to the success of this course.

**COURSE TITLE: EXPLORING AGRICULTURE**

Grades 7-8; 18 weeks

**COURSE DESCRIPTION:** An introductory exploration of agriculture. Learning experiences involving agricultural activities such as experimenting, designing, constructing, evaluating and using tools, machines, materials and other processes that provide opportunities for creativity, problem solving, and leadership development.

**COURSE TITLE: FOUNDATIONS of AGRICULTURE**

Grades 9-12; 36 weeks

**COURSE DESCRIPTION:** Ag Ed II takes several of the units in Ag Ed I another step deeper. Demonstration and parliamentary procedure are emphasized in the leadership unit. Nutrition is the major components of animal science and crop production fundamentals make up the crop science unit. Welding is introduced as well as most of the major power woodworking tools. Ag Communications is introduced in this class.

This applied course is designed to enhance students' perception of agriculture, its applications, and leadership development as the core foundation of the Agriculture Education program. Individual units will familiarize the student with basic mechanical theory and skills – emphasis will be placed on safety and proper use of tools and equipment; principles of evaluation and selection of beef, swine, sheep, horse, and dairy animals; soil and plant relationships that affect the production of food and fiber. Topics may include soils, irrigation, land judging, plants, crop and weed identification, range management, horticulture, nursery, diseases, insects, and chemicals. This applied course introduces students to agricultural sciences emphasizing technical skills, entrepreneurship, and occupational opportunities. Units may include agricultural construction, food, fiber science, supervised agricultural experiences, and leadership development. Agricultural mechanics units are designed to further develop skills in selecting, operating, and maintaining engines, hydraulics, and agricultural machinery and tractors. Skills in equipment operation and maintenance, determining a bill of materials, construction techniques, metal fabrication, and joining processes of metals and alloys will be included. Emphasis is on problem-solving and scientific reasoning applied to real-world problems integrating knowledge from the life and earth sciences. Foundations of Agriculture can be

a continuation of Introduction to Agriculture or offered in alternating years with Introduction to Agriculture.

**COURSE TITLE: INDIVIDUAL AGRICULTURAL STUDIES**

Grades 9-12; 36 weeks

**COURSE DESCRIPTION:** This course provides students in agriculture an opportunity to expand and explore the fields of agriculture, leadership, and personal development individually.

**COURSE TITLE: INTRODUCTION TO AGRICULTURE**

Grades 9-12; 36 weeks

**COURSE DESCRIPTION:** Ag Ed I is the basis for a student's Ag Ed career. Students have gotten a glimpse of what an Ag Ed program is about in 7<sup>th</sup> and 8<sup>th</sup> grade, but in Ag I we really explore what the program is about. Students will receive FFA leadership training, hands on Ag mechanics, horticulture and food science, develop their SAEP and explore crop and animal sciences.

This applied course is designed to introduce students to agriculture, its applications, and leadership development as the core foundation of the Agriculture Education program. Individual units will familiarize the student with basic mechanical theory and skills – emphasis will be placed on safety and proper use of tools and equipment; principles of evaluation and selection of beef, swine, sheep, horse, and dairy animals; soil and plant relationships that affect the production of food and fiber. Topics may include soils, irrigation, land judging, plants, crop and weed identification, range management, horticulture, nursery, diseases, insects, and chemicals. This applied course introduces students to agricultural sciences emphasizing technical skills, entrepreneurship, and occupational opportunities. Units may include agricultural construction, food, fiber science, supervised agricultural experiences, and leadership development. Agricultural mechanics units are designed to develop skills in selecting, operating, and maintaining engines, hydraulics, and agricultural machinery and tractors. Skills in equipment operation and maintenance, determining a bill of materials, construction techniques, metal fabrication, and joining processes of metals and alloys will be included. Emphasis is on problem-solving and scientific reasoning applied to real-world problems integrating knowledge from the life and earth sciences.

**COURSE TITLE: LIVESTOCK PRODUCTION**

Grades 10-12; 18 weeks

**COURSE DESCRIPTION:** This course is designed to prepare students for careers in animal science and production in species, including, but not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry. The student will demonstrate technical skills relating to the interrelated human, botanical, scientific, and technological dimensions of animal systems and be able to assess the importance of the United States' impact on world commodity markets while applying the principles of livestock breeding and nutrition in predicting the impact of current advances in genetics. The student is expected to describe common veterinary procedures and skills, practice proper animal restraint techniques, demonstrate identification techniques, and demonstrate



effective management strategies. The student will learn the anatomy and physiology related to nutrition, reproduction, health, and management of domesticated animals while understanding the nutritional requirements of ruminant and nonruminant animals. The student is expected to discuss feeding practices and feed quality issues, explain animal genetics and reproduction, and research current and emerging technologies in animal reproduction. The student identifies animal pests and diseases and disease control, treatment, and prevention methods. The student knows the factors impacting commodity prices and costs.

**COURSE TITLE: NATURAL/ENVIRONMENTAL RESOURCES**

Grades 9-12; 18 weeks

**COURSE DESCRIPTION:** This course allows students to increase awareness of the close ties among living organisms. Natural and environmental concerns with the interrelationships of living organisms and the world around us. Leadership development and supervised agricultural experience programs are also an integral part of this course.

**COURSE TITLE: SMALL ANIMAL CARE**

Grades 9-12; 18 weeks

**COURSE DESCRIPTION:** This course is designed to teach students about the management of small animals, which may include, but are not limited to, small mammals, amphibians, reptiles, avians, dogs, and cats. The student will understand the importance of responsible small animal ownership by explaining the domestication and use of small animals, the influence small animals and the small animal industry on society, and the hazards associated with working in the small animal industry (including transmittance of disease and handling of dangerous chemicals). The student will evaluate current topics in animal rights and animal welfare, thus understanding the care and management requirements for a variety of small animals and be able to discuss the physical characteristics of each species studied; list the breeds or types of each species; discuss the habitat, housing, and equipment needs for each; compare and contrast nutritional requirements; describe and practice common methods of handling, and use available laboratory equipment to perform procedures.

**COURSE TITLE: VETERINARY SCIENCE**

Grades 11-12; 18 weeks

**COURSE DESCRIPTION:** This course is designed to prepare students for careers in the field of animal science by introducing them to veterinary practices as they relate to both large and small animal species. The student will participate in laboratory and field investigations and demonstrate safety by using critical thinking, scientific reasoning, and problem solving to make informed decisions. They will research and describe the history of veterinary medicine, current topics, the importance of animals in society, and the professional ethics and laws that relate to veterinary medicine. The student will learn to explain the human-animal bond and describe the legal aspects of animal welfare. The student will identify anatomical structures and systems of animals and correct terminology while exploring animal management as it relates to animal identification, animal characteristics, and behavioral temperament (i.e. normal behavior compared to sick.) The student will evaluate animal diseases and identifies internal and external parasites, and can evaluate an

animal's health during a clinical examination while safely operating and maintaining equipment used in veterinary science. The student will also learn to determine nutritional requirements and the importance of nutrition in maintaining a healthy animal. The student will thereby be conscious of procedures, skills, and objectives that are included in the job description of an animal care assistant.

# Automotive Technology



**COURSE TITLE: AUTOMOTIVE TECHNOLOGY I & II**

**CURRICULUM:** Maintenance and Light Repair

Grades 10-12; 2 credits; 36 weeks

**COURSE DESCRIPTION:** Automotive Technology is an entry level automotive program taught over a two-year period, designed to give students an understanding of the operation and maintenance of the modern automobile. Program emphasis is in the major areas of brakes, manual and auto drive train, steering and suspension, engine repair, engine performance, heating and air conditioning, electrical and safety.

**INSTRUCTIONAL OBJECTIVES AND/OR GOALS:** Upon completion of the course, students will have a basic understanding of the modern day automobile. 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.

**CAREER TECH STUDENT ORGANIZATION:** SkillsUSA is the student organization for the automotive program. Students have the opportunity to take part in their local chapter and compete in leadership and skills contests.

**COURSE TITLE: AUTOMOTIVE ESSENTIALS**

**CURRICULUM:** Auto Upkeep: Maintenance Light Repair, Auto Ownership and How Cars Work

Grades 9-12; 1 credit; 36 weeks

**COURSE DESCRIPTION:** Automotive Essentials is an introductory course for any student that drives an automobile. Most automotive courses are taught in a way that is geared towards students exploring the idea of a career in the automotive industry. Automotive Essentials will provide the student the fundamental knowledge and experience in owning and maintaining their own vehicles.

**INSTRUCTIONAL OBJECTIVES AND/OR GOALS:** This course focuses on what every car owner should know and be able to do, while also introducing them to the rapidly advancing field of automotive technology. The student will be introduced to how cars work, buying an automobile, automotive expenses, repair facilities, safety around the automobile, tools and equipment, auto care and cleaning, fluid level check, electrical system, lubrication system, fuel system, cooling system and climate control, ignition systems, suspension, steering and tires, braking system, drivetrain, exhaust and emission system and alternative fuels and designs, automotive accessories and common problems and roadside emergencies. The class discussion, videos and lab activities will provide the student with the basic knowledge and experience they need to responsibly own and take care of a car.

**CAREER TECH STUDENT ORGANIZATION:** SkillsUSA is the student organization for the automotive program. Students have the opportunity to take part in their local chapter and compete in leadership and skills contests.

# Emergency Medical Technician (EMT)



**COURSE TITLE:** **EMERGENCY MEDICAL TECHNICIAN (EMT)**

Grades 10-12; 1 credit; 36 weeks

**COURSE DESCRIPTION:** The Emergency Medical Technician course follows the current National Standard Curriculum, which is core curriculum of minimum required information to be presented within a 112-hour training course. It is recognized that there are additional specific educational requirements the EMT will need to operate in the field; i.e., Emergency Driver Training, Forcible Entry, Heavy Rescue, Special Needs, and so on. The EMT serves as a vital link in the health care chain of survival. This course will include all skills and classroom information necessary to provide emergency care at the basic life support level. The EMT may be utilized in a Basic Life Support ambulance service, or other specialized rescue agency. The EMT course is a fast-paced interactive learning environment, where students will gain insight in implementing life-long skills necessary to sustain, stabilize and care for ill and injured individuals.

**INSTRUCTIONAL OBJECTIVES AND/OR GOALS:** Upon completion of this course, students will be able to perform tasks related to:

- Preparation of the EMT/EMS operations and standards of practice
- Gain knowledge of the 4 levels of EMS certified personnel and identify scope of practice.
- Airway stabilization/management
- Patient Assessment (medical and trauma)/Documentation
- Medical/Behavioral Emergencies and OB-GYN
- Trauma;
- Care and Assessment of Infants and Children
- Ambulance Operations
- Interventions (medications and Automatic External Defibrillator). Upon successful completion of the EMT course of instruction, the student will be eligible to take the State certification exam and potentially apply for State or National Licensure.

# Advanced EMT/Patient Care Technician (PCT)



**COURSE TITLE:** **ADVANCED EMT/PATIENT CARE TECHNICIAN (PCT)**

Grades 11-12; 1 credit; 36 weeks

**Prerequisite:** **Emergency Medical Technician (EMT)**

**COURSE DESCRIPTION:** This course is divided over 2 semesters. The first emphasizes Advanced EMT content, followed by Patient Care course curriculum. The Advanced Emergency Medical Technician portion reinforces basic skills learned in the Emergency Medical class and introduces the student to advanced skills, focused on the acute management and transportation of critical and emergent patients. This includes training of advanced cardiac life support and advanced trauma skills. This may occur at an emergency scene until transportation resources arrive, from an emergency scene to a health care facility or between health care settings. The Patient Care Technician portion will allow the student to gain a broad view of directly assisting patients, physicians, nurses and other health care professionals in a variety of healthcare environments. Students will gain knowledge and become multi-skilled in the following areas: 12-Lead Electrocardiogram monitoring, Venipuncture (phlebotomy procedures) laboratory diagnostics, point of care testing such as blood glucose, cholesterol and hemoglobin testing. Provide direct patient care, such as obtaining vital signs, catheter, ostomy and feeding tube care, sterile dressing changes, infection control, bathing and bed making techniques.

**INSTRUCTIONAL OBJECTIVES AND/OR GOALS:** Upon completion of this course, students will be able to perform tasks related to the use and placement of Advanced Airway, peripheral IV access, and saline locks including administration of Normal saline and Lactated Ringers' solution. Students will learn and demonstrate the "Six rights" of medication administration along with identifying various medications an AEMT is authorized to administer, such as sublingual nitroglycerin, glucagon, aspirin, meter dosed inhalers, Narcan and epinephrine. Students will understand and interpret

electrocardiogram rhythms, including the use and implementation of various mechanical equipment such as glucose and oxygen saturation monitors. Students will have the opportunity to obtain certification in ECG, Phlebotomy, Nurse Assistant and Patient Care Technician from the National Health Careers Association and Nurse Assistant, via Head Master. This is an excellent opportunity for the student to obtain a firm knowledge base within a broad spectrum of the health care profession.





# Entrepreneurship



## **COURSE TITLE: ENTREPRENEURSHIP**

Gr. 9-12; 1 credit; 36 weeks

**COURSE DESCRIPTION:** Entrepreneurship is a course designed to provide an introduction to the process of turning an idea into a successful start-up business. A primary focus is for the student to explore the potential of being a successful entrepreneur. The course introduces the student to the processes for creating a successful business plan. The student will use entrepreneurial discovery processes, assess opportunities for venture creation, and develop communication skills to convince others of the potential success to implement the business entity. This course also includes units on personal finance and webpage design. The student will explore topics that include creating and designing appealing and technically-sound websites for businesses as well as successful long-term saving and investing strategies. Projects in this course will include creating, developing, and presenting a hypothetical business plan, designing a website, and composing a theoretical investment portfolio. Students in this course will have the opportunity to showcase and improve on their skills at DECA contests and conferences throughout the year.



# Marketing



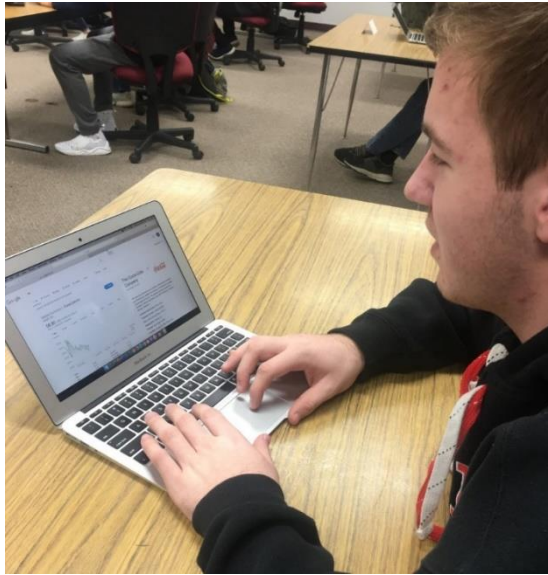
**COURSE TITLE: MARKETING EDUCATION I**

Grades 10-12; 1 Credit; 36 weeks

**COURSE DESCRIPTION:** Marketing Education I provides students with an overview of marketing occupations. It covers human relations, personality in business, business math and communications, cash register operation, change-making, employee cooperation, personal grooming, career opportunities, product knowledge, consumer buying motives, and personal selling. Marketing functions include Distribution and Selling and Foundations of Economics.

**INSTRUCTIONAL OBJECTIVES AND/OR GOALS:** Upon completion of Marketing I, students will be able to demonstrate knowledge in distribution practices, pricing, selling, promotions and communications within the marketing world. They will also be able to demonstrate their knowledge in applying these concepts in situations where they will have to use critical thinking skills to help problem solve. Students will also complete a year in the DECA organization where they will learn leadership skills, public speaking skills and team building skills.

# Principles of Marketing



COURSE TITLE: **Principles of Marketing**

Grades 9; .5 Credit; 18 weeks

**COURSE DESCRIPTION:** Principles of Marketing is an introductory course that develops student understanding and skills in such areas as business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Students acquire knowledge of fundamental business activities and factors affecting business, develop verbal and written communication skills, use information literacy skills, utilize job-seeking strategies, and participate in career planning. It is the introductory course for the Business Administration Program of Study for Marketing Education.

# School-Based Enterprise



COURSE TITLE: **SCHOOL-BASED ENTERPRISE**

Grades 10-12; 1 credit; 36 weeks

**COURSE DESCRIPTION:** School-Based Enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. The school-based enterprise class is managed and operated by students as hands-on learning laboratories that integrate National Curriculum Standards in Marketing, Finance, Hospitality or Management. SBEs provide realistic and practical learning experiences that reinforce classroom instruction.

School-Based Enterprise will sell to consumers through a permanent location at the Oakes SRCTC and through internet marketing. Products will include school spirit wear, food and beverage items, school supplies, signs and banners and more, as well as providing services such as creative design, advertising sales and more.

## Sports & Entertainment Marketing

COURSE TITLE: **SPORTS & ENTERTAINMENT MARKETING**

Grades 10-12; 1 credit; 36 weeks

**COURSE DESCRIPTION:** Sports & Entertainment Marketing is a business course designed to use today's broad-based athletic, sports and entertainment dynamic as a foundation for students to learn communications skills in concert with advertising, sales, marketing, and media development. Students will learn how to develop marketing strategies with a focus on advertising media targeted at the world of college and professional athletics and major entertainment venues. The final project for the class will consist of student-developed multimedia presentations for the marketing of a professional athletic team or major entertainment attraction. Internet marketing activities will include learning how to utilize Google research and marketing tools.

## Work-Based Learning Experience



- ELECTIVE:** Open to all students currently enrolled or who have been enrolled in a career, technical, business, or agriculture education program.
- CREDIT: 1** Upon completion of 180 clock hours of approved on-the-job training. Students may receive ½ credit for 90 hours of OJT.
- PREREQUISITES:** Past or present enrollment in a Career/Tech. class

**(Work-Based Learning Experiences cannot be used to meet one of the five class requirements!)**

The Work-Based Learning Experience Program is designed to provide students with on-the-job training and practical experience in 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 5 hours per week; 180 hours during the school year for one credit.

Variations of the work experience program are available to students involved with special services and are coordinated by the Center staff. A Work Experience Program may be approved for students who have not taken a Career/Tech. class as approved by the Center Director and Home School Principal.

The following guidelines are provided to give students interested in or involved in the Work-Based Learning 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 work-based learning experience component. Release from school will be granted for one period per day as part of that experience.
- 2) For 9<sup>th</sup> and 10<sup>th</sup> grade students, **no release from school** is permitted for work-based learning 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 Work-Based Learning 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 Work Based Learning 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) Students enrolled in the Work-Based Learning 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 educational program.
- 6) Students who enroll in the Work-Based Learning Experience Program 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 the successful completion of all requirements of the Work-Based Learning 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. 180 hours of work experience = 1 Credit. This is an average of 5 hours per week.
  - c. The workstation/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.

# On-Line Companion Classes

All work for these online classes is on the students' own time or as scheduled during a free period or during study hall. Students are responsible to provide their own computer access and have a current and valid k12.nd.us e-mail account

## **COURSE TITLE: CONCEPTS OF FITNESS AND WELLNESS**

Grades 11-12; 1cr.; 36 wks.

Prerequisites: Medical and Health Sciences concurrent or previous enrollment

**COURSE DESCRIPTION:** A course designed for students of all ages that teaches the facts about exercise and physical fitness. This course is designed to teach the student the role of physical activity in maintaining adequate health and improved quality of life. Also, how to assess, develop and implement a completed lifetime fitness and wellness program and its components. The course is designed to incorporate these ideas through lecture and activity.

## **COURSE TITLE: INTRODUCTION TO VETERINARY SCIENCE**

Grades 10-12; 1/2 cr.; 18 wks.

**COURSE DESCRIPTION:** In this course, you will be introduced to the basic concepts of veterinary medicine, primarily focusing on the different body systems of the major species of pets and domesticated agricultural animals. Each lesson will examine concepts in veterinary medicine that provide the student with a very broad understanding of 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.

## **COURSE TITLE: MEDICAL TERMINOLOGY**

Grades 10-12; 1 Credit; 36 weeks

**COURSE DESCRIPTION:** In this online course, students will develop skills necessary for decoding 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 the correct spelling and pronunciation of medical terms they have learned. Students will also learn common medical abbreviations.

# Greater Southeast Dual Credit

## College Credit Courses through NDSCS

### ITV from High School

### (Online from SRCTC)

**COURSE TITLE: CONCEPTS OF FITNESS AND WELLNESS (HPER 100) DUAL CREDIT**  
(Spring Semester) through Southeast Region Career & Technology Center Wahpeton  
Grades 10-12; 2 college credits

**COURSE DESCRIPTION:** A course designed for students of all ages that teaches the facts about exercise and physical fitness. This course is designed to teach the student the role of physical activity in maintaining adequate health and improved quality of life. This course also teaches students how to assess, develop and implement a complete lifetime fitness and wellness program and its components. The course is designed to incorporate these ideas through lecture and activity.

**Prerequisites:** None

**Student Cost:** \*approximately \$178.86 (\$89.43/college credit)

**COURSE TITLE: MEDICAL TERMINOLOGY (BOTE 171-Dual Credit)**  
(Fall or Spring Semester) through Southeast Region Career & Technology Center  
Wahpeton

Grades 10-12; ½ high school credit/4 college credits

**COURSE DESCRIPTION:** Study of prefixes, suffixes and root words of medical terms and their meaning, spelling and pronunciation. Emphasis on building a working medical vocabulary based on body systems. Study of the location, functions and terminology of the organs of the various systems of the body. This course is taken online through SRCTC Wahpeton and NDSCS.

**Prerequisites/Corequisite:** None

**Student cost:** \*approximately \$357.72 (\$89.43/college credit)

**COURSE TITLE: NURSING ASSISTANT I (NURS 100) (Fall and Spring Semester)**  
through Southeast Region Career & Technology Center Wahpeton-Location TBD by  
Instructor

Grades 10-12; ½ high school credit/4 college credits

**COURSE DESCRIPTION:** The course offers high-quality training for those entering the CNA field or using the CNA course as a pathway to a nursing or other Allied Health career. Emphasis is placed on working with clients in the long-term care setting. This course is a blend of both didactic and laboratory instruction. This class focuses on the hands-on skills required of a Certified Nursing Assistant (CNA). Topics include such things as Personal Hygiene and care, including handwashing, bathing, bedmaking and assisting with ADLs (Activities of Daily Living), body mechanics, including transferring and mobility, measuring vital signs, and assisting with nutritional intake. This class is presented in an online face-to-face and an asynchronous hybrid format. Upon completion of this course, both the didactic and the laboratory portion, a student is eligible to complete the certified nurse assistant examination which consists of a written test and skills demonstrations. There will be four (4) lab days of four (4) hours each.



**Prerequisites/Corequisite: None**

**Student cost: \*approximately \$357.72 (\$89.43/college credit)**

**COURSE TITLE: PREVENTION AND CARE OF SPORTS RELATED INJURIES (HPER 207)**  
**(Fall or Spring Semester) through Southeast Region Career & Technology Center**  
**Wahpeton**

Grades 10-12; ½ high school/ 3 college credits

**COURSE DESCRIPTION:** This course will provide students with the principles of athletic training. Students will learn prevention, recognition, treatment of athletic injuries, organization and administration of athletic training and basic taping techniques.

**PREREQUISITES: None**

**Student Cost: \*approximately \$268.29 (\$89.43/college credit)**

**\*Tuition and fee amounts will vary slightly when 2024-2025 rates are finalized.**

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