MAINTAINING AN ACADEMIC FOCUS

We will create opportunities for EVERY LEARNER to grow and reach their fullest potential.

We will create curricular paths of learning that develop literacy, numeracy and provide opportunities in STEM and other curricular subjects.

Extra-curricular, co-curricular and education travel will play a role in broadening learning opportunities throughout our district.

Learners will be given a “Voice” and “Choice” in their learning as we assist them in their personal growth.

CHARACTER DEVELOPMENT

We will work to develop a “Crucible” of character and leadership to help learners develop their core values and establish a high value of personal responsibility.

As a staff, we will look for every way that we can put our learners in situations of leadership and create an environment of high expectations.

Our goal is that our learners “Own” their choices, their learning and their health and well-being.

We strive to graduate learners who will be good citizens, parents and leaders in our society.

CAREER PATHWAYS: FINDING THEIR PASSION

We will provide learners the opportunity to explore possible careers with real life experiences.

We will create relationships with business and industries that allow exposure to the working world and possible career options.

Career explorations will be a part of every grade level from PK-12.

We will work hard to assist our learners in choosing a pathway that is fulfilling to them and creates a passion for learning.
VISION
IF THEY CAN’T SEE IT...THEY CAN’T BE IT

• Create a College & Career Plan for every student K-12
• Create a pedagogy to accomplish this
• Learners should be able to identify WHAT they want to do...and HOW they are going to get there.
• When they walk across the stage on Friday night, they need to know what they are going to do on Monday morning!

According to the Association for Career and Technical Education (ACTE), 81 percent of students who did not finish high school say relevant, real-world learning opportunities would have kept them in school.
OKLAHOMA’S WORKFORCE GAP

2015 Attainment
- High School and Less: 46%
- Associates/Certificate/Credential: 30%
- Bachelors: 16%
- Graduate: 8%

2025 New Jobs
- High School and Less: 23%
- Associates/Certificate/Credential: 53%
- Bachelors: 19%
- Graduate: 5%

Source: OK Office of Workforce Development EMSI Q2, 2015
BASIC CAREER PATHS
CAREER AWARENESS PHASE – EARLY CHILDHOOD AGE APPROPRIATE ACTIVITIES

INTRODUCE THESE BASIC CAREER PATHS? K - 3rd: EARLY CHILDHOOD

- Building & Fixing Path
- Helping Path
- Nature Path
- Business Path
- Creative Path
- Health Path

http://www.richlandbears.us/APlus/careercluster.JPG
CAREER AWARENESS PHASE
EARLY CHILDHOOD AGE APPROPRIATE ACTIVITIES

<table>
<thead>
<tr>
<th>CAREER AWARENESS - PHASE I</th>
<th>PLANNED ACTIVITIES</th>
<th>ICAP ACTIVITY AREAS OF EMPHASIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN</td>
<td>2 Activities</td>
<td>Career Awareness</td>
</tr>
<tr>
<td>FIRST GRADE</td>
<td>2 Activities</td>
<td>Career Awareness</td>
</tr>
<tr>
<td>CAREER AWARENESS - PHASE II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECOND GRADE</td>
<td>4 Activities</td>
<td>Career Awareness, Goal Setting, Academic Planning</td>
</tr>
<tr>
<td>THIRD GRADE</td>
<td>4 Activities</td>
<td>Career Awareness, Goal Setting, Academic Planning</td>
</tr>
</tbody>
</table>

- Simple activities to create CAREER AWARENESS
- Have activities that build on the previous activity
- As we move forward begin to expand the areas of emphasis within the ICAP
- Checkpoint – 3rd GRADERS GO TO WORK
16 CAREER CLUSTERS
CAREER EXPLORATION PHASE – LEARNERS BEGIN TO EXPLORE THE CAREER CLUSTERS

INTRODUCE EACH OF THE CLUSTERS IN 4th GRADE AND FURTHER EXPLORATION THROUGH THE 8th GRADE

...OUR STUDENTS WILL BENEFIT FROM A NEW CAREER EXPLORATION CLASS (7th) – A BLENDED LEARNING OPTION THROUGH FuelEducation PLATFORM
**CAREER EXPLORATION PHASE**

**LEARNERS BEGIN TO EXPLORE CAREER CLUSTERS**

<table>
<thead>
<tr>
<th>CAREER EXPLORATION - PHASE I</th>
<th>PLANNED ACTIVITIES</th>
<th>ICAP ACTIVITY AREAS OF EMPHASIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOURTH GRADE</strong></td>
<td>4 Activities</td>
<td>Career Exploration, Goal Setting, Academic Planning</td>
</tr>
<tr>
<td><strong>FIFTH GRADE</strong></td>
<td>4 Activities</td>
<td>Career Exploration, Goal Setting, Academic Planning</td>
</tr>
<tr>
<td><strong>SIXTH GRADE</strong></td>
<td>4 Activities</td>
<td>Career Exploration, Goal Setting, Academic Planning, Transition Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAREER EXPLORATION - PHASE II</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEVENTH GRADE</strong></td>
<td>8 Activities</td>
<td>Career Exploration, Academic Planning, Learning Techniques, Self-Awareness, Employability Skills, Personal Financial Literacy</td>
</tr>
<tr>
<td><strong>EIGHTH GRADE</strong></td>
<td>8 Activities</td>
<td>Career Exploration, Academic Planning, Learning Techniques, Self-Awareness, Employability Skills, Personal Financial Literacy</td>
</tr>
</tbody>
</table>

- Have Transition Skills as students move to new buildings
- Checkpoint for 6th Grade – JA BIZTOWN
- Continuing to expand the areas of emphasis within the ICAP as we move forward
- CAREER EXPLORATION CLASS – 7th Grade
- Checkpoint for 8th Grade – WASHINGTON D.C. TRIP
CAREER EXPLORATION PHASE

LEARNERS BEGIN TO EXPLORE CAREER CLUSTERS

COURSE DESCRIPTION: In this course, students will learn about various careers that are available today and complete self-evaluations to determine which careers are most interesting to them. Assignments, including research and interviews, will help give students a hands-on approach to creating a plan for the future.

COURSE OBJECTIVES:
- Explain the importance of work to the individual and society
- Explain the difference between a job and a career
- Identify personal interests and how they relate to possible careers
- Identify personal strengths and weaknesses and how they relate to possible careers
- Identify multiple careers that are a part of the following career clusters:
  - Agricultural, Food & Natural Resources
  - Architecture & Construction
  - Arts, Audio-Video Technology & Communications
  - Business, Management & Administration
  - Education & Training
  - Finance
  - Government & Public Administration
  - Health Science
  - Hospitality & Tourism
  - Human Services
  - Information Technology (IT)
  - Law, Public Safety & Security
  - Manufacturing
  - Marketing, Sales & Service
  - Science, Technology, Engineering & Mathematics
  - Transportation, Distribution & Logistics
- Explain the importance of proper work etiquette
- Use proper workplace etiquette
- Participate in a work experience
- Create a career plan

COURSE OUTLINE:
- Unit 1: Career Explorations Introduction
- Unit 2: What is Work?
- Unit 3: Your Personality & Interests
- Unit 4: Work Profile
- Unit 5: Careers Clusters Overview
- Unit 6: Career Clusters 1
- Unit 7: Career Clusters 2
- Unit 8: Career Clusters 3
- Unit 9: Career Clusters 4
- Unit 10: Career Clusters 5
- Unit 11: Career Clusters 6
- Unit 12: Etiquette
- Unit 13: Interviewing & Networking
- Unit 14: Etiquette at the Job
- Unit 15: Job Shadowing
- Unit 16: What is a Career Plan?
- Unit 17: Student Career Plan
79 CAREER PATHWAYS

CAREER DEVELOPMENT PHASE – LEARNERS REQUIRED TO CHOOSE A CAREER PATHWAY

LEARNERS SHOULD CHOOSE A CAREER PATHWAY PRIOR TO THEIR FRESHMEN YEAR

THEY CAN ALWAYS CHANGE!

THEIR COURSE DECISIONS SHOULD REFLECT THEIR CHOSEN PATHWAY

http://uqwf03nohzf4b5i9s1r9ke214de-wpengine.netdna-ssl.com/wp-content/uploads/2015/08/cpflowchart.jpg
### CAREER DEVELOPMENT PHASE

**LEARNERS REQUIRED TO CHOOSE A CAREER PATHWAY**

<table>
<thead>
<tr>
<th>CAREER DEVELOPMENT - PHASE I</th>
<th>PLANNED ACTIVITIES</th>
<th>ICAP ACTIVITY AREAS OF EMPHASIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NINTH GRADE</strong></td>
<td>8 Activities</td>
<td>Career Development, Post-Secondary Aspirations &amp; Options, Environmental Expectations, Academic Planning, Employability Skills, Personal Financial Literacy, Transition Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAREER DEVELOPMENT - PHASE II</th>
<th>PLANNED ACTIVITIES</th>
<th>ICAP ACTIVITY AREAS OF EMPHASIS</th>
</tr>
</thead>
</table>

- Have Transition Skills as students move to new buildings
- Continuing to expand the areas of emphasis within the ICAP
- **TESTING TUESDAYS – ACT PREP PLAN** begins in 9th Grade
- **WORKING WEDNESDAYS –** Interest inventories, career research, college research, soft skills training, etc.
**ACT PREPARATION**

**SCOPE AND SEQUENCE**

- **Freshmen**
  - 9
  - ACT Test Preparation via Naviance (Adaptive Plan) – to be done once per week in Tiger Time
  - Students take a Diagnostic Test to determine strengths and weaknesses
  - Students work individually on an Adaptive Plan tailored toward the students weaknesses

- **Sophomores**
  - 10
  - ACT Test Preparation via Naviance (Adaptive Plan) – to be done once per week in Tiger Time
  - Students take Pre-ACT in the Fall as a Benchmark Test
  - Students use ACT OpenEd Test Preparation to work on weaknesses based on ACT or Pre-ACT data.

- **Juniors**
  - 11
  - Students will continue to work on ACT OpenEd platform
  - Shelly Harris will do an ACT Prep workshop prior to Junior Test, paid for by the Cherokee Nation
  - Junior students will take Junior State ACT Test in the spring

- **Seniors**
  - 12
  - College bound students will take National Tests on their own
  - SREB MATH 4550 – College and Career Math for student having <19 on ACT Math
  - Seniors will take ACT Work Keys Test
CAREER DEVELOPMENT PHASE
EVENTS CENTERED AROUND CAREER DEVELOPMENT

Career Exposure Week (NOV) – Freshmen (work in progress)
- Students will be introduced to several employers through a panel discussion and Q&A
- Location to be determined

Northeast Technology – Sophomore Showcase
- Sophomore students explore the opportunities that are available
- Sophomores choose 4 Career Tech options to explore

Manufacturing Day – Movie in the “Park”
- Introduce students to the opportunities available in manufacturing
- Student business tours

Mid America Industrial Park Spring Job Fair - Seniors
- Summer Jobs or Post-Secondary Employment
- Resume / Interview

Internships - Seniors
- Offer 3 – 2 Hour Sessions
- Elective Credit in Career Pathway
<table>
<thead>
<tr>
<th>Education Credential</th>
<th>$$$/Hour</th>
<th>40 Year Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Pay (no experience)</td>
<td>varies by market</td>
<td>--</td>
</tr>
<tr>
<td>GPA 3.0 or greater</td>
<td>+ $0.50 / hour</td>
<td>+ $41,000</td>
</tr>
<tr>
<td>HS Attendance &gt; 95%</td>
<td>+ $0.50 / hour</td>
<td>+ $41,000</td>
</tr>
<tr>
<td>OSHA 10 Hour Credential</td>
<td>+ $0.50 / hour</td>
<td>+ $41,000</td>
</tr>
<tr>
<td>MAIP Certificate</td>
<td>+ $0.50 / hour</td>
<td>+ $41,000</td>
</tr>
<tr>
<td>WorkKeys Silver</td>
<td>+ $0.50 / hour</td>
<td>+ $41,000</td>
</tr>
<tr>
<td>WorkKeys Gold</td>
<td>+ $1.00 / hour</td>
<td>+ $82,000</td>
</tr>
<tr>
<td>WorkKeys Platinum</td>
<td>+ $1.50 / hour</td>
<td>+ $123,000</td>
</tr>
</tbody>
</table>

Starting Pay: $16.50

In your area you would start at $16.50/hr.
STUDENT PLANS OF STUDY
MANUFACTURING - PRODUCTION

OVERVIEW
People with careers in production work on the shop floor making parts or assembling them. They work with machines, making or assembling electronic parts, constructing or assembling modular housing, performing welding jobs, or printing various materials.

EMPLOYMENT OUTLOOK
Some occupations in this category, such as assemblers and machine operators, are going to grow more slowly than the average as manufacturing plants continue to move toward more automation of their processes. However, those individuals with a broad range of skills or a specific skill that cannot be automated will experience job growth and find their services in demand. Writers, tool and die makers, and multiple machine operators are examples of these growth occupations. The median annual wage for production occupations is $31,720.

RELATED CAREERS
Cablemakers and Bench Carpenters
Computer-Controlled Machine Tool Operators, Metal and Plastic
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
Evaluating and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
Foundry Mold and Coremakers
Furniture Finishers
Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
 Hazardous Materials Removal Workers
Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic
 Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic
 Machinists
 Metal Workers and Plastic Workers, All Other
 Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic
 Model Makers
 Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
 Nuclear Power Reactor Operators
 Patternmakers
 Recreational Vehicle Service Technicians
 Rounding Machine Setters, Operators, and Tenders, Metal and Plastic
 Sewing Machine Setters, Operators, and Tenders, Wood
 Sheet Metal Workers
 Shoulder Machine Operators and Tenders
 Structure Metal Fabricators and Fitters
 Tool and Die Makers
 Tool Grinders, Fitters, and Sharpeners
 Upholsterers
 Welders, Cutters, Solderers, and Brazers
Weeding, Sorting, and Bumping Machine Setters, Operators, and Tenders
Woodworkers

STUDENT NOTES

AVAILABLE MENTORSHIPS
- American Castings – MAIP
- Hem-Saw – MAIP
- Your Company – MAIP
- Your Company – MAIP
- Your Company – MAIP
- Your Company – MAIP
STUDENT PLANS OF STUDY
MANUFACTURING - PRODUCTION

CAREER PATHWAY

Learners will be allowed to choose a Career Pathway prior to enrolling their freshman year. These pathways are a recommended course of study. Learners are not bound to the Career Pathway that they choose. We will be educating our learners on career options so hopefully they can make an informed decision prior to enrolling.

SOUTHERN REGIONAL EDUCATION BOARD

MANUFACTURING PRODUCTION DEV (.5)
LEAN MANUFACTURING AND AUTOMATION (.5)

PRECISION MACHINING TECHNOLOGY (.5)
OSHA 10 - GENERAL INDUSTRY CERTIFICATE
# Manufacturing - Production

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing Production Process Development</td>
<td></td>
</tr>
<tr>
<td>Production</td>
<td></td>
</tr>
<tr>
<td>IT and Manufacturing Explorations*</td>
<td>● ●</td>
</tr>
<tr>
<td>Fundamentals of Manufacturing*</td>
<td>● ●</td>
</tr>
<tr>
<td>Manufacturing Systems*</td>
<td>● ●</td>
</tr>
<tr>
<td>Manufacturing Product Development*</td>
<td>● ●</td>
</tr>
<tr>
<td>Lean Manufacturing and Automation*</td>
<td>● ●</td>
</tr>
<tr>
<td>Manufacturing Process Development I*</td>
<td>● ●</td>
</tr>
<tr>
<td>Manufacturing Process Development II*</td>
<td>● ●</td>
</tr>
<tr>
<td>Precision Machining Technology *</td>
<td>● ●</td>
</tr>
<tr>
<td>Non-Accredited</td>
<td>NA</td>
</tr>
</tbody>
</table>
# Student Plans of Study

## Health Science - Therapeutic Services (Nursing)

### Student Plan of Study

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNIOR-HIGH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ENGLISH</td>
<td>7 ACCEL ENGLISH</td>
</tr>
<tr>
<td></td>
<td>GEOGRAPHY</td>
<td>(1.5)</td>
</tr>
<tr>
<td></td>
<td>PRE-ALGEBRA 7</td>
<td>MATH</td>
</tr>
<tr>
<td></td>
<td>SCIENCE</td>
<td>ACCL SCIENCE</td>
</tr>
<tr>
<td>8</td>
<td>ENGLISH II</td>
<td>PRE-ALGEBRA II</td>
</tr>
<tr>
<td></td>
<td>AP ENGLISH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HISTORICAL GEOGRAPHY</td>
<td>(1.5)</td>
</tr>
<tr>
<td></td>
<td>GEOMETRY A</td>
<td>INTERMEDIATE ALG I</td>
</tr>
<tr>
<td></td>
<td>ALGEBRA I</td>
<td>MATH</td>
</tr>
<tr>
<td></td>
<td>SCIENCE</td>
<td>PHYSICAL SCIENCE</td>
</tr>
<tr>
<td>9</td>
<td>ENGLISH III</td>
<td>PRE-DIPLOMA</td>
</tr>
<tr>
<td></td>
<td>AP US HISTORY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEOMETRY</td>
<td>ALGEBRA I</td>
</tr>
<tr>
<td></td>
<td>GEOMETRY</td>
<td>ALGEBRA I</td>
</tr>
<tr>
<td></td>
<td>HUMAN AGENCIES</td>
<td>HEALTH</td>
</tr>
<tr>
<td>10</td>
<td>ENGLISH IV</td>
<td>PRE-AP ENGLISH</td>
</tr>
<tr>
<td></td>
<td>US HISTORY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W CULTURES</td>
<td>AP CULTURES</td>
</tr>
<tr>
<td></td>
<td>AP/HON ENGLISH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMP 1113/1213</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 1113</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHYS 2410/2415</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANAT/PHYS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR/PHYS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR/PHYS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BOTOY/ZOOL</td>
<td></td>
</tr>
</tbody>
</table>

### Career Pathway

Learners will be allowed to choose a Career Pathway prior to enrolling their freshmen year. These pathways are recommended courses of study. Learners are not bound to the Career Pathway that they choose. We will be educating our learners on career options so hopefully they can make an informed decision prior to enrolling.

#### Fueled CTE Career Pathway

- Business and Healthcare Explorations (.5)
- Health Science I (.5)

#### Health Science II (.5)

- Introduction to Medical Terminology (.5)

#### Northeast Technology Center

- **NT - Certified Nurse's Aide (CNA)**
  - Core Medical Terminology
  - Anatomy & Physiology
  - Core Healthcare Provider (CPR & FA)
  - Health Careers Core Curriculum
  - Home Health Care Nursing Asst
  - Long Term Care Aide
  - Capstone I

- **NT - Pre-Nursing/Nursing Asst**
  1. Junior year CNA Pre-Requisites
  2. Pharmacology
  3. Intro to Fundamentals of Nursing
  4. Concepts of Nursing
  5. Adv Anatomy and Physiology
  6. PN/Adv Core Medical Terminology
  - Capstone I

#### Certificates

- OSHA 10 - Healthcare
# STUDENT PLANS OF STUDY
## HEALTH SCIENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting</td>
<td></td>
</tr>
<tr>
<td>Medical Assisting</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td></td>
</tr>
<tr>
<td>Sports Medicine</td>
<td></td>
</tr>
<tr>
<td>Business and Healthcare Explorations</td>
<td></td>
</tr>
<tr>
<td>Health Science II</td>
<td></td>
</tr>
<tr>
<td>Introduction to Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>Nursing Assistant I</td>
<td></td>
</tr>
<tr>
<td>Nursing Assistant II</td>
<td></td>
</tr>
<tr>
<td>Nursing Assistant III with Certified Nursing Assistant Certification Preparation</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant I</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant II</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant III with Certified Medical Assistant Certification Preparation</td>
<td></td>
</tr>
<tr>
<td>Pharmacy Technician I</td>
<td></td>
</tr>
<tr>
<td>Pharmacy Technician II</td>
<td></td>
</tr>
<tr>
<td>Pharmacy Technician III with Pharmacy Technician Certification Preparation</td>
<td></td>
</tr>
<tr>
<td>Dental Assisting I</td>
<td></td>
</tr>
<tr>
<td>Dental Assisting II</td>
<td></td>
</tr>
<tr>
<td>Dental Assisting III</td>
<td></td>
</tr>
<tr>
<td>Sports Medicine I</td>
<td></td>
</tr>
<tr>
<td>Sports Medicine II</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT PLANS OF STUDY
HOSPITALITY AND TOURISM – FOOD SERVICE AND HOSPITALITY (CULINARY ARTS)

CAREER PATHWAY
Learners will be allowed to choose a Career Pathway prior to enrolling their freshmen year.

SOPHOMORE YEAR THROUGH FuelEd
INTRODUCTION TO HOSPITALITY & TOURISM INTRODUCTION TO CULINARY ARTS

NOTICE
Students that are interested in attending NTC Culinary Arts Program should use the FuelEducation Sophomore year as a resume builder due to the limited number of accepted students into the NTC Program.

FOOD SERVICE MGMT ASST - SR YEAR SEMESTER I
MENUS
DESSERTS
YEAST BREADS, ROLLS & PASTRIES
ENVIRONMENTAL SUSTAINABILITY IN FS INTERNATIONAL CUISINES

FOOD SERVICE MGMT ASST - SR YEAR SEMESTER II
BREAKFAST FOODS
BASIC NUTRITION
HOSPITALITY BUSINESS MANAGEMENT
INTRODUCTION TO GARDEN MANAGEMENT
MEAT & POULTRY

NUTRITION AND WELLNESS
RESTAURANT MANAGEMENT
# HOSPITALITY AND TOURISM

## Food Science and Nutrition

## Food Service and Hospitality

### Travel and Tourism

- Nutrition and Wellness*
- Skills for Health*
- Introduction to Culinary Arts* (A)
- Food Production I* (NA)
- Food Production II* (NA)
- Restaurant Management* (N/A)
- Introduction to Hospitality and Tourism* (A)
- Entrepreneurship I*
- Entrepreneurship II*
- Marketing I*
- Advertising and Sales Promotion* (NA)
- International Business* (A)
MORE STUDENT PLANS OF STUDY

**Student Plan of Study**

**Health Science - Diagnostic Services (Sports Medicine)**

**Student Plan of Study**

**Agriculture, Food & Natural Resources - Agriculture**

**Student Plan of Study**

**Hospitality & Tourism - Travel & Tourism**

**Student Plan of Study**

**Manufacturing - Manufacturing Production Process Development**

**Student Plan of Study**

**Business, Management & Administration - Business Information Management (Accounting)**

**Student Plan of Study**

**SREB**

**Educational Standards and Initiatives**

- **MSSC Certified Pharmacy Technician Foundation: Certification Exam 4 (MSSC) in 2021.**
- **MSSC Certified Marketing Technology Specialist: Certification Exam 3 (MSSC) in 2021.**
- **MSSC Certified Production Technology Specialist: Foundation Exam 2.**
- **Industry Technician - Veterinary Technology:** Certification Exam 2.
- **Industry Technician - Electrical Technology:** Certification Exam 2.