



Career and Technical Education Handbook

2024-2025

*This document is subject to updates, as needed, to reflect current practices, Board policies, and district regulations.
Updates to this handbook will be published electronically, with the current edition marked by date.*

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Merkel Independent School District

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Board of Trustees

President:
Kyle Doan

Vice President:
Matt Travis

Secretary:
Christian Clyburn

Members:
Angela Head
Kerry Fryar
Brit Pursley
Joe Salas

Administration

Superintendent:
Joseph O'Malley

CTE Director:
Michael Reddin

Notice of Nondiscrimination

For Career and Technical Education Programs

Public Notifications of Nondiscrimination in Career and Technical Education Programs

Merkel Independent School District (ISD) offers career and technical education programs in Animal Science, Plant Science, Welding, Family Consumer Services, Design and Multimedia Arts, Web Development, Engineering, Advanced Manufacturing and Machinery Mechanics, and Healthcare Therapeutics. Admission to these programs is open to all students.

Participation:

It is the policy of Merkel ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Employment:

It is the policy of Merkel ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Merkel ISD will take steps to assure the lack of English language skills will not be a barrier to admission and participation in all educational vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Joseph O'Malley, at jomalley@merkelisd.net, 325-928-5813, and/or the Section 504 Coordinator at mdevanney@tcec.us, 325-437-8232.

Notificación Publica de No Discriminación en Programas de Educación Técnica y Vocacional

Merkel Independent School District (ISD) ofrece programas de educación técnica y vocacional en ciencia animal, ciencia vegetal, soldadura, servicios al consumidor familiar, diseño y artes multimedia, desarrollo web, ingeniería/fabricación avanzada, y Mecánica de Maquinaria, y Terapéutica Sanitaria. La admisión a estos programas está abierta a todos los estudiantes.

Participación:

Es norma de Merkel ISD no discriminar en sus programas, servicios o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda

Empleo:

Es norma de Merkel ISD no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Merkel ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, comuníquese con el Coordinador del Título IX en (dirección), jomalley@merkelisd.net, 325-928-5813, y/o el Coordinador de la Sección 504 en (dirección), mdevanney@tcec.us, 325-437-8232.

Career and Technical Education

Advisory Board

2024-2025

The CTE Advisory Committee of Merkel ISD is made up of parents, CTE stakeholders, employers and employees from outside the field of education who advise educators on the establishment and maintenance of CTE programs. The local and business-industry partners provide information on design, implementation, evaluation, and revision of successful CTE programs. The Advisory Committee meets regularly throughout the year to ensure that Merkel ISD's CTE programs remain relevant and assure that graduates will be capable of either entering the workforce or post-secondary education successfully.

Merkel ISD CTE values our partnerships with our local and regional Industry Partners. Being partners allows us to stay on top of current technology, applications, and techniques used in many different industries. It also allows us to make invaluable contacts with the leaders of many industries.

Career and Technical Education

Vision and Mission

Vision Statement:

Engaging career and technical students with industry-focused education and training to empower and equip them for tomorrow's career opportunities.

Mission Statement:

To engage every student with industry-level education to raise students' knowledge of career and technical fields in their everyday lives and prepare students for future careers. We will accomplish this by fostering curiosity, ingenuity and creativity through a variety of hands-on learning experiences throughout the school year. We strive to empower and equip students by enhancing key skills such as initiative, critical thinking, adaptation, collaboration, problem solving, resiliency, leadership, and communication.

Goals of Merkel ISD's CTE Program:

- 1. To equip all students with the knowledge and skills required to earn an industry-based certification.*
- 2. To empower all students with the required academic and technical knowledge and skills to pursue a post-secondary educational opportunity (technical school, two-year college, or four-year university).*
- 3. To engage all students in career learning experiences prior to graduation so they exit high school ready to enter a career field of interest to them.*

CTE Teacher Roles and Responsibilities

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC no later than the seventh day after the superintendent knew of the incident. See Reports to the Texas Education Agency, for additional information. All employees are expected to adhere to the Educators' Code of Ethics, adopted by the State Board for Educator Certification.

TEKS, Professional Development, and Certifications

TEKS

All Merkel CTE courses are expected to be TEKS-aligned as dictated by TEA. Course TEKS, Scope and Sequence, and other planning documents can be found at the following links:

[Texas Essential Knowledge and Skills | Texas Education Agency](#)

<https://www.txcte.org/binder/state-career-cluster-pages>

Professional Development:

According to the TEA, non-grandfathered teachers must receive 150 hours of professional development every five years. Merkel CTE teachers receive professional development through:

- Affiliation Conferences
- Workshops at Region 14 ESC
- Local Workshops and Professional Development
- Other instances approved by campus principal prior to event

For more information regarding Professional Development requirements, visit the following link:

[TEA Continuing Professional Education Requirements](#)

All teachers assigned to a CTE course that qualifies for math or science credit are required to participate in the following TEA-approved training prior to teaching the course:

- [Integrating Science into CTE Classrooms, Part 1](#)
- [Integrating Science into CTE Classrooms, Part 2](#)
- [Science Safety Training](#)
- [Integrating Math into CTE Classrooms, Part 1](#)
- [Integrating Math into CTE Classrooms, Part 2](#)

Teachers assigned to teach Career Preparation and Practicum courses must complete the Texas Education Agency approved training below:

- [Work-Based Learning](#)

Teacher Certifications

CTE teachers qualifications and credential requirements can be found using the following links:

[Student Attendance Accounting Handbook](#)

[19-TAC-Chapter-231](#)

[CTE Teacher Certification Requirements](#)

Budget and Funding

Funding

Merkel CTE is funded through the attendance of students in CTE courses. Each student enrolled in a CTE course receives a multiplier based on their years of enrollment in a specific program of study. For a more detailed explanation of funding, visit the following website:

[CTE Funding](#)

Additionally, Merkel CTE programs benefit from TEA-sponsored grants, including the JET Grant, the Summer Career & Technical Education Grant, and the Texas Regional Pathways Network Grant.

Requisitions and Purchasing:

1. Teachers will be provided with their department total budget amount as soon as budget monies are released in September. It is the responsibility of the team members in that department to work together to develop a system of monitoring their total budget. The CTE Director will honor requests in the order received until the funds are fully expensed.
2. Teachers should submit a Requisition Form to the Campus Principal. This form must be completed in its entirety. Vendors must be on the district's approved vendor list. Once approved by the Campus Principal, the form will be forwarded to the CTE Director.
3. The CTE Director will review the Requisition Form. If a request is denied, the teacher will receive the Requisition Form in their box with an explanation of what parts need to be completed or why the request was denied. Approved requests are processed.
4. Teachers must provide the invoice/packing slips to the CTE Director within five business days of receipt of the items. It is the teacher's responsibility to inspect the items. In the event that an item arrives damaged and needs to be returned, it is the teacher's responsibility to notify the CTE Director within five business days.

For credit card purchases, a Credit Card Authorization form must be completed and submitted to the appropriate office PRIOR to purchase. Failure to follow protocol will result in the removal of credit card purchasing authority. The district will not reimburse employees or assume responsibility for purchases made without authorization.

The majority of each program area's budget should be spent in the fall semester so that students may benefit from instructional purchases made in the current school year. A small percent of each budget should be reserved for unexpected expenses (repairs, maintenance, etc.).

If equipment (non-consumable) must be disposed of, an Equipment Disposal Form should be completed and submitted to an administrator.

Fundraising:

- The purpose for the collecting or raising and spending of funds by student groups is for the direct benefit of the students. Funds are to be used to finance activities that supplement the educational curriculum of the District.
- Fundraising activities should contribute to the educational experience of the students and should not conflict with the instructional program.
- All fundraising activities will be approved in advance using the Fundraiser Request Form found in the office.

Money Collection, Deposits, and Expenditures:

- All collections must be deposited in the school activity fund using the Activity Account Deposit Slip. All deposits must be countersigned.
- All expenditures from activity funds should be made by check. No expenditures should be made using undeposited cash.
- Prior to the expenditure of funds, an activity fund payment authorization (forms available in the office) must be completed and signed by the sponsor. Under no circumstances should purchases be made without proper approval.
- MISD is not required to reimburse a sponsor for purchases not properly approved in advance.

Equipment Disposal Form

Teacher Name:		Date:
Department:	Original Purchase Date:	
Equipment description:		Quantity:
Description/Model #/Serial #/Manufacturer:		
Request to: <input type="checkbox"/> Replace <input type="checkbox"/> Repair <input type="checkbox"/> Donate <input type="checkbox"/> Scrap		Equipment type: <input type="checkbox"/> Furniture <input type="checkbox"/> Technology <input type="checkbox"/> Tools <input type="checkbox"/> Other

Give details of reason for request:

Teacher Signature

Administrator signature

Date received by administrator

REQUISITION FORM

TEACHER: _____ SUBJECT: _____ DATE: _____

COMPANY NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE #: _____ FAX #: _____

PLEASE FILL OUT A SEPARATE FORM FOR EACH CATEGORY AND EACH COMPANY

6399-000 -TEACHING SUPPLIES

6399-096 -TECHNOLOGY (COMPUTERS, PRINTERS, ETC.)

6399-097 -FURNITURE

6411-000 -STUDENT TRAVEL

6421-000 -TEACHER TRAVEL

CATEGORY FUND NUMBER: _____

YOU MAY REPLACE THE FORM BELOW WITH A COMPANY FORM, BUT YOU MUST ATTACH THIS FORM WITH THE COMPANY FORM

QUANTITY	ITEM #	DESCRIPTION	UNIT COST	TOTAL COST

GRAND TOTAL FOR ORDER: _____

PRINCIPAL APPROVAL: _____

CTE/ATHLETIC DIRECTOR APPROVAL: _____

CREDIT CARD AUTHORIZATION

SUBMIT TO BUSINESS OFFICE

DATE OF EVENT: _____

DATE TURNED IN: _____

REQUESTOR: _____

(PA # BUSINESS OFFICE USE ONLY)

PROGRAM: _____

CARD #: _____

(LAST FOUR DIGITS)

VENDOR	AMOUNT	ACCOUNT NUMBER	PURPOSE/ DESTINATION	MEALS- ONLY # OF STUDENTS	MEALS -ONLY # OF SPONSORS

TOTAL: _____

ATTACH ALL SUPPORTING DOCUMENTATION, INCLUDING BUT NOT LIMITED TO, DETAILED RECEIPTS, QUOTES, INVOICES, ETC.

PRINCIPAL

DATE

CTE DIRECTOR/ATHLETIC DIRECTOR

DATE

BUSINESS MANAGER

DATE

SPECIAL INSTRUCTIONS

Program Implementation and Guidance

Inventory

Every year at the request of the CTE Director or CTE Coordinator, every CTE class will submit an inventory of their non-consumable items.

Absence Requests

Use the following link to access Frontline to make your absence request:

[https://login.frontlineeducation.com/login?signin=cf0e20df823517d577d88cc61aa29588&clientId=su
perSuit#/login](https://login.frontlineeducation.com/login?signin=cf0e20df823517d577d88cc61aa29588&clientId=su
perSuit#/login)

Absences should be submitted as soon as possible and notification to the department chair should also be made.

Travel Requests

Use the following link to access the form to request transportation for school events:

<https://sites.google.com/merkelisd.net/appservices/home>

Student Travel

At the beginning of the year, the student's parent/guardian will sign a travel consent form that will allow the student to travel to all events no matter which club, sport, or organization it is. Appropriate notification should be given to parents and the school nurse in order to prepare for students traveling with medical conditions. For students to be absent from class for a school-related event, an Out of Class form should be submitted PRIOR to the absence at the following link:

<https://merkel.schoolobjects.com/forms/>

Safety

Lab safety procedures will be given to students by each instructor. The safety procedures may vary from instructor to instructor, depending on the CTE subject being taught. Each instructor will expect students to follow their guidelines exactly when in the laboratory setting.

Program Evaluation

Programs are subject to annual administrative evaluation to ensure that students are served appropriately. Information from the Comprehensive Local Needs Assessment (evaluated every 2 years) is used to inform program development and implementation.

Programs of Study

Merkel ISD students in grades 7-12 are eligible to be served in Career and Technical Education (CTE) programs throughout the District. The CTE program is accessible for all students through open enrollment. All students are placed in a coherent sequence of CTE instruction in order to earn an endorsement.

Merkel ISD's Career and Technical Education Department offers courses within the following [programs of study](#):

1. Animal Science
2. Plant Science
3. Graphic Design and Multimedia Arts
4. Engineering
5. Family and Community Services
6. Early Learning
7. Healthcare Therapeutics
8. Web Development & Design
9. Welding


While participating in a CTE program of study, a student may have the opportunity to receive an Industry-Based Certificate. These certificates are recognized by local industries and serve as a method of helping students develop marketable skills as they enter the workforce. Merkel ISD offers the following [Industry-Based Certifications](#):

1. FANUC Robot Operator 1 (IBC ID# 535)
2. Small Animal Science and Technology (IBC ID# 1039)
3. Texas State Florist's Association Knowledge Based Floral Certification (IBC ID# 812)
4. AWS D1.1
5. AWS D9.1
6. ServSafe

Graduation Plan and Endorsements

The Foundation High School Program identifies the requirements that all Texas public school students need to satisfy to earn a high school diploma.

Additionally, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

HB5 FOUNDATION GRADUATION PLAN= 22 CREDITS (19 TAC Ch. 74, Subchapter B)					
English Language Arts 4 credits	Mathematics 3 credits	Social Studies 3 credits	Science 3 credits	LOTE- 2 credits §74.12(1)(A-T)	
English I English II English III Advanced English §74.12(1)(A-T)	Algebra I Geometry Algebra II/Math Models §74.12(2)(i-ix)	US History US Government Economics §74.12(4)(A-C)	IPC Biology Chemistry/Physics §74.12(3)(A)(i-v)	Fine Arts- 1 credit	
				Physical Education- 1 credit	
				Electives- 5 credits	
FOUNDATION + ENDORSEMENTS= 26 CREDITS (19 TAC Ch. §74.13)					Distinguished Level of Achievement: § 74.11(e) Performance Acknowledgements: §74.14
STEM *Algebra II *Chemistry *Physics	BUSINESS & INDUSTRY 4th credit Math §74.12(2)(B-C) 4th credit Science §74.12(B-C)	ARTS & HUMANITIES 4th credit Math §74.12(2)(B-C) 4th credit Science §74.12(B-C)	PUBLIC SERVICE 4th credit Math §74.12(2)(B-C) 4th credit Science §74.12(B-C)	MULTIDISCIPLINARY STUDIES 4th credit Math §74.12(2)(B-C) 4th credit Science §74.12(B-C)	
(a) Coherent sequence courses for four or more credits in CTE- at least 2 courses in the same career cluster- 1 must be an advanced CTE Course, course choices §74.13(1)(A); or	(a) Coherent sequence courses for four or more credits in CTE- at least 2 courses in the same career cluster- 1 must be an advanced CTE Course. The courses may be selected from Chapter 130 of this title, Chapter 127 of this title, or CTE innovative courses approved by the commissioner. The final course in the sequence must be selected from one of the following; Ag, Food, and Natural Resources Architecture and Construction Arts, A/V, Technology, and Comm. Hospitality and Tourism Information Technology Manufacturing Career Prep I or II PBR §74.13(f)(2)(A); or	(a) A total of five social studies credits by selecting from Ch. 113 of titles title §74.13(f)(4)(A); or (b) Four levels of the same language in a language other than English- Ch. 114, which may include Advanced Language for Career Applications §74.13(f)(4)(B); or	(a) Coherent sequence courses for four or more credits in CTE- at least 2 courses in the same career cluster- 1 must be an advanced CTE Course. The courses may be selected from Chapter 130 of this title, Chapter 127 of this title, or CTE innovative courses approved by the commissioner. The final course in the sequence must be selected from one of the following; Education and Training Health Science Human Services Career Prep I or II PBR §74.13(f)(2)(A); or	(a) Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in coherent sequences, §74.13(f)(5)(A); or	
(b) Courses required to complete a TEA-designated program of study related to STEM §74.13 (f)(1)(B); or	(b) Courses required to complete a TEA-designated program of study related to STEM §74.13 (2)(B); or	(c) Two levels of the same language in a language other than English and two levels of a different language in a language other than English- Ch. 114	(b) Courses required to complete a TEA-designated program of study related to STEM §74.13 (f)(1)(B); or	(b) Four credits in each of the four foundation subject areas to include chemistry and/or physics and English IV or a comparable AP or IB English course §74.13(f)(5)(B); or	
(c) Mathematics- 3 credits in mathematics by successfully completing Algebra II an two additional mathematics courses for which Algebra II is a prerequisite from (e)(2) of this section §74.13(f)(1)(C); or	(c) Four English credits by selecting courses from Chapter 110. §74.13(f)(2)(C); or	(d) Four levels of American Sign Language- Ch. 114, §74.13(f)(4)(D); or	(c) Four courses in Junior Reserve Officer Training Corps (JROTC) §74.13(f)(3)(C)	(c) Four credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts. §74.13(f)(5)(C)	
(d) Science- 4 credits in science by successfully completing chemistry, physics, and two additional science courses by selecting courses from subsection (e)(6) of this section §74.13(f)(1)(D); or	(d) Coherent sequence of 4 credits from subparagraph (A), (B), or (C) of this paragraph §74.13(f)(2)(D).	(e) Coherent sequence of 4 credits by selecting courses from 1 or 2 categories or disciplines in fine arts- Ch. 117 or innovative courses approved by the commissioner; §74.13(f)(4)(E); or	Chapter 74, Subchapter B amended to be effective August 1, 2020, 45 TEXREG 4178		For more information on graduation planning, visit TEA's Graduation Toolkit information page.
(e) In addition to Algebra II, chemistry, and physics, a coherent sequence of 3 additional credits from no more than 2 of the categories or disciplines represented by subparagraphs (A), (B), (C), & (D). §74.13(f)(1)(E)		(f) Four English credits by selecting the following §74.13(f)(4)(F).			

Course Descriptions

Program of Study: Exercise Science, Wellness, and Restoration

Principles of Health Science:

TSDS PEIMS Code: 13020200

Credit: 1

Prerequisite: None.

Kinesiology I

TSDS PEIMS Code: N1302104

Credit: 1

Prerequisite: None.

Kinesiology II

TSDS PEIMS Code: N1302124

Credit: 1

Prerequisite: Kinesiology I

Practicum in Manufacturing

TSDS PEIMS Code: 12701121

Credit: 2

Prerequisite: At least one level 2 or higher CTE course

Program of Study: Animal Science

Principles of Agriculture, Food, and Natural Resources:

TSDS PEIMS Code: 13000200 (PRINAFNR)

Credit: 1

Prerequisite: None.

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Small Animal Management

TSDS PEIMS Code: 13000400

Credit: .5

Prerequisite: None.

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Equine Science

TSDS PEIMS Code: 13000500

Credit: .5

Prerequisite: None.

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Advanced Animal Science

TSDS PEIMS Code: 13000700 (ADVANSCI)

Credit: 1

Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.

Recommended Prerequisite: Veterinary Medical Applications.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Veterinary Medical Applications

TSDS PEIMS Code: 13000600 (VETMEDAP)

Credit: 1

Prerequisites: Equine Science, Small Animal Management, or Livestock Production.

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

Program of Study: Design and Multimedia Arts

Digital Media

TSDS PEIMS Code: 13027800 (DIMEDIA)

Grade Placement: 9–12

Credit: 1

Prerequisite: None.

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

Commercial Photography I

TSDS PEIMS Code: 13009100 (CPHOTO1)

Grade Placement: 9–12

Credits: 1

Prerequisite: None.

In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Commercial Photography II

TSDS PEIMS Code: 13009200 (CPHOTO2)

Grade Placement: 10–12

Credits: 1

Prerequisite: None.

Recommended Prerequisites: Commercial Photography I

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Graphic Design and Illustration I

TSDS PEIMS Code: 13008800 (GRAPHDI1)

Grade Placement: 10–12

Credits: 1

Prerequisite: None.

Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design and Illustration II

TSDS PEIMS Code: 13008900 (GRAPHDI2)

Grade Placement: 10–12

Credits: 1

Prerequisite: Graphic Design and Illustration I.

Within this context, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Practicum in Commercial Photography

TSDS PEIMS Code:

13009250 (First Time Taken) (PRACCPH1)

Grade Placement: 10–12

13009260 (Second Time Taken) (PRACCPH2)

Credits: 2

Prerequisites: Commercial Photography I

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Program of Study: Engineering

Principles of Applied Engineering:

TSDS PEIMS Code: 13036200 (PRAPPENG)

Grade Placement: 9–10

Credit: 1

Prerequisite: None.

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Engineering Science

TSDS PEIMS Code: 13037500 (ENGSCIEN)

Grade Placement: 10–12

Credit: 1

Integrated Physics, and Chemistry (IPC), or Physics.

Recommended Prerequisite: Geometry.

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Prerequisite: Algebra I and Biology Chemistry,

Program of Study: Family and Community Services

Principles of Human Services

TSDS PEIMS Code: 13024200 (PRINHUSR)

Grade Placement: 9–12

Credit: 1

Prerequisite: None.

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Child Development

TSDS PEIMS Code: 13024700 (CHILDDDEV)

Grade Placement: 10–12

Credit: 1

Prerequisite: None.

Recommended Prerequisite: Principles of Human Services.

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Family and Community Services

TSDS PEIMS Code: 13024900 (FAMCOSRV)

Grade Placement: 10–12

Credit: 1

Prerequisite: None.

Recommended Prerequisite: Principles of Human Services.

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

Practicum in Human Services

TSDS PEIMS Code:

13025000 (First Time Taken) (PRACHUS1)

Grade Placement: 11–12

13025010 (Second Time Taken) (PRACHUS2)

Credit: 2

Prerequisite: None.

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Practicum in Human Services/Extended Practicum in Human Services

TSDS PEIMS Code:

13025005 (First Time Taken) (EXPRHUS1)

Grade Placement: 11–12

13025015 (Second Time Taken) (EXPRHUS2)

Credit: 3

Prerequisite: None.

Corequisite: Practicum in Human Services.

Extended Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Extended Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

Career Preparation I

TSDS PEIMS Code: 12701300 (CAREERP1)

Grade Placement: 11-12

Credit: 2

Prerequisite: None.

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Program of Study: Early Learning

Principles of Human Services

TSDS PEIMS Code: 13024200 (PRINHUSR)

Grade Placement: 9–12

Credit: 1

Prerequisite: None.

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Child Development

TSDS PEIMS Code: 13024700 (CHILDDEV)

Grade Placement: 10–12

Credit: 1

Prerequisite: None.

Recommended Prerequisite: Principles of Human Services.

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Child Guidance

TSDS PEIMS Code: 13024800 (CHILDGUI)

Grade Placement: 10–12

Credit: 2

Prerequisite: None.

Recommended Prerequisite: Principles of Human Services.

Recommended Prerequisite or Corequisite: Child Development.

Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

Career Preparation I

TSDS PEIMS Code: 12701300 (CAREERP1)

Grade Placement: 11-12

Credit: 2

Prerequisite: None.

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Program of Study: Healthcare Therapeutics

Principles of Health Science

TSDS PEIMS Code: 13020200 (PRINHLSC)

Grade Placement: 9–10

Credit: 1

Prerequisite: None.

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

Medical Terminology

TSDS PEIMS Code: 13020300 (MEDTERM)

Grade Placement: 9–12

Credit: 1

Prerequisite: None.

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Anatomy and Physiology

TSDS PEIMS Code: 13020600 (ANATPHYS)

Grade Placement: 10–12

Credit: 1

Prerequisite: Biology and a second science credit.

Recommended Prerequisite: A course from the Health and Science Career Cluster.

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Program of Study: Plant Science

Principles of Agriculture, Food, and Natural Resources:

TSDS PEIMS Code: 13000200 (PRINAFNR)

Grade Placement: 9–12

Credit: 1

Prerequisite: None.

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Landscape Design and Management

TSDS PEIMS Code: 13001900 (LNDMGT)

Grade Placement: 10–12

Credit: .5

Prerequisite: None.

Landscape Design and Management is designed to develop an understanding of landscape design and management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Horticulture Science

TSDS PEIMS Code: 13002000 (HORTISCI)

Grade Placement: 10–12

Credit: 1

Prerequisite: None.

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Floral Design

TSDS PEIMS Code: 13001800 (FLORAL)

Grade Placement: 9–12

Credit: 1

Prerequisite: None.

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.

Advanced Floral Design

TSDS PEIMS Code: N1300270 (ADVFLDS)

Grade Placement: 11–12

Credit: 1

Prerequisite: Floral Design.

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

Program of Study: Web Development

Principles of Information Technology

TSDS PEIMS Code: 13027200 (PRINIT)

Grade Placement: 9-12

Credit: 1

Prerequisite: None

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Foundations of User Experience

TSDS PEIMS Code: N1302809 (FOUNDUX)

Grade Placement: 10-12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Digital Media or Principles of Information Technology

In Foundations of User Experience (UX), students will analyze and assess current trends in a fast growing career field that creates meaningful, approachable, and compelling experiences for users of an array of products, services, and or initiatives of companies, governments, and organizations. Students will gain knowledge of introductory observation and research skills; basic design thinking and applied empathy methodologies; collaborative problem-solving and ideation; and interaction design and solution development (includes digital tools). The knowledge and skills acquired enable students to identify real-world problems through research and data-driven investigation to design solutions while participating in collaborative problem solving. Students will be introduced to agile practices and methodologies to develop skills to take the solutions from conceptual sketch to digital designs using professional software tools. Students will explore how to improve the quality of user interactions and perceptions of products, experiences, and any related services.

Web Design

TSDS PEIMS Code: 03580820 (TAWEBDN)

Grade Placement: 10-12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Information Technology

Recommended Corequisite: Computer Maintenance Lab

In Web Design students will acquire knowledge of web design and technological operations and concepts that support creativity, innovation, collaboration, information fluency, critical thinking and decision making. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Advanced User Experience Design

TSDS PEIMS Code: N1302814 (ADVUXD)

Grade Placement: 10-11

Credit: 1

Prerequisite: None

Recommended Prerequisite: Foundations of User Experience Design

The Advanced User Experience (UX) Design course allows students to apply skills in science and art to make technology useful, meaningful, memorable and accessible to all users. Students will use knowledge from the Foundations of User Experience Design course to expand the research, design, programming, testing, and communication skills essential for success in this user-focused career field.

Project-Based Research

TSDS PEIMS Code: 12701500 (PROBS1)

Grade Placement: 11-12

Credit: 1

Prerequisite: None

Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. [Used in the MISD P-TECH program as crosswalk course title for dual credit]

Independent Study in Evolving/Emerging Technologies

TSDS PEIMS Code: 03581500 (TAINDET1)

Grade Placement: 9-12

Credit: 1

In the Independent Study in Evolving/Emerging Technologies course, through the study of evolving/emerging technologies, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts. [Used in the MISD P-TECH program as crosswalk course title for dual credit]

Independent Study in Technology Applications

TSDS PEIMS Code: 03580900 (TAIND1)

Grade Placement: 9-12

Credit: 1

Prerequisites: None

Recommended Prerequisite: a minimum of one credit from the courses in the Information Technology Career Cluster

In Independent Study in Technology Applications, through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions; develop and produce original work that exemplifies the standards identified by the selected profession or discipline; and publish the product in electronic media and print. Students will practice the efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts. [Used in the MISD P-TECH program as crosswalk course title for dual credit]

Practicum in Information Technology

TSDS PEIMS Code: 13028000 (PRACIT1)

Grade Placement: 12

Credit: 2

Prerequisite: A minimum of two high school information technology (IT) courses.

In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation. [Used in the MISD P-TECH program as crosswalk course title for dual credit]

Career Preparation

TSDS PEIMS Code: 12701300 (CAREERP1)

Grade Placement: 12

Credit: 2

Prerequisite: None

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace.

Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. [Used in the MISD P-TECH program as crosswalk course title for dual credit]

Program of Study: Welding

Introduction to Welding

TSDS PEIMS Code: 13032250 (INTRWELD)

Grade Placement: 9–12

Credit: 1

Prerequisite: None

Recommended Prerequisite: Algebra I

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

Welding I

TSDS PEIMS Code: 13032300 (WELD1)

Grade Placement: 10–12

Credit: 2

Prerequisite: None.

Recommended Prerequisites: Algebra I or Introduction to Welding.

Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Welding II

TSDS PEIMS Code: 13032400 (WELD2)

Grade Placement: 11–12

Credit: 2

Prerequisites: Welding I.

Recommended Prerequisites: Algebra I or Geometry.

Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Practicum in Manufacturing

TSDS PEIMS Code:

13033000 (First Time Taken) (PRACMAN1)

Grade Placement: 12

13033010 (Second Time Taken) (PRACMAN2)

Credit: 2

Prerequisite: None.

The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Career Prep and Practicum Course Guidelines

Career Preparation consists of time spent at an approved training site, as well as classroom instruction. Practicums are specific to a Career Cluster and combine classroom instruction with learning experiences in a laboratory setting or at an approved training site.

Career Preparation and Practicums require that the local education agency and the training sponsor plan and supervise instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training experiences.

Course Eligibility:

- The Career Preparation Course has a training component which must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry.
- Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should span the entire school year, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
- A student must be a minimum age of 16 and hold valid work documentation, such as a social security card, to enroll in any of the Career Preparation learning experiences.
- Students unemployed for more than 15 consecutive school days are NOT eligible for contact hours. Please notify the CTE Director so that funding can be cut for those students.
- The district must not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.
- Career Prep work experiences must be paid positions where students work a minimum of 10 hours per week to earn two (2) credit hours or 15 hours per week to earn three (3) credit hours.
- To enroll in a Practicum/Career Prep course, students must complete a Prerequisite Check Form and return the signed and completed form to the instructor of the course by the end of the first week of the semester.

Practicum/Career Prep Prerequisite Check Form

Last Name:		First Name:	
Current Grade Level:	Age:	Phone Number:	
Address:		City:	Zip:
Guardian Name:		Guardian Phone:	
Guardian Email Address:			

Have you discussed enrolling in this course with your parent(s)/guardians? Yes No

Will you have your own transportation to and from a job? Yes No

What are your career plans after graduation? _____

List any places you were previously employed: _____

If you would like to interview at a particular business, please list that business below:

If there is a particular business that you would NOT like to interview with, please list that business below:

Give the name and contact information of an adult reference:

Give the name and contact information of a teacher reference:

Use the space below to explain why you are interested in the Summer Internship program and provide any other information we should know concerning your placement on a job:

Initial beside each of the statements below to indicate your agreement:

Work Placement

- _____ 1) Arrangements for all training stations shall be approved by the teacher.
- _____ 2) Students must be 16 years old by the time they enter the program and have a valid driver's license.
- _____ 3) If the student is employed at more than one location, only one site will be approved as the official training station.
- _____ 4) Students cannot be supervised by parents or relatives.
- _____ 5) The student-supervisor relationship is to remain professional at all times.
- _____ 6) Students are expected to report to their training station on school holidays if scheduled by the employer.
- _____ 7) Student's supervision while at their workplace shall be the responsibility of the employer.
- _____ 8) The teacher shall visit the training stations during the school year to discuss the student's progress.
- _____ 9) Students shall not change their jobs without prior approval from the teacher.
- _____ 10) Students must have the necessary skills and be able to perform the essential job duties as required by the employer.
- _____ 11) Students may not work on a contract basis. Employers must handle payroll taxes for the student.
- _____ 12) Students should not have social visitors at work, nor should they use the telephone for personal business except in an emergency. This includes cell phones.
- _____ 13) Students must be well-groomed and dressed appropriately for their jobs, based on standards set by the school and the employer.

Work Load

- _____ 1) Students will receive on-the-job training for the entire school year.
- _____ 2) Students must be employed at an approved training station within 10 school days after enrollment or their schedule will be changed to the regular classroom.
- _____ 3) Students must work an average of 15 hours per week and attend class to earn 1.5 credits per semester (3 per year).
- _____ 4) The working time spent at training stations must not adversely affect the student's performance or attendance at school.

Attendance

- _____ 1) An excellent school attendance record is expected of all Career Preparation students.
- _____ 2) When students must miss school, they shall contact the school, the teacher and their employer by 9:00am of that day. Failure to do so shall result in grade reduction or possible dismissal from the program.
- _____ 3) Students must make arrangements with employers well in advance for missing work during final exams, state testing or other school activities.

Conduct and Discipline

- _____ 1) Career Preparation students are expected to display above average maturity and responsibility at school and work.
- _____ 2) While students are under direct supervision of their employers at work, they are also representing the school as trainees and are subject to school jurisdiction and the Merkel ISD

Grading and Credits

- _____1) Evaluation of a student's progress at work and school shall be coordinated by the teacher and the employer.
- _____2) All Career Preparation classes are full year programs.

Grounds for Dismissal from Career Preparation Programs and Loss of Credit

- _____1) Excessive absences or tardies from the Career Prep class or work.
- _____2) Failure to contact teacher and/or employer when absence is unavoidable.
- _____3) Dismissal by employer for dishonesty, absenteeism, insubordination, undependability, poor work performance, use of drugs, etc.
- _____4) Assignment to Alternative School or Homebound Program.
- _____5) Any student who quits a job without the coordinator's prior approval will receive a zero "0" for the employer's portion of the grade for that grading period and may be removed from the program.
- _____6) Poor or failing school work in Career Preparation.
- _____7) No student shall be unemployed for more than 10 consecutive school days.

In addition to above rules and regulations, students are bound by all responsibilities in the Merkel ISD Board approved Discipline Management Plan and Student Code of Conduct.

Student Signature

Date

Guardian Signature


Date

Date received by Career Prep instructor: _____

Career and Technical Student Organizations

Information

Career and Technical Student Organizations (CTSOs) are a co-curricular aspect of CTE programs. CTSOs provide students with opportunities to highlight their learning through competition, develop leadership skills, earn scholarships, and network with professionals. There is a state approved CTSO for every program of study. Merkel ISD's current CTSOs are:

<p style="text-align: center;"><u>E-sports</u></p> <p>Merkel is on a mission to provide opportunities for all students to use esports as a platform to develop STEAM-based skills and social emotional attributes such as communication, collaboration, and problem-solving abilities needed to thrive in work and in life. We connect learning and play in and out of the classroom so that students and families experience the real-world value of education through interest-driven learning. We develop strong character and self-identity so that all participants celebrate individuality and differences while learning leadership, accountability, commitment, and fortitude.</p>	
<p style="text-align: center;"><u>FFA</u></p> <p>Texas FFA works with business, industry, community organizations, and individuals to raise funds to recognize student achievements and support activities. Members develop their potential for leadership, personal growth and career success.</p>	
<p style="text-align: center;"><u>SkillsUSA</u></p> <p>The mission of SkillsUSA is to develop leadership skills and workplace competencies needed in a constantly changing global workplace. SkillsUSA emphasizes respect for the dignity of work, high standards in trade ethics, superior workmanship, quality, and safety. Members compete in more than 70 leadership events offered at the regional and state levels, culminating in SkillsUSA Championships.</p>	
<p style="text-align: center;"><u>Robotics Education & Competition Foundation (VEX)</u></p> <p>Each year, an exciting engineering challenge is presented in the form of a game. Students, with guidance from their teachers and mentors, build innovative robots and compete year-round. In addition to learning valuable engineering skills, students gain life skills such as teamwork, perseverance, communication, collaboration, project management, and critical thinking. The VEX Robotics Competition prepares students to become future innovators with 95% of participants reporting an increased interest in STEM subject areas and pursuing STEM-related careers.</p>	

Membership

CTSO membership is attained by enrollment in CTE courses. CTSO membership is open to all students participating in the relevant CTE program of study; member recruitment shall include special populations. By design, a CTSO is the route for extension of academics and exists in order to offer students an opportunity to extend classroom experiences into the areas of competition, community outreach, industry engagement and personal development. Student membership dues should be clearly stated and documented. Membership expectations should be in place prior to allowing students to participate in field trips or competitions.

Advisors

Advisors of CTSOs must be current CTE teachers. The advisor is expected to maintain accurate student records of membership, ensure that the experiences offered in the CTSO program are educational in nature, and strive to create leadership development experiences for all CTE students. A CTSO's successful operation depends on effective and informed advisors. CTSO Teacher Advisors are responsible for:

- Recruitment
- Organizational management and oversight
- Preparation for competitions
- Chaperoning of events, competitions, and travel
- Participation in specific functions at conferences

To establish an effective CTSO, CTSO Teacher Advisors should do the following:

- Inform prospective students and families about the CTSO
- Assist students in operating CTSO activities year-round
- Encourage involvement from all students in the program of study
- Provide up to date information about the CTSO in a central location
- Instruct students in leadership and personal development
- Provide opportunities and prepare students for competition and travel
- Recognize students for achievement and market the CTSO in the community and school
- Partner with other CTSOs in school and community projects
- Understand local, state and national CTSO guidelines
- Align CTSO activities with curriculum adopted by the District
- Stay informed about their CTSO through state and national websites.
- Participate in district, area, regional, and state CTSO advisor activities
- Encourage and enforce proper student behavior at activities and events

Contact Information

For further information, please visit the Merkel ISD CTE Webpage at the link below:

[Merkel ISD CTE](#)

Or, contact us at:

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CTE Director

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CAREER CLUSTER INTEREST INVENTORY

Consider how you like to spend your time and what you think is interesting. Rate each activity according to your interest level with a 0, 1 or 2. Add the numbers in each box. The highest totals reveal the career fields in which you are most interested. Circle 3 boxes with the highest totals to research for specific jobs.

- ___ Provide medical care for sick or injured people
- ___ Learn/read about healthcare topics
- ___ Deal with bodily fluids
- ___ Work in a hospital, ER or clinical environment
- ___ Assist with medical procedures/operations
- ___ Perform first aid in an emergency situation

___ **TOTAL FOR HEALTH SCIENCE CAREERS**

- ___ Farming with vegetables, fruits or plants
- ___ Spend time at state parks
- ___ Spend time caring for the environment
- ___ Ranching/raising animals
- ___ Provide daily care for animals
- ___ Provide medical care for animals

___ **TOTAL FOR AGRICULTURAL CAREERS**

- ___ Work in a creative/competitive environment
- ___ Budget, track, oversee funds and expenditures
- ___ Use information technology programs
- ___ In charge of committees and people
- ___ Develop and present information and campaigns
- ___ Provide customer service

___ **TOTAL FOR BUSINESS/FINANCE/MARKETING CAREERS**

- ___ Tutor, instruct and help others learn
- ___ Assist others with technology, academics and skills
- ___ Present information to a group
- ___ Manage a classroom or group
- ___ Work in a group or classroom setting
- ___ Plan curriculum and materials for a group

___ **TOTAL FOR EDUCATION AND TRAINING CAREERS**

- ___ Enjoys food prep, cooking, baking, serving, tourism or hospitality activities
- ___ Oversee recreation or manage a hotel/restaurant
- ___ Cosmetology, barbering or spa services
- ___ Work with public and support their needs
- ___ Plan educational or rec activities, trips or services
- ___ Provide guided tours or lessons, instruction or service

___ **TOTAL FOR HOSPITALITY, TOURISM AND RECREATIONAL CAREERS**

- ___ Learn about scientific events and topics
- ___ Visit museums, planetariums or tech forums
- ___ Study elements of numbers or computers
- ___ Perform experiments, projects or figure equations
- ___ Study space, motion, chemicals, elements, numbers or coding
- ___ Excel in comparison to peers in science, technology, engineering and math (STEM) areas

___ **TOTAL FOR SCIENCE, ENGINEERING AND MATH CAREERS**

- ___ Coordinate services or assistance for others
- ___ Provide counseling or guidance
- ___ Listen and care about others' difficulties
- ___ Provide solutions to others' difficulties
- ___ Learn about human behavior and life stages
- ___ Work with families and/or children

___ **TOTAL FOR HUMAN SERVICES CAREERS**

- ___ Write/read virtual information, articles or reviews
- ___ Utilize talents to communicate info to others
- ___ Attend public events or perform in them
- ___ Create media projects, campaigns or productions
- ___ Dancing, acting, singing, painting, sculpting or creating
- ___ Gaining inspiration from graphics, art or other media elements

___ **TOTAL FOR ARTS AND COMMUNICATION CAREERS**



- ___ Repair computers or devices
- ___ Develop or install computer programming
- ___ Design apps or webpages
- ___ Learn about cybersecurity or computer systems
- ___ Utilize computer animation and graphics
- ___ Design graphic layouts with computer programs

___ **TOTAL FOR INFORMATION TECHNOLOGY CAREERS**

- ___ Safely operate equipment and industrial tools
- ___ Weld or build items/projects to standard code
- ___ Remodel or build according to blueprints
- ___ Use computer software to create designs
- ___ Able to perform construction math
- ___ Oversee purchase/use of project materials

___ **TOTAL FOR ARCHITECTURE AND CONSTRUCTION CAREERS**

- ___ Awareness of effects and causes of the energy industry market's status
- ___ Use physical labor to work on natural energy sites
- ___ Learn about the equipment/process related to energy
- ___ Comply with inspection requirements at sites
- ___ Run or be a part of a crew related to an energy site

___ **TOTAL FOR ENERGY AND NATURAL RESOURCES CAREERS**

- ___ Set up or repair electrical controls/wiring
- ___ Fix appliances, electrical monitors or electronics
- ___ Build robots/electronic devices
- ___ Make or use blueprints/instructions
- ___ Operate machinery
- ___ Work with hands-on tools and items

___ **TOTAL FOR MANUFACTURING CAREERS**

- ___ Learn about city, state or federal laws/policies
- ___ Enforce or perform methods that serve the public
- ___ Protect and/or serve the public over yourself
- ___ Write reports that document public services given
- ___ Learn about historical court cases
- ___ Use technology equipment related to public service

___ **TOTAL FOR LAW ENFORCEMENT AND PUBLIC SERVICE CAREERS**

- ___ Work on vehicles, boats, planes or equipment
- ___ Arrange transportation of products or people
- ___ Drive vehicles, boats, planes or equipment
- ___ Learn about computers used to repair vehicles
- ___ Personally deliver products or items
- ___ Drive heavy equipment or lifts

___ **TOTAL FOR TRANSPORTATION AND DISTRIBUTION/LOGISTICS CAREERS**

REFLECTION QUESTIONS

- List your three highest-ranking career fields below. 1. 2. 3.

- Within those career fields, what specific jobs are you interested in?



GOAL SETTING

Student's name: _____

THINGS TO THINK ABOUT

- ☐ Review your results from all your inventories
- ☐ The reason I am interested in this program of study is _____
- ☐ Research two programs of study using the charts and resources provided

www.texasrealitycheck.com www.texascareercheck.com www.careeronestop.org/videos www.txcrews.org

CHOICE #1

Program of study: _____

Specific job in the future: _____

Does it match your values, strengths and interests?

☐ Yes ☐ No

Wage per year? _____

Will it provide the lifestyle you want?

☐ Yes ☐ No

How many job openings were in this career last year in the area you want to live in? _____

How many years/months of education required after high school? _____

What college major or certificate will it require?

With whom can you talk to gain more information?

Where can you get this degree/certificate?

Other information: _____

CHOICE #2

Program of study: _____

Specific job in the future: _____

Does it match your values, strengths and interests?

☐ Yes ☐ No

Wage per year? _____

Will it provide the lifestyle you want?

☐ Yes ☐ No

How many job openings were in this career last year in the area you want to live in? _____

How many years/months of education required after high school? _____

What college major or certificate will it require?

With whom can you talk to gain more information?

Where can you get this degree/certificate?

Other information: _____

FINAL REFLECTION

☐ What are your next steps? _____

☐ What are your goals? _____

“CTE classes helped me develop a new appreciation for learning about new subjects.”

Josh, TJC student