



WILLAMETTE CAREER ACADEMY



Willamette Career Academy (WCA) Curriculum Guide and Course Catalog 2024-2025

<https://www.willamettecareeracademy.org>



WILLAMETTE CAREER ACADEMY

*All students are inspired and ready to attain a
high-skill, high wage career*

Non-Discrimination Statement

The Willamette Education Service District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, mental or physical disability, pregnancy, familial status, economic status, veterans' status, marital status or age of any other persons with whom the individual associates. The ESD prohibits the use or display of any symbols of hate on school property or in an education program except where used in teaching curriculum that is aligned with state standards of education for public schools. For more information, please visit: <https://policy.osba.org/wesd/AB/AC%20D1.PDF>

If you have a disability that requires assistance to access school facilities, programs or services, please notify WCA Counselor, Tamra Rochetto, at tamra.rochetto@wesd.org or (503) 370-5000.

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*All information contained herein is up to date as of 2/20/24 and may be subject to change.

General Information

The Willamette Career Academy offers Career and Technical Education in programs where careers and jobs continue to be on the rise along with high wages. The programs consist of both lecture and lab instruction. Programs are structured for a two-year sequence starting junior year. Juniors have the opportunity to complete the two year program and specific certifications. Juniors who successfully complete their first year will be eligible to return for the second year. We also welcome seniors as first year students at the WCA. Seniors may be able to complete some certifications, college credit courses, and complete partial hours towards other certifications. All juniors and seniors interested in the WCA Programs are encouraged to start their journey with us!

WCA Forecasting Process

WCA representatives visit partnering high schools in the spring, between January and April, to discuss the programs with prospective students for the following school year. Interested students can complete the Interest Form available on the WCA Website or via shared QR code during the presentation. During this time, partnering schools will receive a bi-weekly list of interest responses WCA has received from their students. Each partnering school determines their forecasting process and enrollment of students in the WCA program and will send WCA this information by May, prior to the September start date. Between May and June, the WCA will work with partnering schools on acquiring enrollment paperwork for confirmed students who will be attending the WCA programs in the coming school year.

Registration & Eligibility

All students approved by their sending school to attend the WCA, will have their parents/guardians complete the registration process via Google Form. Fillable PDF and print forms are also available. Students will work with their high school to provide the WCA a copy of their most recent transcript and any other supporting documents, including 504, IEP (Individual Education Plan), HMP (Health Management Plan), Safety Plan, etc. All documents are required before students can attend classes at the WCA. Please direct any registration questions to Jenny Jones, Registrar at the WCA at jenny.jones@wesd.org or 503-370-5004.

To be eligible for participation at the WCA, students must be incoming juniors (or seniors), have a positive attendance record, and adhere to the application guidelines set by their sending school. Seats in each program are limited with each sending school, so students are encouraged to apply through their school process. Each program may also have academic recommendations for successful completion. Please review individual programs for detailed information. Please note that the WCA and sending schools may have days during the school year that do not align, so students may have days with required attendance at the WCA and not their sending school, and vice versa.

AM/PM Schedule

Programs operate on a half-day schedule, Monday through Friday, at the state-of-the-art facility in Salem. Transportation is provided by their sending school. Students attend their high school on a half-day schedule, where they can still participate in extracurricular activities and work towards their high school diploma. There may be times when academic calendars don't match between WCA and sending school, but students are expected to attend WCA days per the WCA academic calendar.

Doors Open: 7:30 AM

Breakfast: 7:45 AM

AM Schedule:

Start Time: 8:00AM (doors lock)

End Time: 10:45AM

Lunch/Travel Time: 10:45-11:45 AM

PM Schedule:

Start Time: 11:45AM (doors lock)

End Time: 2:30PM

Grade Specific Program Schedules:

The following programs are 12th grade AM session and 11th grade PM session:

Construction, Cosmetology, Dental Assisting, Health Services, Manufacturing.

(Dental Assisting for the '24-'25 school year will be AM and PM 11th grade only.)

The following programs are combined 11th/12th for AM and PM sessions:

Diesel Technology, IT/Computer Science

Credits

Every student at WCA has the opportunity to earn 3 CTE/Elective credits per year/1.50 per semester of study. These credits will be earned in either CTE/EL credit OR, in some cases, may be transcribed as applied academic credit in defined core areas. Each applied credit course will be connected to core academic standards, and students wishing to earn applied credit must meet proficiency in all standards to receive applied credit. The list of applied credit options and links to applied academic agreements can be found on page 18-19 of this guide.

WCA has a shared understanding with our member districts and other sending entities, that students may earn applied academic credit to be applied towards a High School diploma by successfully completing core academic standards within the CTE courses at WCA. This understanding encompasses the idea that students will not take a designated math/science course at WCA, but rather the standards naturally occurring in a student's coursework will be called out, assessed and documented by that student's CTE instructor. The overarching philosophy of WCA is that students are best served taking core content classes at their sending institution, but that it is understood that some students may be best served by providing this additional pathway to earning core content credit.

WCA may grant credit to a student who demonstrates defined levels of proficiency or mastery of recognized standards, ie: knowledge and skills, (ie: state academic content standards and essential skills, industry-based or other national or international standards), by one or more of the following options:

1. Successfully completing classroom or equivalent work (ie: supervised independent study, career-related learning experiences, project-based learning) that meet Common Curriculum Goals and academic content standards required by Oregon Administrative Rule (OAR) (581) 022-1210;
2. Successfully completing classroom or equivalent work, in-class or out of class, where hours of instruction may vary;
3. Successfully passing an appropriate exam;
4. Providing a collection of work or other assessment evidence; or

5. Providing documentation of prior learning activities or experiences (ie: certification of training, letters, diplomas, awards, etc.)

Final credit type will be determined by the home district in accordance with their policies for Credit by Proficiency. Please work with your school counselor to determine graduation requirements, NCAA eligibility, and college entrance requirements.

Dual Credit/College Credit Options

Dual Credit courses provide the opportunity for students to earn high school credits and college credits in the same course. Dual credit courses are a great way to save money on future college tuition and allows students to complete some college prerequisites while still in high school. There is generally a small fee for these programs, so students should check with their instructors regarding payment options. The courses don't count twice on a high school transcript, but instead count for high school credit and college credit. Students will have two transcripts, one from their high school and one from the college offering the course. Students should check with their chosen colleges or universities to confirm what college credits will transfer.

Students can take courses for college credit while enrolled in high school, but these college credits from dual enrollment will count towards the 90 credit limit allowed by Oregon Promise. Students should speak with their school counselor to determine if the course being offered will benefit their academic and career goals. Students are not required to take courses for college credit and may just want to take the challenging coursework, but wait until they are enrolled as a college student to earn the college credit.

COLLEGE CREDIT OFFERED

WCA COURSE	WCA PROGRAM	TRANSCRIPTS	COLLEGE COURSE #	COLLEGE CREDITS	FEE
Diesel Ind. Workplace Skills Y2 (S1)	Diesel	CCC/College Credit Now	DSL 110 Diesel Engine Diagnosis and Repair	6 credits	\$30/year
Diesel Ind. Workplace Skills Y2 (S2)	Diesel	CCC/College Credit Now	DSL 111 Diesel Tech Intro to Electrical and Electronics	6 credits	\$30/year
Diesel Ind. Workplace Skills Y1 (S1)	Diesel	CCC/College Credit Now	DSL 210 Diesel Tech Heavy Duty Brakes	6 credits	\$30/year
Diesel Ind. Workplace Skills Y1 (S2)	Diesel	CCC/College Credit Now	DSL 130 Diesel Tech Intro to Hydraulics	6 credits	\$30/year
Medical Terminology S1, Y1	Health Services	CCC/College Credit Now	HM120 Medical Terminology I	3 credits	\$30/year
Medical Terminology S2, Y1	Health Services	CCC/College Credit Now	HM121 Medical Terminology II	4 credits	\$30/year
Healthcare Careers S1, Y2	Health Services	CCC/College Credit Now	AH115 Healthcare Career Strategies	2 credits	\$30/year
Medical Law & Ethics S2, Y2	Health Services	CCC/College Credit Now	HM101 Medical Law & Ethics	3 credits	\$30/year
Anatomy & Physiology S2, Y1	Health Services	Oregon Tech/Willamette Promise	BIO103 Anatomy and Physiology	4 credits	\$30/year
Trade Skills Fundamentals Y1 S2	Construction	CCC/College Credit Now	APR101 Trade Skills Fundamentals	4 credits	\$30/year
Construction Projects 2 S2 Y2	Construction	CCC/College Credit Now	DRF130 CAD1 (possibly for 24-25 as Indep. Study)	3 credits	\$30/year
Computer Science Programing S2 Y1	IT/Computer Science	WOU/Willamette Promise	CS160 - Survey of Computer Science	4 credits	\$30/year

College Credit Now (CCN) in partnership with Chemeketa Community College

College Credit Now (CCN) courses are high school courses that align with a college course at Chemeketa Community College, whereby students can earn college credit. CCC bills the sending school for the \$30 fee per student, so students should check on how to pay their fee. Students must complete the CCC/CCN application process, pay a yearly fee, and decide midway through the course whether they want to earn college credit. Once this decision is made, the grade will be a permanent record on the student's college transcript. Students would obtain college transcripts from CCC if they need to transfer. For more information on CCN:

<https://www.chemeketa.edu/programs-classes/high-schoolprograms/college-credit-now/>

Willamette Promise (WP) in partnership with Western Oregon University and Oregon Technology

Willamette Promise (WP) courses are high school courses where students can complete extra work in order to achieve college credit in addition to high school credit. At the end of the course, students will review their grade and opt for receiving only high school credit or high school and college credit. WP courses partner with Western Oregon University and Oregon Institute of Technology. High school students participating in WP will access their college transcript through the WP website. There is a fee for receiving college credit which may or may not be paid by the WCA or your sending school. For more information on Willamette Promise:

<https://www.wesd.org/willamettepromise>

Advanced Placement (AP)

At this time, no classes are being offered as AP, but this is subject to change. Advanced Placement courses are year-long courses with a rigorous curriculum that focuses on student preparation for the AP exam held in the spring. Students apply for the test, pay the fee, and complete the year-long course. Students who take AP courses are not required to take the AP exam, but if they choose to take the exam, they may earn college credit for the course, depending on their score on the AP exam. Each college or university determines if they accept AP credit, so students should check with the colleges they have applied to determine if the student will receive AP credit. WCA instructors will notify students if they are teaching qualified AP courses for the 2024-2025 school year. For more information on AP exams:

<https://apcentral.collegeboard.org/>

Graduation Alliance: Alternate Credit Option when none are available from sending schools.

Willamette Career Academy has coordinated with Graduation Alliance to make academic classes available for seniors who are in need of high school credits when credit recovery is not available through their sending school. This supports our partner school students in order for them to graduate on time when they would otherwise be unable to attend our programs due to a credit deficiency.

WCA Programs

CONSTRUCTION TECHNOLOGY	
<p>Work independently and as part of a team in all aspects of construction including framing, roofing, plumbing, wiring, and interior/exterior finishing. Work alongside industry professionals and industry experts in all aspects of architecture and building including foundations, walls, roofs, and interior/exterior finishing. Learn how to design blueprints, operate professional equipment, and power tools for all aspects of construction.</p>	
FIRST YEAR TECHNICAL PROGRAM	SECOND YEAR TECHNICAL PROGRAM
<p><u>CONSTRUCTION TECHNOLOGY I</u></p> <p>Recommendations</p> <ul style="list-style-type: none"> ● Reading proficiency at 9th grade level ● Must have successfully completed Algebra 1 or higher ● Excellent high school attendance record ● Good physical coordination: no leg or back difficulties, good finger dexterity, and good eye-hand coordination. 	<p><u>CONSTRUCTION TECHNOLOGY II</u></p> <p>Prerequisites</p> <ul style="list-style-type: none"> ● Must pass 1st year program and meet/demonstrate competence of course standards to qualify for 2nd year; limited space available <p>Note</p> <ul style="list-style-type: none"> ● May need to provide own health insurance to participate in internships ● May need to provide own transportation to internship site and provide current car insurance
<p><u>CERTIFICATIONS:</u></p> <ul style="list-style-type: none"> ● Students may complete an OSHA10 Construction Industry Certification, AHA Heartsaver and CPR/First Aid Certification, and several NCCER Core V6 Trade Certifications. ● Forklift Certification - potential training available spring or summer of senior year, must be 18 yrs old. 	

COSMETOLOGY

Express individual creativity by providing a wide range of artistic hair, nail, and skin care services using the latest technology trends and name brand products. Operate and experience a full-service interactive clinic and spa environment. Work alongside professional cosmetologists and industry experts to explore all aspects of quality salon services and management.

FIRST YEAR TECHNICAL PROGRAM

COSMETOLOGY I

Prerequisites

- Students must have at least junior standing and be 16 years of age or older

Recommendations

- Reading proficiency at 9th grade level
- Excellent high school attendance record
- Health, Biology, and Speech are all classes recommended to have taken prior to this class
- Successful completion of Integrated Math 1 or Algebra 1, highly recommended
- Good physical coordination: no leg or back difficulties, good finger dexterity, and good eye-hand coordination

SECOND YEAR TECHNICAL PROGRAM

COSMETOLOGY II

Prerequisites

- Must pass 1st year program and meet/demonstrate competence of course standards to qualify for 2nd year; limited space available
- Excellent attendance during 1st year program

Note

- Second year students may need to provide own transportation after school and/or weekends
- Students will need two items for proof of identification for licensure. The acceptable forms of identification are listed here: <https://www.oregon.gov/oha/PH/HLO/Pages/Identification-Requirements.aspx>

CERTIFICATIONS:

- State Licensure in one specialty: hair, barbering, nails, esthetics
- Work-based experience in real world clinic at WCA



DCI DENTAL ASSISTING

Dental assistants instruct patients on oral hygiene, help patients feel comfortable in the dental chair as they prepare for procedures, sterilize dental instruments and prep procedure area, assist the dentist with procedures, update patient records and document dental treatments, process x-rays and labs, such as preparing materials for dental impressions, and schedule patient appointments. Students will learn about dental science and anatomy, dental office and clinical processes, dental materials and their proper functions, and how to assist in dental procedures.

FIRST YEAR TECHNICAL PROGRAM	SECOND YEAR TECHNICAL PROGRAM
<p><u>DENTAL ASSISTING I</u></p> <p>Recommendations</p> <ul style="list-style-type: none"> ● Reading proficiency at 9th grade level ● Successful Completion of Algebra 1, Physical Science, and Biology ● Excellent high school attendance record <p>Note</p> <ul style="list-style-type: none"> ● Recommend seniors take Writing 121 if available at their sending school. 	<p><u>DENTAL ASSISTING II</u></p> <p>Prerequisites</p> <ul style="list-style-type: none"> ● Must pass 1st year program and meet/demonstrate competence of course standards to qualify for 2nd year; limited space available ● Excellent attendance during 1st year program <p>Note</p> <ul style="list-style-type: none"> ● May need to provide own health insurance to participate in internships ● May need to provide own transportation to internship site and proof of car insurance

CERTIFICATIONS:

- Red Cross Adult & Pediatric CPR/AED certification
- Certified Dental Assistant - must pass exam after 2nd year

FIELD TRIPS:

- Oregon Institute of Technology Wilsonville Campus
- Chemeketa Community College

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

- HOSA Future Health Professionals
- American Dental Association



PAPÉ DIESEL TECHNOLOGY

Maintain, repair, and fine-tune systems including electrical, hydraulic, engines, air systems, brakes, and preventative maintenance alongside an ASE Master Technician. Use the same advanced diagnostic and repair equipment as Master Technicians to troubleshoot complex diesel systems. Practice operation theory, maintenance, and repair of large trucks and off-road equipment.

FIRST YEAR TECHNICAL PROGRAM	SECOND YEAR TECHNICAL PROGRAM
<p><u>PAPÉ DIESEL TECHNOLOGY I</u></p> <p>Recommendations</p> <ul style="list-style-type: none"> ● Reading proficiency at 11th grade level ● Successful Completion of Algebra 1 ● Excellent high school attendance record ● Courses in Small Gas Engines, Principles of Technology and Physics are recommended <p>Note</p> <ul style="list-style-type: none"> ● Future employment in the diesel industry may be dependent upon clean driving record, drug test, and background check. 	<p><u>PAPÉ DIESEL TECHNOLOGY II</u></p> <p>Prerequisites</p> <ul style="list-style-type: none"> ● Must pass 1st year program and meet/demonstrate competence of course standards to qualify for 2nd year; limited space available ● Excellent attendance during 1st year program <p>Note</p> <ul style="list-style-type: none"> ● Students who complete two years of the Diesel Technology program can earn CCC credit for a portion of the CCC Diesel program.
<p><u>CERTIFICATIONS:</u></p> <ul style="list-style-type: none"> ● Priority acceptance and enrollment in Chemeketa’s Diesel Program. ● Forklift Certification - potential training available spring or summer of senior year, must be 18 yrs old. 	



HEALTH SERVICES

Cultivate a passion for providing quality patient care in a variety of healthcare settings. Work alongside registered nurses and other healthcare professionals in a clinical environment to perform various tests and procedures. Experience the thrill and reward of improving patient lives in simulations and on-the-job experiences. Learn the skills and knowledge necessary for a Medical Assistant and other careers in health care.

FIRST YEAR TECHNICAL PROGRAM	SECOND YEAR TECHNICAL PROGRAM
<p><u>HEALTH SERVICES I</u></p> <p>Recommendations</p> <ul style="list-style-type: none"> ● Reading proficiency at 11th grade level ● Successful completion of Algebra 1 or Integrated Math 1 ● Completed Biology with a “C” or higher ● Must have proof of immunizations including MMR, Hepatitis B series, and an updated Tdap ● Proof of negative TB test ● Proof of the Influenza vaccine ● Excellent high school attendance record ● Must provide own health insurance to participate in clinical rotations ● Must provide own transportation and current car insurance to participate in clinicals ● Courses in Health Occupations, Animal Science, Health is recommended <p>Note</p> <ul style="list-style-type: none"> ● Ability to pass a background check and having a valid Social Security number are required to attend the clinical rotation for certification ● Students may choose to participate in HOSA (Health Occupations Student Association) 	<p><u>HEALTH SERVICES II</u></p> <p>Prerequisites</p> <ul style="list-style-type: none"> ● All students, including seniors, who come for only one year will automatically take the Year 1 curriculum. Seniors who were not in Health Services their junior year will not participate in job shadowing or take the CCMA course. ● Must pass 1st year program and meet/demonstrate competence of course standards to qualify for 2nd year; limited space available ● Excellent attendance during 1st year program <p>Note</p> <ul style="list-style-type: none"> ● Ability to pass a background check and having a valid Social Security number are required to attend the clinical rotation for certification ● Students may choose to participate in HOSA (Health Occupations Student Association) ● Certified Clinical Medical Assistant course to prepare for national certification exam in the spring to become a Certified Clinical Medical Assistant (training and exam are free to students). Starting salaries range between \$20-25 per hour.

CERTIFICATIONS:

- Red Cross Adult & Pediatric First Aid/CPR/AED certification
- Red Cross Basic Life Support certification
- American College of Surgeons Committee on Trauma STOP THE BLEED Certification
- Certified Clinical Medical Assistant - must pass exam after 2nd year

COMMUNITY SERVICE AT WCA:

- Host 2 Red Cross blood drives for WCA students and staff each year
- Social activities with Shangri-La (organization for adults with developmental delays and mental health challenges) in fall and spring
- Host open houses and give tours for prospective students, industry partners, and members of the community

FIELD TRIPS:

- Linfield University campus tour and cadaver lab
- Oregon Institute of Technology Wilsonville Campus
- Chemeketa Community College

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

- HOSA Future Health Professionals



INFORMATION TECHNOLOGY/COMPUTER SCIENCE

Learn to detect vulnerabilities in an application, system, or organization’s cybersecurity plan. Use high-tech equipment to create digital media projects within a variety of platforms such as Adobe, Square Space, Canva, and social media. Gain the certifications from CompTIA and Google that will prepare you for high demand, high wage careers.

Engaging Learning

*This program is a combination of hands-on activities and academic study. Students will be able to gain real world experience building, repairing and disassembling computers, networks, apps and other technological devices/programs. Students will learn the basics of electrical systems, from the basics of electricity, to the highest abstractions of computer application development.

*Students will also be encouraged to pursue their own passions in technology with personal projects. Students can choose any aspect of technology that they are interested in and work to learn about it and ultimately build a project based on it. Personal projects have included learning a game design engine and building a video game, digital photography and videography with Adobe Photoshop and Premiere Pro, learning new coding languages, digital art, and circuit project builds.

FIRST YEAR TECHNICAL PROGRAM

SECOND YEAR TECHNICAL PROGRAM

INFORMATION TECHNOLOGY I

INFORMATION TECHNOLOGY II

Recommendations

- Reading proficiency at 10th grade level
- Must have successfully completed Algebra 1 or higher
- Excellent high school attendance record

Prerequisites

- Must pass 1st year program and meet/demonstrate competence of course standards to qualify for 2nd year; limited space available
- All students entering the program will start as Year 1 students regardless of grade, unless they can demonstrate, via testing, that they have the skills to enter as a Year 2 student.

CERTIFICATIONS:

- CompTIA IT Fundamentals (available Yr 1 or Yr 2)
- Other CompTIA certifications (if they are a part of a student's Capstone Project)

ADDITIONAL OPPORTUNITIES:

- Internships at local businesses and educational partners



FRERES

INNOVATION IS OUR TRADITION



FRERES MANUFACTURING	
<p>Use CAD/CAM software to program and operate automated equipment. Advance your understanding of Advance Manufacturing by combining concepts and theories for Additive/Subtractive manufacturing (E.g. 3D printer, Laser engraver). Collaborate with students from diverse backgrounds in fun, creative, and analytical ways in order to complete work based projects.</p>	
FIRST YEAR TECHNICAL PROGRAM	SECOND YEAR TECHNICAL PROGRAM
<p><u>FRERES MANUFACTURING I</u></p> <p>Recommendations</p> <ul style="list-style-type: none">• Reading proficiency at 10th grade level• Must have successfully completed Algebra 1 or higher• Excellent high school attendance record• Basic drafting, manufacturing technology or metals classes are recommended• Strong knowledge of keyboarding and computer skills recommended• Use defined standards of shop and work safety	<p><u>FRERES MANUFACTURING II</u></p> <p>Prerequisites</p> <ul style="list-style-type: none">• Must pass 1st year program and meet/demonstrate competence of course standards to qualify for 2nd year; limited space available <p>Note</p> <ul style="list-style-type: none">• May need to provide own health insurance to participate in internships• May need to provide own transportation to internship site and provide current car insurance
<p><u>CERTIFICATIONS:</u></p> <ul style="list-style-type: none">• Students have the opportunity to earn the OSHA Certification, AWS Certification, SACA Certification, and First Aid/CPR Certificate. These are not connected with specific courses, but completed within the Manufacturing program.• Forklift Certification - potential training available spring or summer of senior year, must be 18 yrs old.	

Applied & College Credits Overview

Students can earn 3 high school credits per year. This document outlines the credits that may be used for applied core credits, as well as potential college credits and available certifications. Links to Applied Credit Agreements will be provided at the beginning of each school year.

PROGRAM	YEAR 1	YEAR 2	COLLEGE CREDITS	CERTIFICATIONS
Construction	WCA Math in Construction Y1S1 WCA Math in Construction Y1S2	WCA Science in Construction Y2S1 WCA Science in Construction Y2S2	4 CR - CCC APR101 Pre-Apprenticeship 3 CR - CCC DRF130 (TBD)	OSHA 10 CPR/First Aid Forklift (18+)
Cosmetology	WCA Science in Cosmetology Y1S1	WCA Science in Cosmetology Y2S1	N/A	*Hair Design *Esthetics *Nail Technology *Barbering *(Students who complete hours will be ready to test at age 18+)
Dental	TBD			
Diesel	WCA Math in Diesel S1 WCA Math in Diesel S2 Alternate Years: '24-'25, '26-'27	WCA Science in Diesel S1 WCA Science in Diesel S2 Alternate Years: '25-'26, '27-'28	6 CR -Diesel Engine Diagnosis and Repair (DSL 110) 6 CR -Diesel Tech Intro to Electrical and Electronics (DSL 111) 6 CR- Diesel Tech Heavy Duty Brakes (DSL 210) 6 CR - Diesel Tech Intro to Hydraulics (DSL 130)	Mitchell 1 Forklift (18+) First Aid/CPR
Health Services	WCA Anatomy & Physiology Y1S1 WCA Anatomy & Physiology Y1S2 (Science) WCA Science Healthcare Y1S1	Health (.50)	3 CR- CCC (HM120- Med Terms I) 4 CR- CCC (HM121- Med Terms II) 2 CR- CCC (AH115- Healthcare Careers) 3 CR- CCC (HM101 Medical Law & Ethics) 4 CR - OIT (BIO 103- Anatomy and Physiology)	CCMA (Medical Assistant) First Aid/CPR/AED Stop the Bleed Basic Life Support

	WCA Science Healthcare Y1S2			
IT/CS	WCA Science in IT Y1 S1 WCA Science in IT Y1 S2 WCA Math in IT Y1 S1 WCA Math in IT Y1 S2	Science and Math only available in Y2 if not completed in Y1	3 CR - WP CS 160 3 CR - WP Cybersecurity (TBD)	CompTIA IT Fundamentals CompTIA A+
Manufacturing	WCA Science in Manufacturing Y1S1 WCA Science in Manufacturing Y1S2 WCA Math in Manufacturing Y1S1 WCA Math in Manufacturing Y1S2	WCA Science in Manufacturing Y2S1 WCA Science in Manufacturing Y2S2 WCA Math in Manufacturing Y2S1 WCA Math in Manufacturing Y2S2	3 CR - DRF 130 - CCC (TBD)	OSHA 10 American Welding Society (AWS) Smart Automation Certification Alliance (SACA) Forklift (18+)

Course Offerings

CONSTRUCTION						
COURSE	COURSE TITLE	YEAR	CREDIT	Potential Applied CR	Potential College CR	NCES CODE
CONDTS.1	Construction Design & Tech S1	1	.50 EL	N/A	N/A	17002 - Construction Comprehensive
CONDTS.2	Construction Design & Tech S2	1	.50 EL	N/A	N/A	17002 - Construction Comprehensive
Intro to CAD (Computer Aided Design) Drafting in relation to construction, utilizing soft plans, file management, how to use your computer in the world of construction, computer applications, file organization for client projects, design a building using CAD, special guests and speakers, start building your portfolio.						
CONPRO.1	Construction Projects 1 S1	1	.50 EL	N/A	N/A	17049 - General Construction-Other
Construction Projects (Semester 1) is a class intended to introduce students to working in a shop/trades work environment safely. They have an opportunity to work with a variety of hand and power tools. Students will complete and document several small carpentry-based projects both individually and in groups.						
CONPRO.2	Construction Projects 1 S2	1	.50 EL	N/A	N/A	17049 - General Construction-Other
Construction Projects (Semester 2) is a class intended to provide students with a continuation of the shop/trades work environment. Students will complete and document additional carpentry-based projects in small groups (to include framing, exterior envelope, and roofing), and also have an opportunity to complete some hands-on electrical wiring. As part of the overall course, students will complete both an OSHA10-Construction certification, CPR/First Aid certification and several NCCER trade certifications.						
TSF.1	Trade Skills Fundamentals S1	1	.50 EL	.50 MA	N/A	17017 - Particular Topics in Construction
Trade Skill Fundamentals (Semester 1) is currently aligned with a standardized curriculum based around basic construction knowledge and skills. Students learn about the variety of career paths in the trades, complete their OSHA10 safety training, and receive CPR/First Aid certification.						
TSF.2	Trade Skills Fundamentals S2	1	.50 EL	.50 MA	APR101 Trade Skills Fundamentals (Pre-Apprentice)	17017 - Particular Topics in Construction

					ship) - 4 CR	
Trade Skill Fundamentals (Semester 2) is currently aligned with standardized curriculum based around basic construction knowledge and skills. Students learn about the variety of career paths in the trades, complete their OSHA10 safety training, and build basic communication and employability skills centered around job prep (applications, interviews, resumes). College credit may be available when combined with the Semester 1 content.						
BLDSCI.1	Building Science S1	2	.50 EL	.50 SC	N/A	17002 - Construction Comprehensive
BLDSCI.2	Building Science S2	2	.50 EL	.50 SC	N/A	17002 - Construction Comprehensive
Detailed applications and building models, create a building plan using CAD and create a miniature version of the design, integrating electrical and structural engineering, building a room plan that includes heating, electrical, HVAC, and more.						
CONPRO2.1	Construction Projects 2 S1	2	.50 EL	N/A	N/A	17002 - Construction Comprehensive
CONPRO2.2	Construction Projects 2 S2	2	.50 EL	N/A	DRF130 CAD1 - 3 CR (possibly for '24-'25 as independent study)	17002 - Construction Comprehensive
This course provides an introduction into the construction trade industry. Students will learn the requirements necessary to be a successful applicant when applying to various apprenticeship programs. General topics include: employment opportunities and an introduction to construction and maintenance skills used in different crafts. Basic concepts in safety, trade vocabulary, trade math, hand and power tools, blueprint reading, basic rigging, material handling, as well as communication and employability skills are examined. Guest speakers, from industry, will also be a part of this learning environment. Students will also work on several hands-on shop projects (both individually and in groups) including their Capstone project: Building a Tiny Home integrating all skills.						
CONTECH.1	Construction Technology S1	2	.50 EL	N/A	N/A	17002 - Construction Comprehensive
CONTECH.2	Construction Technology S2	2	.50 EL	N/A	N/A	17002 - Construction Comprehensive
Expanding on Trade Skills Fundamentals, completion of the NCCR core to earn credentials, specialize in an area of interest: plumbing, electrical, roofing, framing, general carpentry, building inspection, design specialization, and more. Potential internships for the second semester.						

COSMETOLOGY

COURSE	COURSE TITLE	YEAR	CREDIT	Potential Applied CR	Potential College CR	NCES CODE
COSCLI.1	Cosmetology Clinic S1	1	.50 EL	N/A	N/A	19101 - Cosmetology-Licensing
COSCLI.2	Cosmetology Clinic S2	1	.50 EL	N/A	N/A	19101 - Cosmetology-Licensing
COSLAB.1	Cosmetology Lab S1	1	.50 EL	N/A	N/A	19107 - Particular Topics in Cosmetology
COSLAB.2	Cosmetology Lab S2	1	.50 EL	N/A	N/A	19107 - Particular Topics in Cosmetology
COSTHE.1	Cosmetology Theory S1	1	.50 EL	.50 SC	N/A	19104 - Cosmetology Non-licensing
COSTHE.2	Cosmetology Theory S2	1	.50 EL	N/A	N/A	19104 - Cosmetology Non-licensing
<p>Cosmetology Year 1 will introduce students to the field of cosmetology with a focus on hair design and barbering services including: shampooing, conditioning, hair treatments, haircuts, hairstyling, and shaving. In addition to the practical cosmetology skills students will focus on decontamination and infection control, chemistry, and anatomy. Skin treatments, makeup, manicures, pedicures, and nail enhancements are also covered. The Cosmetology Concepts curriculum has three divisions: Theory, Lab, and Clinic. Students in their first semester of cosmetology will spend most of their time in lab (hands on) sessions that are blended with theory (theoretical knowledge base). On Fridays, students will mostly focus on theory topics. During the second semester students' lab sessions will shift to include a clinical lab where they can take guests on Thursdays, as well as working at the front desk, and in our hair clinic. All activities and hours completed in cosmetology will count towards the next years focused course or may be transferred to the cosmetology school of the student's choice. Each cosmetology school is allowed to decide if they will accept the hours and operations. Summit Salon Academy and The Salon Academy both have agreements with us to accept our hours and operations.</p>						
BARCLIN.1	Barbering Clinic S1	2	.50 EL	N/A	N/A	19102 - Barbering
BARCLIN.2	Barbering Clinic S2	2	.50 EL	N/A	N/A	19102 - Barbering
BARLAB.1	Barbering Lab S1	2	.50 EL	N/A	N/A	19101 - Cosmetology-

						Licensing
BARLAB.2	Barbering Lab S2	2	.50 EL	N/A	N/A	19101 - Cosmetology- Licensing
BARTH.1	Barbering Theory S1	2	.50 EL	.50 SC	N/A	19102 - Barbering
BARTH.2	Barbering Theory S2	2	.50 EL	N/A	N/A	19102 - Barbering
<p>The Barbering curriculum has three divisions: Theory, Lab, and Clinic. Barbering lab classes are on Mondays and will focus on refining service procedures and preparation for state board practical exams. Theory sessions are also on Mondays in combination with the lab and will focus on preparation for state board written exams. Theory topics are used as homework, and may be worked on for a portion of the time the students are in the clinic. Clinic sessions are Tuesday, Wednesday, Thursday and Friday. During clinic sessions the clinical lab is open to guests for services. Practicing and performing services should be the largest portion of the learners' clinical experience. Topics we will focus on in Barbering include but not limited to: scalp massage, facials and facial massage, thermal styling, head shaving, blending, tapering, fading, arching, outlining, hair cutting (with shears, clippers, and razors), and shaving. Barbering Certificate through the Oregon Health Licensing Agency if student completes all required activities prior to graduation. Graduates must be 18 years old to take state exams</p>						
ESTCLI.1	Esthetics Clinic S1	2	.50 EL	N/A	N/A	19107 - Particular Topics in Cosmetology
ESTCLI.2	Esthetics Clinic S2	2	.50 EL	N/A	N/A	19107 - Particular Topics in Cosmetology
ESTHLAB.1	Esthetics Lab S1	2	.50 EL	N/A	N/A	19101 - Cosmetology- Licensing
ESTHLAB.2	Esthetics Lab S2	2	.50 EL	N/A	N/A	19101 - Cosmetology- Licensing
ESTHE.1	Esthetics Theory S1	2	.50 EL	.50 SC	N/A	19106 - Cosmetology-Facial Specialization
ESTHE.2	Esthetics Theory S2	2	.50 EL	N/A	N/A	19106 - Cosmetology-Facial Specialization

The Esthetics curriculum has three divisions: Theory, Lab, and Clinic. Esthetics lab classes are on Wednesdays and will focus on refining service procedures and preparation for state board practical exams. Theory sessions are also on Wednesdays in combination with the lab and will focus on preparation for state board written exams. Theory topics are used as homework, and may be worked on for a portion of the time the students are in the clinic. Clinic sessions are Monday, Tuesday, Thursday, and Friday. During clinic sessions the clinical lab is open to guests for services. Practicing and performing services should be the largest portion of the learners' clinical experience. Topics we will focus on are basic esthetics services including but not limited to: skin treatments, hair removal, and makeup procedures. In addition to the practical esthetics skills students will focus on decontamination and infection control, chemistry, product knowledge, anatomy and physiology, microbiology, Oregon Law, Oregon Employability Skills, and safety. Esthetics Certificate through the Oregon Health Licensing Agency if a student completes all required activities and written exams at 75% or better prior to graduation. Graduates must be 18 years old to take state exams.

HDCLIN.1	Hair Design Clinic S1	2	.50 EL	N/A	N/A	19103 - Hair Styling
HDCLIN.2	Hair Design Clinic S2	2	.50 EL	N/A	N/A	19103 - Hair Styling
HDLAB.1	Hair Design Lab S1	2	.50 EL	N/A	N/A	19101 - Cosmetology-Licensing
HDLAB.2	Hair Design Lab S2	2	.50 EL	N/A	N/A	19101 - Cosmetology-Licensing
HDTHE.1	Hair Design Theory S1	2	.50 EL	.50 SC	N/A	19107 - Particular Topics in Cosmetology
HDTHE.2	Hair Design Theory S2	2	.50 EL	N/A	N/A	19107 - Particular Topics in Cosmetology

The Hair Design curriculum has three divisions: Theory, Lab, and Clinic. Hair Design lab classes are on Tuesdays and will focus on refining service procedures and preparation for state board practical exams. Theory sessions are also on Tuesdays in combination with the lab and will focus on preparation for state board written exams. Theory topics are used as homework and may be worked on for a portion of the time the students are in the clinic. Clinic sessions are Monday, Wednesday, Thursday, and Friday. During clinic sessions the clinical lab is open to guests for services. Practicing and performing services should be the largest portion of the learners' clinical experience. Topics we will focus on in hair design include but not limited to: the treatment of the hair and scalp, shampooing, conditioning, hair treatments, haircuts, hairstyling, shaving, chemical texture, hair color, and hair lightening. In addition to the practical skills students will focus on decontamination and infection control, chemistry, anatomy & physiology, microbiology, implements tools & equipment, product knowledge, safe use of devices, state and federal regulations and standards. Hair Design Certificate through the Oregon Health Licensing Agency if a student completes all required activities and written exams at 75% or better prior to graduation. Graduates must be 18 years old to take state exams.

NTCLIN.1	Nail Technology Clinic S1	2	.50 EL	N/A	N/A	19105 - Cosmetology Nail Specialization
NTCLIN.2	Nail Technology Clinic S2	2	.50 EL	N/A	N/A	19105 - Cosmetology Nail Specialization
NTLAB.1	Nail Technology Lab S1	2	.50 EL	N/A	N/A	19101 - Cosmetology-Licensing
NTLAB.2	Nail Technology Lab S2	2	.50 EL	N/A	N/A	19101 - Cosmetology-Licensing
NTTHE.1	Nail Technology Theory S1	2	.50 EL	.50 SC	N/A	19107 - Particular Topics in Cosmetology
NTTHE.2	Nail Technology Theory S2	2	.50 EL	N/A	N/A	19107 - Particular Topics in Cosmetology

The Nail Technology curriculum has three divisions: Theory, Lab, and Clinic. Nail technology lab classes are on Thursdays and will focus on refining service procedures and preparation for state board practical exams. Theory sessions are also on Thursdays in combination with the lab and will focus on preparation for state board written exams. Theory topics are used as homework, and may be worked on for a portion of the time the students are in the clinic. Clinic sessions are Monday, Tuesday, Wednesday, and Friday. During clinic sessions the clinical lab is open to guests for services. Practicing and performing services should be the largest portion of the learners' clinical experience. Topics we will focus on in nail technology include but are not limited to: manicures, pedicures and artificial nail procedures. In addition to the practical skills students will focus on decontamination and infection control, chemistry, anatomy & physiology, microbiology, implements tools & equipment, product knowledge, safe use of devices, state and federal regulations and standards. Nail Technology Certificate through the Oregon Health Licensing Agency if a student completes all required activities and written exams at 75% or better prior to graduation. Graduates must be 18 years old to take state exams.

DCI DENTAL ASSISTING* (UNDER CONSTRUCTION)

COURSE	COURSE TITLE	YEAR	CREDIT	Potential Applied CR	Potential College CR	NCES CODE
DENSA.1	Dental Science & Anatomy S1	1	.50 EL	.50 SC		
DENSA.2	Dental Science & Anatomy S2	1	.50 EL	.50 SC		
DENMS.1	Dental Materials & Skills S1	1	.50 EL	N/A		
DENMS.2	Dental Materials & Skills S2	1	.50 EL	N/A		
DENSP.1	Dental Specialities S1	1	.50 EL	N/A		
DENSP.2	Dental Specialties S2	1	.50 EL	N/A		
DENRAD.1	Dental Radiology S1	2	.50 EL	.50 SC		
DENRAD.2	Dental Radiology S2	2	.50 EL	.50 SC		
DENOM.1	Dental Office Management S1	2	.50 EL	N/A		
DENOM.2	Dental Office Management S2	2	.50 EL	N/A		
DENASP.1	Dental Assisting Practicum S1	2	.50 EL	N/A		
DENASP.2	Dental Assisting Practicum S2	2	.50 EL	N/A		

*Course information subject to change. More information will be added as the program develops.

PAPÉ DIESEL TECHNOLOGY

COURSE	COURSE TITLE	YEAR	CREDIT	Potential Applied CR	Potential College CR	NCES CODE
DIWSY1.1	Diesel Ind. Workplace Skills Y1 (S1)	2024, 2026, 2028	.50 EL	N/A	*DSL 210 Diesel Tech Heavy Duty Brakes - 6 CR	20107 - Diesel Mechanics - Comprehensive
DIWSY1.2	Diesel Ind. Workplace Skills Y1 (S2)	2024, 2026, 2028	.50 EL	N/A	*DSL 130 Diesel Tech Intro to Hydraulics - 6 CR	20107 - Diesel Mechanics - Comprehensive
DTLABY1.1	Diesel Technology Lab Y1 S1	2024, 2026, 2028	.50 EL	N/A	N/A	20110 - Small Engine Mechanics
DTLABY1.2	Diesel Technology Lab Y1 S2	2024, 2026, 2028	.50 EL	N/A	N/A	20110 - Small Engine Mechanics
DTTY1.1	Diesel Technology Theory Y1 S1	2024, 2026, 2028	.50 EL	.50 MA	N/A	20108 - Particular Topics in Diesel Mechanics
DTTY1.2	Diesel Technology Theory Y1 S2	2024, 2026, 2028	.50 EL	.50 MA	N/A	20108 - Particular Topics in Diesel Mechanics
<p>Hydraulics and Brakes: This year is designed to give students knowledge needed to gain employment with Diesel industry partners such as PAPÉ. This year will cover theory and operation of machine hydraulic systems on and off the vehicle, operation of pneumatics systems, assembly of hydraulic pump, reading schematics, diagnostic and service methodology and processes, experience performing P.D.I. vehicle inspections, machine upfitting, and basic maintenance. Learn the mechanics of how air and hydraulic brakes work, how to dig, and when brakes need to be replaced. Learn about career opportunities in the truck and mobile machinery service industries. *College credit is offered to students who participate in ALL above coursework.</p>						
DIWSY2.1	Diesel Ind. Workplace Skills Y2 (S1)	2025, 2027, 2029	.50 EL	N/A	*DSL 110 Diesel Engine Diagnosis and Repair - 6 CR	20107 - Diesel Mechanics- Comprehensive
DIWSY2.2	Diesel Ind. Workplace Skills Y2 (S2)	2025, 2027, 2029	.50 EL	N/A	*DSL 111 Diesel Tech Intro to Electrical & Electronics - 6CR	20107 - Diesel Mechanics- Comprehensive
DTLABY2.1	Diesel Technology Lab Y2 S1	2025, 2027,	.50 EL	N/A	N/A	20110 - Small Engine

		2029				Mechanics
DTLABY2.2	Diesel Technology Lab Y2 S2	2025, 2027, 2029	.50 EL	N/A	N/A	20110 - Small Engine Mechanics
DTTY2.1	Diesel Technology Theory Y2 S1	2025, 2027, 2029	.50 EL	.50 SC	N/A	20108 - Particular Topics in Diesel Mechanics
DTTY2.2	Diesel Technology Theory Y2 S2	2025, 2027, 2029	.50 EL	.50 SC	N/A	20108 - Particular Topics in Diesel Mechanics

Engines and Electrical: This year is an introduction to diesel engines and electronic systems used in commercial on and off highway equipment. It covers the operating principles, maintenance, diagnostics, inspection and repair of diesel engines, along with electrical theory, Ohm's Law, Watt's Law, along with the design, diagnosis and repair of electrical circuits, batteries, starting systems, charging systems, and lighting and accessory circuits. Students will utilize electrical testing equipment, onboard diagnostic software, inspect and reassemble a complete engine.

*College credit is offered for students who participate in ALL above coursework.

HEALTH SERVICES

COURSE	COURSE TITLE	YEAR	CREDIT	Potential Applied CR	Potential College CR	NCES CODE
ANAPH.1	Anatomy & Physiology S1	1	.50 EL	.50 SC	N/A	03053 - Anatomy and Physiology
ANAPH.2	Anatomy & Physiology S2	1	.50 EL	.50 SC	BIO 103 - Anatomy and Physiology, Oregon Tech , 4 CR	03053 - Anatomy and Physiology
Basic human anatomy and physiology, including a survey of all major body systems. Potential Certifications Earned: American Red Cross First Aid, CPR, AED						
MEDTRM.1	MEDICAL TERMINOLOGY S1	1	.50 EL	N/A	HM120- Medical Terminology 1, Chemeketa, 3 CR	14154 - Medical Terminology
MEDTRM.2	MEDICAL TERMINOLOGY S2	1	.50 EL	N/A	HM121- Medical Terminology 2, Chemeketa, 4 CR	14154 - Medical Terminology
Emphasizes the terminology related to the healthcare professions and specialties, equipment, drugs, symbols and abbreviations. Includes the anatomy, physiology and pathophysiology of the Musculoskeletal, Cardiovascular, Respiratory, Gastrointestinal, Integumentary, Circulatory/Blood/Lymphatic, Urinary, Female and Male Reproductive, Endocrine, and Nervous systems; Sensory Organs; Cancer Medicine; Radiology and Nuclear Medicine; and Psychiatry. Provides practical application in the workplace using case studies, operative, autopsy, diagnostic, and laboratory reports.						
PBIOSCI.1	Principles of Biomed. Sci. S1	1	.50 EL	.50 SC	N/A	03066 - PLTW Principles of Biomedical Science
PBIOSCI.2	Principles of Biomed. Sci. S2	1	.50 EL	.50 SC	N/A	03066 - PLTW Principles of Biomedical Science
Principles of Biomedical Science is a full-year course in the PLTW Biomedical Science program. This course provides foundational knowledge and skills in fields such as biology, anatomy and physiology, genetics, microbiology, and epidemiology. PBS engages students in how they can apply this content to real-world situations, cases, and problems, such as solving a medical mystery case, diagnosing and treating a patient, or responding to a medical outbreak.						
HCSLAB.1	Healthcare Skills Lab 1	2	.50 EL	N/A	N/A	TBD

HCSLAB.2	Healthcare Skills Lab 2	2	.50 EL	N/A	N/A	TBD
<p>10-week job shadowing at Salem Hospital first semester and job shadowing medical assistants in area healthcare clinics second semester.</p> <p>Potential to earn: American Red Cross Basic Life Support certification (starting 2024-2025).</p>						
MEDASST.1	Medical Assisting S1	2	.50 EL	.50 HE (Health)	N/A	14151 - Medical/Clerical Assisting
MEDASST.2	Medical Assisting S2	2	.50 EL	N/A	N/A	14151 - Medical/Clerical Assisting
<p>Medical assistants (MAs) are critical members of healthcare teams in a variety of medical settings. As an MA, you are often the first and last person a patient interacts with, making a lasting impact on the patient experience. MAs are flexible, performing a variety of tasks such as: Taking patient vital signs, assisting providers with exams and procedures, administering injections or medications, performing EKG, phlebotomy and other essential laboratory procedures, checking patients in and out upon arrival and departure, answering phone calls and questions, updating and maintaining electronic health records (EHR). Potential to earn: Certified Clinical Medical Assistant Certificate through National Health Career Association if student passes exam in the spring of their 2nd year in the program.</p>						
HSCAREER.1	Healthcare Careers S1	2	.50 EL	N/A	AH 115- Healthcare Career Strategies, Chemeketa, 2 CR	14001 - Exploration of Health Care Occupations
<p>Presents an applied approach to the introduction of health careers. Includes health career options and preparation requirements, professional and ethical behavior, teamwork and leadership, customer service, and health promotion and wellness. Integrates academic success strategies with healthcare applications. Teaches students to recognize life threatening emergencies and provide basic life support. Potential to earn: American Red Cross Basic Life Support.</p>						
MEDLAW.2	Medical Law & Ethics (S2)	2	.50 EL	N/A	HM 101- Medical Law & Ethics, Chemeketa, 3 CR	14003 - Medical Law and Ethics
<p>Explores the relationships between the law, ethics, bioethics, and the healthcare professional. Introduces students to privacy, security, confidentiality, legal policies and procedures and ethical issues. Students will participate in an interactive class using case studies, independent and group projects, and personal reflection to identify common legal and ethical issues in healthcare.</p>						

INFORMATION TECHNOLOGY/COMPUTER SCIENCE

COURSE	COURSE TITLE	YEAR	CREDIT	Potential Applied CR	Potential College CR	NCES CODE
CADL.1	Computer App & Digital Lit. S1	1 (23/24 ONLY)	.50 EL	N/A	N/A	10004 - Computer Applications
<p>Students will be developing their skills in using the Microsoft Suite of Office applications. Students will take either TestOut Office Pro or TestOut Pro Certified: Microsoft Excel® depending on student experience. (formerly CADC - Computer Apps & Digital Comm)</p>						
CADL.2	Computer App & Digital Lit. S2	1 (23/24 ONLY)	.50 EL	N/A	N/A	10004 - Computer Applications
<p>Students will be picking a personal project where they will be learning/developing a technology skill and applying it to complete a project of their choosing. Personal projects have included: learning a game design engine and making a video game, learning Adobe Photoshop or Premiere Pro and creating a video/portfolio, creating a digital art portfolio, and learning a new coding language.</p>						
ITFUND.1	IT Fundamentals S1	1	.50 EL	N/A	N/A	10003 - Computer and Information Technology
ITFUND.2	IT Fundamentals S2	1	.50 EL	N/A	N/A	10003 - Computer and Information Technology
<p>This year-long class is an introduction to core concepts in IT. Topics covered include hardware assembly/troubleshooting, operating systems and other key software, app development, the hardware of networking and network assembly and setting up user accounts. Students can earn an industry certification, CompTIA IT Fundamentals, if they pass the end of year assessment.</p>						
WPCS.1	Computer Sci Programming S1	1	.50 EL	.50 MA or .50 SC	N/A	10011 - Computer Science Principles
WPCS.2	Computer Sci Programming S2	1	.50 EL	.50 MA or .50 SC	CS160 - Survey of Computer Science - 4 CR	10011 - Computer Science Principles
<p>This course covers introductory principles of computer science including introductory programming in Python, the Internet/Networking, artificial intelligence, cybersecurity and data structures. This class is year-long and students could earn 4 college credits in CS 160 from Western Oregon University via Willamette Promise or through AP. (formerly CSP - Computer Science Principles)</p>						

ITCSCAP.1	Computer Science Capstone S1	2	.50 EL	.50 MA or .50 SC (if not earned Y1)	N/A	10999 - Computer and Information Sciences-Other
ITCSCAP.2	Computer Science Capstone S1	2	.50 EL	.50 MA or .50 SC (if not earned Y1)	N/A	10999 - Computer and Information Sciences-Other
This year-long class has two components: a work experience component and a personal project component. Students will have the opportunity to gain valuable experience in a real-life situation in an internship that may be on or off campus. Students will also be picking a personal project where they will be learning/developing a technology skill and applying it to complete a project of their choosing.						
COMPTIA.1	CompTIA Lab S1	2 (23/24 ONLY)	.50 EL	N/A	N/A	10003 - Computer and Information Technology
COMPTIA.2	CompTIA Lab S2	2 (23/24 ONLY)	.50 EL	N/A	N/A	10003 - Computer and Information Technology
This year-long class covers the foundational core concepts in IT. Topics covered are those deemed essential to an individual's first job in the IT sector.						
WPCYB.1	Cybersecurity S1	2	.50 EL	N/A	N/A	10020 - Cybersecurity
WPCYB.2	Cybersecurity S2	2	.50 EL	N/A	N/A	10020 - Cybersecurity
This course covers introductory principles of Cybersecurity. This class is yearlong, and students could earn CompTIA Security + certifications.						
WDMM.1	Web Design, Media, and Marketing S1	1/2	.50 EL	N/A	N/A	TBD
WDMM.2	Web Design, Media, and Marketing S2	1/2	.50 EL	N/A	N/A	TBD
Year 1 and Year 2 students will learn the nuances of web design, digital media, and marketing.						

FRERES MANUFACTURING

COURSE	COURSE TITLE	YEAR	CREDIT	Potential Applied CR	Potential College CR	NCES CODE
CADDP.1	Intro CAD/CAM Design & Prog S1	1	.50 EL	.50 MA	N/A	21107 - CAD Design and Software
CADDP.2	Intro CAD/CAM Design & Prog S2	1	.50 EL	.50 MA	N/A	21107 - CAD Design and Software
Incorporates hands-on experience with CAD/CAM software to create 2D and 3D drawings to operate automated equipment (CNC, Milling Machine, Waterjet, Laser engraver and 3D printer).						
IAM.1	Intro to Adv. Manufacturing S1	1	.50 EL	.50 SC	N/A	13002 - Manufacturing Comprehensive
IAM.2	Intro to Adv. Manufacturing S2	1	.50 EL	.50 SC	N/A	13002 - Manufacturing Comprehensive
Students will learn the basic functional knowledge and skills needed in the advanced manufacturing environment (Additive and Subtractive Manufacturing). This course covers introduction to manufacturing, safety, and equipment maintenance as applied in Industrial Processing and is based upon the Manufacturing Skills Standards Council (MSSC).						
IWF.1	Intro to Welding/Fabrication S1	1	.50 EL	N/A	N/A	13207 - Welding
IWF.2	Intro to Welding/Fabrication S2	1	.50 EL	N/A	N/A	13207 - Welding
Students are provided opportunities to develop their skills in performing metal shop activities operating various metalwork and welding equipment. Welding processes utilized are: Arc Welding (Stick Welding), Gas Metal Arc Welding (GMAW), MIG, Gas Tungsten Arc Welding (GTAW) and TIG, Oxyacetylene.						
AMD.1	Advanced Materials & Design S1	2	.50 EL	.50 SC	N/A	13052 - Material and Processes
AMD.2	Advanced Materials & Design S2	2	.50 EL	.50 SC	N/A	13052 - Material and Processes
Expanding on year one functional knowledge and skills needed in the advanced manufacturing environment (Additive and Subtractive Manufacturing). This course continues manufacturing, safety, and equipment maintenance as applied in Industrial Processing and is based upon the Manufacturing Skills Standards Council (MSSC).						

AMO.1	Automated Machine Operation S1	2	.50 EL	.50 MA	N/A	13999 - Manufacturing - Other
AMO.2	Automated Machine Operation S2	2	.50 EL	.50 MA	N/A	13999 - Manufacturing - Other
Expanding on year one knowledge, hands-on experiences, and work based projects with CAD/CAM software to create 2D and 3D drawings to operate automated equipment (CNC, Milling Machine, Waterjet, Laser engraver and 3D printer).						
WF2.1	Welding/Fabrication 2 S1	2	.50 EL	N/A	N/A	13208 - Particular Topics in Welding
WF2.2	Welding/Fabrication 2 S2	2	.50 EL	N/A	N/A	13208 - Particular Topics in Welding
Expanding on year one knowledge and skills in performing metal shop activities operating various metalwork and welding equipment. Welding processes utilized are: Arc Welding (Stick Welding), Gas Metal Arc Welding (GMAW), MIG, Gas Tungsten Arc Welding (GTAW) and TIG, Oxyacetylene.						

Special Education Services

Individualized Education Plans (IEP), Differentiated Plans of Instruction (DPI), and 504s are legal contracts which supersede district agreements. AP and College level courses offered at WCA may have requirements that supersede these plans. WCA staff will work with partner districts, students, and families if a student has one of these plans in place in order to make appropriate accommodations throughout the school year.

Students with special needs or students requesting accommodations will work with their WCA teacher and ensure their sending school has provided the WCA with documentation of accommodations or modifications. The WCA will also request student plans for special education services from partnering districts at the beginning of each school year. Sending schools will forward plans throughout the year as they are reviewed and updated.

Staff at the WCA who believe a student may have a disability will refer their concern to the WCA counselor who will contact the sending school of the student. For more information on Child Find, please check with your student's sending school counselor or administration or follow this link <https://www.wesd.org/departments/special-education/child-find>. For questions or concerns, contact Alan Kirby, WCA Principal at alan.kirby@wesd.org or Margo Williams, WESD Executive Director of Special Education at margo.williams@wesd.org.

WCA Sending School Policies and Agreements

Grading

Grades will be assigned by the Willamette Career Academy teachers. The WCA registrar will forward copies of the progress and semester grade report forms to the sending school via secure file transfer and to families via mail. WCA will issue a progress grade report mid-semester and a final grade at the end of each semester. Sending schools and WCA will work alongside each other with their counselors and registrars to ensure that students are progressing and credits/grades are intact for each semester.

If a student is failing one or more classes at progress time during the semester, they will be placed on Academic Probation. The student signs an agreement that they must have regular and consistent attendance and complete assignments and projects necessary to pass the program at the end of the semester. If semester grades reflect a student failed any classes, their continued participation in the program will be reviewed.

If a student fails any classes during the first semester at WCA and remains in the program, they will be placed on an academic watch list for the remainder of that school year (second semester). If the student doesn't pass all three classes at the end of the second semester, the counselor/principal will discuss with the student, parent/guardian, and sending school whether the student should return for the second year at WCA.

The WCA supports all students in successful completion of credits, whether at WCA or their sending school, and the goal of students graduating from their high school, while being prepared with a solid career plan.

Attendance (Board Policy JE)

All students between the ages of 7 and 18, who have not completed Grade 12, are required to attend school unless otherwise exempted by law (ORS 399.010). School staff will monitor and report violations of the state compulsory attendance law. The law further requires persons having control of any such minor to send them to school. Exceptions from the compulsory attendance law are allowed in certain circumstances, i.e., home schooling, students attending private schools, and/or students that can prove to the board that they have successfully completed the courses of study taught in Grades 1-12. An exemption may be granted to the parent of any student 16 or 17 years of age who is lawfully employed full-time, part-time, and enrolled in school, a community college, or alternative education program as defined in ORS 336.615. Efforts will be made by school officials to enforce the compulsory attendance laws for the state. One fundamental reason for insisting on punctual regular school attendance is to help each student develop habits of responsibility, which will assist them to function well in society and succeed in the world of work. Regular attendance is mandatory if the student is to successfully reach this goal. We also believe there are few substitutes for the value of the relationships which occur between students and teachers in the learning environment.

A student who is absent from school or from any class without permission will be reported to the sending school and will be subject to disciplinary action depending on their policies. WCA and sending schools will work together on attendance policies and support for their students that attend WCA. Sending schools will work with counselors, parents, staff, and WCA in follow-up processes and procedures for missing class. Many of the WCA programs have strict attendance guidelines due to state certification and licensure requirements.

Attendance Limits

Parents and students should be concerned if a student misses **more than five days in a semester (18-week period)**. In the workplace, this number of absences would be considered excessive and WCA wants to encourage students to learn good workplace habits in regard to attendance. WCA and sending schools will create a process around attendance policies and each student will sign an agreement alongside their parents so there is an understanding of expectations in attending WCA on a regular basis. WCA and sending schools will be in constant communication around students progress on attendance contracts and next steps for individualized student attendance matters. Registrars will be the first point of contact to the parents and students about the regular attendance concerns and possible next steps.

Absences and Excuses (Board Policy JED)

Oregon Revised Statute recognizes only the following reasons as valid excuses for absences:

- Illness of the student including mental health days, not to exceed 5 days in a 3 month period per Oregon law;
- Illness of an immediate family member when the student's presence at home is necessary;
- Emergency situations that require the student's absence;
- Medical or dental appointments. Verification of appointments may be required;
- Field trips and school-approved activities;
- Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence;
- Religious holidays will be excused with a note from a parent or guardian.

The school shall notify parents/guardians by the end of the school day if their child has an unexcused absence. The notification of the student's absence will be either in person, by

telephone, or another method identified in writing by the parent/guardian. If the parent/guardian cannot be notified by the above methods, a message shall be left if possible.

The following are NOT excusable absences in accordance with Oregon State Attendance Laws:

- Truancy
- Missing the bus or car malfunction
- Family vacations not excused in advance
- Birthdays or other celebrations
- Oversleeping
- Shopping/haircut appointments
- Hunting or fishing excursions
- Gainful employment

Attendance Procedures

Parents must notify the school by a written note, phone call, or email of the reason for the student's absence within one day of the absence. General excuses are not accepted. Information for the excused absence must include the full name of the student, the calendar date(s) of the absence, a brief reason for the absence, and the complete name or signature of a parent or guardian. The note should be dropped off in the main office. The WCA will send daily attendance to the sending schools and communicate when there have been multiple unexcused absences within the 18 weeks. Sending schools will be responsible to communicate any changes in student/guardian contact information, school related absences, or extended absences due to other circumstances.

Attendance/Participation in School Sponsored Activities

Students who participate in or choose to attend school-sponsored activities (ie: sports, musical events, dances, clubs, etc.) must attend a full-day of school the day of the event or the last day of school prior to the event, in order to be eligible to participate. This includes attending WCA. Additionally, students with irregular or chronic attendance issues may be precluded from attending and participating in extracurricular events. Exceptions may be made for pre-arranged or school-related absences. Please work with WCA and your sending school staff to coordinate efforts.

Pre-arranged Absences

Pre-arranged absences are those arranged at least one school day prior to the student's actual absence. Please contact the Attendance Office. These absences do count in the absence total. Please work with WCA and your sending school staff to coordinate efforts.

School-Related Absences

An absence from school that has been planned and approved as part of a course of study or as a school supported extracurricular activity will be counted as a school-related absence. Examples of school-related absences are field trips, early release for participants in sporting events, student council meetings, speech contests, college visitations, etc. When associated with a specific course, these absences are not counted when looking at attendance totals. All other absences associated with an extracurricular activity will count when looking at attendance totals.

Make-Up Work Needed Due to Excused Absences

The student is responsible for all information and work in every class. Excused absences do not excuse the student from work missed in class. Upon returning to school, the student should contact the teacher at the teacher's convenience, and arrange for any appropriate make-up work. When students are absent, they may miss discussions, films, labs, participation activities, or pop

quizzes that are extremely difficult to make up. Remember, your licenses and certifications are dependent on a set number of hours as determined by the licensing and certification boards. Missing one day at WCA is equivalent to missing three class periods at most sending schools.

Assignments made prior to the student's absence are due upon their return. Work assigned during an excused absence is due within a reasonable time as assigned by the individual instructor, usually the same amount of time as days missed.

Excused Absences from Final Exams

Semester exams WILL NOT BE given early.

Arrangements are made through the teacher to take missed semester exams at a later date.

Students dropping classes after the 3rd week period will receive an F on their grade report, which will be sent to the sending school to enter on student transcript and student will return to attending their home school.

Release of Students from School

A student shall not be released from school at times other than regular dismissal hours except with the principal's permission or according to school sign-out procedures. The main office will determine that permission has been granted before allowing the student to leave. A student will not be released to any person without the approval of their parent/guardian or as otherwise provided by law. The student will need to check-out at the main office.

Student Behavior

Students who become involved in areas of problem behavior will be subject to certain disciplinary actions. Actions will be recorded in the student's behavioral file. Staff will strive to interpret and apply disciplinary action in a manner respecting the diversity of the WCA student body. Depending upon the seriousness of the behavior problem, one or more of the following actions will be taken by school officials (teachers, administrators, or other school employees).

Student Conference

A formal conference is held between the student and one or more school officials. During this conference, the student must agree to change their behavior.

Parent Notification

If a formal behavior conference is held, a student's legal guardian is notified by telephone, personal contact, or letter informing them of their student's status at school. Sending school will also receive notification.

Conference

A legal guardian is notified by telephone, personal contact, or letter. A conference may be conducted between the student, their legal guardian, appropriate school officials, and other individuals involved.

Discipline of Students with Disabilities

Any student, regardless of a disability, who engages in conduct that would warrant suspension, may be suspended for up to ten consecutive calendar days. If the student in question is on a current IEP (Individual Education Program), then a meeting must be held to determine if there is a relationship between the student's misbehavior and their identified disability/ies. If the team

determines that there is no relationship, the student will be treated as any non-disabled student would be in a similar situation and a new plan may be put into place concerning the student's placement. If it is determined that there is a relationship between the student's disability and the misbehavior, a Functional Behavioral Assessment will be performed within the ten days to construct a behavior intervention plan, review existing behavior intervention plans, and review a possible change of placement. An IEP team meeting will be held, also within ten days to approve and/or modify the interventions and change of placement. The IEP team will include, but not be limited to, the student's parent, their case manager or a special education teacher, a WCA classroom teacher, and a school administrator from each school.

Disciplinary Reassignment

In coordination, the WCA administrator and the sending school administration may reassign a misbehaving student to an alternative location. At this time, students may be advised of district or community alternatives.

WCA Student ADD/DROP Procedure

Sending schools make a significant time and financial commitment to sending students to WCA. Seats are allocated by schools to individual students on a competitive basis. If a sending school hasn't filled all of their seats by the first day of school, sending schools have until the second full week of school to add students to the WCA programs. After this time, administrative approval is necessary to add students with the understanding that partial credit may be an option for late admission. Students may also be added to specific programs at the start of second semester on a case by case basis.

If a student requests to drop/withdraw from the WCA, we use the following process. We want to fully understand any requests to drop and assure that all mitigating supports have occurred before a student is allowed to drop a WCA program. This process is designed for any drops at mid-term, semester, or year two transition. Please note that the choice to drop after a designated time may result in the transcription of three Fs (equivalent to the three courses being taught within the learning session) as per the sending school policies regarding late drops.

Steps:

1. Student informs the WCA teacher and counselor about their desire to drop from the program. All options for the student remaining at WCA are discussed with the student.
2. The WCA counselor will communicate with the sending school regarding the request.
3. The WCA counselor will have the student fill out the [WCA Drop Request Form](#).
4. Once the form is complete, the WCA administration, the sending school administration, student, and parent(s)/guardian(s) will meet to determine a final decision. If a decision has already been determined by the sending school, no meeting will be held.
5. If it is determined that the student will drop, the WCA teacher will complete the [WCA Program Drop Form](#), the registrar will fax it to the sending school registrar, and the student will be dropped from classes at the WCA.

WCA Student Handbook Link: [WCA STUDENT HANDBOOK 2023-2024](#)

OTHER FAQ: [WCA: Partner District Forecasting FAQ's](#)

Planning and Preparation for the College Application Process, Certification Programs, Apprenticeships, and Post-Secondary Careers

Suggestions for Juniors:

- Attend college and industry visits at your sending school or at WCA and meet with representatives
- Visit the Counseling and Career Center at your sending school or talk with your counselor
- Actively participate in Industry Chats within your program
- Begin researching colleges, certification programs, or apprenticeship opportunities
- Schedule college and industry visits if time/resources allow
- Meet with your sending school counselor or WCA counselor to discuss plans and goals
- Determine if you need to do formal SAT or ACT prep for out of state colleges

Summer Before Senior Year:

- Narrow down college list, apprenticeship, union, and other industry applications based on career interests, research, or visits
- Work on college essay topic ideas
- Register on the Common Application (commonapp.org)
- Know the difference between early action, early decision, regular decision, and rolling admission for colleges and deadlines for each. (see below)
- Research the requirements for certification, apprenticeship, and internship opportunities
- Participate in community service opportunities
- Update or create a resume

Suggestions for Seniors:

- Create a calendar with admission or application and financial aid deadlines
- Request teacher and other recommendations for colleges, scholarships, apprenticeships, and jobs.
- Use resources in the Counseling and Career Center at your sending school or talk with your counselor
- Actively participate in Industry Chats within your program
- Develop industry connections
- Attend college representative visits at your sending school or at WCA
- Schedule virtual meeting with college advisors or industry professionals
- Attend college fairs and career expos
- Narrow down college list based on career interests
- Review certification, internship, or apprenticeship requirements and deadlines
- Meet with your sending school or WCA counselor to discuss application plans
- Register for and take SAT or ACT for out of state colleges
- Decide on Early Action and Early Decision Dates for colleges and programs
- Communicate your plans with your sending school counselor

- Complete financial aid and watch for deadlines: FAFSA, ORSAA, OSAC, Oregon Promise, Chemeketa Scholars
- Participate in mock interviews and job fairs, preparing resume in advance
- Send unofficial or official transcripts to colleges
- Prepare a list of transcripts to order in June, including Willamette Promise (WOU or OIT) and CCN (CCC)

Information for Parents/Guardians:

Family members play an important role in the college and career planning process for students.

Family members can:

- Foster the growth of students' ethical and professional character
- Support your student through completion of the admission process for their program of study
- If possible, visit colleges, industries, or other programs with your student
- Complete the FAFSA or ORSAA with your student
- Encourage positive gratitude for all opportunities and supporting potential disappointment
- Contact your students' school counselor or college & career advisor with any questions
- Encourage student participation in extracurricular and volunteer opportunities

Websites for Researching Colleges & More:

- Oregon CIS: <https://oregoncis.uoregon.edu/Portal.aspx> (Oregon Career Information System, Career Technical Education and Career Connected Learning.)
- Oregon Goes To College: <https://www.oregongoestocollege.org> (Guidance and research for college planning)
- ECMC The College Place - Oregon: <https://www.ecmc.org/studentseducators/college-access-centers/the-college-place-oregon>
- The College Board: <http://www.collegeboard.org> (SAT registration, AP testing, and college planning information).
- ACT: <http://www.actstudent.org> (ACT registration)
- BigFuture: <https://bigfuture.collegeboard.org> (The College Board's college search engine)
- College Navigator: <http://nces.ed.gov/collegenavigator> (National Center for Education Statistics - college search tool)
- FastWeb: <http://www.fastweb.com> (Scholarship Database)
- YouVisit: <http://www.youvisit.com/colleges> (Virtual college campus tours and scholarships)

College or Industry Visits:

Visiting colleges, industry sites, or potential career sites gives students the opportunity to determine if you will enjoy being part of that community and culture. Review each location online and visit in person if possible, so you have the opportunity to see firsthand what it might be like to be a student (or employee) there. If you aren't able to visit, talk with your sending school counselor, college and career coach, or WCA counselor to get help scheduling a virtual visit with an advisor from that institution.

College Application Plans:

It's important to know the application deadlines for different institutions. Most colleges accept applications through the various options available.

Early Decision Applications: Binding commitment to one college/university. Applications usually due around Nov. 1, students receive a response within 4-6 weeks, if admitted the student is obligated to enroll, submit a deposit, and agree to withdraw other applications.

Early Action Applications: Non-binding early application. Students may apply to multiple programs, applications usually due around Nov. 1, student receives a response in approx. 6 weeks, student has until May 1st to reply to offer.

Regular Decision Applications: This is the most common application process. Students submit applications by college specific dates, usually Dec.-Jan. Students receive responses by April 1, Students have until May 1 to reply to the admission offer and make a deposit to accept and hold their spot.

Rolling Admission Applications: Students may apply to the college any time during the admissions cycle, and the student receives a response 2-8 weeks after submitting the application.

Preparing for Interviews:

All WCA students participate in Mock Interviews each spring. This provides an opportunity to practice interviewing skills and potentially be offered a job interview. If you are invited for an interview, for a college admission or employment opportunity, it's important to ask about the process, who will be conducting the interview, and what you might need to bring with you. Be prepared to share your strengths and interests.

- Research the college or business you will be interviewing
- Write down answers to potential questions and things you want to highlight during the interview
- Bring your resume with you, including employment, academic, and extracurricular activities
- Write down a few questions to ask the interviewer
- Arrive early, remembering to include time for parking and walking to the building
- Turn off your cell phone before the interview
- Be polite and respectful to anyone you come in contact with and introduce yourself
- Wear clean and professional clothing
- Be confident and elaborate with details when answering questions
- After the interview, send a thank you email