

# Abbeville County Career Center

**Telephone: (864) 366-9069**

**Fax: (864) 366-4774**

Paul Anderson, Director



School Counselor

Automotive Technology

Carpentry

Cosmetology

Culinary Arts

Health Science Technology

Engineering/ Information Technology

Welding

Secretary

Maintenance

Anne Marie New

Jeff Kimsey

Rickey Timms

Nicole Lewis Miles

Miliyah Lee-Stackhouse

Rebecca Gamble

Magdalene Patrick

Christopher Bagwell

Anna Herron

Johnny Burton

Website: <https://www.acsdsc.org/o/abbeville-county-career-center>

## Table of Contents

<a href="#"><u>Welcome Letter</u></a> .....	3
<a href="#"><u>Vision, Mission, Beliefs</u></a> .....	3
<a href="#"><u>Daily Schedule</u></a> .....	4
<a href="#"><u>Code of Conduct</u></a> .....	4
<a href="#"><u>School Safety</u></a> .....	6
<a href="#"><u>Dress Code and Consequences</u></a> .....	7
<a href="#"><u>Rules, Regulations and Classroom Practices</u></a> .....	9
<a href="#"><u>Academic Standards</u></a> .....	13
<a href="#"><u>Content Recovery</u></a> .....	14
<a href="#"><u>Continual Attendance</u></a> .....	15
<a href="#"><u>Attendance / Absentee Policy</u></a> .....	16
<a href="#"><u>Student Clubs</u></a> .....	19
<a href="#"><u>Graduation</u></a> .....	20
<a href="#"><u>Courses &amp; Credentials</u></a> .....	22
<a href="#"><u>Guidance Department</u></a> .....	32
<a href="#"><u>Forms and Fees</u></a> .....	37

# Welcome

Dear Parents and Students,

Welcome new and returning students to Abbeville County Career Center, where preparing our students for the future is the norm! We pride ourselves by offering students opportunities for interactive and hands-on activities in the classrooms that directly relate to college readiness, workplace awareness and career preparedness.

We are excited this year to welcome our new and returning instructors and programs to the Career Center. Students, parents, and community members are encouraged to participate in school activities and annual school improvement projects.

We must continue to be diligent in areas of overall recruitment and retention, particularly in the areas of non-traditional students. As we move forward, our task is to continue to recruit quality students and to increase academic attainment and employability skills for our students. Sincerely,

Paul Anderson, Director

## OUR VISION

Shaping and preparing every student by offering sustainable programs that generate opportunities for success.

## OUR MISSION

The primary mission of Abbeville County Career Center is to play a major role in the preparation and success of our young people in the technical, business, industrial, and educational world by providing opportunities for success through academics and skill attainment.

## WE BELIEVE

- In providing differentiated instructions and learning opportunities for students
- In a safe, secure, and inspiring learning environment
- Our programs strengthen student success in

- academics through reading, math, and science readiness skills
- technological advancement through computer training, health science, robotics, and engineering
- workforce readiness through school to work activities
- Preparing students for success today shapes outcomes for tomorrow
- Educating students to excel through skill attainment helps strengthen character

## DAILY SCHOOL SCHEDULE

2025-2026

Teacher Planning Period	7:45 – 8:30 am
Cosmetology Class	8:00 – 11:00 am
Lunch	11:00 – 11:45 am
Afternoon Campus Supervision	11:45 – 12:00 pm
Cosmetology Class	12:00 – 3:00 pm
Teacher Planning Period	2:30 – 3:15 pm

## CODE OF CONDUCT

Students, individually and collectively, shall comply with school regulations and recognize the authority of the instructors and staff. Disobedience and open defiance of school and board policy shall constitute sufficient cause for disciplinary action and may result in detention, suspension or expulsion from school. **Classroom disruptions shall not be tolerated.** In the event of disruptive behavior, instructors must follow classroom policies and procedures to curtail acts of negative behaviors. Once classroom policies and procedures have been followed instructors



shall report disruptive behavior at once to the principal who is empowered to institute appropriate disciplinary action.

## Bus Conduct

Students who create a disturbance on school buses shall be reported by the bus driver to the appropriate bus liaison at their high school. If students are suspended off the bus or denied bus transportation they are still expected to attend classes at the Career Center every day. Any absences during this time will count as unexcused “unlawful” absences.

## Students Driving

1. Students must be licensed to operate a motor vehicle.
2. The cost of the parking permit is **\$10.00** each year.
3. Students **ARE NOT** allowed to pass a bus to or from the Career Center.
4. Students must have permission by their local high school principal (Driving Permit Form) and the Alive at 25 certificate to drive to the Career Center campus. Students will be issued a Career Center permit/decal to park on campus.
5. The Career Center permit/decal must be visible through the front windshield. Failure to have a proper permit and/or decal will result in loss of driving privileges.
6. Students are not allowed to carry unauthorized passengers to and from the career center ***unless they gain proper permission***. The passengers and drivers will be disciplined for violation of this policy.
7. Upon arriving on campus, students must exit their vehicles and report immediately to class. Loitering and sitting in cars will result in revocation of the permit. ***No parking*** in the rear of the building.
8. Students **WILL NOT** be allowed to return to their vehicles during school hours.
9. In order to ensure campus safety, all vehicles will yield to pedestrians, *speed limits will not exceed 10 mph* at any time and

drivers will leave **BEHIND** buses. **RECKLESS DRIVERS AND PASSING SCHOOL BUSES ARE STRICTLY PROHIBITED AND WILL RESULT IN PERMANENT LOSS OF DRIVING PRIVILEGES.**

10. Loud music, use of banners, offensive decals or attachments will not be permitted.
11. All traffic will depart from the right side of the median to avoid creating two (2) lanes of traffic attempting to exit the gate.
12. All persons entering or leaving the career center are expected to operate their vehicles in a safe and cautious manner.
13. Students must have written permission from the instructor in order to drive vehicles to the shop area. The principal or designee shall record time and initial approved request.

Students who violate the driving policies at the Career Center may have their driving permit / decal suspended, permanently revoked, out-of-school suspension and/or a combination based on the seriousness of the offense (s).

## **Loitering**

Students are not allowed to loiter in the instructor's offices, tool rooms, front walkway, rear of building, parking lot or other unauthorized areas.

## **School Safety**

In order to assure the safety of students and staff, the Abbeville County Sheriff's Department will be alerted to any unauthorized or disruptive person (s) on this campus. From time to time, shop and classroom deliveries will be received in the front office to help enhance programs. During these times, the front office will distribute the deliveries at a convenient time during the day to reduce unscheduled classroom disruptions. Excluding bay doors in shop areas, ***exterior entrances to classrooms should remain locked at all times.*** Students must enter the school and classes from the covered walkway in the front of the building. Other exterior doors (side & back) leading to the covered walkway should remain locked. Interior doors to shop and classroom areas should remain locked when these areas are not occupied. When necessary, all interior and exterior doors may be locked to increase security measures or to reduce traffic and loitering. Students will be instructed in routines and

procedures that allow them to exit and enter the classrooms with limited disruptions. Students **MUST** enter and exit the building from the covered walkway in the front of the school. Video surveillance and the surrounding fence of the property are utilized for the safety of the Career Center students and faculty.

The Abbeville County Career Center does not accept deliveries to/for students. This would include food, balloons, gifts, or other items from any outside source. We apologize for any inconvenience.

## **Class Safety**

Students will be required to observe all safety rules by wearing proper apparel which relates to their work/class. Horse playing will not be tolerated under any circumstances. Safety glasses will be issued to students in Carpentry and Automotive Technology. Glasses lost during the year must be replaced by the student at his or her expense.

## **Visitors**

**ALL VISITORS MUST REPORT TO THE FRONT OFFICE AND RECEIVE A VISITOR'S PASS AND PERMISSION BEFORE VISITING ANY CLASSROOMS.**

Classroom and campus visitations should be restricted to the following provisions:

1. During the instructor's conference period when students have left campus for the day.
2. During scheduled client or presenter's visits. During these times it is the responsibility of the instructor to ensure proper procedures are followed before individual (s) enter class.
3. Visits deemed inappropriate by the principal will be rescheduled during the instructor's conference period with the principal present for the visit.
4. Former students **WILL NOT** be allowed access to classrooms during the school day. Former students are **ONLY ALLOWED** visitations during the instructor's conference period when students have left the campus. Former students **MUST** have prior permission from the instructor before coming on campus to visit.

5. Currently enrolled students may return to campus after scheduled classes **ONLY** with: (1) *prior permission from the instructor*, and/or (2) *during his or her conference period*. The permission forms must have (1) *date*, (2) *time*, (3) *reason for return*, and (4) *instructor's signature*. If students can not present a permission form, they will be asked to leave campus immediately.

## **Dress Code & Consequences:**

Students shall maintain acceptable dress standards for the workplace/industry. Tank shirts, derogatory messages, pictures or other inappropriate attire will be prohibited. The administration will make decisions regarding acceptable attire. All attire is to conform to safe working conditions.

### ***No attire with the following:***

- *Objectionable messages or pictures*
- *Spaghetti straps or tank tops*
- *With slit sleeves that expose portions of the side*
- *Cut-out sleeves over the shoulder*
- *Any portion of the mid-section exposed*
- *Shorts, skirts, or dresses may be worn no more than 2 inches above the knee*
- *Tights, leggings, and jeggings must be worn with a top that is no more than 2 inches above the knee*
- *Bra straps and other undergarments should not be visible*
- *Bedroom slippers or inappropriate footwear*

1. **Shirts must be worn at all times.**
2. **Pants should be worn on the waist.**
3. **Underwear must not be seen.**
4. **Only prescribed and/or safety glasses will be worn on campus and in class.**
5. **Hats or caps are allowed at the discretion of the teacher when not constituting a safety hazard.**
6. **Shoes must provide adequate protection for laboratory and shop work in a vocational setting.**
7. **Loose jewelry and pendants that might endanger or cause injury must be removed when working.**

8. Students are expected to dress properly to insure comfort and safety.
9. Instructors may prescribe special attire as necessary for various functions and work applications.

The administration will intervene when dress appears to violate these principles. Since students at the Career Center are preparing for specialized employment in industrial and business settings, dress requirements may differ substantially from some codes enforced at other schools. In the workplace, dress must be conducive to safety and comfort as well as meet OSHA standards. Students' dress should be dictated by the professional nature of our programs.

### **Consequences for Violating the Dress Code:**

Students who break the dress code will be given a t-shirt and/or jogging pants to wear back to class until a parent/guardian brings school appropriate clothing.

The front office will hold the student's clothing until a parent/guardian brings appropriate clothing or until the end of the day.

- 1<sup>st</sup> Offense - Warning (Change of clothing required)
- 2<sup>nd</sup> Offense - Warning (Change of clothing required)
- 3<sup>rd</sup> Offense - Administrative Detention (Change of clothing required)
- 4<sup>th</sup> Offense - 1 - Day OSS (Change of clothing required)
- 5<sup>th</sup> 1 Day OSS for each offense after the fourth (Change of clothing required)

## **RULES, REGULATIONS & CLASSROOM PRACTICES**

### **Textbooks**

All textbooks are the property of the State of South Carolina and will be issued at the beginning of the school year free of charge. Students are solely responsible for lost, damaged or stolen textbooks. If textbooks are not returned at the end of the school year in clean undamaged conditions

students **will be required to pay** the damage fees and / or replacement fees of the textbook (s) before they are allowed to march at graduation and be issued another textbook.

## **Lockers**

Lockers are available to students who attend the Career Center. All lockers and storage facilities on the premises of the Career Center are the property of the Abbeville County School District and are subject to inspections at any time. Students are required to provide their own locking mechanism for the lockers through the building.

## **Accidents**

When an accident occurs, it is the responsibility of the student (s) to report the incident **at once** to the instructor. Students will be required to fill-out an accident report describing the nature of the incident and any others involved. Accordingly, any other students involved and/or witnessed the accident will be asked to fill-out an accident report. Immediately after the accident is reported, the instructor will notify the principal and any other necessary authority (front office, parent, guardian, EMS, etc.). Proper medical referrals will be made when necessary.

## **Emergency Procedures**

Fire drills, tornado drills, earthquake drills, and unwanted intruder drills will be carried out periodically during the school year. An evacuation map will be located in each classroom to show the order of exit and students will be instructed in emergency procedures.

## **Housekeeping**

Students must aid in keeping the center clean. All students are responsible for equipment care, shop maintenance, and general housekeeping.

## Student Errands

Students **will not** be given permission to leave school and pick up parts or to complete other unsupervised errands whether associated with class or any other reason.

## Field Trips

Students taking any type of trip sponsored by the school are required to have a permission form signed by the parent/guardian prior to the trip. The necessary permission forms will be supplied by the activity sponsor or advisor. It is the responsibility of the sponsoring advisor to collect permission forms from each student before leaving the school for the purpose of making a trip. ***No school-sponsored group or individual student may be sent to represent the school without an adult school sponsor or advisor.*** Students' previous behaviors, grades and attendance may prevent participation in a field trip. This information will be given to students at the beginning of the school year and/or semester. Faculty sponsors will qualify students for eligibility.

## ID Badges

Student ID badges are to be in their possession at all times during the school day, and worn at the discretion of the teacher when it does not present a safety hazard. Any student participating in a field trip must wear his or her ID badge throughout the entire trip.

## Insurance

Students enrolled at the career center are required to have accident insurance. Insurance can be purchased through your high school, accidental insurance plans or your parents must specify that you are covered by their accident policy. Abbeville County School District is not required and does not provide accident coverage for students who are injured at school or school-related activities.

# Telephone Policy

The telephone in the front office is to be used for emergency purposes by students. Before students can use the phone, they must have written permission from their instructor. Students will not be disturbed in class to answer the telephone or receive messages, except in case of emergencies.

## Cell phone policy

### 1. Classroom Use:

- Students are not permitted to use cell phones during instructional time unless explicitly authorized by the teacher for educational purposes.
- Cell phones must be turned off or placed on silent and stored securely away such as in backpacks, lockers, or designated areas during class.

### 2. Medical Necessity:

- Explicitly required by a student's IEP, Medical Plan, or 504 Plan.

### 3. Volunteer Services

- Students who are members of a volunteer firefighting or emergency organization may be authorized to carry a telecommunication device with written permission from the District / School designee.

## Internet Usage

Students are required to sign an Abbeville County School District Acceptable Use Policy that highlights acceptable use of the internet prior to accessing our system. Internet usage should be limited to educational needs.

## Student Picture Use

From time to time students' pictures may be used to promote their accomplishments throughout the programs at the career center. These pictures may be placed on bulletin boards, in newspapers, on the school or district websites and in various other types of news media. If you **do not** wish for your child's picture to be used and displayed, you may waive your child's participation by writing a letter to the school expressing your wishes.

## Tools

No student will be allowed to remove tools or equipment from the shop areas or tool rooms without proper authorization and permission from the instructor.

## Vending Machines

The use of vending machines is a privilege, not a right. Machines may be disabled if students abuse the privilege, if litter is excessive or if the machine is vandalized. Students should not enter an instructor's classroom for the purpose of using a vending machine.

## Academic Standards

Procedures should be established for daily routine assignments involving academic progress and standards. These assignments should begin as students arrive in the classroom and continue until the bell rings for dismissal. A variety of academic strategies, materials, and assessments should be made available in order to meet the varied needs of our students to be successful.

### Report of Student Progress

Final quarter grades will appear on report cards four times during the year. This will be at the conclusion of each nine weeks grading period. Progress grades will appear on progress reports every 4 ½ weeks throughout the academic year.

## Exam Exemption Policy

No student has the "right" to an exemption. Instructors may "grant" exemptions to a class at his or her discretion. Students must have a 95 average to exempt an exam. Only second semester exams can be exempted. Students who are taking exams must remain in the class until the bell rings for dismissal. Class exams should be cumulative. Instructors should not give exams early.

## GRADING SCALE

90- 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

## DUAL CREDIT (Piedmont Technical College)

Students who are enrolled in the following programs can receive dual credit for some or all of the listed courses in the program:

- ☐ Automotive Technology
- ☐ Information Technology
- ☐ **Pre-Engineering**
- ☐ Health Science
- ☐ Firefighting Articulated after graduation to PTC

Dual credit allows students to receive college credit for successfully completing assigned courses.

Below are the dual credit letter grades, average grades and value of points assigned to the grades for students enrolled in dual credit courses.

### **Grading Scale Dual Credit Courses**

<b>A = 94-100</b>	<b>4 points</b>
<b>B = 85-93</b>	<b>3 points</b>
<b>C = 75-84</b>	<b>2 points</b>
<b>D = 70-74</b>	<b>1 point</b>
<b>F = 69-0</b>	<b>0 points</b>

**Final Grading:** Letter & numeric grades are given in all courses once the courses are completed.

Dual credit courses become a part of the student's permanent college transcript. Students must commit to doing the work required.

# CONTENT RECOVERY

The state of South Carolina requires every school district to develop and implement course recovery guidelines for students to follow who previously failed to master content or skills required to receive credit. Content recovery is the initiative that will be used for Abbeville County students. Content recovery is defined as a course-specific, skill-based learning opportunity for students who are still enrolled in the course with the original teacher of record assigned by the school. Content recovery allows students to retake a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved by a certified teacher as needed for the student mastery of course content. In order to qualify for content recovery at the Career Center, students must have missed over 10 unexcused days. Thereafter, the teacher, student, and parent will setup, develop, and follow a written contract that outlines the Recovery Guidelines:

- (1) Which assignments and/or activities to be recovered;
- (2) Length of time to recover the assignments and/or activities (beginning and ending dates);
- (3) Maximum points the students can earn on the assignments and/or activities;
- (4) Supplemental materials, books, notes, technology, etc. that can be used to complete the assignments and/or activities;
- (5) Location (before school, during designated breaks, afterschool, etc.) where the assignments and/or activities can be completed

All assignments must be completed before the end of the course in order to earn credit.

# CONTINUAL ATTENDANCE

(TO / FROM HOME SCHOOLS AND CAREER CENTER)

Attendance is continual from home schools to the career center and from the career center to the home schools.

If students fail to report to his or her home schools after being **PRESENT** at the career center and **DO NOT SIGN-OUT OR BRING A NOTE TO SIGN-OUT AT THE CAREER CENTER**; the **Breach of Conduct** that follows is: *leaving school grounds without permission or not following proper checkout / check-in procedures*. **STUDENTS WILL RECEIVE THE APPROPRIATE CONSEQUENCES FOR THEIR ACTIONS.**

If students fail to report to the career center after being **PRESENT** at his or her home schools and **DO NOT SIGN-OUT OR BRING A NOTE TO SIGN-OUT AT THE HOME SCHOOLS**; the **Breach of Conduct** that follows is: *leaving school grounds without permission or not following proper checkout / check-in procedures*. **STUDENTS WILL RECEIVE THE APPROPRIATE CONSEQUENCES FOR THEIR ACTIONS.**

*Please note: This Breach of Conduct also applies to other infractions.*

## ATTENDANCE / ABSENTEE POLICY

The state of South Carolina requires a minimum attendance of 160 days out of the 180 days each school year. Any student who attends less than 160 days in the school year or 80 during the semester will not be eligible to receive a Carnegie unit unless he or she completes course content that was missed. Parents have the legal responsibility of sending their children to school. Content recovery is available at the career center.

### **Board Policy States:**

In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. The board may grant approval of excessive absences in accordance with board policy.

## **Absences Policy**

Before returning to the classroom, students who are absent from the career center must report to the main office the day they return to school and get an admission slip. The admission slip must be given to the instructor. Students must also bring a ***Parental Excuse Form***. *The form must be filled out completely.*

## **Medical Excuses**

Students should present a copy (s) of a doctor's excuse for any absences. It is the student's responsibility to present this excuse to the front office upon returning to school.

## **Parental Excuses**

Students should present a copy (s) of the parental excuse form for any ***absences***. It is the student's responsibility to present this excuse to the front office upon returning to school.

## **Early Dismissals**

Parents wishing to have their child excused should fill out a **parental excuse form** requesting permission or they must come in person to request permission. *Parents can scan in and send a photocopy of his or her driver's license with a note attached to dismiss students early. **Students Will Not Be Excused By Telephone or Text Messages.*** Students must sign out at the main office before leaving campus. Students who are absent for more than half the class period ***will not*** receive credit for being in attendance.

## **Types of Lawful Absences**

- Illness that would endanger self or the health of others
- Death or serious illness in immediate family
- Recognized religious holidays of their faith
- Prearranged absences (field trips, school related and/or extreme hardship at the discretion of the Principal)
- Taking military, career readiness or academic exams such as ASVAB,

Work Keys, etc.)

## Provisions For Handling Lawful Absences

- A. Personal illness shall be verified by a parental or doctor within two (2) days of the return of the student to school. Extended illnesses (those exceeding one (1) week or anticipated to exceed two (2) weeks) should be verified by a doctor within one (1) week of the student's return to school.
- B. Absences for serious illness or death in the student's immediate family shall be verified by a parental excuse within one (1) week of the student's return to school.
- C. Absences for religious holidays and/or other reasons must be requested in advance by the parent/guardian stating the purpose of the absences, number of days, and date (s).
- D. Student absences for school activities may be excused by the principal. **CAUTION:** Absences for approved school activities may also detract from the student's ability to benefit from the educational programs. This factor should be taken into consideration when decisions are made with regard to the individual student's class.
- E. Suspensions will be treated as excused absences.
- F. **Bus transportation:** It is the student's responsibility to meet the bus at its assigned time and schedule. If a student is absent because he or she missed the bus, it will be counted as an **unexcused absence**. *If the student does not attend the career center because of a school related reason, a written administrative excuse from the high school is required.*

## Late Arrivals – Tardy to Class

Students arriving at school after the tardy bell must receive an admission slip from the front office before entering the classroom. Instructors will keep a record of tardies and follow the consequences as outlined. Students who are late for more than half the class period **will not** receive credit for being in attendance.

## **Tardy Policy – Consequences – All Tardies are placed into Powerschool**

1<sup>st</sup> – time – written warning teacher

2<sup>nd</sup> – time – 15 detention with teacher

3<sup>rd</sup> – time – referral, 30mins detention with teacher & parent contact

4<sup>th</sup> – time – referral, 1 hour detention with principal afterschool & parent contact

5<sup>th</sup> – time – referral, OSS (out-of-school suspension) 1 day both schools

And so on and so forth.....*Tardies will reset after 9-Weeks*

## **Make-up Policy**

Making up work is the responsibility of the student and must be completed within five (5) days of returning to school. In the event absences are longer than students anticipate, the instructor will determine the appropriate time for makeup work and place it in writing so that the students and parents will be aware of the time.

## **Student Clubs / Functions**

Students are encouraged to join organizations. SkillsUSA and NTHS are our campus organizations. All student organizations and meetings are directed by an appointed faculty advisor. All activities conducted in the name of the school or a school club must be with the approval of the principal. The school assumes no liability, nor does the administration sanction any activities not meeting these requirements.

## **NATIONAL TECHNICAL HONOR SOCIETY GUIDELINES**

To be nominated for admission to the NTHS is an accomplishment.

Students who achieve this level of recognition are expected to possess high academic excellence in their occupational major, and display leadership, good discipline, and good class attendance. Students will be considered only on the recommendation of their respective instructors having met the following criteria.

### **Guidelines For Admission**

1. Students must have a cumulative grade point average of 90 or above in their CTE courses.
2. Students must have a cumulative grade point average of 3.0 or above at their high school using the SC GPA UGP scale.
3. Students must have completed one CTE course in his or her program of study and be currently enrolled in or completed the second CTE course in his or her program of study to be eligible.
4. Students cannot have more than three (3) unexcused absences from their CTE courses (excluding medical, field trips, work-based learning experiences, principal and/or administrative absences, etc.).
5. Students should model good behavior and citizenship starting his or her 9<sup>th</sup> grade year to the end of their senior year at their high school and the Career Center. This also includes travel time to and from the Career Center and any activities associated with the Career Center and high school. Admission to the NTHS **will be denied** if a student's disciplinary record shows behaviors that have warranted suspension or expulsion. Current and prospective members **can not** engage in behaviors that warrant suspension and/or expulsion from school.

Once a student joins the NTHS, they must adhere to the standards outlined in the guidelines for admission. Students who maintain a cumulative grade point average of 90 and above in his or his CTE courses and complete a CTE Program of Study at the High School and/or Career Center in their occupational area will receive an NTHS **Honor Seal** to be placed on their diploma upon graduation from high school.

## Career and Technical Education Graduation

### CTE Completer Graduation Cords

To qualify for a CTE Completer Gradation Cord students must adhere to the following criteria:

- o Complete three and/or four courses in his or her Program of Study  
(Ask CTE Teacher for explanation)
- o Earn one Industry Approved Certification



- o CTE teacher must recommend student
- o Complete all paperwork and/or forms
- o Turn the paperwork and/or forms into the appropriate person or department
- o Before cords can be purchased, all information on forms must be verified
- o Students who complete more than one CTE Program of Study may qualify for more than one Completer Cord
- o *Completer Cords* can be purchased for **\$10.00**.
- o The Guidance Department or Office will collect the payment: *Check, Cash Only, Credit Cards, etc.*
- o After Cords are purchased, students are responsible for keeping up with his or her Completer Cord. If a cord is lost or stolen, the student can purchase another cord for **\$10.00**
- o **Completion of a Program of Study does not guarantee** that a student will qualify for a CTE Completer Graduation Cord

## REMEMBER

**Complete Program of Study + Industry Certification + Teacher Recommendation = CTE Completer Cord**

**Where to get CTE Completer Graduation Cord Forms:**

*Your CTE Teacher, Guidance Department, Front Office at ACCC*

# Abbeville County Career Center Courses

## Automotive Technology *Transportation Career Cluster*

**Automotive Technology** is a two-year program designed for students who desire a career or further study in automotive mechanics. Students will learn automobile history, structure, theory and repair. In the first year students learn shop safety, tool identification and usage, basic brake and electrical systems. In the second year students train in advanced engine performance, steering and suspension systems, wheel alignment, and advanced electrical and brake diagnosis. Students will be prepared for entry level positions as technicians in dealerships, as parts specialists, or for further education.

**Requirement:** *College placement test required.*

Courses	Grade	Block	College Credits / Dual Enrolled
Auto Tech 1	11 <sup>th</sup>	3 <sup>rd</sup> - 4 <sup>th</sup>	AUT 101 Engine Fundamental
Auto Tech 2			AUT 132 Electricity
Auto Tech 3	12 <sup>th</sup>	1 <sup>st</sup> - 2 <sup>nd</sup>	AUT 112 Braking Systems
Auto Tech 4			AUT 122 Suspension & Alignment
<b>Industry Certifications</b> OSHA Safety Test / Microburst Employability Skills / <i>ASE (Student)</i> : Brakes; Maintenance & Light Repair; Electricity; Steering & Suspension; Engine Performance			

## Building Construction and Carpentry *Architecture and Construction Career Cluster*

While constructing a 1300 sq. ft. house, students will learn the aspects of residential and commercial construction including safety procedures, hand and electrical tools, equipment maintenance, shop management, blueprint reading, and related mathematical processes. Instruction will include lab, on-site, and classroom activities. In the second year, students will be involved in design, layout, and selection of materials for individual construction projects. Students will gain advanced knowledge in construction, carpentry, building supply, roofing, electrical, and related fields and be prepared to further their education in any construction-related field.

Courses	Grade Level	Semester	Block	Industry Certification / Skills Included
Carpentry 1	10 <sup>th</sup> —12 <sup>th</sup>	S1	3 <sup>rd</sup> - 4 <sup>th</sup>	<i>NCCER</i> <i>OSHA Safety Test</i> <i>Microburst Employability Skills</i> Blue Print Reading Rough Construction Material Selection Design, Roofing
Carpentry 2	10 <sup>th</sup> —12 <sup>th</sup>	S2	3 <sup>rd</sup> - 4 <sup>th</sup>	
Carpentry 3	11 <sup>th</sup> —12 <sup>th</sup>	S1	1 <sup>st</sup> - 2 <sup>nd</sup>	
Carpentry 4	11 <sup>th</sup> —12 <sup>th</sup>	S2	1 <sup>st</sup> - 2 <sup>nd</sup>	

				Electrical
--	--	--	--	------------

## Cosmetology

### *Human Services Career Cluster*

**Cosmetology** is a two-year program designed to prepare students for passing a licensing examination and become registered cosmetologists. Upon passing the State Board licensing exam for cosmetology and completing the ***required 1540 classroom hours***, students become registered cosmetologists. Students learn the basics of hair, skin, and nails, including scalp and hair treatments, massage, facials, manicures, pedicures, roller placement, and hair-cutting. Training includes personal hygiene, sanitation, bacteriology, professional ethics, shop management, and marketing and sales. In the second year, students will learn finger waves, pin curls, chemical waves, relaxers, hair press, artificial hair, hair coloring and much more and will receive public clients. Students are prepared to work in a salon, spa, or other personal care facility, to open their own business, or to further their education. Completion of the program and passing the exam ensures that the senior student is a registered cosmetologist and recipient of a Cosmetology license while still in high school. *New State Board regulations regarding minimum hours and prerequisite grades for program continuation may be implemented this fall. Passing scores on the State Licensing exams required.* **Requirement:** 250 hours per semester to advance to next semester.

Course	Grade	Block	Semester	Certification
Cosmetology 1	11	3 <sup>rd</sup> – 4 <sup>th</sup>	S1	SC Cosmetology Licensure SC Hair Braiding Registration Microburst Employability Skills
Cosmetology 2	11	3 <sup>rd</sup> – 4 <sup>th</sup>	S2	
Cosmetology 3	12	1 <sup>st</sup> – 2 <sup>nd</sup>	S1	
Cosmetology 4	12	1 <sup>st</sup> – 2 <sup>nd</sup>	S2	

## Culinary Arts

### *Hospitality and Tourism Career Cluster*

**Culinary Arts** prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. The Culinary Arts program is utilizing the National Restaurant Association certificate program entitled ProStart. ProStart is a certification program that takes students beyond the typical courses of study by teaching the students real-world skills that they will use in their restaurant careers. The instructor assists students in finding a job with a mentor that will teach and guide them through learning the skills necessary to complete the ProStart workplace checklist. Recognized throughout the restaurant and hospitality industry, students earn the National ProStart Certificate of Achievement after completing the 2 year program. **Requirements:** 400 service hours in the industry.

Course	Grade	Block	Semester	Certification
Intro to Culinary Arts Management Intro Hospitality & Tourism Man.	11	3 <sup>rd</sup> – 4 <sup>th</sup>	S1	ProStart ServSafe Sanitation ServSafe Food Handler ServSafe Manager Microburst Employ Skills
Culinary Arts Management 1	11	3 <sup>rd</sup> – 4 <sup>th</sup>	S2	
Culinary Arts Management 2	12	1 <sup>st</sup> – 2 <sup>nd</sup>	S1	

Event & Entertainment Man.	12	1 <sup>st</sup> – 2 <sup>nd</sup>	S2	
----------------------------	----	-----------------------------------	----	--


**Health Science Technology**  
*Health Science Career Cluster*

**Health Science Technology** is a two-year program designed to provide knowledge and entry-level skills required for a large number of different medical careers. Students will learn fundamental skills for entering the medical field while exploring many different health careers. Through classroom and lab instruction, students will learn CPR, First Aid, medical terminology, personal care skills, physical therapy skills, medical legalities, nutrition, disease management, anatomy and physiology. Six dual credits may be earned in the Health Science program. In the second year, students will prepare for internships in hospitals, nursing homes, and area medical facilities. Students may do clinical work in areas such as Emergency room, Intensive Care unit, Physical Therapy, Respiratory Care, Radiology, Cardiology, Wellness and others. Integration of health science courses, work-based learning experiences, and academics allow students to make informed decisions regarding a variety of careers and educational pursuits. **Requirements:** *Minimum college placement test scores on the Accuplacer. An overall average of 80 or higher in HS1 to proceed to HS 2. Prerequisite For Pharmacology:—HS 3, Medical Terminology and 3.0 GPA or higher.*

Courses	Grade	Block	College Credits / Dual Enrolled
Health Science 1 Health Science 2	11 <sup>th</sup>	3 <sup>rd</sup> - 4 <sup>th</sup>	AHS 102 Medical Terminology AHS 205 Law & Medical Ethics
Health Science 3 Clinical Study	12 <sup>th</sup>	1 <sup>st</sup> - 2 <sup>nd</sup>	AHS 155 Special Topics in Health Care AHS 163 Long Term Care PHM 101 Intro to Pharmacy
<b>Pharmacology for Medical Careers</b> ( <i>2nd Semester Seniors only, On-line ONLY</i> ) It is designed to expose students to pharmacy careers and benefit from pharmacology, math & science standards. Work-based learning opportunities in pharmacies.			
<b>Industry Certifications</b> First Aid/CPR/AED / Certified Nurse Assistant (CNA) / Certified Pharmacy Technician NHSA /OSHA 10 Hours / BLS/ Microburst Employability Skills			

**Pre-Engineering (PLTW)**  
*Science, Technology, Engineering, Mathematics Career Cluster*



**Pre-Engineering** students will be introduced to the scope, history, rigor, and discipline of engineering with a strong emphasis on math, science, and technology. Students will use 3-D computer modeling software to design and create program models to analyze and solve engineering problems. The students will explore technology systems along with the manufacturing process while incorporating the benefits of math and science. In addition, students will learn robotics, automated manufacturing, and create 3-D replicas of their own designs with a 3-D printer. This program is closely aligned with the engineering programs at USC, other universities, and most South Carolina state colleges. **Requirements:** *Minimum scores on college placement test, successful completion of Geometry and Algebra 2 or concurrent enrollment. Overall GPA of 3.0 or higher.* Courses must be taken in sequence. Dual credit courses may change to coincide with technical college requirements.

Courses	Grade	Block	Semester	College Credits / Dual Enrolled
IED ( <i>Intro to Engineering Design</i> ) POE ( <i>Principles of Engineering</i> )	11 <sup>th</sup> -12 <sup>th</sup>	3 <sup>rd</sup> - 4 <sup>th</sup>	S1	EGT 152 Fundamental of CAD EGR 130 Engineering Technology Application & Programming CIM 131 Computer Integrated Manufacturing
CIM ( <i>Computer Integrated Manufacturing</i> ) CEA ( <i>Civil Engineering &amp; Architecture</i> )	11 <sup>th</sup> -12 <sup>th</sup>	3 <sup>rd</sup> -4 <sup>th</sup>	S2	AET 101 Building Systems
<b>Industry Certifications</b> Autodesk Inventor Certified User Certification; Microburst Employability Skills; OSHA 10				

## **Information Support and Services**

### *Information Technology Career Cluster*

In **Information Technology** students will learn computer hardware and software along with networking and security. We will create secure networks as well as assemble and repair computers. Cybersecurity will be discussed and techniques to protect networks will be highlighted. Students will also take national certification exams for networking and computer systems. Program completers will earn up to 12 college credits transferable to 4 and 2 year colleges. Students are prepared for entry-level positions in ~~engineering, architecture, robotics, and a variety of other engineering technician positions as well as~~ computer networking and security. **Requirements:** *Minimum scores on college placement test, successful completion of Algebra one. Overall GPA of 3.0 or higher.* Courses must be taken in sequence. Dual credit courses may change to coincide with technical college requirements.

Courses	Grade	Block	College Credits / Dual Enrolled
---------	-------	-------	---------------------------------



<del>Network Fundamentals</del> <del>Advanced Networking</del> Computer Repair Service Advanced Computer Operating Systems	11 <sup>th</sup> -12 <sup>th</sup>	1 <sup>st</sup> - 2 <sup>nd</sup>	CPT 209 Computer Systems Management CPT 257 Operating Systems IST 220 Data Communication CPT 282 Information Systems Security
<del>Computer Repair Service</del> <del>Advanced Computer Operating Systems</del> Network Fundamentals Advanced Networking	11 <sup>th</sup> -12 <sup>th</sup>	1 <sup>st</sup> - 2 <sup>nd</sup>	
<p align="center"><b><u>Course Substitutions Senior Year Only</u></b></p> <p align="center"><del>Computer Programming with Visual Basics I</del> <del>Computer Forensics</del></p> <hr/> <p align="center"><del>CPT 186 Visual Basic Net I</del> <del>IST 268 Computer Forensics</del></p>			
<p align="center"><b>Industry Certifications</b></p> <p align="center">Comp TIA A+, Network+; Security+; IT Fundamentals; <del>Network+; Security+;</del> Microburst Employability Skills; OSHA 10, OSHA CyberSecurity</p>			

### **Welding Technology** *Manufacturing Cluster*

**Welding Technology** is a two-year program designed for students to qualify for various AWS welding certifications after the completion of the program. The welding curriculum supports the planning, managing, and performing the processing of materials into intermediate or final products. A career in welding also relates professional and technical support activities product control, planning and maintenance needs. The welding program prepares students for jobs in the mig, stick, and tig industries. The entire program provides competency and industry-based skills needed to secure gainful employment in the welding industry.

Course	Grade	Block	Semester	Certification
Welding Technology 1	11	3 <sup>rd</sup> – 4 <sup>th</sup>	S1	AWS OSHA 10 OSHA 30 Microburst Employability Skills
Welding Technology 2	11	3 <sup>rd</sup> – 4 <sup>th</sup>	S2	
Welding Technology 3	12	1 <sup>st</sup> – 2 <sup>nd</sup>	S1	
Welding Technology 4	12	1 <sup>st</sup> – 2 <sup>nd</sup>	S2	

## **Industry Credentials**

### ***CompTIA A+ Certification***

CompTIA A+ 2019 is the industry standard for establishing a career in IT. CompTIA A+ certified professionals are proven problem solvers. They support today's core

technologies from security to cloud to data management and more. CompTIA A+ is the industry standard for launching IT careers into today's digital world.

### ***CompTIA IT Fundamentals Certification***

The CompTIA IT Fundamentals exam focuses on the essential IT skills and knowledge needed to perform tasks commonly performed by advanced end-users and entry-level IT professionals alike, including: using features and functions of common operating systems and establishing network connectivity, identifying common software applications and their purpose, and using security and web browsing best practices.

### ***CompTIA Security+ Certification***

CompTIA Security+ is an international, vendor-neutral certification that demonstrates competency in: network security; compliance and operational security; threats and vulnerabilities; application, data and host security; access control and identity management; and cryptography. CompTIA Security+ not only ensures that candidates will apply knowledge of security concepts, tools, and procedures to react to security incidents; it ensures that security personnel are anticipating security risks and guarding against them.

### ***CompTIA Network+***

CompTIA Network+ certification is an international industry credential that validates the knowledge of networking professionals.

### ***Autodesk Inventor Certified User Exam***

In collaboration with Certiport, **Engineering** students who have completed the Introduction to Engineering Design course can take the Autodesk Inventor Certified User exam for certification.

### ***ASE – Auto Technology***

The ASE is responsible for the Automotive Technician Training Certification Program. The purpose of this certified program is to improve the quality of training offered for students at the high school level. There are nine areas in which these students can obtain ASE certification in auto technology: **Brakes, Suspension & Steering, Electrical/Electronic Systems, Engine Performance, Engine Repair, Automatic Transmission/Transaxles, Manual Drivetrains, Heating & Air Conditioning and Maintenance & Light Repair.** [NATEF]

### ***Certified Nurse Aide (CNA)***



The South Carolina Department of Health and Human Services (SCDHHS) has contracted with Pearson VUE to develop, score, and report the results of the National Nurse Aide Assessment Program (NNAAP™) Examination for the South Carolina Nurse Aide Registry. The exam is a measure of nurse aide-related knowledge, skills, and abilities. It is made up of both a written examination and a skills evaluation. All new nurse aide candidates applying to take the NNAAP™ Examination in South Carolina must have successfully completed a state-approved nurse aide training program.

### ***National Health Science Assessment (NHSA)***

The National Health Science Assessment/Certificate Program is an entry-level certification that verifies student mastery of the knowledge and skills that provide the foundation for all health careers (National Healthcare Foundation Standards). It is recommended that in addition to the online assessment, the student will complete a portfolio. This skill assessment was developed by the National Consortium for Health Science Education, the health science career cluster advisory group. Students seeking this certification should have mastered the National Healthcare Foundation Standards delivered through South Carolina secondary schools' health science education curriculum.

### ***Pharmacy Technician***

Two organizations, the Pharmacy Technician Certification Board (PTCB) and the Institute for the Certification of Pharmacy Technicians (ExCPT exam), administer national certification examinations. Certification is voluntary in most states, but is required by some states and employers. Some technicians are hired without formal training under the condition that they obtain certification within a specified period of time. To be eligible for either exam, candidates must have a high school diploma or GED, no felony convictions of any kind within five years of applying, and no drug or pharmacy related felony convictions at any point. Employers, often pharmacists, know that individuals who pass the exam have a standardized body of knowledge and skills.

### ***First Aid/CPR/AED***

The American Heart Association and the American Red Cross offer a variety of training courses for the workplace and healthcare professionals. Courses are designed to teach the skills of CPR for victims of all ages, use of an automated external defibrillator, relief of choking, and first aid skills. Courses are intended for participants who provide healthcare to family, patients, or co-workers in a wide variety of settings and can be tailored to the needs of specific groups and individuals. [AHA] [ARC]

### ***Career Safe OSHA 10-Hour General Industry (Healthcare) Credential***

This training is for entry level workers and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in the healthcare

industry. Students that complete the course will receive an industry recognized credential card from OSHA.

### ***Healthcare Providers Basic Life Support (BLS)***

Basic Life Support (BLS) training reinforces healthcare professionals' understanding of the importance of early CPR and defibrillation, basic steps of performing CPR, relieving choking, and using an AED; and the role of each link in the Chain of Survival. BLS - Instructor-Led Training. The BLS Instructor-led course teaches both single-rescuer and team basic life support skills for application in both prehospital and in-facility environments, with a focus on High-Quality CPR and team dynamics. The BLS Course trains participants to promptly recognize several life-threatening emergencies, give high-quality chest compressions, deliver appropriate ventilations and provide early use of an Automated External Defibrillator (AED). In the Instructor-led course, students participate in simulated clinical scenarios and learning stations. Students work with an American Heart Association (AHA) BLS Instructor to complete BLS skills practice and skills testing. Students also complete a written exam.

### **[58 – NCCER – NCCT National Construction Career Test]**

The National Center for Construction Education and Research (NCCER) is a not-for-profit education foundation that was created in 1995 to address the severe workforce shortage facing the industry and to develop a standardized training process and curricula. Among its services, the NCCER develops curricula and conducts programs of education and training for secondary, post-secondary and adult education. In addition, it provides assessments to evaluate the journey-level knowledge and skills of experienced craftspeople as part of the National Craft Assessment and Certification Program (NCACP). NCCER also provides academic assessments and credentialing for high school career and technical education students as part of the standardized industry approved curricula and National Construction Career Tests (NCCT). [\[NCCER\]](#)

### ***ProStart (SCPROSTART)***

The ProStart program, offered in participating high schools through the South Carolina Restaurant and Lodging Association, is supported as an industry-driven curriculum designed by the Educational Foundation of the National Restaurant Association to teach, test, and award industry-recognized certificates to students meeting high standards in hospitality education. The National ProStart ® Certificate of Achievement is awarded to students who have successfully completed the ProStart ® program (by meeting all the requirements).

### ***ServSafe® Food Handler***

ServSafe Food Handler certification is available to South Carolina high school students. Recognized by the food service industry nationwide, this certification offers a number of benefits to the students by educating them in food safety and sanitation and improving their marketability in the workforce. The program covers five key areas: basic food safety, personal hygiene, cross-contamination and allergens, time and temperature, and cleaning and sanitation. [\[SERVSAFE\]](#)

### ***South Carolina Cosmetology License***

The South Carolina Board of Cosmetology is responsible for licensing and regulating the profession of cosmetology in the State of South Carolina. The Board has contracted with Professional Credential Services (PCS) to provide administrative examination services. The Board, through PCS, will exclusively use the National-Interstate Council of State Boards of Cosmetology (NIC) examinations.

### ***South Carolina Hair Braiding Registration***

The SC Board of Barber Examiners is responsible for licensing and regulating the profession of hair braiding in the State of South Carolina. Individuals wishing to practice hair braiding are required to hold a hair braiding registration.

### ***OSHA***

Under the Occupational Safety and Health Administration (OSHA) Act, OSHA's role is to promote safe and healthful working conditions for America's men and women by setting and enforcing standards and providing training, outreach and education. The quality education and training programs are designed to prevent work-related injuries, illnesses and deaths by providing the knowledge and tools that workers and employers need to identify and correct workplace safety and health hazards.

### ***First Responder***

The American Red Cross offers the course First Aid—Responding to Emergencies with Adult, Child, and Infant CPR/AED to provide the citizen responder with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives. This program is designed primarily for use in high schools, colleges, universities, and other settings that require a curriculum of greater length than the American Red Cross FA/CPR/AED Program. In order to receive certification, students must participate in all skill sessions and scenarios, demonstrate competency in all required skills, and correctly answer at least 80 percent of the questions in the appropriate sections on the written exam. [ARC]

Training is also offered and administered by the DHEC Office of Emergency Medical Services (EMS) under a grant from the South Carolina Department of Public Safety and the National Highway Traffic Safety Administration. Actual course instruction is provided by South Carolina's four EMS Regional Offices. The comprehensive training program includes the revised Department of Transportation's 40-hour First Responder course, along with an additional 4-hour South Carolina EMS-imposed oxygen administration training course. This curriculum provides the student with vital training that will permit the rendering of lifesaving techniques at roadside until EMS arrives.

### ***NFPA 1001 Firefighter I and Firefighter II Certification***

Students enrolled in an academy recognized high school, career center, technical school program and members of out-of-state fire departments or brigades are eligible for certification only when it is offered as a part of the South Carolina Fire Academy (SCFA)

in-state delivery system. This is done through the review of student records and must be completed as part of the registration process. Exceptions will be considered on a case-by-case basis and approved by the Training and Development Director or his designee. Requests by applicants from other International Fire Service Accreditation Congress (IFSAC) states or Pro Board states will be considered only if that state's entity is not accredited to the level requested. [SCFA]

### **AWS (The American Welding Society)**

The American Welding Society (AWS) certifies the skills of engineers, inspectors, technicians, and welders. The AWS offers various certification programs to meet a variety of needs, providing students with specialized preparation to expand their knowledge base and to work with diverse codes, standards, and specifications industry wide.

### **Emergency Medical Technician**

In South Carolina, there are three levels of Emergency Medical Technician (EMT) Certification: Basic, Intermediate, and Paramedic. To be *initially* certified as an EMT at any level *for the first time in this state*, the candidate must successfully complete the appropriate South Carolina-approved EMT training program and pass the appropriate level National Registry examination. This certification is available for high school seniors who have completed a South Carolina Department of Health and Environmental Control (DHEC) approved EMT program.

### ***Microburst EmployABILITY (Soft Skills Certification)***

Employers require their workforce to demonstrate soft skills in order to be an effective team member in the business/industry environment. Based on over 30 years of soft skills training in the global private business sector, the Microburst Learning Soft Skills certification program cultivates students' soft skills by directly reengineering it from the business world to the world of education. The blended learning approach includes on-line pre-assessments with individualized evaluation reports, highly interactive online lessons, program instructor certification, comprehensive instructor guides with flexible classroom activities to meet a variety of schedules and class sizes, post-assessments, and student certification. With completion of all on-line modules, along with face-to-face classroom instruction and group activities, each completer receives the Employer's Choice Certification. The EmployABILITY Soft Skills certificate program is supported and promoted by SC Future Makers, STEM Premier, SC Manufacturing Alliance, SC Chamber of Commerce, Mechanical Contractors Association of South Carolina and the SCDE. This soft skills certification is in alignment with the Profile of the SC Graduate.

# Guidance Department

A full-time guidance counselor is available to assist students and instructors. Information and guidance is provided in reference to college applications, scholarships, financial aid, military and employment opportunities. In addition to career planning, the counselor may help students with school-related issues and personal/family problems.

Guidance Services Include:

- ☐ Career planning
- ☐ Assistance with post-secondary education
- ☐ School-To-Work opportunities
- ☐ Testing services

## SCHOOL-TO-WORK-CAREERS

The South Carolina School-to-Work Transition Act of 1994 is an initiative to encourage students to explore career interests and gain “real world” experience during their school years. The intent is to equip all students with relevant academic skills, marketable occupational skills, and appropriate workplace behaviors. The following School-to-Work/ Career Activities may be incorporated into the occupational programs at the Career Center.

### **Apprenticeship Programs**

An earn-while-you-learn training program that combines on-the-job training, job-related education, and a scalable wage progression for students.

**Registered Apprenticeship:** An adult educational program that is registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training. The traditional program is designed for adults; however, it may be linked to an approved youth apprenticeship program in grades 11-12 with a minimum student age requirement of 16 years old.

**Youth Apprenticeship:** A structured program giving youth at least age 16 or older an opportunity to earn while they learn. This forward-focus program combines classroom instruction with one to two years of on-the-job training with an end result in a "certification of mastery of a specific technical skill." A youth apprenticeship may matriculate to a registered apprenticeship after high school. High school completion is a requirement of the program.

### **Cooperative Education (Co-Op)**

Cooperative Education programs are structured training programs for high school level students requiring a written contract and training plan between the high school and sponsored worksite. The program coordinates secondary studies with a job role in a field related to the academic and/or technical education objectives. The written training and evaluation plans guide workplace activities in coordination with classroom instruction. Students receive course credit for their Co-Op completion. Academic credit, compensation and activities are district specific and may vary within the course of study.

### **Internship**

Internships are progressive, school-coordinated experiences that place students in real workplace environments so that they develop and practice career-related knowledge and skills needed for a specific level of work. An internship provides hands-on experience in a particular industry or occupation related to a student's career interests, abilities, and goals. A learning contract outlines the expectations and responsibilities of the high school and worksite including a specified number of hours in the training agreement. The high school intern works regularly during or after school in exchange for the worksite mentor's time in teaching and demonstrating.

An internship usually lasts 3-6 months, depending on hours of completion requirements. Internship may or may not include financial compensation. Prior to an internship, the student receives the established criteria and guidelines from the workplace supervisor.

Throughout the internship, the supervisor evaluates the student and the school representative evaluates the student through on-site visits. Academic credit, compensation, and activities are district specific and may vary with the course of study.

### **Mentoring**

An experience that engages a student with a particular worksite employee who possesses workplace skills and knowledge to be mastered by the student. The mentor instructs the student, critiques the performance of the student, challenges the student, and works in consultation with classroom teachers and the employer of the student. The relationship generally lasts a year, with the mentor maintaining occasional contact with the student (protégé) for an additional one to two years. Mentoring experiences seek to build a long lasting relationship during which the mentor and student work on personal development and interpersonal skills. Mentoring does not provide any form of course credit.

### **Service Learning**

Service Learning activities are structured experiences for one or more students at a work site or community agency. Students and teachers cooperate with local leaders to address community problems and issues, resulting in student service to the community and

development of personal, workplace-readiness, academic, and citizenship skills. With close adult supervision, students work on specific activities each week during or after school to develop work skills and life skills and learn how to behave in work situations. Students engage in critical, reflective thinking and experience the relationship of theory and practice. Service Learning activities should model guidelines developed by the National and Community Service Trust Act (NACSTA).

NACSTA outlines the four stages of requirement: Preparation, Action, Reflection, and Celebration. A one-time community service event does not count for a service learning WBL experience. Typically, Service Learning does not provide any form of course credit. Exception: Service Learning Course.

### **Job Shadowing**

On-Site: is a method of short-term, school-coordinated career exploration in which the student is introduced to a particular job role or career by being paired, one-on one, with an employee at the worksite. The student "shadows" (follows) the employee for a specified time to better understand and observe work expectations and requirements of a variety of job tasks. Job shadowing is less intensive than the other WBL methods and is usually the first form of worksite assignment given to a student. Prior to job shadowing, the student should receive formalized instruction about careers and the process of career choice, develop appropriate questions to ask, and know the expectations as related to school rules and guidelines for grooming, dress, and behavior in the workplace. On-Site Job Shadowing does not provide any form of course credit. A classroom speaker is not considered a job-shadowing experience.

Virtual: provides work-based learning opportunities for students everywhere in the state, especially in rural areas with limited business partner accessibility due to distance or lack of worksite locations to meet student needs. A virtual shadowing experience is assessed for components that constitute quality virtual shadowing, including but not limited to the following: virtual tour of worksite with content provided, the capability to conduct question/answer exchanges, the overall quality of the site's features, and the length of the experience. As with all quality WBL experiences, some type of product reflection should be required from the student. Each virtual experience should include preparation, engagement, and reflection. Virtual shadowing site examples: MicroCareerBurst and VirtualShadow.org.

### **School-Based Enterprise**

School-Based Enterprise programs focus on the development of a small business created, managed, and operated by students in a school setting. The venture supports the development of academic, technical, and entrepreneurial skills in an applied academic environment. It involves goods and/or services produced by the students as a part of their educational program. A school-based enterprise provides opportunities for

students to explore and experience basic business and entrepreneurial practices through business related school activities, including starting a small business. Enterprises may be undertaken on or off school grounds. Example: On-site Coffee Shop. The Virtual Enterprise (VE) course is not considered a school-based enterprise, WBL experience. Each VE enrolled student receives course credit for completing the VE course; therefore, the experiences are meeting the standards and curriculum requirements to successfully complete the VE course.

### **Structured Field Study**

This is a front-loaded experience with a purpose sponsored by a certified teacher providing opportunities for students to explore different workplaces. The field study is hosted by a representative at the worksite. During the field study, students observe, ask questions, and learn from the experience of being on an actual worksite. Students are well-prepared beforehand to ask questions about employment opportunities, qualifications of job roles, job descriptions, and benefits associated with worksite employment, types of services provided, and general information about the place of employment and its mission. All field studies should be followed up with debriefing activities such as classroom discussion, reports, and follow-up letters to worksite hosting the experience.

### **Work-Based Learning Credit Bearing Course**

This is a structured, stand-alone course that is taken in a Career and Technical Education (CTE) Classification of Instructional Programs (CIP)-coded program. Each work-based learning course (credit-bearing) has an assigned CTE course code, and guidelines must be followed in order to award the unit of credit upon successful completion of the course. The student is supervised by a content-specific, certified teacher. The Work-Based Learning credit-bearing course must be a part of the student's major and/or IGP. Curriculum standards and employability skills are specific to the CTE course and must be mastered during the work-based experience and documented. Graded assignments are required and in alignment with course standards. Regularly scheduled worksite visits are conducted by the supervising teacher and documented. All required paperwork between the high school and sponsoring worksite is completed and kept on file. The course is held accountable to the supervising instructor and approved through the South Carolina Department of Education (SCDE), Office of Career and Technology Education's (OCTE) designated Program Education Associate. (Refer to pp.6-7 for details and a complete listing of course codes).

Note: Federal legislation from April 2010 provides for determination as to whether or not interns must be paid the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector "for-profit" employers. Educators must meet the "Test for Unpaid Interns" (six criteria) if they are placing students in unpaid internships. Otherwise, the students must follow the

FLSA for paid internships. Source: [www.dol.gov/whd/regs/compliance/whdfs71.htm](http://www.dol.gov/whd/regs/compliance/whdfs71.htm).

### **ASVAB**

The Armed Services Vocational Aptitude Battery is available to all students who attend the Career Center. The test measures aptitude abilities necessary for service in the military.

*Information included in this Handbook is subject to change by school administration anytime during the course of the school year.*

**ABBEVILLE  
COUNTY  
CAREER  
CENTER**

Forms



**Parental Excuse Form  
Absence & Early Dismissal**

Student's Full Name:		Grade:
Absence Date (s)	Reason:	
Early Dismissal Date:	Early Dismissal Time:	Reason:
Print Parent's Name		Date:
Parent's Signature		Parent's Phone#
<p><b>Each student will be allowed 10 absences per semester.</b></p> <p><i>Once a student exceeds 10 absences, per semester, content recovery will be available for the student. In order to receive a Carnegie Unit of credit, satisfactory completion of the missed content must be completed by the student.</i></p>		

-----  
**Office Use Only Abbeville County Career Center:**

For early dismissal, verified by: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_



Notes: \_\_\_\_\_

## Abbeville County Career Center

### Fee Table

2025 – 2026

Program Name	Classes	Fee Amount
Cosmetology	Seniors	\$200.00
	Juniors	\$150.00
Culinary Arts Management	Seniors	\$200.00
	Juniors	\$200.00
Health Science	Seniors	\$187.00
	Juniors	\$67.00
Automotive Technology	Seniors	\$100.00
	Juniors	\$100.00
Welding	Seniors	\$90.00
	Juniors	\$150.00 Does not include cost of Welding Hood (Seniors & Juniors)
Carpentry	Seniors	\$30.00
<b>School Fees</b>		
Parking Fee	Juniors & Seniors	\$10.00

National Technical Honor Society (NTHS) fees will be given by the advisor to the students who qualify.

### **Payment Options:**

- Cash: Exact Change Only
- Money Order
- Cashier's Check

**\*We do not accept personal checks or debit cards.\***