



# THINC.

COLLEGE & CAREER ACADEMY



Dedicated to shaping today's youth into tomorrow's young professionals.



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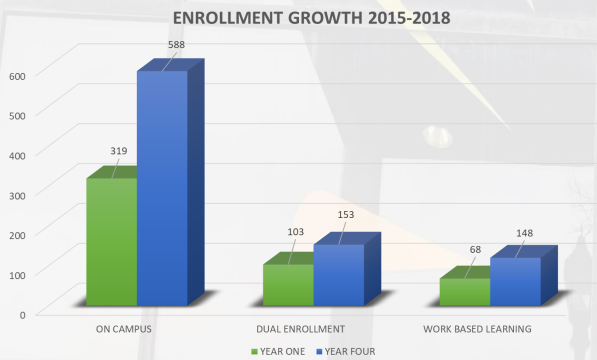
# THINC. All About It

Over \$1 Billion in New Capital Investment in LaGrange and Troup County: 6,000 new jobs in the next five years!

THINC College & Career Academy is located in one of the most rapidly growing economic development regions in the state of Georgia with over \$1 billion in committed economic development in 2017 alone. Our region is forecasted to require an additional 6,000 new jobs in the next five years. This is in addition to an average hire rate by existing business and industry of over 1,600 employees annually.



THINC is a public charter school program and a Georgia nonprofit corporation located in LaGrange, Georgia. Created by a diverse, public-private partnership in 2012-13, THINC opened the 2015-16 school year with 500 students and has a current enrollment of over 800 students. THINC uses waivers granted by its charter to deliver creative and innovative career tech STEM, healthcare, business and marketing programs, as well as academic courses.



As part of the pre-charter application research, the community conducted an Employer Needs Assessment Report, which captured the current and projected workforce needs of 188 organizations, with a total of 17,207 employees. The report identified the top employment sectors as mechatronics, energy, healthcare, engineering, business and marketing. A minimum of 4,000 new STEM-related jobs are expected to be created by Troup County employers in the next five years. Employers also reported that soft skills such as work ethic are as important to employability as job-specific technical training and experience.



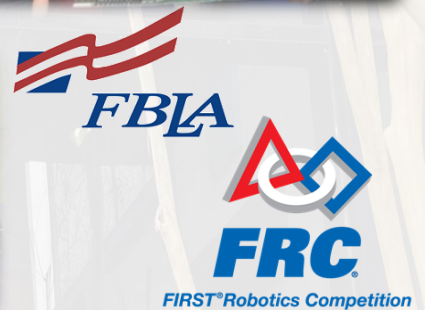
THINC is part of the Troup County School System and serves 9th -12th grade students who choose to attend THINC located on the campus of West Georgia Technical College in LaGrange. Students are transported to the Academy from their base high school for half the day.



THINC Career Pathways

At THINC, Troup County School System high school students are inventing, building, thinking, challenging the norm and engaging in rigorous studies—all in preparation for work and college. Students attending the program discover and explore career options while emulating work-savvy ideas and behaviors. The school culture embeds concepts of leadership and entrepreneurship into the curriculum, providing an innovative environment where young minds envision their lives working in manufacturing, engineering, energy, healthcare, business and marketing careers. The hands-on, project-based instruction provides a learning environment that challenges students to understand the “real-world” of work, while completing high school. Students are equipped with career and college goals, leadership/work ethic behaviors, and a plan to succeed after graduation.

## THINC Student Organizations



**STEM is Career Technical Education (CTE) - 50% of all Science, Technology, Engineering and Mathematics (STEM) jobs are open to workers with less than a bachelor's degree.**

# THINC-ing Differently

Through **THINC Advisory Groups**, industry professionals provide curriculum guidance and oversight for each of the career pathways. The Academy's goal is for all students to have an employer supporter connected with their chosen career aspiration. Thirteen soft-skills, such as attendance, professional dress and teamwork are taught using a custom-designed youth leadership curriculum provided by the University of Georgia's Fanning Institute. A soft-skills rubric is used to provide feedback and a weekly grade for students.

## 13 Soft Skills

- |                    |                         |
|--------------------|-------------------------|
| 1. Attendance      | 8. Respect              |
| 2. Teamwork        | 9. Appearance           |
| 3. Problem Solving | 10. Attitude            |
| 4. Initiative      | 11. Sense of Urgency    |
| 5. Productivity    | 12. Adaptability        |
| 6. Communication   | 13. Attention to Detail |
| 7. Cooperation     |                         |

THINC's innovations, outstanding staff, and autonomous governing board ensure the achievement of the school's contract-mandated goals to improve the local graduation rate; to increase pathway completion, college admissions, and enrollment in college while in high school (dual-enrollment); to increase the number of business partners annually; to connect students and teachers to real-world experience; and to grow enrollment annually.

### Results beyond high school

Unlike traditional high schools, THINC is held accountable for student success long after graduation. The school's administration and governing board focus on systems to ensure that students execute career plans beyond high school. At the core of our model is the student, wrapped in a multitude of innovative supports and stimulated by a learning environment and culture of business. The profile of

a THINC student has four elements: a plan for postsecondary education, a continuum of career experiences, is an "articulate, driven, ready" leader and is engaged locally and connected globally. Strategic supports are used to accomplish the student profile.

### Work-Based Learning and Expeditions/Youth Apprenticeship Program

The Work-Based Learning (WBL) and Youth Apprenticeship (YAP) programs provide students with the opportunity to earn academic credit while working in an environment related to their academic studies. WBL offers students the opportunity to explore careers and gain experience in a particular career field. The programs aim to produce work-savvy graduates by using a down-to-business approach to education paired with authentic real-world experiences. This course involves a careful examination of character development, leadership skills, and employability advancement.



Troup County School System's THINC Expeditions is a WBL Program that has partnered with area companies to provide work experience and opportunities to rising 11th and 12th grade students who want to explore careers in manufacturing such as marketing, human resources, accounting services, customer service, electronics and robotics. Students are paid \$10 an hour and earn academic credit while participating in the program. Resulting in a sustainable workforce pipeline for employers, the program's mission is to create meaningful career exploration opportunities for students. The program takes place over several months and can result in a long-term employment position and, in many cases, continued education opportunities for students and graduates.

## THINC Governing Board



**THINC Governing Board of Directors**

THINC is governed by an fifteen-member board of directors. The board of directors is further solidified with ex-officio (non-voting) members including the superintendent of Troup County School System, the cooperating college presidents, the directors of local development authorities, president of the LaGrange Chamber of Commerce, three high school students, a member of the state school board and the local school board.

## Faculty and Staff

In partnership with the school system, THINC has used flexibility to hire industry experienced instructors in career classes. These instructors bring a real-world experience to the classroom and the ability to engage industry in teaching and learning. In addition, THINC and TCCS developed a competitive salary rubric for high-demand instructors such as mechatronics and healthcare.

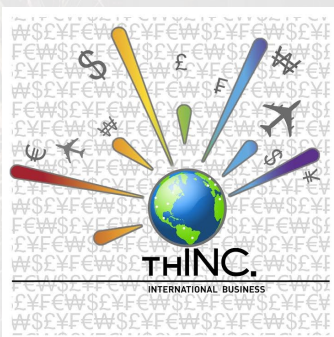
## Real-World Curriculum and Project-Based “Hands-On” Learning

THINC uses non-profit funds to hire consultants to train teachers in project-based learning and other industry-related training. Each semester over 15 real-world, student-led projects are put into action. These projects require the engagement of a community partner and must solve or investigate a real-world problem with presentations judged by community leaders. After the first round of critique, projects are rebuilt or reimagined to produce a final high-level product.

THINC recently used flexibility to develop the first international business pathway in Georgia. This endeavor supports the “engaged locally and connected globally” arm of the student profile.



**Students presenting their project to the LaGrange City Council**



## DID YOU KNOW?

**30% of today's STEM intensive jobs are in occupations such as installation, maintenance and repair, construction, manufacturing and health care support.**

Thirty percent of a THINC student's grade is based on 13 soft-skills, which were recognized as a critical need by over 200 employers. As a result, THINC has a 98% attendance rate and less than a 2% discipline referral rate.

Joining student organizations such as **SkillsUSA**, **FBLA**, **DECA** (Marketing), and **HOSA** (Healthcare) is strongly encouraged at THINC. THINC students have competed nationally in SkillsUSA and earned a bronze medal for the first female mechatronics team in the nation and a silver medal in Humanoid Robotics and Advanced Manufacturing.

THINC is strategically placed within West Georgia Technical College. Dual enrollment in the district has grown from 50 students prior to the opening of the academy to over 150 this school year. A goal of the academy is for all students to graduate with completion of at least one college course. As a result, THINC students are not afraid of the college environment—they thrive in it. Transportation is provided, tuition barriers are removed, and students connect career aspirations to college graduation.

### Employer/Community Vision



### Employer Engagement

As a college and career academy, THINC is led by employers and responsive to workforce demands. Over 60 employers participate in advisory groups for each pathway and are engaged in a number of “business wrap-around services.”



**Business-Marketing Advisory Group**

- **Work-Based Learning** is offered through THINC for all three high schools in Troup County. Our goal is to align career aspirations with a real-world work experience.
- **Employer Welcome Back** celebrates the new school year with 20 employers greeting students at the door, throw confetti, and welcome students back to school.

- **THINC FAST** is a “speed dating” style of interview, which involves 60 volunteers interviewing over 600 students in 7-minute sessions. This event is the onset of students connecting the dots between soft-skills, career preparation, and employment.



**Students and volunteers participating in THINC FAST**

- **THINC AHEAD** is a career fair, with a twist – employers play games with students while providing opportunities in their companies.
- **Career Focus** provides over 200 students an overview of local industries, healthcare providers, and other businesses.



**Expedition signing day**



**THINC AHEAD Career-Fair**

- **THINC Expedition**, a newly-launched youth apprenticeship program and manufacturing consortium was created with a commitment to hiring 16 and 17 year-olds. Currently, over 170 students have met with employers and are ready to interview for several one year apprenticeship positions at eight major companies.

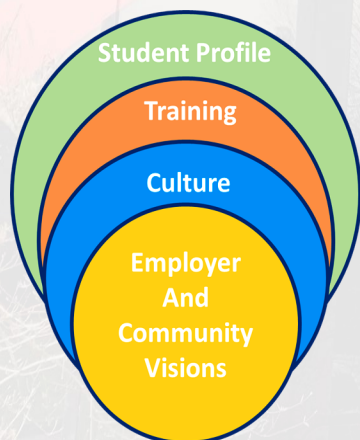
- **LIFT** (LaGrange Industrial Fellowship for Teachers) is a teacher externship program to introduce teachers and counselors to manufacturing. Over 60 individuals have participated in the week long program.
- **SLAM** (Students Learning Advanced Manufacturing) summer robotics camp is a focus on students who are interested in STEM. Employers operate the camp for 25 rising 9<sup>th</sup> and 10<sup>th</sup> grade students.



**SLAM students building a robot**

These are just a few examples to give you a flavor of the THINC culture and the power of innovation. If you visit THINC, you will find students working on authentic projects, moving from classroom to classroom with no bells, and placing orders for smoothies and cookies at their student operated coffee shop, which may be delivered to their classroom. You may also find students observing employers who are conducting customer service or strategic planning meetings in our Board Room. Our culture is based on a commitment to outcomes that go beyond the “graduation check-box.” The magic of connecting the dots between academics, career aspirations, employers, and college is changing lives at THINC College & Career Academy.

### THINC Model



**The graduation rate for students involved in CTAE programs in Georgia has risen to 96%. This rate—which applies to students who complete a Career Pathway—exceeds the statewide graduation rate by 15.4%.**

# THINC Education Enhancement Fund

Led by the THINC board, community, and employers, the college and career academy non-profit has collected \$10 million in grants and private donations from over 60 individuals, companies, and foundations. Private funds are used to supplement the state dollars for each student—an average of \$1000 per student. Annual giving is important to THINC for many reasons. Specifically, annual gifts are designated to provide a world-class educational experience for all students. For example, THINC students are busy with daily hands-on-learning projects as they prepare for competitions across the state and nation. These funds ensure that all students, regardless of socio-economic status, can take advantage of these opportunities. Business/community investors, alumni, parents, and friends provide a necessary stream of academic and workforce development by making yearly contributions to the Education Enhancement Fund.

## Where does the money go?

The THINC Education Enhancement Fund influences a wide range of initiatives. Here are some examples:

- Providing equipment and sponsorships for exceptional students
- Funding business-engagement opportunities, such as business incubators and enterprise models
- Maintaining a sustainable equipment experience program that ensures our students learn in state-of-the-art laboratories
- Creating life-transforming workplace learning opportunities with hands-on projects
- Facilitating industry and business tours and workforce skills competitions
- Strengthening our innovative academic programs
- Providing professional growth opportunities for our instructors

## How does the money benefit students?

- **Alignment**– Students make better choices for career and college.
- **Relevance**– Students engage in interactive, hands-on learning that increases students desire to learn and overall performance.
- **Cost Savings**– Students earn college credit while attending high school at reduced or ZERO cost.
- **Expand Course Offerings**– Students take classes beyond what high school offers

## THINC Donor List

### CHAIRMEN: \$1 MILLION +

KIA · TCSG

### PRESIDENTIAL SCHOLARS: \$500K - < \$1M

Georgia Power · Callaway Foundation

### STAKEHOLDERS: \$100K - < \$500K

Sewon · Center for Strategic Planning · MOBIS · Troup County Development Authority · LaGrange Development Authority · Interface · West Point Development Authority · Siemens

### INNOVATORS: \$25K - < \$100K

PowerTech · Chamber of Commerce · Kelsey Advertising · J.Smith Lanier · Blue Cross Blue Shield · Ray Anderson Foundation · Bretford · Diverse Power · Wellstar

### ENTREPRENEURS: \$5K - < \$25K

Smith Design Group · Wheelabrator · Loy's · CSX · Mountville Mills · Cella.Door.Studio · Wayne Abbott · Jeff Foxworthy · W.L.Amos Sr. Foundation · CB&T · Malone Staffing · Verizon · Present Energi LLC · Cam and Melanie Lanier · Troup County Center for Strategic Planning · East Alabama Medical Center · Kimberly Clark · Caterpillar · Constangy Brooks & Smith LLP · Snap-On Tools

*This list does not include the numerous "friends" of THINC or donors to the Randy Jackson Scholarship.*

## Important Information for Parents/Guardians of THINC College & Career Academy students

All charter school programs are required to exceed state and local district averages for graduation, career pathway completion, daily attendance, and the number of students earning college credit while in high school. THINC students are expected to rise to a higher level of performance than other students attending high school in traditional settings. Please see the expectations and requirements below for THINC students. Parents/Guardians and students are asked to sign a commitment letter at the beginning of the school year acknowledging their understanding of these guidelines.



### **Professional skills, also known as soft skills, are required to succeed at THINC.**

**Why are professional skills important?** Human resource managers and college professionals all agree that students who have exemplary soft skills are better equipped to succeed at college and work. The vision and culture of THINC is built around 13 skills identified by large businesses and higher education. Students attending THINC have acknowledged in surveys that the soft-skills grade has helped their performance and character.



### **Thirty Percent of a THINC Student's grade is based on these 13 soft skills.**

**Attendance. Teamwork. Problem Solving. Initiative. Productivity. Communication.  
Cooperation. Respect. Appearance. Attitude. Sense of Urgency. Adaptability.**

Grades are posted weekly. Parents are encouraged to review grades and instructor comments within Infinite Campus.



### **Professional Dress Day is required.**

Each Tuesday, all students are encouraged to dress professionally. Professional dress is counted as part of the soft skills grade. All other days the TCSS dress code is strictly enforced.

**Why is Professional Dress Day important?** THINC's mission is to prepare students for success in college and career. At THINC, students have an awareness of dressing professionally for interviews, presentations, and meeting with important guests. In addition, Professional Dress Day encourages responsibility and accountability for professional behavior.

#### **Professional dress is identified as the following:**

Men – slacks, buttoned shirts (tucked in), ties, coats (optional), dress shoes.

Women – slacks, blouses, dresses or skirts of appropriate length, dress shoes.

Healthcare – scrubs or standard professional dress for men/women.



### **High attendance is required.**

**Why is attendance important?** THINC is on the block-schedule system, which means students have fewer class days per course to earn credit. Any absence can put a student behind or in danger of losing credit for that class. Students may also receive a deduction in their soft skills for absences. Students are encouraged to miss no more than three days per semester. Any student who has more than seven unexcused absences per semester in a class will not earn credit for the class, even with a passing grade.

#### **THINC. Student Expectations**

**T**RANSFORM YOURSELF  
through leadership

**H**OLD YOURSELF TO  
A HIGHER STANDARD  
with a professional,  
business-like approach

**I**GNITE YOUR FUTURE  
by showing initiative and  
engagement

**N**AVIGATE THE WORLD  
OF THE WORKPLACE  
by dressing for success

**C**ARE  
about your environment  
and THINC



**Career Technical Student Organization (CTSO)** — Students are encouraged to participate in a student organization associated with their career path.



**Students are being prepared for college and work, therefore exemplary conduct is expected of all students.**

Those students who exhibit conduct that results in disciplinary action will receive out-of-school suspension (OSS). Students who receive OSS may not be allowed to make up missed work just as employees do not get paid for work suspensions.



**Dual Enrollment**— Students are encouraged to enroll in college courses and technical certificate programs while in high school. Dual Enrollment is a great opportunity for students to save on college costs and get ahead.



**Literacy Expectations**— Instructors have high literacy expectations for students. Reading is critical for career and college success. Students are encouraged to become avid readers. Instructors can provide recommended literature and other career related materials.



**Capstone**—The THINC capstone is an evolving student project for college and career resume development. Students collect personal information, accomplishments, work history, and career research information for reference before and after graduation.

### Parent 411

- Parents have access to Infinite Campus to review student schedules, grades, and attendance at base schools and at THINC. Simply select the school you would like to view from the drop-down menu at the top of the screen.
- THINC Administration uses the TCSS one-call system for event invitations, competition announcements, and student achievement updates and other information. It is important that all parents remain subscribed to the one-call system.
- Facebook and Instagram are also used to spread the word about THINC events and student accomplishments.
- You can find a calendar of events on the TCSS—THINC Homepage.
- Work-based learning information can be found on the TCSS—THINC Homepage or [www.thincacademy.net](http://www.thincacademy.net).
- CTSO competitions are important at THINC. Parents are encouraged to get involved and attend competitions when possible. Please contact your student's CTSO advisor for more information.
- Scheduling for base school, THINC and Dual Enrollment can be difficult. Jennifer Pike, THINC Assistant Principal and Registrar, can help. Please feel free to call her at (706) 668-6800.
- THINC instructors are interested in your youth's success. Please feel free to make an appointment with them at any time. Your involvement makes a difference in student success.
- All THINC instructors utilize Google classroom. If you would like to be invited into a classroom to monitor your child's progress, please contact the instructor.

## Testimonials and Statistics

"The foot we have inside the door when we walk into a classroom knowing, in my case, wanting to be an engineer, that I have 3D printers and programs that the real workers are using."

"An atmosphere and relationship between students and teachers that treats them not as children, but young adults."

**What do you like best about THINC?**

"The hands-on experience I have received and the extra information about my career choice that the base schools don't offer. And that THINC has helped prepare me for college."

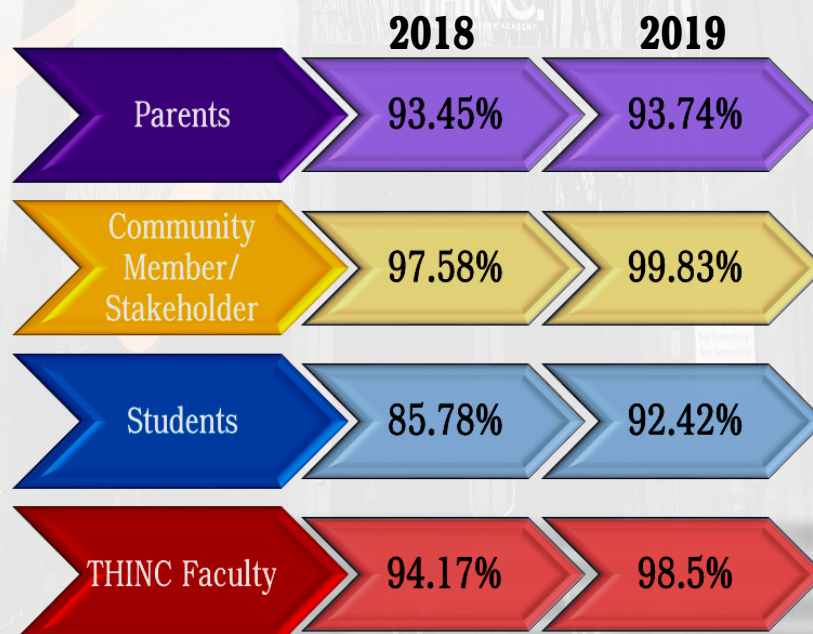
"What I like best about THINC is how the schools all combine, which prepares you for working with new people and helps with communication skills because, in the work place, you are going to have to know how to communicate with others."

"They have helped me so much from everything to making sure I get the classes I need, along with helping me even get a job where I want to be in the future. I couldn't be more thankful. This school has made my high school experience even better than I could have imagined."

"The ability to learn what you want to do after graduation while still in high school. For example, I started my sophomore year taking video game design, and I swiftly switched to mechatronics and discovered a passion I never knew I had for robotics."

"I like that THINC is very hands-on, and teachers don't just stand up in front of the classroom and teach. They all truly engage with their students and try to make their subject fun to learn."

## Over-all Satisfactory Rating



# Frequently Asked Questions

**What is THINC Academy?** THINC is a college and career program that is offered to students through the Troup County School System.

**What are college and career academies?** College and career academies are charter programs that have been granted specific autonomies by a state department of education. Waivers allow college and career academies flexibility in how they educate students with the expectation that the students exceed local requirements. College and career academies often receive supplemental financial support from local business and industry which allows them to have an increased budget to educate students.

**What does THINC stand for?** It's not an acronym. THINC is the unique combination of critical thinking and business (incorporated)—with a spark of creative brilliance.

**How does THINC Academy use state waivers to educate students?** Many of THINC's career pathway instructors have come to us with industry work experience. Although they teach the required state curriculum, they extend that curriculum to meet the needs of our local business and industry. THINC has smaller class sizes and cutting-edge technology that mirrors the technology currently being used in business and industry. THINC students are assessed weekly on 13 soft skills to ensure that they are college and career ready. Many opportunities to explore future careers through work-based learning or to better prepare for college through Dual Enrollment are available to THINC students.

**Who may attend THINC Academy?** Students in Grades 9-12 in Troup County may attend THINC Academy. This includes home-schooled students and students who are enrolled in private schools. Students outside of Troup County may also attend THINC for a nominal fee. Any student outside of Troup County should contact Shanitra Ransom at (706) 812-7900 for more information.

**Which pathways are offered at THINC Academy?** Mechatronics, Engineering & Technology, Engineering Drafting & Design, Energy Systems, Game Design, Allied Healthcare, Sports Medicine, Business Entrepreneurship, International Business, Marketing Communications & Promotions, Fashion Merchandising & Retail Management and Marketing & Management are currently the pathways offered. The pathways and academic classes offered each year are dependent upon student requests. Pathways may change to meet the evolving needs of our local business and industry.

**How are students scheduled at THINC and at their base schools?** Students typically take one core class and one career class each semester at THINC—either morning or afternoon— while taking three courses at their base high schools. Since THINC operates on a block schedule, courses at THINC are completed in one semester. At the end of the school year, THINC students will have had the opportunity to earn seven credits which is the same as students who attend their base schools for a full day. In special cases involving Dual Enrollment and/or work-based learning, students may attend THINC all day.

## THINC Pathways



**Is transportation provided for students who wish to attend THINC?** Yes. Buses transport students to and from their base schools to THINC. Students who drive, however, may use their own means of transportation.

**Where do students eat lunch?** Because THINC Academy is a half-day program, lunch is not served on campus. Students who attend THINC in the mornings will be assigned third lunch at their base schools, while students who attend THINC in the afternoon will have first lunch assigned at their base schools. The Spark café, located within THINC Academy, offers students a variety of drinks and snacks for purchase.

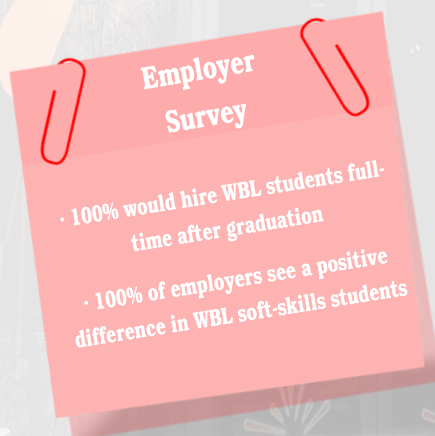
**Are there any extracurricular opportunities for students who attend THINC?** Yes! Students are strongly encouraged to participate in one or more of our Career Technical School Organizations (CTSO). We currently have CTSO chapters of HOSA, SkillsUSA, First Robotics, FBLA, and DECA.

**How is THINC funded?** The operational costs of THINC are funded by the Troup County School System. As a charter program, THINC also has private funds which are provided through generous support of companies such as KIA, WellStar, Georgia Power, Diverse Power, and Siemens.

**Which core classes are offered at THINC?** The core classes offered at THINC are dependent upon what students need to meet graduation requirements. Courses typically offered include the following: American government, economics, Advanced Placement Government, Spanish I and II, chemistry, physics, Algebra II, pre-calculus, advanced mathematical decision making, world literature, American literature, British literature, and Advanced Placement Language. Students may also dual enroll in core courses offered at West Georgia Technical College while taking career classes at THINC Academy.

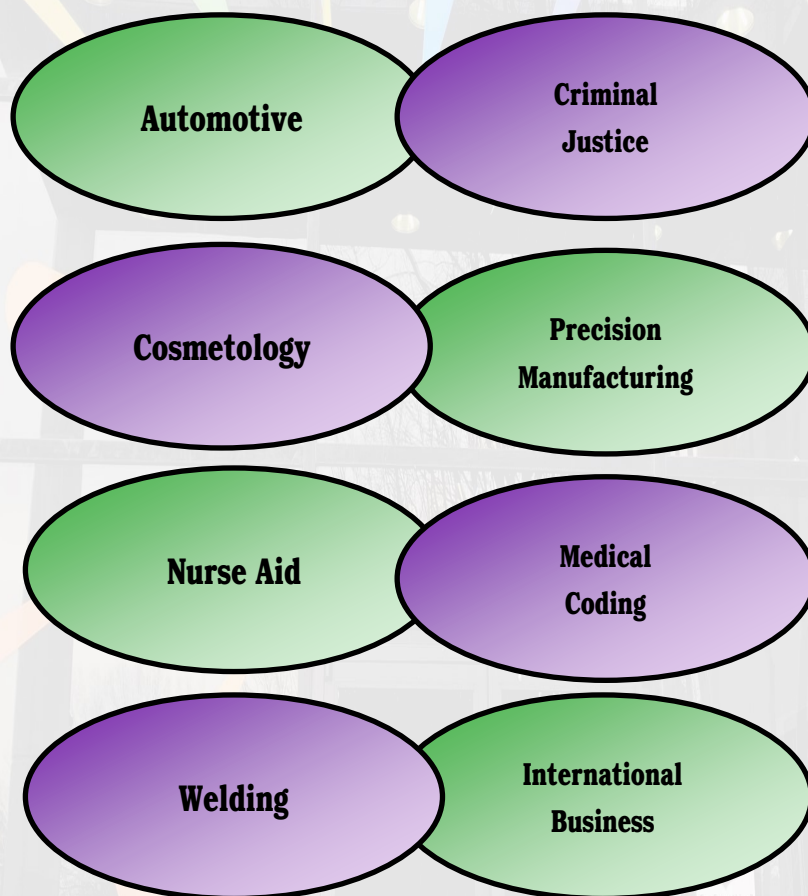
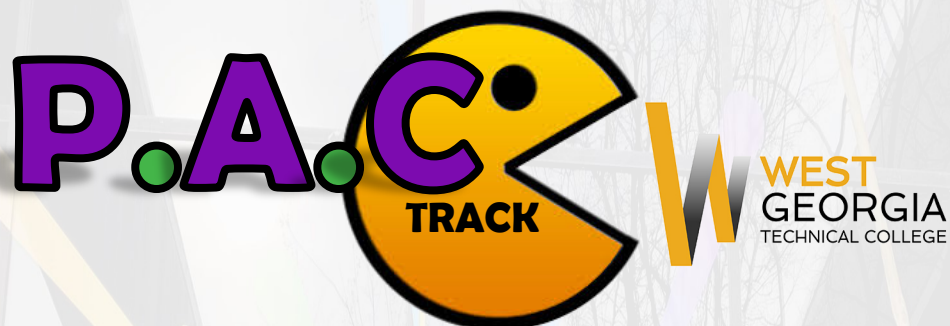
**What is Dual Enrollment (formerly known as Move On When Ready)?** Dual Enrollment allows eligible high school students to earn college credits while in high school with tuition costs provided by the state of Georgia. Students may choose to take Dual Enrollment core courses which, if approved, will meet high school graduation requirements. Also, they may choose to enroll in a post secondary certification program such as welding, cosmetology, or nurse aid. These courses may be taken any school semester, including the summer. Students must meet the post-secondary institution's Dual Enrollment requirements prior to taking classes.

**What is Work-Based Learning (WBL)?** Work-Based Learning is a program which provides students the opportunity to earn high school credit while becoming career ready with on-the-job training. WBL allows students to explore future career options through apprenticeships, internships, or part-time employment. It is the goal of THINC Academy for all students to graduate high school with a WBL experience.



## Professional Advanced College Track

Dual Enrollment at West Georgia Technical College provides an opportunity for both academic and certificate level programs. The professional advanced college track (PAC Track) at THINC offers the WGTC certificate programs below for high school Dual Enrollment.



# Course Offerings

*\*All pathways/courses listed will be contingent upon student interest. Course offerings are not guaranteed.  
All credits received at THINC. College and Career Academy are high school credits and DO NOT transfer as college credits.*

**Advisement for next year begins in October**

## **PATHWAYS**

### **Business Entrepreneurship**

Introduction Business Technology  
Legal Environment of Business  
Entrepreneurship

### **International Business**

Introduction to International Business  
Global Awareness & Cultural Competency  
International Business Concepts

### **Marketing Communications & Promotions**

Marketing Principles  
Promotion & Professional Sales  
Marketing & Communication Essentials

### **Marketing & Management**

Marketing Principles  
Marketing & Entrepreneurship  
Marketing Management

### **Fashion, Merchandising & Retail Management**

Marketing Principles  
Fashion, Merchandising & Retailing Essentials  
Advanced Fashion, Merchandising & Retailing Essentials

### **Allied Healthcare/Sports Medicine**

Intro to Healthcare science  
Essentials of Healthcare  
Allied Health and/or Sports Medicine

### **Mechatronics**

Intro to Mechatronics  
AC Theory, Elec. Motors  
Semiconductors & Mechanical Systems

### **Engineering Drafting & Design**

Introduction to Drafting & Design  
Survey of Engineering  
3D Modeling & Analysis

### **Engineering & Technology**

Foundations of Engineering  
Technology Engineering Concepts  
Engineering Applications

### **Energy Systems**

Foundation of Energy Technologies  
Energy & Power Technology  
Appropriate & Alternative Energy

### **Game Design**

Introduction to Digital Technology  
Computer Science  
Principles Game Design

## **Core Classes**

*Offered 2019-20*

*Core courses offered are determined by student requests. Some core courses will be offered through a blended learning format.*

10th Grade Literature  
American Literature  
British Literature  
AP Language/ American Lit.  
World History  
Government/Constitutional Theory  
Economics  
AP Government  
Algebra II  
Adv. Mathematical Decision Making  
Physical Science  
Environmental Science (online only)  
Chemistry  
Physics  
Spanish I & II  
Financial Literacy; Art History

*\*All Core Classes offered in the State of Georgia can be taken through Georgia Virtual School if needed for scheduling flexibility.*

*\*Some Core Classes are offered online and through Dual-Enrollment.*

## **Work Based Learning**

### **Programs & Core Courses Offered by WGTC**

| <b>Technical Programs</b>                             | <b>Core Courses</b> | <b>Core Courses</b>               |
|-------------------------------------------------------|---------------------|-----------------------------------|
| Precision Manufacturing (aligned with THINC schedule) | English 1101        | Psychology                        |
| Welding                                               | English 1102        | Economics                         |
| Criminal Justice                                      | Math 1111           | US History                        |
| Shampoo Technician (Criminal Justice)                 | Math 1113           | Political Science (American Govt) |
| Nurse Aid (CNA)                                       | World History       | Biology                           |

**Course/Program list does not include all courses offered through dual enrollment.**

For more information on dual enrollment please visit <https://www.westgatech.edu/admissions/dual-enrollment/>

# Pathway Descriptions

## Academics

- Master Teachers in All Subjects
- Standards-Based Approach with PBL
- College and Career Readiness Focus



## Mechatronics

- Industry-Based Hands-On Experiences
- Robotics
- Electromechanical and Pneumatics



### Mechatronics

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Manufacturing-Mechatronics-POS.pdf>

Mechatronics is a diverse field, encompassing many inter-related disciplines including electronics, mechanics, fluid power, electrical control systems, programmable logic controllers (PLC), computers, and robotics. People employed in the mechatronics field deal with automated systems in a wide variety of applications. They also deal with related professional and technical support activities such as production planning and control, maintenance, and engineering. Employers need associates with good communication, technical skills, and problem-solving skills.

Industry-wide competencies include safety, quality assurance, maintenance, installation and repair, operations, and design and development. Since new processes are increasingly automated, it is necessary that students acquire a broad range of technical skills to be competitive in the job market.

There are a variety of job opportunities in mechatronics. Mechatronics can be utilized with companies that need or provide engineering, maintenance, technical support, and technical consulting. Mechatronic equipment and devices can be found in most modern industries, some of which are advanced manufacturing, processing, aviation, automotive, refining, logistics, and power generation.

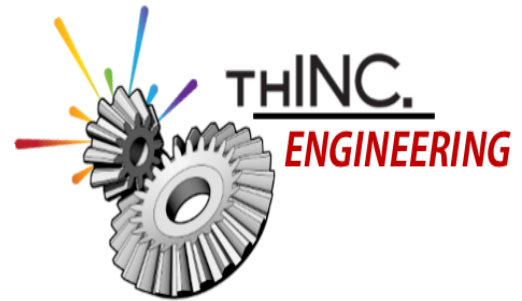
### Courses



Intro to Mechatronics  
AC Theory, Elec. Motors  
Semiconductors & Mechanical Systems

# Engineering

- Industrial Experience with Creative Applications
- Mechanical Technical Drawing
- 2D and 3D Design



## **Engineering Drafting & Design**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/STEM-Engineering-Drafting-Design-POS.pdf>

Engineering drafting and design occupations translate ideas from design layouts, specifications, rough sketches, and calculations of engineers and architects into working drawings, maps, plans, and illustrations that are used in making products. They prepare 3D computer models and 2D drawings using computer-aided design and drafting (CAD) and 3D modeling systems. They perform design and drafting work in mechanical, electrical/electronic, structural, architectural, civil, piping, and technical illustration fields. They make mathematical calculations related to these fields using algebra, trigonometry, plane and solid geometry, applied mechanics, strength of materials, and basic physics. These occupations usually require working closely with both professional and nonprofessional people, good communication skills are essential.

### **Courses**



Introduction to Drafting & Design  
Survey of Engineering  
3D Modeling & Analysis

## **Engineering & Technology**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/STEM-Engineering-and-Technology-POS.pdf>

Today's professionals in the engineering and technology field continue to revolutionize the way we live. They design, produce, operate, and maintain a variety of equipment and services we use in our everyday lives. The rapidly changing engineering and technology field requires a broad educational background and a lifelong commitment to learning new and specialized information.

Engineers may work in design and development, testing, production, or maintenance. Almost all entry-level engineering jobs require at least a bachelor's degree, and most engineers specialize in a certain field. Those interested in an occupation in the engineering field should be creative, inquisitive, analytical and detail-oriented. They should also have excellent communication skills because working as part of a team and working with others outside the engineering field are often required.

### **Courses**



Foundations of Engineering Technology  
Engineering Concepts  
Engineering Applications

## **Energy**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Energy-Energy-Systems-POS.pdf>

Energy is a diverse field with many job opportunities. There are many people who help generate energy, transport it, and connect it to the things we use every day. There are also individuals creating new methods of energy generation. Working in energy can mean working for utilities, gas and oil companies, government and research groups, energy education or environmental regulation agencies, for nonprofit energy awareness and conservation organizations, or other energy-related agencies.

Most of the electricity produced in the United States comes from nonrenewable sources such as coal, petroleum, and natural gas. Related jobs include power plant operators, power distributors and dispatchers, industrial machinery mechanics, reactor operators, and engineers.

Employment opportunities are promising for both experienced workers and those just starting their careers. Occupations require varying levels of education, from work experience to college and advanced degrees. Most scientific and research related jobs usually require at least a bachelor's degree. The energy industry, as a whole, is projected to experience growth in the coming years, particularly with the increase in infrastructure investment for renewable energy and clean energy generation, energy efficiency, and Smart Grid technologies.

### **Courses**



Foundations of Energy Technologies  
Energy & Power Technology  
Appropriate & Alternative Energy

## **Game Design**

- Virtual and Augmented Reality
- Game Development
- 2D and 3D Graphics and Design



## **Game Design**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-IT.aspx>

Students gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Next, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and a number of other important career options.

Students completing the Game Design pathway have the opportunity to take the Certified Unity Developer game design certification test.

### **Courses**



Introduction to Digital Technology  
Computer Science Principles  
Game Design

# Healthcare

- Mock Emergency Room and Learning Lab
- Sports Medicine
- Healthcare Career Connection



## **Allied Health**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Allied-Health-Medicine.pdf>

Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients and provide care, treatment, counseling, and health education information.

Based on an aging population and a retiring workforce, the demand for healthcare workers remains high. As the roles change in Therapeutic Services careers, professionals in this pathway will find increased opportunities to work independently.

Occupations in the Health Sciences represent the largest and fastest growing industry in the United States while employing over 10 million workers in more than 200 careers. Those considering a nursing career should have a strong desire to help others, a genuine concern for the welfare of patients and clients, and an ability to deal with people of diverse backgrounds in stressful situations.

### **Courses**



Intro to Healthcare Science  
Essentials of Healthcare  
Allied Health

## **Sports Medicine**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Sports-Medicine.pdf>

Workers in sports medicine focus on improving the body's performance, recovering from injury, and preventing future injuries. Sports medicine is one of the fastest growing areas of health care, providing specialized help to many "regular" people, as well as athletes.

Sports medicine professionals treat patients who participate in sports or want to get better results from their exercise program, patients who suffer injuries and want to regain full function, and people who have disabilities and want to increase their mobility and capabilities. Many careers in this field require degrees, and certification may improve chances to find a job.

Employment of athletic trainers is expected to grow much faster than the average for all other occupations. As people become more aware of sports-related injuries, demand for athletic trainers is expected to increase, most significantly in schools and youth leagues.

### **Courses**



Intro to Healthcare Science  
Essentials of Healthcare  
Sports Medicine

# Marketing

- Entrepreneurship and Management
- Fashion, Merchandising and Retailing
- Communications and Promotions



## **Marketing and Management**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Marketing-Marketing-Management.pdf>

Marketing professionals are responsible for developing, implementing and managing a company's marketing efforts—both through traditional and digital formats in order to stimulate customer interest and generate sales. To assess consumer demand, marketing managers evaluate the products and services offered by their own firm and its competitors. They also seek to identify new products or services and develop potential markets. Their main goal is to maximize profit and market share by satisfying customers' wants and needs. From a larger perspective, marketing and management involves all areas of starting and operating a business and is defined by nine functional areas: financing, risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, and distribution.

Employment of marketing and sales managers is expected to increase through 2020; this increase will be the result of intense domestic and global competition in products and services offered to consumers. A positive aspect of the marketing and management field is the variety of jobs this field offers. Another positive aspect is the room for advancement to higher-level jobs or other positions.

### **Courses**



Marketing Principles  
Fashion, Merchandising & Retailing Essentials  
Marketing Management

## **Marketing Communications and Promotions**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Marketing-Marketing-Communications-Promotion.pdf>

Keen competition should be expected in these highly coveted jobs. Because of the importance and high visibility of marketing jobs, managers in this field are often prime candidates for the highest ranking positions. Those working in the marketing communications and promotion field coordinate market research, marketing strategy, sales, advertising, promotion, pricing, product development, and public relations activities. Job opportunities available in this field include advertising managers, account executives, creative directors, media directors, promotions managers, marketing managers, product development managers, market research managers, public relations managers and sales managers.

These jobs are found in almost every industry, and the number of jobs available is expected to increase faster than average through 2020. College graduates with related experience, a high level of creativity, and strong communication skills will have the best job opportunities. Technology is changing the way we communicate and promote goods and services with potential customers. As a result, the more computer related skills one can accumulate, the better one's employment opportunities in this industry.

### **Courses**



Marketing Principles  
Marketing & Entrepreneurship  
Marketing & Communication Essentials

## **Fashion Merchandising and Retail Management**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Marketing-Fashion-Merchandising-and-Retail-Management-POS.pdf>

While all products have to be merchandised and managed, apparel represents a \$276 billion retail market in the U. S. Those who work in the fashion marketing and merchandising industry market fashion and all other products in wholesale and retail stores.

It is the job of merchandisers and marketers to determine how to entice customers to buy their products. People in this field can work in both retail and wholesale sales. Some work as buyers, merchandise managers, or purchasing agents who select and purchase apparel and accessories from designers, manufacturers, or wholesalers for retail sale.

Careers in fashion, merchandising and retailing are exciting, and the overall industry is one of the most vital in our economy. While individuals interested in this field should be creative and have an eye for style, they must also possess extensive knowledge of business and economics and must have excellent writing, speaking, and social skills. A number of technical colleges, fashion colleges, online schools, and community colleges offer two year degrees and certificates in this area

### **Courses**



Marketing Principles  
Fashion, Merchandising & Retail Essentials  
Advanced Fashion, Merchandising & Retail Essentials

## **International Business**

- Go Global explore the rest of the world
- Study in Interactive Business Simulations
- Experiences diverse cultures



## **International Business**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Introduction-International-Business.pdf>

Students entering an increasingly global marketplace should understand how culture, economy, and location impact business decisions. The International Business Pathway is designed to introduce students to global and cultural aspects to business and to prepare them for post-secondary options in either two or four-year degree programs.

### **Courses**



Introduction to International Business  
Global Awareness & Cultural Competency  
International Business Concepts

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**For more information on THINC College & Career Academy please visit us  
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**We also invite you to visit us Monday-Friday from 8 AM to 4 PM.**

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