



# WINDHAM REGIONAL CAREER CENTER

## Course Catalog 2026-2027

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Brattleboro, VT 05301  
(802) 451-3586  
[www.wrccvt.com](http://www.wrccvt.com)

### One Mission - Learner Success

*A clear vision of effective communication and technology  
supporting learners at every opportunity.*

Refer to [www.wrccvt.com](http://www.wrccvt.com) for the most current list of course offerings

#### **Non-Discrimination Statement**

Windham Regional Career Center does not discriminate on the basis of race, color, national origin, creed, sex, disability, sexual orientation, gender identity, marital status, or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Michael Kelliher, Nondiscrimination Coordinator, 53 Green Street School, Brattleboro, VT 05301 (802) 254-3730 email: [mkelliher@wsesdvt.org](mailto:mkelliher@wsesdvt.org)

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# WRCC Mission

The Windham Regional Career Center's mission is to provide all learners with skills and competencies leading to post-secondary success. The Career Center utilizes advanced technology to deliver a valid curriculum aligned with recognized educational and industry standards and competencies to all learners in Windham County and the surrounding region.

Our mission is to provide:

- A highly qualified, dedicated, and caring administration and staff that models lifelong learning and professionalism.
- A safe, positive, respectful environment that celebrates learning and achievement for all.
- A culture with high expectations that promotes intellectual curiosity and creative thinking along with personal responsibility, effort, and citizenship.
- An administration and staff that provides a consistent approach to attendance and discipline with appropriate timely consequences.
- A supportive and involved learning community (including students, parents, and staff) that provides an evolving and innovative curriculum which produces confident, self-motivated, skilled graduates with a solid work ethic.

# Windham Regional Career Center Requirements

## Admissions

- All students must complete the WRCC admissions procedure. (see Admissions Procedure page)
- Most WRCC programs are offered over a two-year period and meet for a minimum of 120 minutes a day. Students must complete the full two-year program to be considered program completers and to earn both the embedded core credit and elective credits. There are instances where students can only schedule one year of a program and only earn elective credits.
- No new students will be approved after the announced add/drop date unless they have started the program at another career center before moving to the WRCC region, and approval from the WRCC Director will be required.
- Special Note: Students currently being served by an **IEP** or **504** Accommodations Plan must also meet with their IEP/504 team prior to applying per *VT State Board of Education Rules Series 2370 – Career and Technical Education CVR 22-000-007 Page 26 of 35* referenced here: *Students identified as being eligible for services under the Individuals with Disabilities Education Act, and/or reasonable accommodations under Section 504 of the Rehabilitation Act, shall be considered for enrollment in technical education at a (an) IEP/504 Meeting. **When an IEP/504 Team determines that the student would benefit from an appropriate placement in technical education, the student may apply for admission to the technical center.** Members of the IEP/504 Team shall include the Technical Education Special Populations Teacher and the instructor of the desired Technical Education program.*

**Prerequisites: See the Prerequisite Skills Chart attached**

## Behavior

- Students must maintain respect for themselves and others within the classroom and off-site work environments.
- Students are expected to follow all safety requirements at all times. Failure to do so will result in disciplinary action. Continued infractions may result in the student's removal from the program.
- Students are required to wear all health and safety equipment. Some programs require students to wear uniforms during class time.
- Students are expected to be able to work independently.
- Students are required to successfully complete all safety assessments by November 1 to progress to the second semester and onto year two of the program

## Attendance

- Classes at the WRCC are designed to offer students an in-depth, sequential, experiential learning environment that cannot be duplicated if a student is absent. While we recognize that all students have reason to be absent from time to time, attendance is an essential part of program grading. It is important to note that students are not penalized for missing class for excused absences or attending school-sponsored activities, but they are responsible for making up missed work.
- Cutting class or unexcused absences may result in a zero for participation and classwork for the day.
- Being late or tardy for class also impacts a student's grade and may result in disciplinary action.

## Grading

- Students are graded based on class participation, classwork, and individual program expectations.

- Students are expected to maintain a passing grade at all times. WRCC reserves the right to remove the student from the program, and no credit will be awarded.
- Students are expected to complete the whole program year to earn course credit. If a student in a year-long class withdraws before the end of the course, credit may not be awarded. Students must meet with the Career Center Director to determine this.



## WRCC Admissions Procedure

1. All students are required to complete a WRCC application. Please use the following link to the WRCC enrollment program: [https://wrccvt.schooladminonline.com/users/sign\\_in](https://wrccvt.schooladminonline.com/users/sign_in). Students are asked to create a login to the portal. This portal allows students to apply, inquire (set up appointments with program instructors), and check the status of their application.
2. Students are encouraged to set up an appointment to visit with program instructors either through the ACE process or through the WRCC counselor. This meeting helps students to determine if they have met program prerequisites and learn if program content matches their interests.
3. Students hoping to pursue the second level of a program must complete the level I program with a 75 or better and have the program instructor's recommendation. A second-year application and teacher recommendation form need to be completed.
4. Admission decisions are based on
  - a. **Program interest** - Students are asked to meet with program instructors to learn about prerequisites and program content. They can set up an appointment by visiting this link and setting up a student account. [https://wrccvt.schooladminonline.com/portal/new\\_inquiry](https://wrccvt.schooladminonline.com/portal/new_inquiry)
  - b. **Transcript review** - grades and courses taken. Applications are scored based on the following rubric: Excellent (GPA 90-100); Good (80-89); Fair (70-79); Poor (60-69); Failing below 59. **If any extenuating circumstances affected academic performance, please submit documentation or counselor communication to the WRCC office.**
  - c. **Attendance history** - Applications are assessed based on the following rubric: Excellent 0-3 absences; good-4-6; fair 7-9, and poor 10 or more absences. **If there are extenuating reasons that can be documented for absences, please submit documentation or counselor communication. This can be an essential factor in the decision.**
  - d. **Behavioral history (focus on safety and ability to participate)** - This is determined by the student's ability to meet prerequisite skills, ability to work successfully both independently and in groups, and the ability and willingness to follow safety instructions. Finally, respect for self, others, the community, and the learning process as demonstrated by positive behavior.
  - e. Sending school counselor recommendations.
  - f. Program instructor recommendation as provided following the student's visit with the instructor
  - g. Program space and availability.
5. **Eligible students are 11th & 12th graders.** Sophomores will be considered on a space-available basis if they exhibit the skills and maturity to be successful. The only program that accepts students in 9th grade is the one-semester, 80-minute Career Foundations course
6. Applications for year one students will be prioritized based on the following,
  - Students who apply by December 19, 2025, are given priority in the application and placement process
  - 11th graders are given first priority for acceptance and placement in programs
  - 12th graders are given second priority.
  - Applications received after December 19th will not be reviewed until after applications received on or before December 19th are processed and students are placed.
  - Applications received on or before December 19th will be reviewed, and students will be notified by email of their **conditional** acceptance on or before January 23rd. Acceptance will not be fully finalized until second-semester attendance, grades, and behavior are reviewed between May 1st and the 15th.

- Applications received after December 19th will be reviewed on a rolling acceptance basis. If a program fills, students can still apply but will be placed on a waiting list. Waiting list students will be placed in the order in which they applied based on the date and time stamp on their application using the above admissions criteria.

- Students will be notified via their school email and by phone if an opening becomes available in the program for which they applied.
- Prior to August 17, 2026, students will have three days to notify the WRCC counselor, Anne Doran, or the WRCC director, Nancy Wiese, that they plan to participate in the program.
- After August 17, 2026, students will have one school day to notify the WRCC counselor, Anne Doran, or the WRCC director, Nancy Wiese, that they plan to participate in the program.
- Any student who does not respond to the notification of an opening in a program before the deadline will be moved to the bottom of the current waiting list.

7. **Students identified as being eligible for services under the Individuals with Disabilities Education Act, and/or reasonable accommodations under Section 504 of the Rehabilitation Act, shall be considered for enrollment in technical education at an IEP/504 Meeting.** When an IEP/504 Team determines that the student would benefit from an appropriate placement in technical education, the student may apply for admission to the technical center. This discussion must be documented in the meeting minutes and submitted to WRCC with the IEP prior to the student's transition meeting. When a student is accepted, members of the IEP/504 Team shall include the technical education Special Populations Teacher and the instructor of the desired technical education program in the determination process if they need assistance in determining the skills needed to enter the program. Vermont State Board of Education Rules Series 2370 - Career and Technical Education CVR 22-000-007 Page 26 of 35

**This means that before a student applies to a career and technical program, the IEP/504 team must examine not only the program of study but also the course expectations, including but not limited to the course syllabus, text reading level, writing expectations, math skills needed, safety requirements, and prerequisites to determine if a pathway is an appropriate placement for the student the team is working with.** If it is not clear that the student meets the criteria, the IEP/504 team must work with the technical education Special Populations Teacher and the instructor of the desired technical education program to assist in determining if the placement is appropriate. The notes from this meeting must be submitted to the WRCC Special Needs Coordinator if the student is accepted to WRCC, and final placement will not be completed until they are received. This process does not guarantee acceptance.

Technical centers shall provide accommodations and other services required by special populations students to enable them to complete their technical education program successfully. The Special Populations Teacher shall support instructors in implementing accommodations, interpreting the results of academic and vocational assessments, and designing remedial academic exercises as needed. In addition to meetings and record-keeping, student services may also include reinforcing employability skills and supervising services for students whose native language is other than English.

This means that the Special Populations Teacher/Special Needs Coordinator supports our instructors in providing IEP/504 accommodations and identifying supports that enable students to access the program's or pathway's expectations and/or requirements. When appropriate, the Special Populations Teacher can work with students to review prior knowledge and pre-teach skills, but cannot offer core instruction for credit (i.e., these services cannot be used to meet the requirements of an English class).

8. All students, parents(s), and a Local Educational Agency Representative or designee (guidance counselor, case manager, or administrator) from the sending school are required to participate in a transition meeting with WRCC staff to review the requirements of the program the student has been approved for and to determine what, if any, additional supports the student might need. For a student with either a 504 or an Individual Education Plan, this meeting must be a noticed, legal 504 or IEP meeting so that the team can determine if the student's plan needs to be amended to meet their needs at WRCC.

9. No new students will be approved after the announced add/drop date unless they have started the program at another career center before moving to the WRCC region, and approval from the WRCC Director will be required.
10. Students who are not admitted when they apply can appeal the decision and submit additional pertinent information to the admissions team for review, in addition to their original application. The request to appeal a decision and additional information, or the request for a meeting to discuss the admissions decision, should be submitted to the WRCC school counselor. A student who is admitted based on an appeal will only be admitted to a program if there is an opening. In all other cases, the student will be placed on the waiting list in the appropriate order.

**Admissions applications are available online ([www.wrccvt.com](http://www.wrccvt.com)) or upon request. Contact information (802 ) 451-3586**

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## **WRCC ACADEMIC and EMBEDDED CREDITS**

Many Career Center courses fulfill high school requirements for graduation, which enables students to take advantage of Career Center opportunities without them interfering with their credit requirements for high school graduation. The list below details this.

<b>HIGH SCHOOL COURSE REQUIREMENT</b>	<b>CAREER CENTER COURSES</b>	
<b>MATH</b>	Building & Construction Trades	Must complete 2-year program
	Electrical (or Science)	Must complete 2-year program
	Manufacturing (or Science)	Must complete 2-year program
<b>ENGLISH</b>	Business Management	Must complete 2-year program
<b>SCIENCE</b>	Forestry/Natural Resources	Must complete 2-year program
	Automotive Technology	Must complete 2-year program
	Culinary Arts	Must complete 2-year program
	Criminal Justice	Must complete 2-year program
	Manufacturing (or Math)	Must complete 2-year program
	Aviation Careers	Must complete 2-year program
	Electrical (or Math)	Must complete 2-year program
	Health Careers	Must complete 2-year program
<b>SOCIAL STUDIES</b>	Early Childhood Education	Must complete 2-year program
	Criminal Justice	Must complete 2-year program

Program Prerequisite Chart 2026-27

Program	Prerequisites
Aviation Careers I	Algebra I students will have the ability to read a full-page article for understanding in ten minutes or less and respond with complete sentences to reflection questions on the key points of the article, demonstrating reading and writing at grade level.
Automotive Technology I	Students should be proficient in addition, subtraction, multiplication, division, fractions, decimals, unit conversion, and basic geometry. Students need to have two years of high school English. Recommended: Mechanical aptitude and a strong interest in automotive technology.
Business Management I	Students need to be proficient in basic math and in using computer software, such as word processors, spreadsheets, and presentation tools. Completion of English 1 and 2: Teamwork and Collaboration: Willingness to work in groups for projects and activities that simulate real-world business scenarios.
Construction Architecture I	Students should be proficient in math skills up to and including addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, understanding of percentages, scale, area, volume, Geometry, and basic algebraic expressions.
Criminal Justice I	Students should be proficient in basic math skills, including percentages and ratios, problem-solving, computations (addition, subtraction, multiplication, and division), and possess an 8th-grade reading level. Additionally, they should have completed two years of high school English.
Culinary I	Students should be proficient in basic math skills, including percentages and ratios; problem-solving, computations (addition, subtraction, multiplication, division).
Early Childhood I	Basic math skills, including ratios and time measurement; reading, comprehension, and writing skills at a 10th-grade level.
Electrical I	Students need to be able to add and subtract fractions and decimals; multiply decimals; and solve a formula for an unknown quantity when all other variables are known. Students need to be able to read and use charts and graphs by inputting values to find output values at a 10th-grade reading level.

Forestry I	Students must be willing and able to work outside in all kinds of weather conditions; students must have a ninth-grade reading level and have the ability to comprehend scientific language. They must be proficient in addition, subtraction,
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	multiplication, division, fractions, percentages, and ratios.
Anatomy and Physiology I	High School Biology with a minimum grade of 80 or higher; Chemistry strongly recommended.
Medical Terminology/Licensed Nursing	Must have completed tenth grade, ability to physically, mentally, and emotionally perform assigned tasks competently and safety as outlined by the Vermont State Board of Nursing; specific immunizations, including current Covid 19 and influenza; strong and effective communication and speaking skills; critical thinking skills that take into account patient safety and changing health status. Math skills: Proficiency in math without the use of a calculator, including number sense, multiplication, division, fractions, and decimal conversion and word problems; Algebra 1 with a grade of B or better or "meets the standards". The ability to write and do research on health topics.
Nutrition/Human Growth & Development	Completion of English 9; more specifically, students must have the ability to read essays at an 11th-grade level, write paragraphs with minimal errors, conduct basic research, and demonstrate oral skills.
Manufacturing I	Basic Math Skills : Add, subtract, divide, and multiply whole numbers and fractions. Understanding of the decimal system. Students must be able to construct a sentence and have basic grammar skills. Students should have the ability to write a professional email. Reading: Skills students should exhibit at a grade-appropriate level. (Min. 8th grade level)
Professional Writing and Communications	Completion of English II; ability to read texts at a 10th-grade level and write short paragraphs with moderate errors; oral communication skills.
English Composition	Completion of English II; ability to read essays at an 11th-grade level, write paragraphs with moderate errors, and conduct basic research.

**Students in Level One Programs Must Pass OSHA 10 and other State Approved Safety Training by November 2, 2026**

**Moving from Level One to Level Two requires completion of Level One with a grade of 75 or better and program instructor recommendation**

# CAREER FOUNDATIONS

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**Career Foundations #CE100030**

**Credits: BUHS 4, Sending Schools 1**

**Open to grades: Grades nine and ten (11th, 12th space available)**

**Semester**

Students will explore a variety of career and college pathways and the skills necessary to be successful in both arenas. Students will engage in a variety of experiential activities and projects, and will additionally explore a variety of Career Center programs. Students will also engage in activities that will help them to set goals, problem-solve, manage time and stress, improve communication skills, take better notes, reduce test anxiety, and plan financially.

***NOTE: This course qualifies to be offered as CCV's Intro to College and Career.***

# AUTOMOTIVE TECHNOLOGY

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## Program

Automotive Technology focuses on educating students in all aspects of automotive maintenance and repair. The program provides an on-site automotive learning center called the LAB (Learning Automotive Basics). The LAB has an adjoining classroom fully equipped with current technology and equipment. Students gain exposure to all types of vehicles and repair techniques, providing them with skills and experiences to successfully transition into careers in the automotive industry. Throughout the entire pathway, there will continue to be a strong emphasis on safety, professionalism, teamwork, work ethic, critical thinking, accountability in the workplace and the importance of setting high standards regarding vehicle repair. The course aims to prepare students for real-life situations and create a strong foundation of skills and knowledge that skilled employees in the automotive industry need.

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**Automotive Technology I - #CL100032**  
**Open to Grades: 11 and 12 (10th if space allows)**

**Credits: BUHS 12, Sending Schools 3**  
**Year Long, 120 minutes Daily**

Auto I is designed to teach students the fundamental theories and concepts of today's passenger vehicles. This course is the first of two to complete the automotive learning pathway. During class, students will have classroom discussions and conversations about theory. They will learn to use Motor Logic, AllData, and Electude programs as learning tools while implementing what they learned during LAB. In addition, in LAB, students will learn safety, tool use, and lift operation. Students will also learn the fundamentals of auto technology, engine repair, rebuild theory, steering and suspension, brakes, multipoint inspection, entry-level scan tool diagnostics, oil change, tire change and balancing process, and alignment service. This class will consist of approximately 25 percent class time and 75 percent LAB time. At the end of the first year, students will have the basic knowledge to be able to enter the auto industry as an entry-level technician.

**Prerequisites:** See Prerequisite Skills Chart attached

**Recommended reading level:** Grade 9

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**Automotive Technology II - #CL200030**

**Credits: BUHS 16, Sending Schools 4**

**Open to Grades: 11 & 12 with successful completion of Level I**

**Year Long, 120 Minutes (2 blocks)**

Auto II is designed to provide the second part of the automotive service and repair process. During class, students will have classroom discussions and conversations about theory. They will learn to use Motor Logic and Electude programs as learning tools while implementing what they learned during LAB. Students will understand the components of a vehicle engine, which include the combustion process, design and repair, performance, emissions, and the theory and method of onboard diagnostics (OBD II). In addition, students will also learn about light vehicle diesel concepts, electronics, wiring, and electrical drive vehicles, also known as EV vehicles. Students can also identify and fix mechanical issues using advanced diagnostics. As these areas are covered, there will be written assignments, online assignments, classroom discussions, and LAB lessons featuring live vehicles, ordering parts, and speaking with customers.

**Prerequisites:**

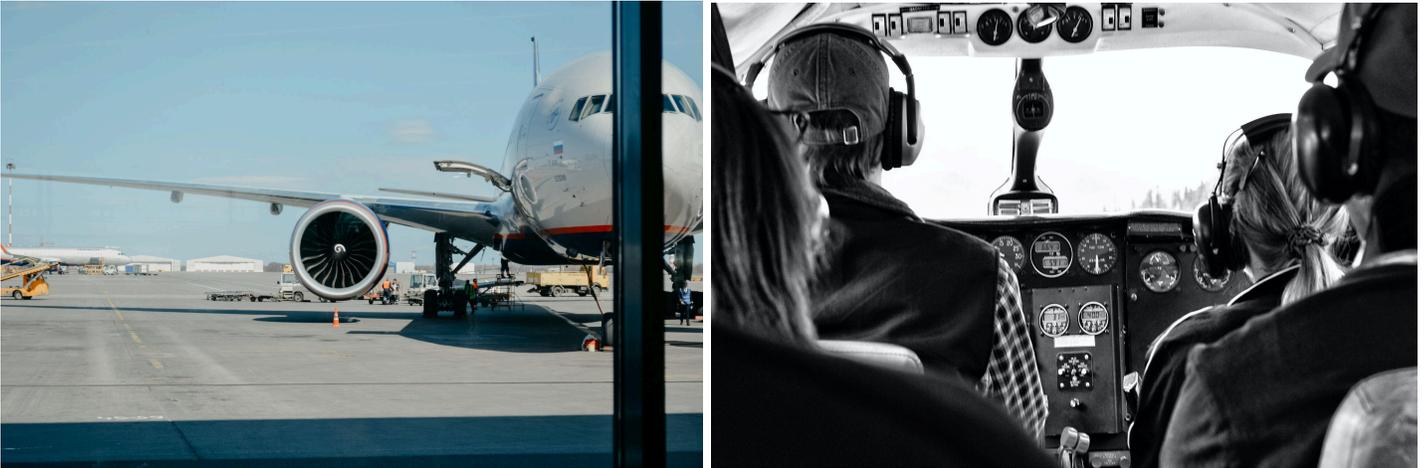
- Successful completion of Level I (first year) program with a 75 or better and instructor recommendation. Students must also have obtained Level I program safety certification. A minimum of a 9th-grade reading level.

**Completion of this two-year program satisfies a science equivalent.**

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**NOTE:** Students in **Automotive Technology** are encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications.** \_ Please refer to the English sections below for full course descriptions.

# AVIATION PROGRAM



## **Aviation Careers Program Overview.**

By 2041, 602,000 new pilots and 610,000 technicians will be needed worldwide, according to Boeing's *Pilot and Technician Outlook*. Employment opportunities include pilots, drone operators, mechanics, flight attendants, air traffic controllers, airfield managers, and more.

The WRCC Aviation Careers Program is designed to be a full two year program. Year one will provide an in-depth introduction to the world of aviation and to the skills needed for success in this ever growing career field. Year two, will prepare each student for (1) the FAA written examination for a private pilots license and (2) the FAA written exam to become a licensed drone operator. Qualified applicants for this program must have an interest in aviation, but do not need to be committed to becoming a pilot. This program will serve well anyone with an interest in any aspect of the aviation career path.

**What this program is not:** This program will not lead to a private pilot's license. The time available for the completion of the current curriculum does not, in any way, provide the time needed to accumulate the minimum of 40 flight hours required for a private pilot's license. We do intend to provide some opportunities to experience time in the air, simply to become familiar with the flight environment. However, those opportunities will only be available if the time and resources are available.

**Aviation Careers I #C0008000**

**Open to Grades : 11 & 12 (10th if space allows)**

***NOTE: This course offers dual enrollment credit***

**Credits: BUHS 12, Sending Schools 3**

**Year Long, 120 Minutes Daily**

The first semester of the course provides the foundation for advanced exploration in flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments in this growing field. This first semester provides the foundation for both pathways and gives students a clear understanding of career opportunities in aviation and aerospace and the critical issues affecting the industry.

In the second semester, students pursuing the Pilot and UAS tracks will look closely at the aircraft they may one day operate. They will gain an in-depth understanding of the forces of flight—lift, weight, thrust, and

drag—including how to make key calculations. They will then touch on aircraft design, looking at stability, aircraft controls, and maneuvering flight. The course will focus on career skills related to these topics. This unit also covers aircraft flight manuals, required aircraft documents, and the factors that affect aircraft performance.

**Skill Level Needed:**

**English:** Any student reading and writing on grade level will succeed in the required work in this program. More specifically, qualified students will have the ability to read a full page article for understanding in 10 minutes or less and be able to respond, both verbally and in writing, with complete sentences to reflection questions on the key points of the article.

**Math:** Any student who has successfully completed Algebra I with a grade of B or better (in traditional grading) or with “meeting the standards” in a standards based system will have the needed skills for success. Specifically, students should have the following math skills: (1)The ability to think through calculations that involve rate (speed, distance, time, fuel flow, fuel used, . . .), (2) the ability to use charts and tables by inputting values to find output values, (3) the ability to use measuring tools, particularly for distances on charts and angles involved in measuring courses from charts, (4) the ability to think spatially to orient oneself relative to landmarks and chart references, and (5) the ability to solve a formula for an unknown quantity when given values for all other variables.

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**Aviation Careers II CCHS8002**  
**Schools 4**

**Credits: BUHS 16, Sending**

**Open to successful completers of Aviation Careers I**

**Year Long, 160 Minutes (2 blocks)**

In the second year of the program, students will experience both a Pilot Course pathway or a Drone Operator Course pathway.

The first semester of Year 2 is foundational for both crewed and uncrewed aviation. It will prepare students to take two Federal Aviation Administration tests: the Private Pilot Knowledge Test and the Part 107 Remote Pilot Knowledge Test. Topics include preflight procedures, airspace, radio communications, aviation terminology, regulations, airport operations, aviation safety, weather, cockpit management, and emergency procedures. The second half of the first semester will focus on the unique learning needs for either the pilot track or the drone operator track of this program.

In the second semester, students will examine advanced aviation topics and career options after preparing for the Private Pilot Knowledge Test and Part 107 Remote Pilot Test. Instrument flight, commercial aviation, and advanced aircraft systems begin the semester. Looking into the future, students will then explore new horizons in the aerospace industry. What might aviation look like five, ten, or twenty years into the future? The focus then turns to business development opportunities in aviation. Time permitting, the course will end with a student capstone project on an aviation topic of their choosing.

**Prerequisites:**

- Successful completion of Aviation Careers I with at least a C average grade or teacher recommendation.

# BUSINESS MANAGEMENT

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## Program

Embark on a transformative journey in business with the Business Management and Entrepreneurship Program. This two-year comprehensive program is tailored to instill in students the essential skills for effective leadership, team management, and entrepreneurial endeavors. The curriculum covers a spectrum of subjects, including management, finance, marketing and leadership skills, hospitality and entertainment management, computer applications, communication skills, career exploration, resumes and job interviews, personal finance, team building, business operations, business law, organizational behavior, and more. The program is designed to provide a well-rounded skill set that can be applied to various professional business scenarios.

Hands-on learning experiences, such as individual and group projects, guest lectures, work-based learning opportunities, and field visits, offer practical insights to sharpen business skills. What sets this program apart is its commitment to academic excellence by providing dual enrollment college credits, allowing students to simultaneously progress in their collegiate education. Upon completing the Business Management and Entrepreneurship Program, graduates are poised to enter the workforce directly or pursue higher education as business majors. The program imparts knowledge and empowers students to navigate diverse professional landscapes confidently. Seize the opportunity to shape your future; enroll in the Business Management and Entrepreneurship Program and set the stage for success.

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**Business Management I\* - #CCHS1004**  
**Open to Grades: 11 & 12 (10th if space allows)**  
**\*This course offers dual enrollment college credit**

**Credits: BUHS 12, Sending Schools 3**  
**Year Long, 120 Minutes Daily**

**Business Management I** is your gateway to understanding what makes businesses successful. In this course, you'll learn the essential skills and knowledge needed to thrive in the business world, focusing on the core functions of management: planning, organizing, leading, and controlling. You'll develop strong communication skills (oral, written, non-verbal, and listening) and tackle real-world challenges like teamwork, decision-making, problem-solving, and conflict resolution. The class also covers business foundations, human resources, organizational practices, ethical decision-making, and effective use of technology. As a hands-on project, you'll design an entire business plan for a food truck, applying everything you've learned. Get ready to explore the exciting world of business and management.

**Prerequisites:** See Prerequisite Skills Chart attached

Students must be proficient in real number systems, data matrices, statistical measures, probability, and financial equations. Students should be encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications. Computer Applications or Technology Literacy:** Basic proficiency in using computer software like word processors, spreadsheets, and presentation tools. **Teamwork and Collaboration:** Willingness to work in groups for projects and activities that simulate real-world business scenarios. **Class Participation:** Active engagement in discussions, group activities, and practical applications of course concepts.

**Recommended reading level:** Grade 10

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**Business Management II\* - #CCHS2004**  
**Open to Grades 11 & 12 with successful completion of Level I**  
**\*This course offers Dual Enrollment College Credit**

**Credits: BUHS 12, Sending Schools 3**  
**Year Long, 120 Minutes Daily**

**Business Management 2 and Marketing and Entrepreneurship** is an exciting course designed to help you understand how businesses succeed and how to navigate the world of management and marketing. You'll learn the basics of how businesses work and explore essential management functions like planning, organizing, leading, and controlling—all explained in simple and engaging ways. This course goes beyond textbooks, offering hands-on activities where you'll make ethical decisions, use technology to manage tasks and build valuable skills for a successful future.

Learn marketing principles to discover how businesses promote products, create value, and connect with customers. You'll explore consumer behavior, craft catchy slogans, and design eye-catching advertisements, gaining practical experience in marketing. With a focus on real-world applications, this course will help you become a tech-savvy, ethical, and forward-thinking business leader. If you're ready to unlock the secrets of successful businesses and build your path in the business world, this is the course for you!

**Completing this two-year program satisfies an English equivalent of 4 credits of English maximum.**

**Prerequisites:** See Prerequisite Skills Chart attached

Students must be proficient in real number systems, data matrices, statistical measures, probability, and financial equations. Students should be encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications. Computer Applications or Technology Literacy:** Basic proficiency in using computer software like word processors, spreadsheets, and presentation tools. **Teamwork and Collaboration:** Willingness to work in groups for projects and activities that simulate real-world business scenarios. **Class Participation:** Active engagement in discussions, group activities, and practical applications of course concepts.

**Recommended reading level:** Grade 10

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**NOTE:** Students in **Business Management** are encouraged to take **WRCC English Composition, WRCC Professional Writing and Communications, WRCC Algebra II, or Essentials of Math for College and Careers.** Please refer to the English and Mathematics sections below for full course descriptions.

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# CONSTRUCTION & ARCHITECTURE

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## Program

The Construction Architecture (CA) program offers the skills necessary to enter the residential and light commercial construction and architecture trades. These skills begin with safety and range from hand and power tool use to blueprint reading and creating, to framing and finish carpentry. Participants will gain experience with many of the building components within the fields of Construction and Architecture. Applied academics and workplace skills are an important part of this program and are integrated throughout the year. The curriculum being taught encompasses the National Center for Construction Education and Research (NCCER) Certification for Core Curriculum: Introductory Craft Skills.

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**Construction and Architecture I - #CL100021**  
**Open to Grades: 11 & 12 (10th if space allows)**

**Credits: BUHS 12, Sending Schools 3**  
**Year Long, 120 Minutes Daily**

The Level I program is designed to provide students with a broad understanding of different career pathways within the construction and architecture field - one of the largest industries in the United States. The program prepares students with skills related to safety and basics of construction and architecture, including blueprint reading and design. Through visiting local job sites and industry professionals' presentations, students will see the industry in action. Upon completion of this course, proficient students will be able to demonstrate knowledge and skills in safety, hand and power tools, basic construction math, blueprints, material handling, and work-related skills. They will begin to develop a physical and electronic portfolio, and have the opportunity to earn industry-recognized credentials (IRCs) applicable to construction and architecture.

**Prerequisite:** See Prerequisite Skills Chart attached

**Recommended reading level:** Grade 9

**Recommended math:** Geometry

**Skill Level Needed:** Successful program participants will arrive prepared with math skills up to and including addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, understanding of percentages, scale, area, volume, Geometry, and basic algebraic expressions. Successful participants will also have knowledge of calculating angles, areas, perimeters, and volumes of shapes to properly design and build

structures, solving equations to determine unknown variables like material quantities or structural dimensions, and calculating angles and distances in complex situations, like roof pitches or slope calculations.

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**Construction and Architecture II - #CL100022**

**Credits: BUHS 16, Sending Schools 4**

**Open to Grades: 11 & 12 with successful completion of Level I**

**Year Long, 120 Minutes (2 blocks)**

The Construction Architecture Level II program is designed to build on students' knowledge of safety, fundamentals, and understanding of the basics of the building and architecture trades - one of the largest industries in the United States. Students will practice applications of mathematical concepts, improve proper measurement, accurate assembly, material estimating procedures, and safe work practices. While safely employing tools used in the trade, students will learn and practice how to frame floors, walls, ceilings, roofs, and stairs. They may be exposed to Computer Aided Drafting (CAD) software to create plans and three-dimensional drawing, and connect their drawing layouts to actual models, components, and possibly buildings. Through visiting local job sites and industry professionals' presentations, students will see the industry in action. Upon completion of the Level II program, proficient students will demonstrate knowledge and skills in framing, building science, and understanding blueprints. They will begin to develop a physical and electronic portfolio, and have the opportunity to earn industry-recognized credentials (IRCs) applicable to construction and architecture, and will be encouraged to join SkillsUSA, and Better Building by Design. Second-year students will have work-based learning opportunities, with the potential for full-time employment.

**Completion of this program satisfies a math equivalent.**

**Prerequisite:**

Successful completion of Level I (first-year) program with a 75 or better and instructor recommendation. Students must also have obtained Level I program safety certification.

**Recommended:** Geometry

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**NOTE**

Students in **Construction Trades** are encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications**. Please refer to the English sections below for full course descriptions.

# CULINARY ARTS

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## Program

Whether students are clear about their dream of becoming a chef or they simply want to explore how their skills can find a place in the food world, the Culinary Arts program is for them. Designed to provide foundational culinary skills that help build confidence, competence and capacity to step into a variety of roles in the field.

In this program, students will gain the training and experience needed to gain employment in the food service industry and to pursue a post-secondary education in the culinary arts. Students will work on learning to prepare food by following recipes and instructions, helping build their culinary techniques while working together in teams.

Students will gain hands-on experience by helping open our new Cafe in Falls 2026, building and refining their skills in front and back of the house management.

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**Culinary Arts I - #CL100040**  
**Open to Grades: 11 & 12 (10th if space available)**

**Credits: BUHS 12, Sending Schools 3**  
**Year Long, 120 Minutes Daily**

Culinary I starts with the foundations of kitchen safety and sanitation including knife skills, equipment care, kitchen flow and more. We will prepare classic recipes gaining experience in methods and techniques building the basic cooking and baking skills of a food professional. Students will learn through lecture, lab work and group work to prepare foods that will be served in our Cafe and sampled by students helping them develop a discerning palate along the way. Culinary math, customer service, business management and workplace skills will also play a role in the curriculum.

**Prerequisites:** See Prerequisite Skills Chart attached

**Recommended reading level:** Minimum of an 8th-grade reading level and knowledge of basic math, specifically basic measurement in United States Standard volume units like ounces, cups, pints, quarts, and gallons. Students will need to be able to read and follow recipes and written directions, Students will also have

to write instructions and recipes that need to be followed by others. It is important that students know middle school basic math and can work with times tables, this is essential knowledge that equates to the basic volumetric measurements used in the United States. These are the standard units like pounds, ounces, cups, pints, quarts, and gallons. In addition, students should be able to work with and manipulate simple fractions and mixed numbers that include  $\frac{1}{4}$ ,  $\frac{1}{2}$ , and  $\frac{2}{3}$ . Part of this class in culinary will be working with ratios and proportions found in recipes that need to be reduced or increased by various multipliers

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**Culinary Arts II - #CL200040**

**Open to Grades: 11 & 12 with successful completion of Level I**

**Credits: BUHS 16, Sending Schools 4**

**Year Long, 120 Minutes (2 blocks)**

Students will take the exam for the nationally recognized Serv-Safe Manager certification. A portion of the Culinary II class will be devoted to preparing for this industry-recognized credential. This will also be a year-long, 160-minute-per-day class. Note: This course is being considered for dual enrollment credit. The Culinary Arts Level II program emphasizes marketing, menu management, food safety, cost control, and team building. In Culinary II, baking skills will be explored through flatbreads, pizza, muffins, southern-style biscuits, cookies, and pies. Concepts in nutrition and building attractive menus will also be explored. The second level class will stress the importance of teamwork and the necessity of good work habits. During the first portion of Culinary II, students will prepare for and take the Serv-Safe Manager certification exam. By the end of the two-year program, the students will be able to use their learned skills plus certifications and have the practice needed for successful employment within the hospitality and food service professions and/or entrance into postsecondary education in the culinary arts.

**Completion of this two-year program satisfies a science equivalent.**

**Prerequisites:** Successful completion of Level I program with a 75 or better and instructor recommendation. Students must also have obtained Level I program safety certification.

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#### **NOTE**

Students in **Culinary Arts** are encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications** and **WRCC Algebra II or Essentials of Math for College and Careers**. Please refer to the English and Mathematics sections below for full course descriptions.

(Culinary II will not be offered during the 2026-27 school year)

# EARLY CHILDHOOD EDUCATION

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## Program

Students enrolled in the Early Childhood Education Program at WRCC share the desire to make the world a better place for children and families. In the Early Childhood Education Program at the WRCC, students will develop the knowledge, skills, and experience to work effectively with young children age birth to age eight and their families. These skills are based on industry standards and professional competencies in child development, family and community, teaching and learning, health and safety, professionalism, and program organization.

This program is excellent for students interested in the development of children, who enjoy interpersonal communications and working with a variety of people, who care about making a difference for children and families in the community, and who want to gain theoretical background and practical experience in the field of education and early education.

Participants in this program will learn how to practice and model effective communication, use observation strategies, and develop partnerships with children and their families. Hands-on learning experiences enable students to design lessons and activities and build a supportive community of learners. Students will learn strategies to maintain a safe, healthy, and nurturing learning environment in all early learning settings.

This program aims to help students explore early childhood education pathways and demonstrate preparedness for work and continuing study in the early childhood field. **The program provides dual enrollment college credits.**

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**Early Childhood Education I\* - #CCHS1002**  
**Open to Grades: 11 & 12 (10th if space available)**  
**\*This course is offered for dual enrollment credit**

**Credits: BUHS 16, Sending Schools 4**  
**Year Long, 160 Minutes (2 blocks)**

During year one of Early Childhood Education, the focus will be on developing a fundamental understanding of early childhood education and preparing for work in the field of Early Childhood. The work of an early childhood educator is creative and intentional. Learning how to support the growth and development of young children through developmentally appropriate play experiences and practices enhances the success of the new early childhood educator. Course content includes designing, implementing, and assessing early childhood environments and creating lesson plans and program materials. Topics include the history of early childhood education, advocacy, family-centered early childhood education, curriculum models, and the development of the self as a professional. During the second semester, students will explore the young child's development and utilize previously learned content to intentionally support the growth and development of the children. Students are required to participate in fieldwork at local early childhood education programs.

**Prerequisites:** See Prerequisite Skills Chart attached

**Recommended reading level:** Grade 9

**Skill Level Needed:** Students must be able to add, subtract, multiply, divide, understand ratios, use measurement, and tell time. Reading, comprehension, and writing skills should be at a 10th-grade level since students will create items such as lesson plans, brochures, writing observations, and using multiple means of written communication.

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**Early Childhood Education II\* - #CCHS2002**  
**Open to Grades: 11 & 12 with successful completion of Level I**  
**\*This course is offered for dual enrollment credit**

**Credits: BUHS 16, Sending Schools 4**  
**Year Long, 160 Minutes (2 blocks)**

In this course, students will explore the atypical development of the young child from conception to age eight and effective communication with children, families, colleagues, and the community. Course content includes: students will understand the history and legal requirements when working with a child with diverse abilities. Topics include developmental theories, history, philosophy, legislation, and the recommended practices for supporting children with diverse abilities, family-centered practice, early intervention, at-risk populations, inclusion, and referrals. With completion and one year of experience working with groups of young children, students will be eligible for work as an assistant teacher in an early childhood education program after graduation. Students are required to participate in fieldwork at local early childhood education programs.

**Completion of this two-year program satisfies a social studies equivalent.**

**Prerequisites:** Successful completion of Level I (first year) program with a 75 or better and instructor recommendation. Students must also have obtained Level I program safety certification.

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**NOTE:** Students in **Early Childhood Education** are encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications**. Please refer to the English sections below for full course descriptions.

# ELECTRICAL TECHNOLOGY

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## Program

Skilled electricians are in high demand in Vermont and nationwide. There are opportunities in residential, commercial, and industrial electrical work in every state in the nation. In Vermont the first step is to complete an apprenticeship program that includes 144 hours of classroom instruction each year and 8,000 hours of on-the-job training culminating in sitting for the Vermont Journeyman's Licensure exam. Students will spend most of their first year learning basic wiring skills and concepts and may complete a small number of apprenticeship hours. Second-year students will complete classroom hours and work toward completing over 500-hour apprenticeship hours.

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**Electrical Technology I - #CL100651**  
**Open to Grades: 11 & 12 (10th if space allows)**

**Credits: BUHS 12, Sending Schools 3**  
**Year Long, 120 Minutes Daily**

Electrical Technology I is designed to provide students the basic theories and concepts of electrical work. This is the first of two courses to complete the Electrical pathway. Students will share classroom and lab time while learning safety, tool use, electrical wiring and systems, and other electrical concepts. Throughout the entire pathway there is a strong emphasis on teamwork, work ethic, critical thinking skill development, and accountability in the workplace, as well as safety, professionalism and very high standards of customer service. The goal is to prepare students for real life situations, and to create a strong foundation of skills and knowledge needed by a highly skilled employee in the electrical industry.

**Prerequisites:** See Prerequisite Skills Chart attached

- Students need to be able to add and subtract fractions and decimals; multiply decimals; and solve a formula for an unknown quantity when all other variables are known. Students need to be able to read and use charts and graphs by inputting values to find output values. *See WRCC counselor regarding approved alternatives.*

**Recommended reading level:** Grade 10

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**Electrical Technology II - #CL200601**

**Credits: BUHS 16, Sending Schools 4**

**Open to Grades: 11 & 12 with successful completion of Level I    Year Long, 120 Minutes (2 blocks)**

Electrical II exposes students to more advanced topics, such as electrical codes, telecommunications, residential & commercial wiring and OSHA requirements. This course of study also includes in-depth instruction on power generation and distribution, blueprint reading, photovoltaics and other green energy options.

**Completion of this program satisfies a math or science equivalent.**

**Prerequisite:**

Successful completion of Level I (first year) program with a 75 or better and instructor recommendation and obtain Level I program safety certification.

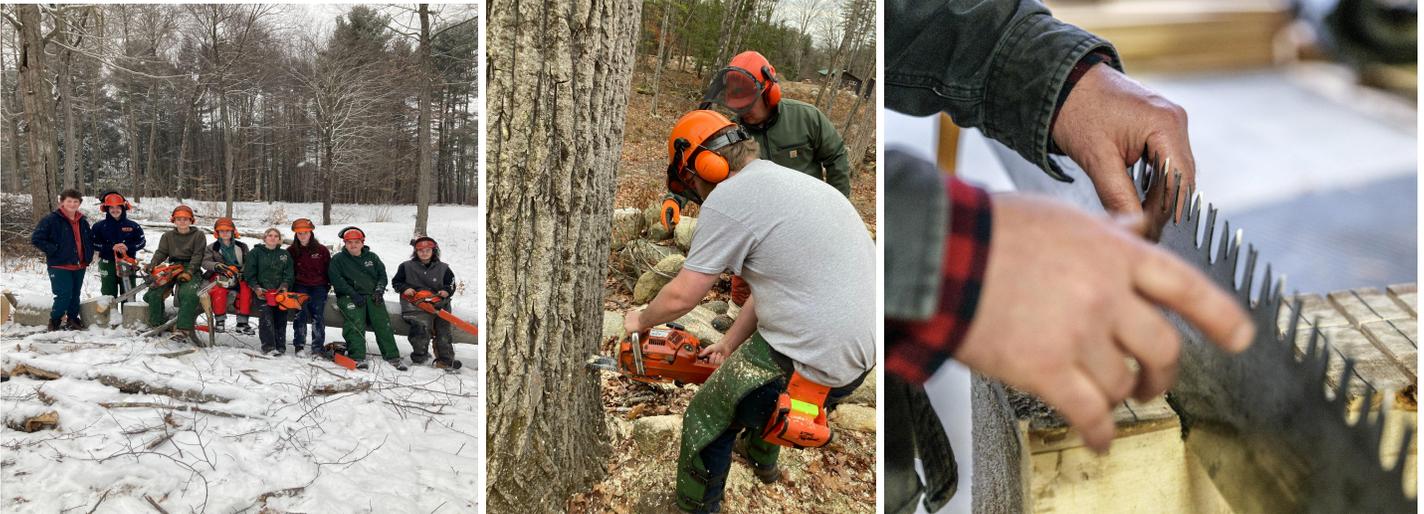
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**NOTE**

Students in **Electrical Technology** are encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications**. Please refer to the English sections below for full course descriptions.

# FORESTRY & NATURAL RESOURCES

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## Program

Forestry & Natural Resources introduces students to forest science and the safe operation of chainsaws, heavy equipment and tree felling. Students will participate in seasonal projects including but not limited to firewood cutting, drainage projects, soil evaluation, Christmas tree farming, and maple sugaring.

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**Forestry/Natural Resources I\* #CCHS0018**

**Open to Grades: 11 & 12 (10th if space allows)**

**\*This course is offered for Dual Enrollment credit:**

**Vermont State University-Dendrology-AGR-2130-S03**

**Credits: BUHS 12, Sending Schools 3**

**Year Long, 120 Minutes**

This program will introduce students to various forest management practices and skills involved in natural resource careers. This course will focus on proficiencies in several skills that include: Dendrology (tree and leaf identification), map and compass use (orienting), tractor safety and maintenance, basic welding, chainsaw safety, and operation, and an introduction to the Vermont Soils and Land Judging Competition. This course will provide students with the proper vocabulary, understanding, technical knowledge, and physical skills necessary for natural resource careers. Students will also receive First-Aid, CPR, AED, **Northeast Woodland Training (Game of Logging) Levels 1 and 2** training. Students will also become members of FFA.

**Applicants should be able to control the reactive forces of chainsaws.**

## Prerequisites:

- Students must have a ninth-grade reading level with some higher-level vocabulary. They must also know the fundamentals of Algebra and Geometry, including adding, subtracting, multiplying, dividing, fractions, percentages, and ratios. Finally, they must be willing to work outside in all weather conditions.

**Forestry/Natural Resources II #CL200015**

**Credits: BUHS 12, Sending Schools 3**

**Open to Grades: 11 & 12 with successful completion of Level I**

**Year Long, 120 Minutes (2 blocks)**

This outside environmental course will engage students with hands-on project-based learning activities, opportunities for community service projects, field trips, job shadowing, and cooperatives. Focus areas will include subsurface drainage design and construction, sawmill operation, lumber grading, introduction to maple syrup production, skidder safety and operation, timber harvesting, and wildland fire control. Additionally, students will be able to identify indigenous and invasive plants and trees. Students can participate in the Northeast Woodland Training (Game of Logging) certification program. Students will also be able to become LEAP (Logger Education to Advance Professionalism) certified. FFA membership will be continued for Level II.

**Potential students must have completed Level 1 Introduction to Forestry/Natural Resources.**

**Completion of this two-year program satisfies a science equivalent.**

**Prerequisite:** Successful completion of Level 1 Introduction to Forestry/Natural Resources with a 75 or better and instructor recommendation. Students must also have completed the Level I program safety certification assessments (OSHA 10).

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**NOTE**

Students in **Forestry/Natural Resources** are encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications**. Please refer to the English sections below for full course descriptions.

(Forestry II will not be offered during the 2026-27 school year)

# HEALTH CAREERS



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## Program

Health Careers at the Windham Regional Career Center introduces students to a variety of medical, biomedical, and healthcare occupations. Due to the program’s multiple pathways, students are prepared to either pursue healthcare work after high school graduation or additional education at the college level. Many students choose to do both: working part-time in the field while attending college, often with financial help from their employer. Students are encouraged to participate in both the BUHS/WRCC STEM Academy and HOSA, a national organization for students pursuing careers in healthcare.

NOTE: Any student who starts the Health Careers program in their junior year and has previously completed the prerequisites could take all three of the courses. Students are welcome to “step into” any of the below courses but these courses are designed to fulfill the prerequisites of many college level nursing and other healthcare programs.

## Academic Prerequisites:

Lab science classes and college prep level classes are strongly recommended.

**English:** Students must have strong academic writing skills, including the ability to research and write about health topics.

**Math:** For entry, students would have the following math skills: proficiency in math without the use of a calculator, including number sense, multiplication, division, fractions and decimal conversion, and word problems; Any student who has completed Algebra I with a grade of B or better (in traditional grading) or with “meeting the standards” in a standards-based system would have the math skills necessary to be successful in this program.

**Completion of any two years of this program satisfies a science credit equivalent.**

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In order for students to advance from one program to another, unless taking concurrently they must achieve a grade of a 75 or better and obtain a recommendation from the instructor and pass program safety certifications. Students must satisfy all program safety certifications.

**Nutrition/Human Growth & Development\* #CCHS7311****Open to Grades: 11th and 12th (10th if space allows)****\*This course is offered for dual enrollment credit****Credits: BUHS 12, Sending Schools 3****Year Long, 120 Minutes Daily**

The focus of the dual enrollment **Nutrition** portion of the program is to provide sound, relevant background knowledge in the science of human nutrition and to translate the scientific principles of nutrition into applicable concepts of care. This course offers opportunities for the student to identify dietary modifications relating to the development stage of the patient as well as the role of adequate nutrition in maintaining the health of the individual throughout the life-span.

This focus of the additional dual enrollment **Human Growth and Development** portion of the program provides an overview of the physical, intellectual, cognitive, language, social, and emotional development of human beings from conception to death.. The course emphasizes how heredity and environmental influences impact the development of the person throughout the lifespan.

**Prerequisites:** See Prerequisite Skills Chart attached

**Medical Terminology/Licensed Nurse Assistant\*-CCHS7304 Credits: BUHS 16, Sending Schools 3****Open to grades: 11 & 12****\*This course is offered for Dual Enrollment credit****Year Long, 160 Minutes (2 blocks)**

The dual enrollment study of **Medical Terminology** introduces students to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a body systems-approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted

The **Licensed Nurse Assistant Certification** portion of this program provides instruction in the roles and responsibilities of the Nursing Assistant. Body structure and function, infection prevention, nutrition, principles of growth and development, safety in healthcare, home health care, and care of the older person are some of the topics emphasized. Instruction and practice of basic patient care skills required for Nursing Assistants is provided. The student must successfully meet all objectives of the course; pass exams, laboratory skills performance and the clinical experience to be eligible for course completion. At the completion of this certificate, students are eligible to take the Vermont Board of Nursing LNA Competency Exam.

NOTE: Successful students earning their LNA will be eligible for employment as soon as licensure is obtained. Very important - see Policy for Admission, Progression, Completion, and Dismissal regarding LNA licensure [here](#).

**Specific Requirements for LNA Course:**

- ◆ Must have completed 10th grade.
- ◆ Ability to physically, mentally, and emotionally perform assigned tasks competently and safely as outlined by the Vermont State Board of Nursing.
- ◆ There are specific immunization requirements including current COVID 219 and Influenza.

◆ Students must be mature enough to commit to maintaining patient medical information privacy. Any breach of Health Information Privacy Protection Act (HIPAA) regulations will result in immediate dismissal from clinical and forfeiture of ability to meet licensing requirements.

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**Anatomy & Physiology\* #CCHS7310**

**Open to Grades: 11 & 12**

**\*This course is offered for dual enrollment credit**

**Credits: BUHS 12 Sending Schools 3**

**Year Long, 120 Minutes Daily**

Necessary life functions and survival needs will be examined, followed by an orientation of the language of anatomy. Thorough analyses of intracellular function, tissue types, the integumentary system, skeletal tissue and the human skeleton, joints, muscle tissue and the muscular system, the fundamentals of nervous tissue and the nervous system

This course is rigorous and geared toward students who are planning to pursue a post-secondary degree in a healthcare, medical field or biomedical engineering.

**Prerequisites**

- ◆ Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives. Students must have completed high school biology with a grade of 80 or better, chemistry is strongly recommended.

**Specific Requirements for Anatomy and Physiology I**

- ◆ High school biology with a grade of 80 or higher
  - ◆ Chemistry strongly recommended
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**NOTE:** Students in **Health Careers** are encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications**. Please refer to the English sections below for full course descriptions.

# MANUFACTURING



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## Program

Advanced manufacturing consists of Manufacturing I and Manufacturing II. For students who like to work with their hands and enjoy finding out how things work and how things are made, this is the course for you! Our goal in the manufacturing program is to have our students experience all facets of the manufacturing industry.

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### Manufacturing I\* - #CCHS1062

Open to Grades: 11 & 12 (10th if space allows)

\*This course is offered for dual enrollment credit

Credits: BUHS 12, Sending Schools 3  
Year Long, 120 Minutes Daily

Students will be introduced to and have the opportunity to explore machining, welding, sheet metal, 3D printing, CAD/CAM, and CNC programming. Students will also be able to develop their artistic side in our blacksmith shop. Manufacturing I is a project based class where students are encouraged to design and build projects of their choice. Students will have the opportunity to earn college credits in our dual enrollment program along with multiple industry related credentials.

**Prerequisites:** See Prerequisite Skills Chart attached

### Skill Level Needed:

**Math:** Add, subtract, divide, and multiply whole numbers and fractions. Understanding of negative and positive numbers. Cartesian coordinate system. 3D dimensions. Measure with fractions to a .0625 of an inch. It is helpful if students have some awareness of trigonometry functions.

**English:** Students must be able to construct a sentence and have basic grammar skills. Students should have the ability to write a professional email.

**Reading:** Skills students should exhibit at a grade-appropriate level. (Min. 8th grade level)

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**Manufacturing II\* - #CCHS2062**

**Credits: BUHS 16, Sending Schools 4**

**Open to Grades: 11 & 12 with successful completion of Level I**

**Year Long, 120 Minutes(2 blocks)**

**\*This course is offered for Dual Enrollment credit**

Students will be able to focus on and enhance the skills they were introduced to in Manufacturing I. Solidworks, a CAD industry standard, will be taught for a semester two days weekly. Students will have the opportunity to receive a certification in Solidworks which is an industry-recognized credential. Students will also be furthering their skill-generating toolpaths with advanced CAM software. Students will be encouraged to develop, and design projects of their choice using all the tools available to them in our manufacturing lab.

**Completion of this two-year program satisfies a math or science equivalent.**

**Prerequisites:** Successful completion of Level I (first year) program with a 75 or better or WRCC administrative approval.

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**NOTE:** Students in **Manufacturing** are encouraged to take **WRCC English Composition and/or WRCC Professional Writing and Communications**. Please refer to the English sections below for full course descriptions.

# Protective Service-Criminal Justice

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**Criminal Justice I\* #CCHS0702**  
**Open to Grades: 11 & 12 (10th if space allows)**  
**This course is offered for Dual Enrollment credit**

**Credits: BUHS 12, Sending Schools 3**  
**Year Long, 120 Minutes Daily**

This program is designed for students considering a career pathway in the criminal justice (CJ) field. It offers a wide variety of experiences and exposure to many exciting professions. These include law enforcement, corrections, criminal investigations, forensic investigator, traffic accident investigator, and criminal court attorney. This course will give a sampling of a full criminal justice program allowing the student to decide which career paths they may wish to pursue and an opportunity for earning college credits through dual enrollment. Numerous guest speakers and off-site visits will provide an interesting introduction to unique subjects and exposure to real life experiences. Students wishing to enter the CJ field will learn how to develop an affordable career plan and how to best market themselves. Students will complete industry recognized credentials through FEMA and other accredited training.

The following soft skills will be highlighted in this program: Situational Awareness, Tactical Communication, Time Management, Active Listening & Learning, Critical Thinking and Decision Making, Planning & Organization.

**Prerequisites:** See Prerequisite Skills Chart attached

**Skill Level Needed:**

**Math:** Students must have successfully completed (or are in the process of completing) a core general education high school course in Algebra 1 or another math course which allows them to demonstrate the following skills: **Problem-Solving** (defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution); **Computations** (addition, subtraction, multiplication, division); **Percentages and Ratios** (calculate discounts, profits, interest rates, taxes;); **Time calculations** determine the duration between two points in time, allowing people to track the passage of time for various purposes like scheduling appointments, managing projects, calculating work hours, planning activities, and keeping track of daily life tasks, comparing one quantity to another by relating it to a standard base of 100); **Data analysis** (understanding how to collect, organize, and interpret data is essential for criminal justice professionals, and analyze data in various fields like finance, statistics, and healthcare analyzing data trends over time); and **Probability & Statistics** (understand the concepts of mean, median, mode, correlation, regression analysis, and hypothesis testing, which are used to interpret crime patterns and evaluate the effectiveness of criminal justice policies).

The link below provides additional information on math needed in criminal justice.

[Why Math is Required in Criminal Justice](#)

**English:** Students must have completed a business communications/writing course, a professional/technical writing course, or English composition with a minimum 8th grade reading level. Recommended courses are English I and English II.

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**Criminal Justice II\* - #CCHS0703**

**Credits: BUHS 16, Sending Schools 4**

**Open to Grades: 11 & 12 with successful completion of Level I Year Long, 120 Minutes (2 blocks)**

**This course is offered for Dual Enrollment credit**

This program is the second year of the Criminal Justice Program. It offers students a more focused and in-depth experience and exposure to many exciting fields of study. These include sociology, abnormal psychology & maladaptive behaviors, theories of personality, criminology, criminal & behavioral profiling, and forensic & crime scene investigations. This course will give a sampling of a full criminal justice program allowing the student to decide which career paths they may wish to pursue and an opportunity for earning college credits through dual enrollment. Students will complete industry recognized credentials through FEMA. Numerous guest speakers and off-site visits will provide an interesting introduction to unique subjects and exposure to real life experiences. Students will complete a sample job application and experience a practice job interview. Students will also explore how to pursue placement at the police academy and/or secondary education.

The following soft skills will be highlighted in this program: Situational Awareness, Tactical Communication, Time Management, Active Listening & Learning, Critical Thinking and Decision Making, Planning & Organization.

**Prerequisites:** Students entering the Criminal Justice II program must successfully complete the Criminal Justice I program with a grade of 75 or better, the prerequisites identified in Criminal Justice I, and have program instructor approval.

## **Program Student Expectations and Program Soft Skills**

### Student Expectations

Demonstrate positive work attitudes  
Exhibit good interpersonal skills  
Maintain a safe and healthy learning environment  
Adapt to change  
Apply skills and knowledge

### Soft Skills

Situational Awareness  
Tactical Communication  
Time Management  
Active Listening & Learning  
Critical Thinking and Decision Making  
Planning & Organization

# ENGLISH

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Students must be co-enrolled in a career center program.

**WRCC English Comp \* #CCHS 105**

**Open to Grades: 11-12**

**Open to Sophomores with Administrative Approval**

**\*This course offers dual enrollment college credit**

**Credits: BUHS 4 Sending Schools 1 Semester (English credit)**

In this course, students learn to write clearly and effectively for defined audiences through a variety of writing strategies, behaviors, habits, and attitudes. Emphasis is on the writing process from prewriting through drafting, revising, and editing. Students gain confidence through learning basic writing principles of effective expository composition and the application of these principles in writing essays and documented papers. Resources for this class may include texts, library and electronic resources, and personal experiences.

**Prerequisite:** Successful completion of English II or a comparable sophomore-level English course per instructor and director approval. Prospective students should be able to read and understand essays from an English composition textbook (approximately an 11th grade reading level). They should then be able to answer comprehension and basic analysis questions over the text. In addition, prospective students should be able to write paragraphs with moderate spelling and grammatical errors, and be able to write at least a page on a given topic. In preparation for their research paper, students should be able to find and identify good quality resources for basic research on a given topic.

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**Professional Writing and Communication\* #CCHS2216**

**Open to Grades: 11-12**

**Open to Sophomores with Administrative Approval**

**\*This course offers dual enrollment college credit**

**Credits: BUHS 4 Sending Schools 1 Semester (English credit)**

Applying principles used in business and industry, this course prepares students to use a variety of written and oral communication styles within the professional community. Students will create and analyze workplace documents to include resumes, memos, instructions, reports and proposals as well as create visual presentations using appropriate software applications. Special attention will be given to design, layout, audience and purpose for both oral and written assignments. Students will also practice interviewing and engaging in peer conferencing and feedback for the purpose of constructive improvement and revision.

**Prerequisite:** Successful completion of English II or a comparable sophomore-level English course per instructor and director approval. Prospective students should be able to read texts on a 10th grade reading level (e.g., newspaper articles), and be able to answer comprehension questions over main/supporting ideas, as well as basic analysis questions over the text. For this class, students should be able to write short paragraphs with moderate spelling and grammatical errors. In preparation for interview assignments, students should be able to express themselves orally.

# ACADEMIC SUPPORT

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## **WRCC Academic Support**

The Windham Regional Career Center provides academic educational support services for out-of-district sending school students who are on Individual Education Plans or who would benefit from additional academic supports. Students may also receive support in the areas of study skills, organizational skills, career development, and coordination with other service providers. While students will receive academic support they will not receive tutoring or services that focus on past individual programs.

Technical centers shall provide accommodations and other services required by special populations students to successfully complete their technical education program. The Special Populations Teacher shall support instructors in carrying out the accommodations, interpret the results of academic and vocational assessments, and design remedial academic exercises. In addition to meetings and record-keeping, student services shall also include reinforcing employability skills and supervising services for students whose native language is other than English.

This means that the Special Populations Teacher/Special Needs Coordinator supports our instructors in providing IEP/504 accommodations and identifying supports that allow students to access the program or pathway expectations and/or requirements. When appropriate the Special Populations Teacher can work with students to review prior knowledge and pre-teach skills, but cannot offer core instruction for credit (i.e. these services cannot be used to meet the requirements of an English Class).

- **All students, parents(s), and a Local Educational Agency Representative or designee (guidance counselor, case manager, or administrator) from the sending school are required to participate in a transition meeting with WRCC staff to review the requirements of the program the student has been approved for and to determine what, if any, additional supports the student might need. In the case of a student with either a 504 or an Individual Education Plan, this meeting must be noticed as a 504 or IEP meeting so that the team can determine if the student's plan needs to be amended to meet their needs at WRCC.**

# Work-Based Learning (WBL)

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Work-based learning is an educational experience that offers students an opportunity to reinforce their learning, explore career fields, and demonstrate program skills in their chosen career cluster. Through WBL opportunities, the student's career center program becomes more relevant, rigorous, and rewarding for students, local businesses, and industry partners. There are three options offered for the Work-based learning experience at the Windham Regional Career Center; Job Shadowing, Career Work Experience, and Cooperative Technical Education. The Work-based Learning Coordinator and the program instructor collaborate with eligible students to investigate an appropriate work placement and develop goals for the work experience. Students interested in undertaking a WBL experience may speak with their program instructor, WRCC Counselor, or Work-based Learning Coordinator for further information. Work-based learning experiences may be available for high school credit.

Work-based learning sites include Brattleboro Police Department, Brattleboro Memorial Hospital, A.L. Tyler and Sons, Twin State Truck Service, Rescue Inc., Oak Grove School, Vernon Elementary School, Physical Therapy Services of Brattleboro, Whetstone Station Restaurant, WTSA Radio, Tayne Rancourt Excavating, Cocoplum Appliances, and G.S. Precision.

**Prerequisites:** Students seeking a Work-based Learning placement will be currently enrolled in a WRCC program, at least 16 years of age, have the recommendation of their program instructor, a completed resume, and the ability to participate successfully in a job interview.

# DUAL ENROLLMENT PROGRAMS

## “WINDHAM REGIONAL COLLEGIATE HIGH SCHOOL”

*Earn high school & college credit attending classes scheduled during the regular school day.*

**OUR VISION:** All Brattleboro Union High School and Windham Regional Career Center students will understand the benefits of, and actively engage in, dual enrollment courses to help them reach their individual career and college goals.

### **OUR MISSION:**

- To provide a supportive, equitable learning environment that encourages all students to engage in dual enrollment courses.
- To promote the benefits to students for dual enrollment completion toward:
  - Early Start on College Degrees and Certificates
  - Entrance and Advancement into Military Specialities
  - Stronger Employment and Career Opportunities
- To remove financial and academic barriers for accessing college credit.
- To develop partnerships with parents, businesses, community organizations, higher education institutions and government agencies to provide greater resources for all students.

### **DUAL ENROLLMENT (DE) COURSE DESIGNATIONS:**

The Vermont Agency of Education (AOE) has established a number of programs through which Vermont high school students can earn both high school and college credit for certain courses they take while in high school. These “**Dual Enrollment**” (DE) courses can be completed on the BUHS campus, in the Windham Regional Career Center (WRCC) or through courses offered directly by a qualified Vermont Partner College- either in-person or online. For a list of eligible AOE Partner Colleges please visit: <https://education.vermont.gov/dual-enrollment>

- “**Concurrent**” DE courses are **courses taught at BUHS** by BUHS faculty. They are designated in the Programs of Study and BUHS transcript with an \* after the course title.
- “**Fast Forward**” DE courses are **courses taught at WRCC** by WRCC faculty. They are also **designated with an \*** in the program of studies and on student transcripts.
- **Courses taught** by College Faculty **at the Partner College**, either **online** or **on the college campus** are entitled, simply, **Dual Enrollment** courses. These courses are **designated by a + symbol** in the program of studies and on student transcripts.

### **DUAL ENROLLMENT (DE) COLLEGE REGISTRATION POLICIES and REQUIREMENTS**

- Dual Enrollment courses, with rare exception, require the same amount of in-class and out-of-class work of students who take the course for college credit and those who do not. Therefore, all **students are expected to take**

**DE courses for college credit.** Exceptions to this policy can be approved by the dual enrollment coordinator in consultation with the course instructor, parent, and student..

- In order to earn dual enrollment credit, students must **complete the partner college registration process.** Each college has its own registration requirements and deadlines. Once deadlines have passed you cannot go back and register for college credit. DE course instructors and the dual enrollment coordinator will assist students in completing registration forms in a timely manner.
- All BUHS and WRCC students who have attained a **2.0 G.P.A. in their previous two (2) semesters** are eligible to register for dual credit courses. For those who do not meet this benchmark, some colleges offer registration opportunities through assessment tests of college readiness.
- **VT voucher, scholarship application or payment plans are required at the time of registration. (See College Fees and Payment Options below)**

### **COLLEGE TRANSCRIPTS and the AWARDING OF COLLEGE CREDIT:**

- BUHS and WRCC cannot grant college credit. Only the dual enrollment partnering college can award college credits. Students must order any necessary college transcripts directly from the college offering course credit via the college’s website transcript request process.

### COLLEGE CREDIT FEES:

- For **Concurrent (offered at BUHS) Dual Enrollment**, the college credit fee is capped at \$100.
  - Students can:
    - use one of their two Vermont State vouchers (see below),
    - Pay \$100 to the college, if allowed, or to Windham Regional Collegiate H.S. (WRCHS)
    - Request a full or partial dual enrollment WRCHS/RVCC scholarship to cover this fee.
- **For Courses offered at WRCC**, the college fees are not charged to students, but students must:
  - Complete a Fast Forward voucher for all Vermont State Partner Colleges DE courses.
  - Complete a College Scholarship form for New Hampshire Partner Colleges.
- **Courses taught directly by Partner Colleges**, either online or on a college campus, are not capped at \$100, and are billed to the student at the full college tuition rate by the partner colleges.
  - Students can use one or both of their Vermont State Vouchers to cover the tuition for these courses.
    - Courses taught directly by a partner college are not eligible for WRCHS DE scholarships.

### PAYMENT OPTIONS:

#### VERMONT STATE VOUCHERS:

- Vouchers can cover the tuition for **two (2) dual enrollment courses - either concurrent DE (courses taught at BUHS) or courses taught directly by Partner Colleges.**
- Vouchers can be used anytime **after completing the sophomore year** of high school, but **prior to high school graduation.**
- **PLAN CAREFULLY!!** It is most cost effective to use a voucher to cover a course taken directly through a college, if you are planning to do so. Please talk with your high school counselor or the Dual Enrollment Coordinator to plan the use of your vouchers.

#### SCHOLARSHIPS:

- **WRCHS Full or Partial Scholarships** - are available for income eligible students who wish to take more than two Dual Enrollment courses and have used both vouchers, or for income ineligible students who wish to “save” a voucher for dual enrollment courses taught directly by a college.
- WRCHS scholarships can be applied toward the **\$100 for Concurrent DE** courses only. They **cannot be used to cover online or on campus college courses.**
- Scholarships are **available to students in all grade levels - 9th through 12th.**
- **DIRECT PAYMENT:**
  - Students, who are able to do so, can make the \$100 college tuition payment directly to the Partnering College during course registration, or by check made payable to Windham Collegiate High School (WRCHS) after the initial course registration period closes.
- **FAST FORWARD TICKETS FOR CAREER CENTER COURSES:**
  - **Fast Forward Tickets** are applied to **cover dual enrollment Windham Regional Career Center** courses through approved Vermont Colleges.
  - Students can use **two (2) Fast Forward Tickets per semester - 4 per academic year.**
  - Fast Forward Tickets **cannot be used** to cover courses taught through **non-Vermont colleges.**
    - The Dual Enrollment Program absorbs the tuition fees for these courses, and we may ask income eligible students to complete a college institutional scholarship to help reduce the fees charged to our program.
  - Fast Forward Tickets are available to students in their **sophomore, junior and senior years** of high school.

### ALL VERMONT AOE PARTNER COLLEGES OFFER DUAL ENROLLMENT COURSES THAT CAN BE TAKEN ONLINE OR ON THEIR COLLEGE CAMPUSES.

For a list of eligible AOE Partner Colleges please visit: <https://education.vermont.gov/dual-enrollment>

**2026-27 LIST of CONCURRENT (BUHS)  
AND FAST FORWARD (WRCC) DUAL ENROLLMENT COURSES**  
*(Dual Enrollment course prerequisites are listed in Program of Studies course descriptions.)*

**CONCURRENT (TAUGHT AT BUHS or WRCC) DUAL ENROLLMENT COLLEGE PARTNERS**

- COMMUNITY COLLEGE OF VERMONT (CCV)
- LANDMARK COLLEGE
- NORWICH UNIVERSITY (NU)
- RIVER VALLEY COMMUNITY COLLEGE (RVCC)
- SOUTHERN NEW HAMPSHIRE UNIVERSITY (SNHU)
- VERMONT STATE UNIVERSITY (VTSU) - CASTLETON, JOHNSON, LYNDON, RANDOLPH & WILLISTON

BUHS/WRCC COURSE NAME College Course Name	COLLEGE	SITE
<b>BUSINESS</b>		
<b>BUSINESS MANAGEMENT 1</b>		
-Principles of Management	CCV	WRCC
-Intro to Business	CCV	WRCC
<b>BUSINESS MANAGEMENT 2</b>		
-Principles of Marketing	CCV	WRCC
-Intro to Digital Marketing	CCV	WRCC
<b>EARLY CHILDHOOD EDUCATION</b>		
<b>EARLY CHILDHOOD EDUCATION 1</b>		
-Introduction to Early Childhood Education	CCV	WRCC
-Child Development	CCV	WRCC
<b>EARLY CHILDHOOD EDUCATION 2</b>		
-Supporting Young Children w/Diverse Abilities	CCV	WRCC
-Communication in the ECE/Afterschool Workplace	CCV	WRCC
<b>ENGLISH</b>		
<b>COLLEGE LITERATURE</b> (previously “Good, Evil & Power”)	SNHU	BUHS
<b>REVISITING CHILDREN’S LITERATURE</b>	NU	BUHS
<b>PROFESSIONAL WRITING and COMMUNICATIONS</b>	RVCC	WRCC
<b>WRCC COLLEGE COMPOSITION</b>	RVCC	WRCC
<b>MODERN LANGUAGES</b>		
<b>ADVANCED CHINESE 1&amp;2</b>	NU	BUHS
<b>ADVANCED FRENCH 1&amp;2</b>	NU	BUHS
<b>ADVANCED GERMAN 1&amp;2</b>	NU	BUHS
<b>ADVANCED SPANISH 1&amp;2</b>	NU	BUHS
<b>INTERMEDIATE CHINESE 1&amp;2</b>	NU	BUHS
<b>INTERMEDIATE FRENCH 1&amp;2</b>	NU	BUHS
<b>INTERMEDIATE GERMAN 1&amp;2</b>	NU	BUHS
<b>INTERMEDIATE SPANISH 1&amp;2</b>	NU	BUHS
<b>MATHEMATICS</b>		
<b>ACCELERATED ALGEBRA II</b> (College Algebra)	VTSU	BUHS
<b>STATISTICS</b> (Statistics 1)	VTSU	BUHS
<b>SCIENCE</b>		
<b>ANATOMY &amp; PHYSIOLOGY 1</b>	VTSU	WRCC
<b>AVIATION 1</b>	NU	WRCC
Aviation Operations Fundamentals		

<b>BUHS/WRCC COURSE NAME</b> College Course Name	<b>COLLEGE</b>	<b>SITE</b>
<b>ENVIRONMENTAL SCIENCE &amp; POLICY</b> (Environmental Science)	RVCC	BUHS
<b>FORESTRY &amp; NATURAL RESOURCES 1</b>		
-Dendrology	VTSU	WRCC
-Burls and Boards	VTSU	WRCC
<b>HUMAN GROWTH &amp; DEVELOPMENT</b>	VTSU	WRCC
<b>MEDICAL TERMINOLOGY</b>	CCV	WRCC
<b>NUTRITION</b>	VTSU	WRCC
<b>MANUFACTURING 1</b>		
-G&M Coding	RVCC	WRCC
-Machining Processes 1	RVCC	WRCC
<b>MANUFACTURING 2</b>		
-Machining Processes 2	RVCC	WRCC
-Intro to Inspection	RVCC	WRCC
<b>SOCIAL SCIENCE</b>		
<b>CRIMINAL JUSTICE 1</b>		
-Intro to Criminal Justice	CCV	WRCC
-Law Enforcement in America	CCV	WRCC
<b>CRIMINAL JUSTICE 2</b>		
-Forensics and Crime Scene Investigation	CCV	WRCC
<b>ECONOMICS</b> (Macroeconomics)	RVCC	BUHS
<b>HOLOCAUST AND GENOCIDE</b>	CCV	BUHS
<b>LAW IN AMERICAN SOCIETY</b> (Justice and the Community)	RVCC	BUHS
<b>MENTORING and LEADERSHIP</b> (Leadership 199)	NU	BUHS
<b>SOCIOLOGY CHS</b> (Introduction to Sociology)	CCV	BUHS
<b>VISUAL AND PERFORMING ARTS</b>		
<b>ADV. ART STUDIES IN THE COMMUNITY</b> (Adv. Studio Art)	NU	BUHS
<b>ADV. STUDIO ART</b> (Intermediate Studio)	NU	BUHS
<b>CERAMICS II</b> (Ceramics 1)	CCV	BUHS
<b>CERAMICS 111</b> (Ceramics 2)	CCV	BUHS
<b>COMPUTER GRAPHIC DESIGN II</b> (Computer Graphics Adobe 1)	RVCC	BUHS
<b>PHOTOGRAPHY II</b> (Digital Photography 1)	RVCC	BUHS
<b>PHOTOGRAPHY III</b> (Digital Photography 1)	RVCV	BUHS
<b>SCULPTURE II</b> (Proposed for Spring '25 & SY 25-26)	NU	BUHS
<b>STUDIO ARTS 2: PAINTING</b> (Beginning Painting)	Norwich	BUHS

*The list of dual credit courses and Partnering Colleges updates annually and some courses are not offered every year.* (This list was last updated on 01/03/2025)

**For more information regarding Dual Enrollment:** Please contact Rhonda Winegarner, Dual Enrollment Coordinator, by phone or email at 802-451-3421 or [rwinegarner@wsesdvt.org](mailto:rwinegarner@wsesdvt.org)

## **CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO'S)**

WRCC sponsors a number of organizations and activities that provide WRCC students with opportunities to build upon and practice both knowledge and skills acquired in technical programs.

### **Future Business Leaders of America (FBLA)**

Future Business Leaders of America-Phi Beta Lambda, Inc. (FBLA-PBL) is the largest career student organization in the world. Each year, FBLA-PBL helps over 230,000 members prepare for careers in business. FBLA-PBL's National Awards Program, commonly called competitive events, recognizes and rewards excellence in a broad range of business and career-related areas. Through state-based competition at the spring State Leadership Conferences, members compete in events that test their business knowledge and skills. Top winners in each state are eligible to compete for honors at the National Leadership Conference each summer.

### **Future Health Professionals (HOSA)**

**(formerly known as Health Occupations Students of America)**

HOSA is a national career and technical student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of ACTE.

### **National FFA Organization**

**(formerly known as Future Farmers of America)**

FFA is dedicated to making a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success through agricultural education. FFA is an integral, intra-curricular part of the agricultural education program, providing leadership training to supplement classroom education and hands-on career exploration.

### **SkillsUSA**

The goal of SkillsUSA is to develop employability, participatory, and quality skills to complement the occupational skills developed by students in trade and technical education classrooms or work-based learning sites. SkillsUSA programs and activities help members develop public-speaking skills, conduct and participate in meetings, manage financial matters, strengthen problem-solving abilities, and assume civic responsibilities. Students participate in state, national, and international skill competitions each year. The organization's 250,000 nationwide members strive to become world-class workers and responsible American citizens in the trade, industrial, technical, and health occupations.

### **National Technical Honor Society (NTHS)**

NTHS members are selected based on academic and technical excellence, leadership, and community service. NTHS members organize center-wide activities to promote a sense of community to all WRCC students.