This booklet was produced by the
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Lubbock Independent School District
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Dear Student,

The door to your high school career is soon approaching! You are entering a challenging and an exciting new world. One in which your education will play an even more important part in determining your success in life. The decisions you make in the next four years will either open or close doors for you in the future. To give yourself every advantage to succeed, it is necessary for you to have as much information as possible so you can make wise choices as you begin your transition into high school.

High school is one giant step into the future. It is the time when you decide how you want to live your adult years. High school is the time to ask:

1. What careers would be a good fit for me?
2. What will provide the best option for my future?
3. What can I do after school and in the summer to learn more about careers and college?

This transitional planning guide will help you prepare for the educational decisions you will be making. You will discover the requirements you must fulfill in high school and the options you have for meeting those requirements. Preparing for the future begins today, and as you read through this guide, you will discover that your future holds many different paths. The 21st century offers unlimited opportunities for students who prepare to meet the challenges of tomorrow through careful academic planning and a commitment to learning.

Use this transitional planning guide as you make plans for your high school program of study. Keep your sights set on the future while making the most of possibilities open to you in high school. Become a part of the excitement of creating your own future!

Sincerely,

Dr. Caviel-Watson
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## CAREER OPTIONS AND PLANNING
GRADUATION PLAN

Foundation High School Plan and More
This is a flexible graduation program that allows students to pursue their interests while in high school. All LISD incoming 9th graders will be placed on the Foundation plus Endorsement plus Distinguish Plan.

This plan contains up to four parts:
• 22 credits: foundation plan which is the core of the Texas high school diploma
• 4 credits: five endorsement* options that allow students to focus on a related series of courses
• A higher performance category called Distinguished Level of Achievement
• Performance Acknowledgments that note outstanding achievement

The Foundation requirements (22 credits) include:

English (4 credits)
• English I • English II • English III
• An advanced English course (Prerequisite: successful completion of Eng. I, II, & III)

Mathematics (3 credits)
• Algebra I • Geometry • An advanced math course
(Prerequisite: successful completion of certain math courses before advancing to next math course)

Science (3 credits)
• Biology • Lab based-science • Advanced science course

Social Studies (3 credits)
• World History or World Geography • U.S. History • U.S. Government (.5 credit) • Economics (.5 credit)

Languages Other Than English (2 credits)
• 2 credits in the same language or • 2 credits from Computer Science I, II, III

Physical Education (1 credit) Fine Arts (1 credit) Electives (5 credits)

Endorsement (4 credits equaling a total of 26 credits)

Enhancements
A student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement
• Foundation Program requirements
• 4 credits in math including Algebra II
• 4 credits in science
• at least 1 endorsement

Performance Acknowledgments
• dual credit course
• bilingualism and biliteracy
• PSAT, ACT’s Plan, SAT or ACT
• Advanced Placement or International Baccalaureate exam score
• earning a nationally or internationally recognized business or industry certification or license

A student entering 9th grade must indicate an endorsement and pathway he or she plans to follow. A student may change or add an endorsement at any time (time permitting to complete).
ENDORSEMENT CHOICES

Students are able to earn one or more endorsements as part of their graduation requirements. Students must select an endorsement* and pathway in the ninth grade.

Students earn an endorsement by completing the curriculum requirements for the endorsement including 4th credit of math and science and 2 additional specified electives.

Students can choose from 5 endorsement areas:

Science, Technology, Engineering and Mathematics (STEM)
- Career and Technical Education (CTE) courses related to STEM
- Mathematics
- Science
- Combination of no more than two of the categories listed above

Business and Industry (one of the following or a combination of areas)
- Agriculture
- Arts
- Audio/Video
- Finance
- Marketing
- Architecture and Construction
- Technology and Communications
- Business Management and Administration
- Transportation or Distribution and Logistics
- English electives in public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook
- Agriculture
- Food and Natural Resources
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Technology Applications

Public Service (one of the following)
- Human Services
- Law
- Health Science
- Public Safety
- Education and Training
- Junior Reserve Officer Training Corps (JROTC)

Multi-Disciplinary Studies (one of the following)
- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

Arts and Humanities (one of the following)
- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE
- Social Studies
- American Sign Language (ASL)
- Courses from one or two areas (music, theater, art, dance) in fine arts
- English electives not included in Business and Industry

* Visit your School Counselor and refer to the High School Course Offerings Booklet to learn more about your options.

Students may earn more than one endorsement.
DISTINGUISHED LEVEL OF ACHIEVEMENT
Postsecondary and Workforce Readiness Recommended Course of Study

Choices determine options
Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college, or a traditional four-year degree from a university, the choices made in high school will help determine your future options.

To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.

Why it matters — Benefits
The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

• Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
• Position you among those first in line for a TEXAS Grant* to help pay for university tuition and fees; and
• Ensure you are a more competitive applicant at the most selective colleges and universities.

What it means
The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

• A total of four credits in math, including Algebra II;
• A total of four credits in science; and
• Successful completion of an endorsement in your area of interest

Advantages
• Opportunity to earn an endorsement in an area of interest
• More college and university options
• More financial aid options
• Better preparation for college-level coursework at community/technical colleges and universities
• Opportunity for immediate enrollment in classes related to your chosen field of study
• Strong foundation to successfully complete an industry workforce credential or college degree
WEIGHTED COURSES

Students will earn a weighted grade point factor for successful completion of Dual Credit, Pre-Advanced Placement (Pre-AP)/Advanced, Advanced Placement (AP), and International Baccalaureate (IB) courses, International Scholars, and numerous advanced career and technical education (CTE) courses will be added as follows (see current Course Offerings booklet for details):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular Course</th>
<th>Advanced Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>80-89</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>70-79</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Below 70</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Advantages of the Weighted Course Offerings
- Most competitive colleges and universities consider not only students’ grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT or ACT scores.
- Enrollment in weighted courses will assist students in their preparation for college entrance exams.
- The weighted courses are reflected when determining grade point average and ranking in class.

HINT: Weighted courses not only prepare you for the rigor of college, they also demonstrate your willingness to work hard and achieve. Research shows that students who take these courses in high school are more successful in college. Dual enrollment classes also allow you to take and earn college credits while still in high school.

VALEDICTORIAN AND SALUTATORIAN

Valedictorian status is awarded to the student(s) earning the highest grade point average in the graduating class. Salutatorian status is awarded to the student(s) earning the second highest grade point average in the class. Candidates for the valedictorian/salutatorian designations will be identified at the end of the fifth six weeks of their senior year. This ranking will be based on any and all completed high school
credit granting courses, including those courses which receive the weighted grade point factor (GPA).

**ATTENDANCE**

The State of Texas, TEC Sec.085, requires that all children between the ages of 6 and 19 attend school unless otherwise legally exempted or excused under the provisions of TEC25.086. The state mandates that a student must be in attendance 90% of the semester in order to receive high school credit.

If you miss school, you miss opportunities to learn and prepare yourself for the future. Excessive absences may result in the loss of credits necessary to graduate and the chance to graduate with your class. Having a good attendance record and certain high school academic programs reflects your sense of responsibility and initiative as you apply for jobs, the armed forces, career and technical programs or higher education. Remember, your high school years are the best opportunity for you to prepare yourself for the responsibility and challenges of the future.

**ACADEMIC PLAN**

**4 Year Plan**

A four year High School Plan sets forth specific educational goals students intend to achieve before graduation. Academic plans include the designation of a career pathway, a four year high school course of study, and post-secondary planning. The plan includes students and parents:

- Working in consultation with a school counselor to develop the academic plan
- Signing the personal graduation plan (PGP)/ 4 Year Plan
- Reviewing the plan yearly and revising as needed.

The PGP/4 Year Plan will be used as a guide to manage the student’s educational development and course selection in alignment with an identified course of study. Regular examination throughout high school will assist students in preparation for adulthood in the 21st century.
# High School 4 Year Plan Example

<table>
<thead>
<tr>
<th>Student Name: __________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
</table>

## Overview & Purpose
Academic planning involves many skills for students including setting educational goals. Setting goals provides a focus and helps a student to achieve his/her highest potential.

## Academic Planning and Goal – Setting

**Endorsement:**
- [ ] STEM
- [ ] Business & Industry
- [ ] Public Service
- [ ] Arts & Humanities
- [ ] Multi-Disciplinary Studies

**COURSES**

### 9th Grade Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td></td>
</tr>
<tr>
<td>Physical Ed</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### 10th Grade Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td></td>
</tr>
<tr>
<td>Physical Ed</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### 11th Grade Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### 12th Grade Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

## Parent Review & Signature

## More career exploration information can be found at www.achievetx.org
HIGH SCHOOL ACADEMIC PLANNING

For every semester course you complete and pass with a 70 or higher, you receive 0.5 credit. You earn one credit by passing a year-long course or its equivalent.

What credits do I need to complete to graduate?
Talk to your alpha counselor to make sure you are taking the right classes to earn the credits you need. You are able to access your transcript online in TEAMS and see the courses and credits you have completed. Visit with your counselor if you need a paper copy of your transcript.

<table>
<thead>
<tr>
<th>Core Subjects Needed to Graduate</th>
<th>Credits Required</th>
<th>Credits Completed</th>
<th>Credits Still Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education (PE) or Athletics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endorsement Area</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have I fulfilled the EOC requirements to graduate?
You must pass EOC exams in English 1, English 2, Algebra 1, Biology, and U.S. History to graduate.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test Taken (yes/no)</th>
<th>Test Passed (yes/no)</th>
<th>Met Requirement (yes/no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
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</tr>
</tbody>
</table>

How is my attendance influencing my academic performance and my progress toward graduation?
Students who attend school less than 92% of the time have more difficulty staying on track. Did you know that having three or more unexcused absences per semester can put you in danger of failing your courses and not graduating? Did you know that you will be more successful during and after high school if you maintain at least a B average in all your classes?

<table>
<thead>
<tr>
<th>School Year/Grade</th>
<th>% Present</th>
<th>Grade Point Average (GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CAREER AND TECHNICAL EDUCATION (CTE)  
ARTICULATED OR DUAL COLLEGE CREDIT

CTE Articulated or Dual College Credit allows high school students to receive college credit (through South Plains College) for technical courses they complete while in high school. In an articulated or dual credit program, you begin your course of study in high school and continue at South Plains College. The articulation and dual credit process eliminates the need for duplication of courses at the college level. Students may use this credit toward an Associate of Applied Science Degree or certificates in technical areas.

For students to receive CTE articulated credit and dual credit, students must meet the following criteria:

- Meet the competencies of the course outlined by South Plains College
- Earn a “B” or higher in the course
- Pay tuition fee (dual credit course only)

Students that complete their pathway their junior or senior year, or who took pathway courses earlier, and remain in a coherent sequence of courses throughout high school, may receive college credit in the program of study areas listed below (see Course Offerings booklet):

- Architecture and Construction
- Arts, Audio/Video Production & Communications
- Business, Marketing and Finance
- Human Services
- Education
- Health Science Technology
- Information Technology
- Law Enforcement
- Manufacturing
- Transportation, Distribution and Logistics
DUAL CREDIT AND DUAL ENROLLMENT PROGRAMS

The *Dual Credit and Dual Enrollment (OnRamps) Programs are available at participating LISD high schools. In these programs, high school freshmen, sophomores, juniors and seniors may enroll in an approved college course (most meet pre-requisites for the course) taught during the regular school day on their high school campus. Students earn both college and high school credit for the courses. College course credit and high school course credit is determined by TEA and THECB. Presently, courses are available through South Plains College (SPC), Texas Tech University (TTU), University of Texas Permian Basin (UTPB), and others. This is an opportunity for high school students to enroll in college-level English, mathematics, social sciences, world languages and/or electives courses at a significantly reduced tuition rate. Students will need to take a college-level placement test (TSIA) for all college courses. Dual credit and dual enrollment course rigor, content, and expectations are the same as those taught on college campuses. Therefore, students must be prepared to accept the challenges and responsibilities of a college course. Speak to your high school counselor to find out more about this exciting opportunity.

ADVANCED PLACEMENT (AP) PROGRAM

The *Advanced Placement (AP) Program is made up of rigorous college-level courses. Students who choose to participate in the AP Program gain three important skills. The first is Achievement, as students have an opportunity to earn credit or advanced placement for college and stand out in the admissions process. The second skill is Preparation, as the AP Program helps students to develop better study habits, improve writing skills, and sharpen problem-solving abilities. The third skill is Confidence, as AP students are able to tackle academic challenges once thought to be impossible. AP Exams are administered in May at participating LISD high schools. The benefits of taking AP Exams include the ability to earn college credit and/or advanced placement standing. Students need to speak with the high school AP Coordinator on details regarding the cost of tests and qualifications for test fees assistance.

*Students with disabilities can apply for accommodations through the organization or postsecondary institution providing the program or course.
CHECKLIST FOR FRESHMEN STUDENTS

- Take the Preliminary SAT 8/9 Test (PSAT 8/9) offered in the Fall
- Understand the high school graduation requirements and diploma options listed in the LISD High School Course Offerings Booklet
- Understand the Foundation plus Endorsement plus Distinguish Graduation Plan and how it provides postsecondary educational opportunities for you
- Learn about scholarships and the GPA and core requirements
- Research the National Collegiate Athletic Association (NCAA) scholarship requirements, if applicable http://www.ncaa.org/
- Use Texas Genuine to explore career fields and college programs, and take the career interest inventory at http://www.texasgenuine.org.
- Review PSAT 8/9 results to determine areas of improvement
- Meet with your counselor to review your PGP/4 Year Plan and select courses for sophomore year
- Begin a resume file, collecting lists of awards, activities, community service, employment, etc.
- Attend the Annual College and Career Night in the Fall, www.gotocollegefairs.com/
- Attend high school CTE Open House presentations
- Become involved in school and community-based extracurricular activities
- Volunteer for community service
- Get involved with extracurricular school activities
- Consider involved summer school (if necessary)

Continue to:
- Set academic goals
- Monitor your grades putting special emphasis on math and English and stay abreast of your weekly progress using the school’s online communication tool
- Be sure you attend school regularly and on time
- Monitor your daily organization and time management
- Dress appropriately for school in compliance with the LISD Dress Code
- Schedule a time and a quiet area for homework to be completed
- Use materials needed to complete assignments (pencils, paper, dictionaries, etc.)
- Visit with your parent(s)/guardian(s) about college savings plans including the Texas Tuition Promise Fund Program and Texas College Savings Plan - https://www.texastuitionpromisefund.com/
- Request and complete make-up assignments when absent
- Think about career choices focusing on the level of education needed for specific jobs
- Consider summer reading. Check the high school for required reading for advanced academic courses.
CHECKLIST FOR SOPHOMORE STUDENTS

- Take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT) offered in October at no cost to sophomores
- Consider applying for summer enrichment programs
- Begin researching post-secondary schools (colleges)
- Review PSAT results to determine areas of improvement
- Become involved in school and community-based extracurricular activities
- Take Advanced Placement (AP) courses in the junior year
- Visit local college campuses and take visitor tours during the summer after 10th grade

Continue to:
- Set academic goals
- Monitor your grades putting special emphasis on math and English and stay abreast of your weekly progress using the school’s online communication tool
- Understand and discuss your high school graduation requirements and diploma options listed in the High School Course Offerings Booklet
- Discuss the Foundation plus Endorsement plus Distinguish Graduation Plan and how it provides postsecondary educational opportunities for you
- Learn about scholarships and the GPA and core requirements
- Research the National Collegiate Athletic Association (NCAA) scholarship requirements, if applicable [http://www.ncaa.org/](http://www.ncaa.org/)
- Use Texas Genuine to explore career fields and college programs, and take the career interest inventory at [http://www.texasgenuine.org/](http://www.texasgenuine.org/)
- Meet with your counselor to review your PGP/4 Year Plan and select courses for sophomore year
- Attend the annual College and Career Night in the Fall, [www.gotocollegefairs.com/](http://www.gotocollegefairs.com/)
- Investigate college savings plans including the Texas Tuition Promise Fund Program and Texas College Savings Plan - [https://www.texastuitionpromisefund.com/](https://www.texastuitionpromisefund.com/)
- Stay involved in school and community-based extracurricular activities
- Monitor organization and time management
- Talk about career choices focusing on the level of education needed for specific jobs
- Update your resume file, collecting lists of awards, activities, community service, employment, etc.
- Request and complete make-up assignments when absent
- Consider summer reading. Check the high school for required reading for advanced academic courses.
TIME MANAGEMENT TIPS FOR HIGH SCHOOL STUDENTS

Organizing Your Life
Managing your time well is an important element of success — especially if you are a student. If you set priorities that fit your needs and lifestyle, you’ll have a better chance of achieving your goals.

Here are some tips for taking control of your time and organizing your life:

1. **Make a To-Do List Every Day**
   Put things that are most important at the top and do them first. Do not forget to reward yourself for your accomplishments.

2. **Use Spare Minutes Wisely**
   When you’re commuting; use the time to get some reading done.

3. **It’s Okay to Say No**
   If your friend asks you to go to a movie on a Thursday night and you have an exam the next morning, realize that it’s okay to say no. Keep your short- and long-term priorities in mind.

4. **Find the Right Time**
   You will work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don’t wait to do it until late at night.

5. **Review Your Notes Every Day**
   Reviewing helps you reinforce what you’ve learned, so you need less time to study before a test. You’ll also be ready if you get called on in class or have to take a pop quiz.

6. **Get a Good Night’s Sleep**
   Your brain needs rest to perform at its peak. Lack of sleep makes the day seem longer and your tasks seem more difficult.

7. **Communicate Your Schedule to Others**
   If phone calls or text messages are proving to be a distraction, tell your friends that you are only available at certain times of day and not to expect a response at other times.

8. **Become a Taskmaster**
   Give yourself a time budget and plan your activities accordingly. Figure out how much free time you have each week before you add any commitments.

9. **Don’t Waste Time Agonizing**
   Instead of agonizing and procrastinating, just do it. Wasting an entire evening worrying about something that you’re supposed to be doing is not productive, and can increase your stress.

10. **Determine Your Priorities**
    You can’t do everything at once. Establish the importance of each item. Then set realistic goals that are attainable.

Source: College Board
MAGNET/SPECIALTY PROGRAMS

Program Description
Magnet/Specialty programs provide students opportunities that are not available in other schools. These programs attract students from outside the neighborhood attendance zones, are instructionally different, and offer a variety of courses and opportunities.

The schools with these programs offer core curriculum instruction enriched academic courses, specialized curriculum, instructional strategies, and/or additional curricular, co-curricular, or extracurricular activities. Students interested in attending schools of choice (magnet/specialty schools) must access those schools through an application process.

Who is eligible to apply?
Eighth grade students are eligible to apply to various high school magnet/specialty programs.

How do I apply?
Students interested in a Magnet/Specialty school must apply to those schools through an application process. If you have any questions, please contact the Advanced Academics office (1628-19th Street, Suite 233 East, 806-219-0335) by the deadline. All students that apply for a Magnet/Specialty program and receive an appointment will be transferred from their neighborhood school to the Magnet/Specialty school.

What should I consider before applying?
Students and parents should consider the following before deciding to apply to a magnet program:

- Students should consider the magnet/specialty program of interest and professional career goals.
- Students will need to be able to provide their own transportation, except for Margaret Talkington School for Young Women Leaders.
- Students need to be responsible, independent, motivated and also have good attendance, grades and behavior.
- Students accepted to the program must maintain admission criteria in order to remain on the Magnet/Specialty campus and are expected to remain for the entire year.

HIGH SCHOOL PROGRAM THEMES
AP Capstone Diploma School

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. Furthermore, Coronado High School offers a full selection of Advanced Placement (AP) courses and Dual Credit courses for students to take and obtain college credit upon completion of course requirements.

Science, Technology, Engineering, and Mathematics (STEM) Specialty School

As a TEA Designated T-STEM Academy, the Coronado feeder system has implemented a comprehensive engineering program with the to provide a pathway for students to take a sequence of engineering courses starting in middle school and all four years of high school. Through partnerships with the University of Texas, Texas Tech University, Purdue University, and South Plains College students have opportunities to explore engineering and robotics as well as develop critical thinking and problem solving skills. Our program is built on the Engineer Your World curriculum from the University of Texas and the National Science Foundation as well as the Purdue University EPICS Program-Engineering Problems in the Community.

Many students in the STEM program earn professional industry certifications through participation and completion of appropriate requirements through Career and Technology courses at Coronado High School to better prepare them for a competitive 21st century marketplace with college and career ready skills that colleges and businesses seek.

Engineer Your World is an innovative engineering design curriculum for students who want to learn about engineering and its role in shaping our world. Engineer Your World engages students in authentic engineering practices in a project-based environment as it scaffolds student learning over a series of engaging and socially relevant design challenges. The curriculum focuses on creating a narrative of engineering, building engineering design skills, and developing engineering habits of mind.

EPICS- EPICS is a service-learning design program in which teams of students partner with local and global community organizations to address human, community, and environmental needs. Students apply engineering skills to design projects to meet the needs of this community partner enabling them to better serve residents in the local community.

FIRST Robotics Programs

Coronado’s Robotics pathway curriculum is based on the FIRST Robotics Programs; FRC and FTC. Students are challenged to design, build, program, and operate robots to compete in a head-to-head challenge in an alliance format. In addition to learning technical skills, they also learn how to market their robot and present their work in a professional setting.

Students have two pathways they may participate in through the T-STEM Academy; Engineering and Robotics pathways. The course sequences are listed below:

Engineering Pathway
- Principles of Applied Engineering
- Engineering Design and Problem Solving
- Math for Innovators
- Engineering in the Community

Robotics Pathway
- Principles of Applied Engineering
- Robotics I
- Robotics II
- Problems in STEM (Robotics III)

Eligibility

Students from all over Lubbock and the surrounding areas are eligible to apply to Coronado for our specialty programs. Students are encouraged to contact Coronado High School for more information and qualifications for admissions.
ESTACADO EARLY COLLEGE HIGH SCHOOL
Early College High School and Magnet School - Law and Public Services and JROTC

EHS Early College High School curriculum provides a well-balanced college preparatory and school-to-work program which focuses on educational real-life work experiences. Additionally, Estacado offers curriculum for students with a special interest in the areas of criminal justice and military science. Students may elect to participate in the Technical Preparation (Tech Prep) curriculum of South Plains College (SPC) or dual credit (TTU).

The Estacado High School Professional Careers Program includes:
- Courses for students interested in Advanced Placement and/or dual credit
- Courses for students interested in local, state, and federal criminal justice careers
- Clinical and field-based experiences relating to careers in the fields of Law and Public Service and Military Science

Eligibility
Students from the Lubbock ISD are eligible to apply for admission to Estacado Early College High School. Students must apply and be approved to be considered for the program. The qualifications for students seeking admission are:

Early College High School
- Attendance
- Current 8th grade Lubbock ISD student
- Education level of parent(s)
- Passing STAAR scores
- Previous disciplinary referrals
- Socioeconomic Status
- Student Essay

Law / JROTC
- An interest in law and public service or military science (Army JROTC)
- Strong academic background (3.2 GPA)
- Passing STAAR scores
- Excellent behavior and attendance records
- Recommendation by current administration

Specialty Course Offerings - Criminal Justice
- Court Systems & Practices (field trips and excursion)
- Forensic Science
- Principles of Law Enforcement (field trips and excursion)
- Law Enforcement I & II
- Practicum in Law I* (excursions)

* Practicums are supervised field-based experiences in various law and law-related settings throughout the community - legal operation facilities, local, state, and federal agencies, Attorney General’s office, District Attorney’s office, and other Lubbock legal sites.

Specialty Course Offerings - Public Service (Army Junior ROTC)
The JROTC program prepares high school cadets for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school and continuing post high school education. JROTC provides instruction and rewarding opportunities that will benefit the cadet, community, and nation. While no military obligation is incurred, satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or to advanced placement in the Armed Forces, a full ROTC college scholarship and will significantly enhance a cadet’s application for one of the service academies, such as West Point.

The students often participate in unique field trips and excursions designed to enrich the academic curriculum. These include trips to city and state government offices, colleges and universities. In addition, the JROTC program provides students an opportunity to visit military facilities.
LUBBOCK HIGH SCHOOL  
International Baccalaureate Specialty School

Lubbock High School offers the International Baccalaureate Diploma Program. The IB Diploma program is an internationally recognized challenging curriculum for highly motivated juniors and seniors. IB teaches students to relate classroom experiences to the realities of the world and places a strong emphasis on ideals of international understanding and responsible citizenship. The IB diploma prepares students for any university in the world, and passing scores on the IB exams can aid students in qualifying for the Foundations +Endorsement Distinguished Level Program and in gaining college credits. In state supported colleges and universities in the state of Texas, students who earn an IB diploma and score at least 4 in all 6 areas will be awarded 24 college credit hours toward their degree.

In order for a student to earn the IB Diploma, he/she must complete the course work in six different areas, sit for the corresponding exams, complete a 4,000-word original research project, participate in a Theory of Knowledge class, and complete 150 hours of creativity-action-service. A student must be an IB diploma candidate in order to take an IB course.

Eligibility
Students from the entire school district are eligible for admission to the Lubbock High School Program. Non-resident students must be enrolled in at least one LEAP class each year in order to be eligible to attend Lubbock High School. To be accepted into LEAP, the student must have passed all portions of STAAR and have a minimum GPA of 3.50.

Specialty Course Offerings

<table>
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<tr>
<th>International Baccalaureate Courses</th>
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<td>French IV, V</td>
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<td>German IV, V</td>
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<td>*English III, IV</td>
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*To receive IB higher level (HL) credit, courses must be taken in sequence over a two-year period.

Other Programs

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<th>AP Capstone Program</th>
<th>Navy ROTC</th>
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<td>Dance</td>
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<td>Gymnastics</td>
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MONTEREY HIGH SCHOOL  
AP Capstone Diploma School  
Project Lead the Way - Pathway to Engineering Program

Monterey High School offers the Project Lead The Way (PLTW) engineering and biomedical preparatory program. PLTW is the nation’s leading provider of science, technology, engineering, and math (STEM) curriculum. Through world-class coursework, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy. In PLTW, students are exposed to university level courses taught on the high school campus. There is an emphasis placed on project based learning in order to prepare students for STEM career paths that require collaboration across multiple fields of study. A new state of the art engineering lab is available for PLTW students to use! Monterey offers two strands of PLTW curriculum - engineering and biomedical science.

PLTW Engineering consists of applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation. PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

The PLTW Biomedical Science course sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities such as investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of diseases; all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

Eligibility
Students from the entire south plains region are eligible to apply for admissions in to the Monterey PLTW program. Interested students should contact Monterey High School for information and admission requirements.

Specialty Courses Offerings
PLTW Courses
- Introduction to Engineering Design
- Principles of Engineering
- Computer Science and Software Engineering
- Digital Electronics
- Engineering Design and Development

PLTW Biomedical Science Courses
- Principles of Biomedical Science
- Human Body Systems
- Medical Interventions
- Biomedical Innovation

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. I cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Over the course of the two-year program, students are required to:
- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.
The Margaret Talkington School for Young Women Leaders (SYWL) is a Lubbock ISD specialty school focusing on college preparatory academics, leadership development through service learning and community involvement, and health and wellness. Talkington students engage in a rigorous academic program and participate in field trips with a college-bound emphasis, enrichment classes, and extended-year summer learning projects that enhance the college preparatory curriculum. Science, mathematics, engineering and technology (STEM) and Advanced Placement (AP) classes make up a primary part of the curriculum at the high school level. All Talkington students have classroom access to Chromebooks, while teachers integrate state-of-the-art technology tools into their instruction. Engaging elective and physical education courses, as well as special interest clubs and competitions complete the curriculum. With a full time college advisor on staff, all Talkington students participate in college preparatory lessons, in addition to college and scholarship application guidance during their Junior and Senior years. All Seniors participate in Senior Seminar, which is a capstone research and project class required in the last year at Talkington.

Eligibility
The qualifications for students seeking admission to Talkington are:

• Desire to attend a four-year college or university
• Minimum semester cumulative grade point average (GPA) of 3.2
• Met standard on Reading and Math STAAR
• School attendance that supports success

Course Offerings
The college preparatory curriculum for Talkington high school students includes Advanced Placement (AP) courses in which students use a college-level text and materials to prepare for an AP exam, which is provided by Talkington, at the completion of the course. Students may receive college credit based on their score on the AP exam. On-ramps courses are provided through Texas Tech University and The University of Texas. All Talkington students are expected to graduate on the Foundation + Endorsement + Distinguished High School Program. Under the guidance of the Talkington College Advisor, all Talkington graduates are expected to enroll and graduate from a college or university. Students are expected to complete the senior capstone project, Senior Seminar.

Electives
STEM, Journalism, Lego Robotics, Piano Lab, Orchestra, Choir, Pentathlon, Academic Decathlon, Electronic Media Technology, Physical Education, Digital Interactive Media, Spanish, Psychology, Sociology, Leadership

College Readiness Trips
In addition to a rich and challenging academic curriculum, students tour college campuses as part of our college preparatory program. Each grade level is scheduled to visit at least one college campus each year. College visits scheduled for this year include: San Angelo State, St. Edwards, Southwestern, Midwestern State, Austin College, Texas Women’s University, University of North Texas, Sam Houston, Texas A&M, Texas Tech University, and the University of Houston. During their Junior year, Talkington students travel to Washington, D.C., at which time they visit Georgetown, Howard, or George Washington University to round out their college tours.

Summer Enrichment Opportunities
Talkington students receive the opportunity to attend a grade-level specific summer enrichment program. These programs expose students to application of science, technology, engineering, mathematics, art, and finances. Leadership and service learning opportunities are also available to students during the summer. Participation in a summer reading program for students is required to explore relevant and motivating literature during the summer months.
CAREER OPTIONS

What is the difference between a career and a job?

**Career:** A career is a series of related jobs that provide advancement in a meaningful area of work chosen by an individual.

**Job:** A job is work performed within a career. It is a paid position providing work that is expected to continue.

In many instances, a job is selected to earn an income to survive. A career is more deliberate. A career is a choice. A career is made up of a series of related jobs that are chosen purposely because the work matches an individual's values and goals. All work requires some level of education and training. The more formal education and training you complete, the better your chances for good salary, promotion, and job satisfaction.

While you might not be ready to make a very specific career choice before choosing a college or career path, you can narrow your focus by identifying what types of work and careers interest you. Is it health, computer technology, culinary arts, counseling, business, creative arts? Once you identify your interests and passions it becomes easier to set high goals for yourself. Your motivation to succeed will increase when you have a goal that is close to your heart. In fact, you might have several goals. Identify the general career areas (we call them career clusters) and start with your first goal. The rest will fall into place.

Listed below are 16 career clusters that include a majority of careers. Visit www.careertech.org for more information about careers within each cluster.

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, Audio-Visual Technology & Communication
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

LISD offers 14 of the 16 career cluster programs within their CTE program. For more information, go to the Career and Technical Education Department website.
CAREER AND TECHNICAL EDUCATION OPTIONS

Career and Technical Education (CTE) programs provide hands-on applied learning experiences that build academic knowledge, problem solving skills, general employment skills, and specific career skills that lead to applicable industry credentialing. You may enroll in CTE pathway programs while in high school and gain the technical skills needed to jumpstart a career. A CTE pathway program will offer assistance with career planning and tools needed to successfully transition to college or the job market. With a career in technical education you can enter employment, apprenticeship programs, and two- or four-year colleges after you graduate from high school. What are the benefits of CTE?

- You can explore a variety of career choices
- You can partner with employers to participate in work-based learning activities, such as career fairs, job shadows, internships, and mock interview
- You can earn tuition-free college credits while still in high school
- You can open the door to an exciting and rewarding career
- You can attain high-quality skills while still in high school
- You can graduate from high school with industry recognized credentials
- You can participate in college placement test preparation to increase your readiness for college

Work-Based Learning Activities: If you are serious about a CTE pathway and decide to pursue your education through one of the programs offered by LISD, you can attain high-demand certifications that complement your academic courses and endorsement. As a CTE student, you can participate in work-based activities through internships and practicums in a wide variety of businesses, such as:

- Healthcare care facilities
- Acute care facilities
- Law and law enforcement organizations
- Insurance organizations
- Construction/contractors industry
- Food service industry
- High-end restaurants
- LISD TV station — TV production
- Marketing and advertising businesses
- Automotive Technology
- Collision Repair
- Machining and Welding

Did you know? Students who take CTE classes, as well as academic classes in high school, are better prepared for the working world, to meet performance requirements of more employers, and to earn higher salaries.

HINT: CTE pathway programs are similar to choosing a major in college. Various CTE programs are offered at the ATC and LISD high schools. If you would like to explore the option of a CTE pathway, talk with your counselor to learn more about the CTE programs.
**AGRICULTURE, FOOD & NATURAL RESOURCES**
(ChS and/or MHS)
- Principles of Agriculture, Food & Natural Resources
- Agribusiness Management & Marketing
- Small Animal Management
- Equine Science
- Livestock Production
- Food Technology & Safety
- Veterinary Medical Applications
- Wildlife, Fisheries and Ecology Management
- Range Ecology and Management
- Energy & Natural Resources Technology (CHS)
- Floral Design (ATC) (Fine Arts Credit)
  (Weighted Credit & Industry Certification)
- Advanced Floral Design (ATC) (Weighted Credit & Industry Certification)
- Landscape Design
- Advanced Plant and Soil Science (LHS)
  (3rd or 4th Year Science)
- Project-Based Research in Agriculture
  (Weighted Credit)
- Internship and Extended Internship in Agriculture, Food and Natural Resources
  (Weighted Credit)

**ARCHITECTURE & CONSTRUCTION**
- Principles of Trade and Industrial Technology
  - Interior Design I
  - Interior Design II (Weighted Credit)
  - Internship and Extended Internship in Interior Design (Weighted Credit)
  - Architectural Design I (ATC) (Weighted Credit, CTE College Credit, Dual Credit, & Industry Certification)
- Architectural Design II (ATC) (Weighted Credit & Industry Certification)
- Project-Based Research in Architectural Design (ATC) (Weighted Credit)
  - Construction Technology I (ATC) (Weighted Credit & Industry Certification)
  - Construction Technology II (ATC) (Weighted Credit & Industry Certification)
- Project-Based Research in Construction Technology (ATC) (Weighted Credit)

**ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS**
- Principles of Art, Audio/Video Technology, and Communications
  - Audio/Video Production I and Audio/Video Production I Lab (ATC) (Weighted Credit, CTE College Credit, & Industry Certification)
  - Audio/Video Production II and Audio/Video Production II Lab (Sports Broadcasting) (ATC) (Weighted Credit)
  - Audio/Video Production II and Audio/Video Production II Lab (Film Production) (ATC) (Weighted Credit)
- Audio/Video Production II and Audio/Video Production II Lab (Broadcast News) (ATC) (Weighted Credit)
- Internship in Audio/Video Production and Extended Internship in Audio/Video Production (ATC) (Weighted Credit)
- Fashion Design I
  - Fashion Design II and Fashion Design II Lab
  - Project-Based Research in Fashion Design (Weighted Credit)
  - Internship and Extended Internship in Fashion Design (Weighted Credit)

**BUSINESS, MARKETING, & FINANCE**
- Principles of Business, Marketing & Finance
  - Touch System Data Entry
  - Sports & Entertainment Marketing
  - Social Media Marketing
  - Fashion Marketing
  - Entrepreneurship
  - Digital & Interactive Media (Weighted Credit & CTE College Credit)
  - Business Information Management I (Weighted Credit, CTE College Credit, & Industry Certification)
  - Business Information Management II (Weighted Credit & Industry Certification)
  - Financial Mathematics (3rd year Math)
  - Accounting I (Weighted Credit & CTE College Credit)
  - Accounting II (Weighted Credit, CTE College Credit, & Industry Certification)
  - Project-Based Research in Business Management (Weighted Credit)

**HEALTH SCIENCE**
- Principles of Health Science (Campus & ATC)
- Medical Math (ATC)
- Anatomy & Physiology (Campus & ATC)
  (Weighted Credit at ATC Only) (3rd or 4th Year Science)
- Health Science Theory (ATC) (Weighted Credit)
- Medical Microbiology (ATC) (Weighted Credit) (3rd or 4th year Science)
- Pathophysiology (ATC) (Weighted Credit)
  (3rd or 4th year Science)
- Practicum in Health Science—CNA (Certified Nurse Assistant) (ATC)
  (Weighted Credit & Industry Certification)
- Practicum in Health Science—EMT (Emergency Medical Technician--(ATC)
  (Weighted Credit, Dual Credit, & Industry Certification)

**HOSPITALITY AND TOURISM**
- Introduction to Culinary Arts
- Advanced Culinary Arts (ATC) (Weighted Credit & Industry Certification)
- Internship and Extended Internship in Culinary Arts (ATC) (Weighted Credit)

**HUMAN SERVICES**
- Family Consumer Sciences Pathway
- Principles of Human Services
- Child Development
- Interpersonal Studies
- Lifetime Nutrition & Wellness
- Counseling and Mental Health
- Project-Based Research in Human Services

**EDUCATION AND TRAINING PATHWAY**
- Principles of Ready, Set, Teach
- Child Development
- Ready, Set, Teach I (ATC) (Weighted Credit & CTE College Credit)
- Ready, Set, Teach II (ATC) (Weighted Credit)

**LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY PATHWAY**
- Principles of Law, Public Safety, Corrections, and Security (EHS) and (ATC) (Weighted Credit at EHS only)
- Court Systems & Practices (EHS) (Weighted Credit)
- Law Enforcement I (EHS) and (ATC)
  (Weighted Credit & CTE College Credit)
- Law Enforcement II (EHS) (Weighted Credit & CTE College Credit)
- Forensic Science (Weighted Credit) (3rd or 4th Year Science)
- Internship and Extended Internship in Law, Public Safety, Corrections, and Security (EHS) (Weighted Credit)

**INFORMATION TECHNOLOGY**
- Principles of Cybersecurity (LHS only)
Computer Programming I (Weighted Credit)
Computer Programming II (Weighted Credit)
Principles of Information Technology – (Texas OnRamps) (Weighted Credit & Dual Credit)
Computer Maintenance (ATC) (Weighted Credit, CTE College Credit, & Industry Certification)
Computer Networking (ATC) (Weighted Credit, CTE College Credit, & Industry Certification)
Computer Technician Internship (ATC) (Weighted Credit)
Video Game Design 1 (Weighted Credit)
Video Game Design 2 (Weighted Credit)
Video Game Design 3 (Weighted Credit)
Web Technologies (ATC) (Weighted Credit & CTE College Credit)
Project-Based Research in Information Technology (Weighted Credit) Internship and Extended Internship in Information Technology (Weighted Credit)

MANUFACTURING
Principles of Trades and Industrial Technology
Welding I (ATC) (Weighted Credit & Industry Certification)
Welding II and Welding II Lab (ATC) (Weighted Credit, CTE College Credit, & Industry Certification)
Precision Metal Manufacturing I (ATC) (Weighted Credit & CTE College Credit)
Precision Metal Manufacturing II and Precision Metal Manufacturing Lab (ATC) (Weighted Credit, CTE College Credit, & Industry Certification)
Internship and Extended Internship in Manufacturing (ATC) (Weighted Credit)

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
Engineering Design & Presentation I (ATC) (Weighted Credit, CTE College Credit, & Dual Credit)
Engineering Design and Presentation II (ATC) (Weighted Credit & Industry Certification)
Robotics I (Weighted Credit)
Robotics II (Weighted Credit)
Project-Based Research in STEM (Weighted Credit)
Internship and Extended Internship in STEM (Weighted Credit)

MHS Project Lead the Way Pathway
Introduction to Engineering Design (MHS) (Weighted Credit)
Engineering Science (MHS) (Weighted Credit) (3rd or 4th year Science)
AP Computer Science Principles (MHS) (Weighted Credit)
Digital Electronics (MHS) (Weighted Credit)
Engineering Design & Development (MHS) (Weighted Credit)
Project Lead the Way Pathway — Biomedical Pathway
Principles of Biomedical Science (MHS) (Weighted Credit)
Human Body Systems (MHS) (Weighted Credit)
Medical Interventions (MHS) (Fall 2018) (Weighted Credit)
Biomedical Innovation (MHS) (Fall 2019) (Weighted Credit)

Coronado Infinity Project/Engineer Your World Pathway
Principles of Applied Engineering (Weighted Credit) Engineering Design and Problem Solving (Weighted Credit)
Engineering Mathematics (Weighted Credit) (4th year Math)
Engineering Science (Weighted Credit) (3rd or 4th year Science)

TRANSPORTATION, DISTRIBUTION & LOGISTICS
Principles of Trades and Industrial Technology
Collision Repair (ATC) (Weighted Credit & CTE College Credit)
Paint and Refinishing and Advanced Systems Laboratory (ATC) (Weighted Credit & Industry Certification)
Automotive Technology I: Maintenance and Light Repair (ATC) (Weighted Credit & CTE College Credit)
Automotive Technology II: Automotive Service and Advanced Transportation Systems Laboratory (ATC) (Weighted Credit, CTE College Credit, & Industry Certification)
Internship and Extended Internship in Transportation Systems (ATC) (Weighted Credit & Industry Certification)

CAREER DEVELOPMENT
Career Preparation I and Extended Career Preparation Paid Internship
Career Preparation II and Extended Career Preparation Paid Internship

Availability of courses are subject to change. Please see current Course Offerings booklet for details.
CAREER PLANNING

Put yourself on the right track to achieve your goals. As you think about the direction you want your life to take, ask yourself these three questions:

1. Where am I right now?
   • What are my skills?
   • What are my interests?
   • What have I learned?
   • What are my strengths?
   • What are my weaknesses?

2. Where do I want to go?
   Employment in one of the Career Cluster pathways, for example:
   • Arts/Communications
   • Business
   • Health
   • Human Services
   • Natural Resources
   • Technologies

3. How do I get there?
   • Community/two-year college
   • University/four-year college
   • Trade/technical/school
   • Apprenticeship program
   • Military service
   • Work and attend college/school

Preparing for the World of Work
When you are employed, you will spend one third or more of every day working for approximately thirty years of your life. Prepare now for opportunities and the job that will best fit you in the future.
   • Ask questions.
   • Talk to parents, family, teachers, counselors, employers and friends about careers.
   • Do research — read, listen, observe.
   • Take an interest inventory.
   • Make a plan.
   • Set goals.
   • Choose high school classes to prepare for your career plan.
   • Explore postsecondary options.
   • Consider summer internships and summer programs offered for high school students at many colleges.
CAREER CLUSTERS AND ENDORSEMENTS

Fine Arts & Humanities

Arts and Humanities Endorsement
People who work in this cluster:
• express some aspect of the human experience.
• are creative and innovative.
• deal with words, sounds, and images.
• are comfortable “performing” in front of others.
• like to work with people and ideas.

Business Management & Administration

Business & Industry Endorsement
People who work in this cluster:
• keep offices running efficiently.
• like to work in a structured environment.
• enjoy planning and directing activities.
• are logical thinkers who work systematically.
• like to work with people and data.

Health Science

Public Service Endorsement
People who work in this cluster:
• are able to follow specific procedures accurately.
• can handle crisis situations.
• can get along with people from all walks of life.
• are dedicated to diagnosing and treating illness.
• like to work with people.

Human Services

Public Services Endorsement
People who work in this cluster:
• provide social, educational, and public services.
• are good communicators.
• are able to plan, organize and direct activities.
• are skilled at dealing with individuals and groups.
• like to work with people.

Science, Technology, Engineering & Mathematics

STEM Endorsement
People who work in this cluster:
• have an interest in the earth/atmosphere/universe.
• find answers to scientific questions.
• have good hand-eye coordination.
• enjoy working with plants and animals.
• like to work with ideas and things.
• have an aptitude for math/science.
• like to figure out how things work.
• work with hands to assemble, build or repair.

Source: Lubbock ISD ATC Transition for Life
HOW CLASSES RELATE TO CLUSTERS

Your High School Academic Plan Relates to Your Chosen Career Cluster

The classes you take in high school will be the foundation for your preparation to continue your post-secondary education and eventually enter the workplace. Once you find a career cluster that interests you, your courses can be selected based on that cluster. Listed below are examples of the connection between classes and possible careers.

Keep in mind that the lists here show only one class for each career. Obviously, a musical conductor would need to take more than just a band class; an accountant would need more than just an accounting class, and so forth. The classes listed are samples of the kind of classes that would benefit someone interested in each of these career fields.

<table>
<thead>
<tr>
<th>FINE ARTS &amp; HUMANITIES</th>
<th>BUSINESS MANAGEMENT &amp; ADMINISTRATION</th>
<th>HEALTH SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSES</strong></td>
<td><strong>RELATED CAREERS</strong></td>
<td><strong>CLASSES</strong></td>
</tr>
<tr>
<td>Band</td>
<td>Musical director</td>
<td>Accounting</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Sculptor</td>
<td>Business</td>
</tr>
<tr>
<td>Chorus</td>
<td>Singer</td>
<td>Accounting</td>
</tr>
<tr>
<td>Commercial Design</td>
<td>Interior Decorator</td>
<td>Financial Math</td>
</tr>
<tr>
<td>Contemporary Problems</td>
<td>Journalist</td>
<td>Touch Systems Data Entry</td>
</tr>
<tr>
<td>Dance</td>
<td>Choreographer</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Drawing</td>
<td>Police Artist</td>
<td>Digital &amp; Interactive Media</td>
</tr>
<tr>
<td>English Language</td>
<td>Writer/Critic</td>
<td>Sports &amp; Entertainment</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Interpreter/Translator</td>
<td>Speech Communications</td>
</tr>
<tr>
<td>Fashion Apparel</td>
<td>Tailor/Seamstress</td>
<td>Word Processing</td>
</tr>
<tr>
<td>Journalism</td>
<td>Reporter</td>
<td>Business Information</td>
</tr>
<tr>
<td>Lifet ime Sports</td>
<td>Professional Athlete</td>
<td>Management</td>
</tr>
<tr>
<td>Music Appreciation</td>
<td>Composer</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>Radio/TV Broadcaster</td>
<td></td>
</tr>
<tr>
<td>Theater</td>
<td>Actor/Actress</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HUMAN SERVICES</th>
<th>AGRICULTURE, FOOD &amp; NATURAL RESOURCES</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSES</strong></td>
<td><strong>RELATED CAREERS</strong></td>
<td><strong>CLASSES</strong></td>
</tr>
<tr>
<td>Child Development</td>
<td>Day Care Worker</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Principles of Law</td>
<td>Law Enforcement Officer</td>
<td>Biology</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>Hair Stylist</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Crime &amp; Justice</td>
<td>FBI Agent</td>
<td>Horticulture</td>
</tr>
<tr>
<td>Food &amp; Nutrition Science</td>
<td>Nutritionist</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Hotel Front Desk Clerk</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Forensics</td>
<td>Attorney</td>
<td>Landscape Design</td>
</tr>
<tr>
<td>Earth Space Science</td>
<td>Flight Attendant</td>
<td>Wildlife, Fisheries &amp; Ecology</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Chef</td>
<td>Ecology</td>
</tr>
<tr>
<td>Psychology</td>
<td>Counselor</td>
<td>Energy &amp; Natural Resource Science</td>
</tr>
<tr>
<td>Sociology</td>
<td>Social Worker</td>
<td>Science</td>
</tr>
<tr>
<td>Speech Communication</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Political Scientist</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>Human Resources</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: For a more complete listing of courses offered at your school, check LISD High School Course Offerings Booklet. For more career information, visit Lubbock ISD Counseling and College/Career Readiness Department.
MARKET TRENDS THAT IMPACT YOUR CAREER

EXAMPLES OF JOBS IN WHICH A COLLEGE EDUCATION
MAY BE RECOMMENDED OR REQUIRED

TWO-YEAR COLLEGE
(Associate’s Degree)
- Administrative Assistant
- Automotive Mechanic
- Cardiovascular Technician
- Commercial Artist
- Dental Hygienist
- Drafter
- Engineering Technician
- Funeral Director
- Visual Artist
- Water and Wastewater Treatment Plant Operator
- Graphic Designer
- Heating, Air-Conditioning, and Refrigeration Technician
- Hotel or Restaurant Manager
- Medical Laboratory Technician
- Medical Record Technician
- Insurance Agent
- Registered Nurse
- Surgical Technologist
- Surveyor

FOUR-YEAR COLLEGE
(Bachelor’s Degree)
- Accountant
- Computer Systems Analyst
- Dietitian
- Editor
- Engineer
- FBI Agent
- Investment Banker
- Journalist
- Medical Illustrator
- Public Relations Specialist
- Recreational Therapist
- Research Assistant
- Social Worker
- Teacher
- Writer

MORE THAN FOUR YEARS OF COLLEGE
(Various Graduate Degrees Required)
- Architect
- Biologist
- Chiropractor
- Dentist
- Diplomat
- Doctor
- Economist
- Geologist
- Lawyer
- Librarian
- Management Consultant
- Paleontologist
- Pharmacist
- Priest
- Psychologist
- Public Policy Analyst
- Rabbi
- Scientist
- Sociologist
- University Professor
- Veterinarian
- Zoologist

Unemployment rates and earnings by educational attainment, 2017

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Unemployment Rate (%)</th>
<th>Median Usual Weekly Earnings ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>1.5</td>
<td>1,743</td>
</tr>
<tr>
<td>Professional degree</td>
<td>1.5</td>
<td>1,836</td>
</tr>
<tr>
<td>Master's degree</td>
<td>2.2</td>
<td>1,401</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>2.5</td>
<td>1,173</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>3.4</td>
<td>836</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>4.0</td>
<td>774</td>
</tr>
<tr>
<td>High school diploma</td>
<td>4.6</td>
<td>712</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>6.5</td>
<td>520</td>
</tr>
</tbody>
</table>

Total: 3.6%

All workers: $907

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Fastest Growing Occupations 2012 - 2022

Requires Some High School

1. Personal Care Aide
2. Home Health Aide
3. Helper – Brickmason, Blockmason, Stonemason and Title and Marble Setter
4. Helper – Carpenter
5. Cement Mason and Concrete Finisher

Requires a High School Diploma

1. Insulation Worker – Mechanical
2. Physical therapist Aide
3. Segmental Paver
4. Helper – Electrician
5. Occupational Therapy Aide
6. Medical Secretary
7. Brickmason and Blockmason
8. Substance Abuse and Behavioral Counselor
9. Ambulance Driver and Attendant – except Emergency Medical Technician
10. Fence Erector

Requires Some College

1. Skincare Specialist
2. Optomalian Medical Technician
3. Surgical Technologist
4. Commercial Driver
5. Medical Assistant
6. Phlebotomist
7. Licensed Practical and Licensed Vocational Nurse
8. Dental Assistant
9. Wind Turbine Service Technician
10. Emergency Medical Technician and Paramedic

Requires a Two-Year/Associates Degree

1. Diagnostic Medical Sonographer
2. Occupational Therapy Assistant
3. Physical Therapy Assistant
4. Dental Hygienist
5. Cardiovascular Technologists and Technician
6. Medical Equipment Repairer
7. Medical and Clinical Laboratory Technician
8. Veterinary Technologists and Technician
9. Magnetic Resonance Imaging Technologist
10. Radiation Therapist

Requires a Four-Year/Bachelor's Degree

1. Interpreter and Translator
2. Information Security Analyst
3. Meeting, Convention and Event Planner
4. Market Research Analyst and Marketing Specialist
5. Geographer
6. Personal Financial Advisor
7. Operations research Analyst
8. Biomedical Engineer
9. Cost Estimator
10. Actuary

Requires a Master's Degree or Higher

1. Industrial–Organizational Psychologist
2. Genetic Counselor
3. Physician Assistants
4. Health Specialties Teacher, Postsecondary
5. Physical Therapist
6. Orthotists and Prosthetist
7. Nursing Instructor and Teacher, Postsecondary
8. Nurse Practitioner
9. Audiologist
10. Marriage and Family Therapist

**Career Outlook**

Although it’s great to find a career that matches your interests and your skills, it’s also important to know what the career’s outlook will be. Will there be jobs available when you graduate from college? Will they pay enough? Use the information at www.BLS.gov/ooh to answer the questions below.

*TIP: If you haven't yet found a career that's a good match for you, visit Career One Stop (http://www.careeronestop.org) and explore careers. After taking a few self-assessments, your results will link to possible careers that match your interests and skills.*

<table>
<thead>
<tr>
<th>Career Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Career Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Do you think this career is in a growing industry? Which one? (In Texas, that’s Management of Companies and Enterprises, Administration of Economic Programs, Electron Markets and Agent/Brokers, Oil and Gas Extraction, and Pipeline Transportation.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How many people are in this job right now (as of latest data on <a href="http://www.BLS.gov/ooh">www.BLS.gov/ooh</a>)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the percent growth projected for this career?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year (example: 2012-22):</td>
</tr>
<tr>
<td>Percent Growth (i.e. Job Outlook):</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many job openings will there be?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year (example: 2012-22):</td>
</tr>
<tr>
<td>Number of Job Openings:</td>
</tr>
<tr>
<td>Is this career growing faster, slower or at the average rate?</td>
</tr>
<tr>
<td>What is the median salary?</td>
</tr>
<tr>
<td>What is the education level needed to enter this career?</td>
</tr>
</tbody>
</table>

Explain in your own words the difference between “percent growth” and “number of openings” for a career. How can one career have a 10% growth but only 100 more jobs, while another career has 5% growth and needs 50,000 more jobs?
# Suggested Websites & Programs for Career Investigation

## Career Information

<table>
<thead>
<tr>
<th>Program</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Outlook Handbook</td>
<td><a href="http://www.bls.gov/ooh">www.bls.gov/ooh</a></td>
</tr>
<tr>
<td>Mapping Your Future</td>
<td><a href="http://www.mappingyourfuture.org">www.mappingyourfuture.org</a></td>
</tr>
<tr>
<td>Career Discovery</td>
<td><a href="http://www.careerexplorer.com">www.careerexplorer.com</a></td>
</tr>
<tr>
<td>Careers and Colleges</td>
<td><a href="http://www.careerandcolleges.com">www.careerandcolleges.com</a></td>
</tr>
<tr>
<td>Advance CTE</td>
<td><a href="http://www.careertech.org">www.careertech.org</a></td>
</tr>
<tr>
<td>Roadtrip Nation</td>
<td>collegeboard.roadtripnation.com</td>
</tr>
<tr>
<td>Khan Academy: College, careers, and more</td>
<td><a href="http://www.khanacademy.org/college-careers-more">www.khanacademy.org/college-careers-more</a></td>
</tr>
<tr>
<td>O*net</td>
<td><a href="http://www.Onetonline.org">www.Onetonline.org</a></td>
</tr>
<tr>
<td>Open Ed</td>
<td><a href="https://www.opened.com">https://www.opened.com</a></td>
</tr>
<tr>
<td>Princeton Review</td>
<td><a href="http://www.princetonreview.com">www.princetonreview.com</a></td>
</tr>
<tr>
<td>Texas Genuine</td>
<td><a href="http://www.texasgenuine.org">www.texasgenuine.org</a></td>
</tr>
<tr>
<td>College for All Texans</td>
<td><a href="http://www.collegeforalltexans.com/">http://www.collegeforalltexans.com/</a></td>
</tr>
</tbody>
</table>

## College and Career Enrichment Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Website</th>
<th>Contact Email(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Academics</td>
<td><a href="http://www.lubbockisd.org">http://www.lubbockisd.org</a></td>
<td><a href="mailto:Garret.luft@lubbockisd.org">Garret.luft@lubbockisd.org</a></td>
</tr>
<tr>
<td>(Advanced Academics Department)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVID</td>
<td><a href="http://www.lubbockisd.org">http://www.lubbockisd.org</a></td>
<td><a href="mailto:angie.potts@lubbockisd.org">angie.potts@lubbockisd.org</a></td>
</tr>
<tr>
<td>(AVID Department)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Education</td>
<td><a href="http://www.lubbockisd.org">http://www.lubbockisd.org</a></td>
<td><a href="mailto:gencie.houy@Lubbockisd.org">gencie.houy@Lubbockisd.org</a></td>
</tr>
<tr>
<td>(Career and Technical Education Department)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Dedication to Medical Education (EDME)</td>
<td><a href="http://www.ttuhsedu/som/admissions/edme/">www.ttuhsedu/som/admissions/edme/</a></td>
<td>julie.dixon@ttuhsedu</td>
</tr>
<tr>
<td>IDEAL Inc.</td>
<td><a href="http://www.ideal.ttu.edu">www.ideal.ttu.edu</a></td>
<td><a href="mailto:ideal@ttu.edu">ideal@ttu.edu</a></td>
</tr>
<tr>
<td>LEARN</td>
<td><a href="http://www.learnpromograms.org">www.learnpromograms.org</a></td>
<td><a href="mailto:ebenitez@learnpromograms.org">ebenitez@learnpromograms.org</a></td>
</tr>
<tr>
<td>First Generation Transition &amp; Mentoring Programs</td>
<td><a href="http://www.depts.ttu.edu/diversity/FGTMP/">www.depts.ttu.edu/diversity/FGTMP/</a></td>
<td><a href="mailto:firstgenprograms@ttu.edu">firstgenprograms@ttu.edu</a></td>
</tr>
<tr>
<td>Student Support Services (SSS)</td>
<td><a href="http://www.depts.ttu.edu/triosss">www.depts.ttu.edu/triosss</a></td>
<td><a href="mailto:Trio.sss@ttu.edu">Trio.sss@ttu.edu</a></td>
</tr>
<tr>
<td>West Texas AHEC</td>
<td><a href="http://www.westtexasahec.org">www.westtexasahec.org</a></td>
<td>wtxahec@ttuhsedu</td>
</tr>
</tbody>
</table>
COLLEGE OPTIONS

There are many college and career choices. Choosing the right college or career for you is based on your interests and goals as well as your level of preparedness. These are the different types of colleges and degrees:

Apprenticeship Programs
An apprenticeship is an “earn while you learn” training opportunity. Apprentices are employees who are paid to learn a trade, and the training includes on the job experience as well as related classroom instruction. Examples for apprenticeship programs include bricklayers, carpenters, cement masons, electricians, roofers, etc. For more information, visit the website www.dol.gov/featured/apprenticeship.

Public Institutions of Higher Education
Community Colleges
Community colleges offer two-year, one-year, and certificate programs in a variety of academic majors. A two-year graduate is awarded an associate degree. Community college credits for academic classes may be transferrable to four-year colleges or technical/career training and continuing education programs. Community colleges have an “open admissions” policy, which means they will accept everyone who applies who has earned a high school diploma or G.E.D. Some programs have more specific admissions requirements (e.g., nursing, criminal justice). Community colleges do not offer housing.

Junior Colleges
Junior colleges are two-year colleges and offer academic credits that may or may not be transferred to four-year colleges and technical/career training. Admission requirements vary.

Public Four-Year Colleges
The state of Texas offers many four-year colleges and universities. Public four-year colleges award bachelor’s degrees. Public institutions for higher education can offer more affordable tuition to in-state residents because they are funded largely by state taxes. Admission to state four-year institutions is based on a student’s high school or community college grade point average (GPA), performance on standardized assessments such as the SAT and ACT, and a personal interview or written essay. Individual college admission criteria can be found on the college’s website or at www.collegeboard.org.

Private Institutions of Higher Education
Technical Colleges
Technical colleges offer specific trade, technical, and career training. Course credits vary and may or may not be transferrable to two-year or four-year colleges. Technical colleges usually have fairly open admissions, but they may have stricter requirements for more technical or scientific subjects. Some offer only a certificate. Some offer an associate degree.

Private Four-Year Colleges & Universities
The main difference between private and public four-year institutions is the tuition cost. Private colleges operate with private funds. Additionally, many of the private four-year schools often have more requirements for acceptance, and they generally accept a lower percentage of their applicants.

*Students and their families should be wary and very careful when considering a private technical, two-year, or four-year school. Without adequate financial aid the costs can quickly become overwhelming. Please be sure to speak with a counselor or advisor before making a commitment.
ADMISSIONS REQUIREMENTS FOR FOUR-YEAR COLLEGES

General Admissions Requirements for High School Students

Below are the requirements for automatic/guaranteed admission to some public universities in Texas. Applicants who do not meet the requirements for automatic admission are considered by holistic review. Factors considered include rigor of course selection, class rank, high school GPA, college entrance exam scores, extracurricular achievements, essays, teacher recommendations, and special circumstances.

The following is recommendation for admission to most Texas public universities:
- Texas high school diploma with a minimum grade point average (GPA) of 2.5 on a 4.0 scale.
- All of the following equivalent courses:

  **English**
  
  English I, II, and III and an advanced English course

  **Mathematics**

  At least two of three units being algebra 1 and higher, chosen from second year algebra, geometry, trigonometry, precalculus, probability and statistics and other advanced mathematics

  **Social Studies**

  Including world history or geography, U.S. history, economics and government

  **Science**

  Including biology, chemistry or physics, with at least one year in a laboratory science

  **Language Other Than English**

  2 credits

**Physical Education** - 1 credit    **Fine Arts** - 1 credit    **Electives** - 7 credits

Successful completion of an endorsement

FOUR-YEAR COLLEGE ADMISSIONS REQUIREMENTS

<table>
<thead>
<tr>
<th>University</th>
<th>Location</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Angelo State University - San Angelo, TX</strong></td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>Next 40% - ACT 17 or SAT 900 (M+CR)</td>
<td>Top 25% - ACT 21 or SAT 1060 (M+CR)</td>
<td>Top 15% - ACT 23 or SAT 1130 (M+CR)</td>
<td>Top 10% - ACT 24 or SAT 1180 (M+CR)</td>
</tr>
<tr>
<td><strong>Texas A&amp;M University - College Station, TX</strong></td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>Next 15% - 30 ACT or 1360 SAT (M+CT)</td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>Next 15% - ACT 21 or SAT 1080 (M+CR)</td>
<td>2nd Quarter - ACT 25 or SAT 1170 (M+CR)</td>
</tr>
<tr>
<td><strong>Texas State University - San Marcos, TX</strong></td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>Next 15% - ACT 20 or SAT 1000 (M+CR)</td>
<td>Top 25% - no minimum ACT/SAT score</td>
<td>Next 15% - ACT 20 or SAT 1030 (M+CR)</td>
<td>2nd Quarter - ACT 23 or SAT 1130 (M+CR)</td>
</tr>
<tr>
<td><strong>Texas Tech University - Lubbock, TX</strong></td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>1st Quarter - ACT 24 or SAT 1180 (M+CR)</td>
<td>Top 25% - no minimum ACT/SAT score</td>
<td>2nd Quarter - ACT 18 or SAT 940 (M+CR)</td>
<td>3rd Quarter - ACT 21 or SAT 1060 (M+CR)</td>
</tr>
<tr>
<td><strong>University of Texas - Austin - Austin, TX</strong></td>
<td>Top 6% - no score minimum</td>
<td>Top 25% - no minimum ACT/SAT score</td>
<td>4th Quarter - ACT 23 or SAT 1130 (M+CR)</td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>Top 10% - no minimum ACT/SAT score</td>
</tr>
<tr>
<td><strong>University of Houston - Houston, TX</strong></td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>Next 15% - ACT 21 or SAT 1080 (M+CR)</td>
<td>Top 25% - no minimum ACT/SAT score</td>
<td>Next 40% - ACT 21 or SAT 1070 (M+CR)</td>
<td>Top 10% - ACT 24 or SAT 1180 (M+CR)</td>
</tr>
<tr>
<td><strong>University of North Texas - Denton, TX</strong></td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>Next 15% - ACT 20 or SAT 1030 (M+CR)</td>
<td>Top 25% - no minimum ACT/SAT score</td>
<td>Next 40% - ACT 21 or SAT 1070 (M+CR)</td>
<td>Top 10% - ACT 24 or SAT 1180 (M+CR)</td>
</tr>
<tr>
<td><strong>West Texas A&amp;M University - Canyon, TX</strong></td>
<td>Top 25% - no minimum ACT/SAT score</td>
<td>2nd Quarter - ACT 18 or SAT 940 (M+CR)</td>
<td>Top 25% - no minimum ACT/SAT score</td>
<td>2nd Quarter - ACT 21 or SAT 1060 (M+CR)</td>
<td>3rd Quarter - ACT 23 or SAT 1140 (M+CR)</td>
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<tr>
<td><strong>Midwestern State University - Wichita Falls, TX</strong></td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>3rd Quarter - ACT 23 or SAT 1140 (M+CR)</td>
<td>Top 10% - no minimum ACT/SAT score</td>
<td>4th Quarter - ACT 24 or SAT 1180 (M+CR)</td>
<td>3rd Quarter - ACT 23 or SAT 1140 (M+CR)</td>
</tr>
</tbody>
</table>

OTHER COLLEGES, UNIVERSITIES, AND TECHNICAL INSTITUTIONS

Research the specific admission requirements for each program on their website since admissions requirements vary.
STEPS YOU NEED TO TAKE TO GET TO COLLEGE

These are things you can do before you graduate high school to put yourself on the college track.

• Talk with your school counselor about your goals and choices.
• Ask your counselor about what classes you need to take each year from now through the end of high school.
• Identify extracurricular activities available in your school and get involved in the ones that interest you.
• Learn effective study skills.
• Identify options for working or volunteering in your community.
• Talk to college students about their experiences.
• Research different types of colleges.
• Visit college websites or college campuses.
• Research careers you might enjoy.
• Investigation education levels associated with career choices.
• Discuss and research ways to pay for college with your family.
• Learn about financial aid for education.
• Practice writing college essays.
• Talk with people who work in a career that might interest you.
• Take required college entrance exams: TSIA, ACT, SAT (others may apply)

Source: College Board
FINDING A COLLEGE THAT FITS

THE FIRST STEP: KNOW YOURSELF
As you really begin to think about applying to college, take time to think about yourself. Think about your goals, your likes and dislikes, your abilities and your resources.

YOUR GOALS
• What subjects interest me?
• What do I want to be?
• Do I want to continue my education after high school?
• Do I need to go to college for this career?

YOUR LIKES AND DISLIKES
• Do I want to live away from home? If so, how far away?
• How important is it that friends go to the same college that I attend?
• Am I comfortable around a lot of people at the same time?
• Do I want to be with different kinds of people or people just like me?
• Would I prefer a city, the suburbs, small towns, or rural areas?
• What kind of weather do I like or does it matter to me?
• Do I have any special concerns (religious, special customs, dietary, and so forth)?
• Which activities are most important to me (arts, sports, clubs, and so forth)?
• Do I want to play sports when I am in college?
• Which special opportunities are important to me (study abroad, independent study, exchange programs, and so forth)?

YOUR ABILITIES
• What kind of student am I?
• What are my strongest and weakest subjects?
• Do I have any special needs (medical, disabilities, learning, and so forth)?
• How are my study skills?
• How well do I handle competition and pressure?
• What are my special talents?

YOUR RESOURCES
• Are there limits to what I can pay for college?
• Will my family be able to help me?
• Can I go to college full-time if I want?
• How will I get to classes (live on campus, drive, public transportation, and so forth)?
### SUGGESTED WEBSITES FOR COLLEGE INFORMATION & FINANCIAL AID/SCHOLARSHIPS

#### COLLEGE ADMISSIONS & TESTING

<table>
<thead>
<tr>
<th>College</th>
<th>Website</th>
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<tbody>
<tr>
<td>ACT</td>
<td><a href="http://www.actstudent.org">www.actstudent.org</a></td>
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<tr>
<td>College Board</td>
<td><a href="http://www.collegeboard.org">www.collegeboard.org</a></td>
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<tr>
<td>College PowerPrep</td>
<td><a href="http://www.powerprep.com">www.powerprep.com</a></td>
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#### COLLEGE INFORMATION

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<thead>
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<tr>
<td>AnyCollege.com</td>
<td><a href="http://www.anycollege.com">www.anycollege.com</a></td>
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<tr>
<td>Big Future</td>
<td><a href="https://bigfuture.collegeboard.org/">https://bigfuture.collegeboard.org/</a></td>
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<td>Cappex</td>
<td><a href="http://www.cappex.com">www.cappex.com</a></td>
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<td>Campus Tours</td>
<td><a href="http://www.campustours.com">www.campustours.com</a></td>
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<tr>
<td>College Answer</td>
<td><a href="http://www.collegeanswer.com">www.collegeanswer.com</a></td>
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<td>College Data</td>
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<td>College for All Texans</td>
<td><a href="http://www.collegeforalltexans.com/">www.collegeforalltexans.com/</a></td>
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<tr>
<td>College Scorecard</td>
<td><a href="https://collegescorecard.ed.gov/">https://collegescorecard.ed.gov/</a></td>
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<tr>
<td>Collegebound Network, The</td>
<td><a href="http://www.studentrewards.com">www.studentrewards.com</a></td>
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<tr>
<td>eCampusTours.com</td>
<td><a href="http://www.ecampustours.com">www.ecampustours.com</a></td>
</tr>
<tr>
<td>First in the Family</td>
<td><a href="http://www.firstinthefamily.org">www.firstinthefamily.org</a></td>
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<tr>
<td>GenTX</td>
<td><a href="http://gentx.org/">http://gentx.org/</a></td>
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<td>Hispanic Association of Colleges and Universities</td>
<td><a href="http://www.hacu.net">www.hacu.net</a></td>
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<tr>
<td>Historical Black Colleges &amp; Universities</td>
<td><a href="http://www.hbcuconnect.com">www.hbcuconnect.com</a></td>
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<tr>
<td>Know How to Go</td>
<td><a href="http://www.knowhow2go.org/">www.knowhow2go.org/</a></td>
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<tr>
<td>My College Advisor</td>
<td><a href="http://www.mycollegeadvisor.com">www.mycollegeadvisor.com</a></td>
</tr>
<tr>
<td>My College Options</td>
<td><a href="http://www.mycollegeoptions.org">www.mycollegeoptions.org</a></td>
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<tr>
<td>Peterson's College Quest</td>
<td><a href="http://www.collegequest.com">www.collegequest.com</a></td>
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<tr>
<td>Zinch</td>
<td><a href="http://www.zinch.com">www.zinch.com</a></td>
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FINANCIAL AID AND SCHOLARSHIPS

AXA Achievement  www.axaonline.com
Big Future  https://bigfuture.collegeboard.org/scholarship-search
The Public Education Foundation  www.thepef.org
Ed Fund  www.edfund.org
FAFSA on the Web  www.fafsa.ed.gov
Fastweb  www.fastweb.com
FinAid (Financial Aid Info. Page)  www.finaid.org
Funding Your Education (U.S. Dept. of Education)  http://studentaid.ed.gov
Financial Aid Resources for Hispanic Students  https://www.onlinecolleges.net/for-students/financial-aid-hispanic-students/
Gates Millennium Scholars Fund  www.gmsp.org
Kaplan Inc.  www.kaplan.com
Meritaid.com  http://meritaid.com
National Fraud Information Center  www.fraud.org
National Merit Scholarship  http://www.nationalmerit.org
Sallie Mae  www.salliemae.com
Scholarships.com  www.scholarships.com
Scholly  APP (https://myscholly.com/)
Super College  www.supercollege.com
Texas Genuine  www.texasgenuine.com
Texas Tomorrow Funds  http://www.texastomorrowfunds.org/
The Public Education Foundation  www.thepef.org
United Negro College Fund  www.uncf.org

HINT: Check out college summer “bridge” programs. Many colleges have summer bridge programs that give students a head start on college during the summer. Bridge programs help orient students and prepare them for the rigorous college life. Ask your counselor about colleges with bridges or summer programs.
GLOSSARY OF TERMS

**Advanced degrees** A program of study requiring more years of study, allowing you to focus your attention in a particular field.

**Advanced Placement (AP) Program** A program of the College Board offering college-level curriculum and exams to high school students. Colleges often grant college course credit to students who achieve high scores on the exams.

**Apprenticeship** A combination of on-the-job training and related classroom instruction under the supervision of a professional in which workers learn the practical and theoretical aspects of a highly skilled occupation.

**Associate degree** An academic degree earned after completing a two-year course of study. Community colleges, technical colleges, and junior colleges offer associate degrees.

**Bachelor’s degree** An academic degree awarded for an undergraduate course of study, which generally takes four years to complete but can take more or less time. Students may earn a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.). The B.S. usually requires more math or science coursework.

**Certificate** is earned upon completion of a 6–12 month program. Certificates can be obtained at community colleges, private training centers and colleges, and Texas workforce development training centers.

**Class rank** The position (academic standing) of a student in his or her graduating class, as determined by the high school.

**Cost of attendance** All the expenses of college, which include tuition and fees, books and supplies, and a student’s living and travel expenses while attending school. The cost of attendance, which is estimated by the school, is compared with the student’s expected family contribution to determine the student’s need for financial aid.

**Credentialing** A process used to evaluate the qualifications and practice background of an individual to determine if they have efficient skills necessary to fulfill the defined industry requirement.

**CSS/Financial Aid Profile** A web-based financial aid application of the College Board used by some colleges, universities, and private scholarship programs to award their private financial aid funds.

**Deferred admission** Permission offered by some colleges to students to postpone enrollment, usually for one year, after acceptance to college.

**Dependent student** For financial aid purposes, the term is used to define eligibility for types of aid, regardless of whether or not the student lives with a parent, receives financial support from a parent, or is claimed on a parent’s tax return.

**Early Action (EA)** An admissions offer that the student receives earlier than the standard response date but that does not require acceptance until the regular decision date.

**Early Decision (ED)** Students with a strong interest in one college apply early (usually by November or December) with the agreement that if accepted they commit to attending that college.

**Education tax credits/deductions** Offered by the federal government to offset the costs of education. The American Opportunity (Hope Credit extended) and the Lifetime Learning Credit are current education credits. Credits can be as much as $1,500 per dependent student annually. Check www.irs.gov for up-to-date information.

**Endorsements** A related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

**Fees and Fee Waivers** Colleges and testing agencies charge application fees. Students who meet certain income guidelines may receive fee waivers (meaning fee does not have to be paid to take the exam). Check with guidance counselors or educational organizations for more information.

**Financial need** The difference between the cost of attendance and the family’s expected contribution.
Financial literacy The ability to understand how to manage money to make better informed judgments and effective decisions about its use.

Grade point average (GPA) A system schools use for evaluating the overall scholastic performance of students. The most common system of numerical values for grades is A=4, B=3, C=2, D=1, and E or F=0. Higher points are usually awarded for Dual Credit, Pre-Advanced Placement, Advanced Placement (AP), International Baccalaureate (IB), International Scholars (IS), and Advanced CTE.

International Baccalaureate (IB) is a two-year educational program for high school students that provides an internationally accepted qualification for entry into higher education and is recognized by universities worldwide.

Net Price Calculator An online calculator, required by the government, found on each college’s website to provide families with an early estimate of financial aid for which a student might qualify. It provides estimates only. Search NET PRICE CALCULATOR at http://netpricecalculator.collegeboard.org/.

Pell Grant A federal government program that provides grants, based on need, to undergraduate students.

Rolling admissions An admission process where colleges begin reviewing and making acceptance decisions as applications are received. These colleges generally have a later application deadline or no deadline at all. It is still important to apply early to receive the maximum financial aid.

State and Federal Grant and Scholarship Programs State and Federal Grants and Scholarships provide financial aid that does not have to be repaid. Some grants and scholarships require the student to maintain a certain grade point average (GPA) or take certain courses. Most grants are awarded on the basis of financial need. Search College for All Texans at http://www.collegeforalltexas.org/.

STEM An acronym for science, technology, engineering, and mathematics. There are some scholarships specifically for students studying STEM majors.

Supplemental Educational Opportunity Grant (SEOG) Program A federal program, administered by colleges, that provides grants for undergraduate students on the basis of exceptional financial need.

Student Aid Report (SAR) A report sent to students in response to filing the FAFSA. The SAR contains information the student provided on the FAFSA as well as the federally calculated result; the financial aid office uses this information to determine the student’s eligibility for the federal Pell Grant and other federal student aid programs.

Unmet need The difference between a student’s total available resources and the total cost of the student’s attendance at an academic institution.

Verification A procedure colleges use to check the information reported on the FAFSA, usually by requesting a copy of the tax returns filed by the student and, if applicable, the student’s parent(s) and spouse.

Wait list A list of students who meet the admissions requirements of a college but will be offered a place in the class only if space becomes available.