<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CIP CODE</td>
<td>15.1301</td>
<td>46.0000</td>
<td>46.0301</td>
<td>46.0302</td>
<td>46.0401</td>
<td>46.0503</td>
</tr>
<tr>
<td>PROGRAM TITLE</td>
<td>Drafting and Design Trades, General</td>
<td>Electrical and Power Transmission Installation/Installer, General</td>
<td>Electrician</td>
<td>Building/Property Maintenance</td>
<td>Plumbing Technology/Plumber</td>
<td>Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician</td>
</tr>
</tbody>
</table>

**GROUP 1: FOUNDATIONAL COURSES (Minimum Selection: 1)**

- Production Technology
- Communication Technology
- Introduction to Technology and Engineering (Industrial)
- Foundations of Technology
- Energy Utilization Technology
- Transportation Technology
- Beginning Drafting
- Intro. to Engineering Design

**GROUP 2: SKILL COURSES (Minimum Selection 1)**

- Architectural Drafting I
- Architectural Drafting II
- Mechanical Drafting I
- Mechanical Drafting II
- Drafting
- Civil Engineering & Architecture (PLTW)
- Masonry I
- Masonry II
- Wall Finishing I
- Wall Finishing II
A quality program delivers all required elements* and a variety of additional elements. CTE program elements include: a sequence of courses* each educational entity offering approved courses provides assurance that the course content includes at a minimum the state course description*, (State course descriptions are available at [http://www.isbe.net/career/html/cte_industrial_ed.htm](http://www.isbe.net/career/html/cte_industrial_ed.htm)), meets the state’s minimum requirements for course offerings by program contain a minimum of two (2) credits of instruction*, curriculum aligned to state recognized learning standards and industry standards, career pathway guidance, resources to support program/course delivery (licensed and qualified staff, appropriate facilities, adequate equipment, instructional materials, work-based learning experiences, special populations support services, active affiliated SkillsUSA and/or TSA chapter), articulation/dual credit agreements, documentation of state agency certification or licensing requirements for occupations regulated by law or licensure, and content which prepare students for reflective of current labor and opportunity for cooperative education as a structured capstone course. Foundational courses are suggested to be taught at the 9th and 10th grade levels. Skill level courses are suggested to be taught at the 10th – 12th grade levels.

<table>
<thead>
<tr>
<th>ADDITIONAL PROGRAM COURSES</th>
<th>Cooperative Education</th>
<th>Cooperative Education</th>
<th>Cooperative Education</th>
<th>Cooperative Education</th>
<th>Cooperative Education</th>
<th>Cooperative Education</th>
</tr>
</thead>
</table>

Updated 03/18