Maryland CTE Program of Study

## Academy of Health Professions Program Proposal Form

Maryland State Department of Education

Division of Career and College Readiness

200 West Baltimore Street

Baltimore, Maryland 21201-2595

This agreement is between the Division of Career and College Readiness (DCCR), Maryland State Department of Education (MSDE), and the local school system listed below.

**LOCAL SCHOOL SYSTEM INFORMATION –** Complete the information requested below, including the original signature of the CTE Local Director.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | | | | | | | |  | | | | | | | |
| Name of CTE Local Director: | | | | | | |  | | | | | Phone: | | |  | |
| LSS Career Cluster: | | | | | **Health and Biosciences** | | | | | | | | | | | |
| LSS Program Title: | | | **Academy of Health Professions (AHP)** | | | | | | | | | | | | | |
| Pathway Options: | 1. | | | | | | | | | 2. | | | 3. | | | |
| Value Added Options: | | yes no | | | | This program provides students the opportunity to earn early college credit. The academic and technical course sequences for both secondary and postsecondary programs are included herein. | | | | | | | | | | |
| yes  no | | | | Enclosed is a copy of the articulation agreement (Copy required for CTE program approval if the program is articulated with a postsecondary education provider). | | | | | | | | | | |
| yes no | | | | This program provides students with the opportunity to earn an industry-recognized credential. The credential is identified herein. | | | | | | | | | | |
| Program Start Date: | | | |  | | | | | | |  | | |  | | |
| Signature of CTE Local Director: | | | | | | | |  | | | | | | Date: | |  |
| Signature of Local Superintendent: | | | | | | | |  | | | | | | Date: | |  |

**TO BE COMPLETED BY MSDE/DCCR**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date Program Proposal received by CTE Systems Branch: | | | |  | | | | |
| CTE Control Number: | |  | | | Fiscal Year: | |  | |
| CIP Number: | Program: **51.0050** | | Pathway  Option 1: | | | Pathway  Option 2: | | Pathway  Option 3: |
| MSDE Cluster Title: | |  | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Approval Starts FY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  | | |
|  |  |  | | |
| Signature, Assistant State Superintendent, Career and College Readiness | | |  | Date |

**CTE Secondary Program Proposal Contents**

**STEP 1A: PROGRAM ADVISORY COMMITTEE MEMBERS AND THEIR AFFILIATIONS**

Complete the list of the Program Advisory Committee (PAC) members. Members should include employers, local workforce development representatives, economic development personnel, business, or labor representatives, and the remainder should include secondary and postsecondary, academic and technical educators and other stakeholders. Place a check in the appropriate box to indicate the role each person plays. Include all of the information requested for each entry. Use this form or a locally developed form – either one is acceptable as long as all information is provided.

# Program Advisory Committee List

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Membership: First entry should be the industry representative who is leading the PAC.** | | | | | | | | |
| PAC Leader Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

STEP 1B: DOCUMENTED LABOR MARKET DEMAND – Check the appropriate box below.

Demand exists

If evidence for labor market demand is not readily available, attach documentation to the proposal.

Check this box if there is a unique labor market demand for a program and data are not available from the Department of Labor, Licensing and Regulation (DLLR). If the occupation is new or emerging and no data exist, supporting evidence is submitted with the proposal (i.e. document local, national, or regional trends, local circumstances, or provide letters from employers or local economic/workforce development offices documenting employment demand including the projected number of openings by pathway).

**STEP 2A: PROGRAM OVERVIEW** – After determining the cluster and pathway options, identify the standards used to develop the CTE program of study. Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.

|  |  |
| --- | --- |
| **Indicate the title and source of the skills standards for this program: Academy of Health Professions** | **National Healthcare Foundation Standards** |
| **Program Overview: Program Overview:**  The Academy of Health Professions (AHP) uses project and problem-based learning, clinical and internship experiences, and classroom and lab instruction to teach students about the field of healthcare. Students are introduced to healthcare knowledge and skills through two foundation courses*: Foundations of Medicine and Health Science* and *Structure and Functions of the Human Body*. These two courses, with content developed by Stevenson University, are required in all AHP programs of study. The lessons, activities and case studies for the two required courses as well as content for the AHP specialty courses can be found on [MSDE Blackboard](https://msde.blackboard.com/). A logon and password are required to access the content. There are end-of-course assessments, developed by Stevenson University, for the two foundation courses. Students who pass the end-of-course exams as well as successfully complete the program of study will be eligible for transcripted credit through Stevenson University.  There are several courses and course combinations that students may take to complete the four-course sequence. Within the AHP there are opportunities for students to apply what they are learning to real-life healthcare situations in a *Medical Specialty* course. Students pursuing this option will also participate in a supervised *Clinical Experience* or an *Allied Health Internship.* Students will also have the opportunity to earn state and/or nationally recognized certifications. AHP students may also enrollin *an Allied Health Pre-Requisite Course* at the local community college. The *Allied Health Pre-Requisite College Course* must be credit-bearing and either be a required course in an Allied Health program sequence at the college or a pre-requisite to a competitive entry Allied Health program at the college.  Within the course sequence of the Academy of Health Professions students will:   * Explain the systems of the human body, their structure and function, and their interdependence on each other. * Describe the effect of external forces upon human body systems; * Demonstrate the scientific process, healthcare related problem-solving skills and the application of healthcare technologies; * Use concepts of biology, chemistry, physics, and mathematics to solve healthcare related problems; * Apply science concepts in the assessment and delivery of medical and healthcare services; * Demonstrate the scientific process and use problem-solving skills in medical and healthcare settings; * Evaluate the impact of enhanced technology on the healthcare delivery system; * Make informed decisions based on critical thinking and problem solving skills; * Demonstrate effective communication skills through reading, writing, listening and speaking; * Identify career areas of interest within healthcare and make informed decisions about career options, educational requirements and career preparation; * Describe systems theory and its components; * Perform mathematical calculations related the healthcare industry; * Demonstrate appropriate professional behaviors required of the healthcare professional; * Present information visually, verbally and in written form to peer and professional audiences utilizing a variety of methods; and * Perform basic first aid skills and obtain CPR and first aid certification from a recognized provider such as the Red Cross or the American Heart Association. * Have an opportunity to participate in SkillsUSA and the Professional Development Program.   In order to prepare graduates for employment, further education, and to achieve dual completer status students in the AHP program are expected to enroll in college preparatory core academic courses during each year of high school and are required to take the appropriate allied health certification and/or credentialing examinations consistent with their program of study. Dual completers are students who complete both a CTE approved program of study and meet the University System of Maryland’s (USM’s) admissions requirements. The CTE Director will complete and obtain the necessary signatures on articulation agreement(s) as required. | |

**STEP 2B: COURSE DESCRIPTIONS AND END OF COURSE ASSESSMENTS** – Insert each CTE completer course title. Describe each course based on what students are expected to know and be able to demonstrate as a result of their participation. Check the assessment instrument(s) that will be used to document student attainment of the knowledge and skills included in each course and specify additional information as appropriate.

|  |
| --- |
| **Course Title: Foundations of Medicine and Health Science – Required: All AHP students must take this course.**  **Course Description:**  This course is designed to provide students with an overview of the therapeutic, diagnostic, environmental and information systems of the healthcare industry. Students will begin to prepare for a medical or health science career by developing a broad understanding of the cluster and pathways in the Health and Biosciences Cluster. Students will learn about ethical and legal responsibilities, as well as the history and economics of healthcare. Students will engage in processes and procedures that are used in the delivery of essential healthcare services. As students learn to use medical terminology within a variety of medical and healthcare environments, they will develop the Skills for Success, academic, and technical skills necessary to function as a health professional. It is recommended that students complete or be concurrently enrolled in Biology to understand the concepts of Anatomy and Physiology and Pathophysiology introduced in this course. By the end of the course students will be able to:   * Explain the basic structure and functions of human body systems in health and illness; * Demonstrate how to maintain a safe environment for the patient, self and others; * Perform technical procedures used in a variety of medical settings; * Accurately use medical terminology; * Read, understand, evaluate and interpret a variety of media, including research reports, related to healthcare issues; * Accurately perform mathematical operations and calculations related to healthcare; * Demonstrate knowledge of current information and medical technologies; * Analyze ethical and legal considerations in healthcare in order to make informed decisions; * Evaluate the career options available in the health and biosciences cluster; * Apply science concepts in the assessment and delivery of medical and healthcare services; * Perform basic first aid skills and obtain first aid certification from the American Heart Association; and * Perform techniques related to infection control while identifying various pathogenic microorganisms and various modes of transmission.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify) Developed and administered by Stevenson University. Will lead to transcripted credit.  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify |
| **Course Title: Structure and Functions of the Human Body– Required: All AHP students must take this course.**  **Course Description:** Students in this course study the structure and functions of the human body, including cellular biology and histology. Systematic study involves homeostatic mechanisms of the integumentary, skeletal, muscular, circulatory, nervous systems and special senses. Students will investigate the body’s responses to the external environment, maintenance of homeostasis, electrical interactions, transport systems, and energy processes. Students will conduct laboratory investigations and fieldwork, use scientific methods during investigations to solve problems and make informed decisions. Students will learn the medical terminology related to body systems. It is recommended that students have completed biology and be concurrently enrolled in chemistry.  By the end of the course students will be able to:   * Analyze the relationships between the anatomical structures and physiological functions of the systems of the human body and how they relate to disease; * Implement investigative procedures by posing questions, formulating testable hypotheses, selecting appropriate methods and technology, and solving problems; * Organize, analyze, evaluate, make inferences and predict trends from data; * Accurately use various diagnostic and therapeutic technologies; * Apply science concepts in the assessment and delivery of medical and healthcare services; * Evaluate cause and effect of disease, trauma, and congenital defects on the structures and function of cells, tissues, organs, and systems; * Analyze the interrelationship of body systems and their role in the chemical and physical processes of homeostasis; * Analyze and explain the chemical reactions that occur in the human body; * Identify the effects of environmental factors on the human body and its systems; * Describe the various types of tissues that are found in the human body; * Accurately define, effectively use, and transcribe medical vocabulary related to healthcare; * Use directional terms and anatomical planes related to body structure and systems; and * Accurately use medical terminology. * Analyze the impact of healthcare delivery services and regulatory agencies within the context of a global economy * Compare and contrast cultural and life-span considerations; * Compare and contrast the historical significance of medicine with present practice and future advances; * Understand systems and construct a general systems model using inputs, throughputs, and a feedback loop; * Analyze global healthcare issues and predict future trends.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify) Developed and administered by Stevenson University. Will lead to transcripted credit.  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify |
| **Course Title: Medical Specialty - The local school system will indicate which specialized course(s) it will be offering.**  Students are prepared for actual experience in the clinical setting with a focus on the specific knowledge, skills and abilities that relate to the specialized course. Clinical internships, if required in the specialty area, will align with requirements set forth by the governing boards. Students in a specialized course will take the appropriate credentialing and/or end-of-course exam at the completion of the course.  Each local school system will describe one or more healthcare courses they will offer that provide students an opportunity to focus on a specialized area of healthcare. Currently, MSDE has approved specialized courses in Certified Nursing Assistant (CNA), Pharmacy Technician, Dental Assistant, Certified Clinical Medical Assistant (CCMA) and Physical Rehabilitation. The proposal must indicate that the school system has received approval from the appropriate governing board to offer the program, where required, (e.g. Maryland Board of Nursing for CNA, Maryland Board of Pharmacy for locally developed Pharm Tech course, Maryland State Board of Dental Examiners for Dental Assisting). In general students will be able to:   * Accurately use medical terminology; * Effectively apply written, verbal and non-verbal communication skills; * Practice ethical and professional behavior and respect confidentiality; * Perform Healthcare Provider CPR and obtain certification from the American Heart Association, where appropriate; * Earn industry recognized credentials or certifications (as appropriate); * Incorporate various diagnostic and therapeutic technologies as they relate to patient care; * Demonstrate proficiency in clinical and medical settings; * Demonstrate knowledge of human growth and development in relation to patient care; and * Demonstrate proficiency in one or more specialty area(s).   Indicate which specialty courses will be offered:  **Certified Nursing Assistant** – This course must be approved by the Maryland Board of Nursing (MBoN).  **Course Description:** Students partipate in classroom, lab-based and clinical experiences that prepare them for employment in acute or long-term care facilities. Upon completion of this course students take the Certified Nurisng Assistant (CNA) ceritifctaion exam.    Students in this course will:   * Complete the required theory hours as set by the Maryland Board of Nursing; * Complete the required clincial hours as set by the Maryland Board of Nursing at a clinical site approved by the MBoN (see the Clinical Internship Option under AHP Internship Options); * Understand the role of the CNA; * Practice infection control; * Demonstrate how to safely assist patients with mobility and positioning; * Effectively demonstrate patient hygiene techniques; * Demonstrate accurate data collection methods; * Demonstrate effective communication skills; * Understand the legal and ethical considerations of being a CNA; and * Demonstrate competencies in order to pass the written and practical Nursing Assistant Certification Exam.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment: Must be approved by the Maryland Board of Nursing  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification: (specify for each specialized course) Certified Nursing Assistant  Nationally recognized examination: (specify  **Pharmacy Technician**  **Course Description:** Students partipate in classroom, lab-based and optional allied health internship experiences that prepare them for employment as Pharmacy Technicians. School systms have two options for the Pharmacy Technician Course. They are as follows:   * **Maryland Board of Pharmacy Program Approval Option** : A school system may develop a course and final exam that must be approved by the Maryland Board of Pharmacy. This option **must** include a clinical experience, of 160 hours, for students. This option requires that the school system submit the course content and final exam to the Maryland Board of Pharmancy for approval. For information on the program application and approval process go to the [Pharmacy Board’s web site](http://www.dhmh.state.md.us/pharmacyboard/license/tech/index.htm). * **Nationally Recognized Exam Option:** Maryland Board of Pharmacy approval for this Phamacy Technican course option is NOT required. A school system may offer students the opportunity to take one of two nationally recognized Pharmacy Technician Exams. They are the [Pharmacy Technician Certification Board](https://www.ptcb.org) (PTCB) exam or the [ExCPT](http://www.nhanow.com) exam.Both of these exams are approved by the Maryland Board of Pharmacy. To sit for the ExCPT exam each candidate must be within no more than 30 days of successful completion of all requirements needed to obtain a high school diploma or the equivalent.   To sit for the PTCB exam, the student must be a high school graduate. To receive certification as a ***Pharmacy Technician through the Maryland Board of Pharmacy, students must present passing scores on either of the two exams listed above, and meet all other requirements set forth by the Maryland Board of Pharmacy,including proof of age, citizenship and submitting to a criminal background check.***  Students completing the Pharmacy Technican specialty course (either the locally developed or national exam route) will:   * Understand the roles and responsibilities of the pharmacy technician; * Demonstrate knowledge of prescription medications including strengths/dosages, dosage forms, and physical appearance; * Understand the dispensing process, third party prescriptions, extemporaneous compounding * Perform pharmaceutical calculations; * Demonstrate effective communication skills; * Demonstrate the professional standards for preparing, labeling, dispensing, storing, prepackaging, administering and distributing medications; * Demonstrate knowledge of disease states to include but not limited to Hypertension, Hypercholesterolemia, Diabetes, Arthritis, Ulcers, Asthma and Infectious diseases; * Understand confidentiality as well as other Federal and State laws and regulations governing the practice of pharmacy; * **For Maryland Board of Pharmacy Program Approval Option:** Complete the required clinical experience at a clinical site approved by the Maryland Board of Pharmacy (see the Clinical Internship Option under AHP Internship Options); * **For Nationally Recognized Exam Option:** Complete an internship that aligns to the requirements of the Allied Health Internship Option; and * Demonstrate competencies in order to pass a Maryland Board of Pharmacy recognized Pharm Tech certification exam.   Teacher-designed end-of-course assessment (must be approved by the Board of Pharmacy)  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam:  Nationally recognized examination: The Board of Pharmacy accepts two nationally recognized Pharmacy Technician credentialing exams. They are (please indicate which exam the students in your program will be prepared to take):  Pharmacy Technician Certification Board exam (PTCE)  ExCPT exam through the National HealthCareers Association  **Dental Assistant**  **Course Description:** Students partipate in classroom, lab-based and optional allied health internship experiences that prepare them for employment as Dental Assistants. Upon completion of the course students will take two certification exams: Maryland General Chiarside Exam and the Dental Assisting National Board Radiation Health and Safety (RHS). This course must be approved by the Maryland State Board of Dental Examiners.  Students completing the Dental Assistant specialty option will:   * Explore a variety of dental careers and develop job seeking skills; * Demonstrate communication skills; * Demonstrate competency in the maintenance of standard precautions and medical asepsis in the clinical area; * Perform instrument sterilization procedures; * Identify and use common equipment used by Dental Assistants; * Identify and perform basic procedures in patient oral care; * Identify and perform procedures for abscessed teeth; * Make mandibular impressions; * Perform structure placement and removal; * Perform crown procedures; * Identify the dental anatomy; * Perform x-ray imaging including troubleshoot measures; * Adhere to HIPAA laws regarding confidentiality in health care settings; * Demonstrate competencies in order to pass the Dental Assisting National Board Radiation Health and Safety (RHS) and the Maryland General Exam (MDG); and * Apply for certification through the Maryland State Board of Dental Examiners.     **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: Maryland General Chairside Exam (MDG)  Nationally recognized examination: Dental Assisting National Board Radiation Health and Safety (RHS)  **Certified Clinical Medical Assistant (CCMA)**  **Course Description:** The Certified Clinical Medical Assistant (CCMA) is a multi-skilled healthcare practitioner who is competent in both clinical and administrative procedures. This specialty course will prepare students to take the National Healthcareers Association (NHA) Certified Clinical Medical Assistant test. All students are required to take this exam in order to complete the program. Passing the CCMA test will award students an NHA Provisional CCMA Certificate which, upon high school graduation, can be transferred to a full NHA CCMA certification. Students in this specialty course may participate in an Allied Health Internship where they will have the opportunity to practice and demonstrate the competencies associated with CCMA.  Students are prepared for actual experience in the clinical setting with a focus on the specific knowledge, skills and abilities that relate to the specialized course.  **Course Objectives**   * Understand the role of the Clinical Medical Assistant. * Practice infection control and body mechanics. * Demonstrate how to safely assist patients with mobility and positioning. * Effectively demonstrate patient hygiene techniques. * Understand proper techniques in phlebotomy procedures. * Understand proper techniques in EKG procedures. * Demonstrate accurate data collection methods. * Demonstrate effective communication skills including educating patients. * Demonstrate how to maintain and manage medical records. * Understand the legal and ethical considerations of being a Clinical Medical Assistant; and * Demonstrate competencies in order to pass the NHA CCMA test. * Measure and record vital signs. * Prepare exam rooms and manage the inventory of clinical supplies. * Clean and sterilize medical equipment. * Administer injections, as well as topical or oral medications, and perform dosage calculations. * Perform venipuncture and point-of-care testing. * Participate in an Allied Health Internship: The Allied Health Internship should provide the students with the opportunity to practice many of the skills that will be required of them as Clinical Medical Assistants, such as obtaining patient vital signs, phlebotomy and EKG procedures and certain lab procedures. * Demonstrate proficiency at basic patient assessment skills, procedures and measurements. * Identify HIPAA regulations and demonstrate effective communication skills in the medical office setting. * Demonstrate basic medical office administrative procedures including insurance, billing, coding, and appointment/procedure scheduling. * Identify the components of Medical Law and Ethics pertaining to the medical office setting. * Demonstrate proficiency at various diagnostic tests and procedures performed in the medical office setting. * Assisting with Special Procedures * Understand proper procedures for the Chain of Custody   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam:  Nationally recognized certification examination: National HealthCareers CCMA exam  **Physical Rehabiliation**  **Course Description:** The Physical Rehabilitation course is designed to expose students to varied careers related to the physical and occupational therapy field. This course integrates concepts of physical therapy, occupational therapy, kinesiology and athletic training. Students will focus on musculoskeletal, neuromuscular, cardiopulmonary and Integumentary related injuries, diseases and disorders. In addition students will also focus on preventative activities, therapeutic practices and rehabilitation. Students are prepared for actual experience in the clinical setting with a focus on the specific knowledge, skill and abilities that relate to physical rehabilitation and/or occupational therapy.  **Course Objectives**   * Demonstrate effective oral and written communication skills * Explore a variety of physical rehabilitation careers and develop job seeking skills * Demonstrate proper infection control and safety using standard precautions * Demonstrate how to safely assist patients with transfer, mobility and positioning * Detect abnormal structure and function of the human body and identify common injuries * Identify the strengths and weakness of alternative solutions, conclusions or approaches to basic therapeutic care problems using logic and reasoning * Generate and implement comprehensive rehabilitation programs for basic therapeutic needs * Apply basic diagnostic, protective or injury preventive devices and skills such as taping and therapeutic heat and cold * Effectively describe and/or assist with therapeutic modalities * Demonstrate and understanding of ethical, legal, and safety practices as it relates to therapeutic healthcare * Demonstrate an understanding of anatomy and physiology * Evaluate the impact of risky behaviors and develop strategies for optimal wellness and physical fitness * Demonstrate accurate data collection methods * Earn clinical setting hours for application to college PT/PTA or Athletic Training programs   Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam:  Nationally recognized examination:  **Other Medical Specialty Course:** A program offering this Medical Specialty Course Option would require the approval from the Career and Technology Education Program Review Panel. There are two course options   * Medical Specialty Course being offered by a local school system must:   + Lead to an industry certification or credential; and/or   + Lead to transcripted credit; and/or   + Lead to articulated credit. * Medical Specialty Course being offered by a third party must occur under a Memorandum of Understanding between the school system and the provider and must adhere to the following criteria: * Be a course or series of courses that lead to an industry certification or credential; * Assign a local school system course number so that the grade will appear on the student’s transcript along with the number of credits earned; and * Issue a grade to the student;   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam:  Nationally recognized examination: |
| **Course Title: Academy of Health Professions Internship Options**  AHP students will participate in a work-based learning opportunity. Depending upon in which Medical Specialty Course the student is enrolled, they will also enroll in one the internship courses described below. Indicate the Internship Option(s) that will be offered by the school system.  **Clinical Internship:** The Clinical Internship is designed to give students supervised practical application of previously studied theory. It may be required to earn the industry credential as with Certified Nursing Assistant and the Maryland Board of Pharmacy Program Approval Option for Pharamcy Technician. A Clincial Intenship may have to meet specific guidelines set by a thrid party, such as the Maryland Board of Nursing or the Maryland Board of Pharmamcy. Please indicate for which Medical Specialty Course a Clinical Internship will be required:  Certifed Nursing Assistant  Pharmacy Technician (if applicable)  Other Medical Specialty Course (if applicable)  **Allied Health Internship:** This option is for students who complete the first two required courses (*Foundations of Medicine and Health Science* and *Structure and Functions of the Human Body*) and choose to enroll in an extended internship to complete the AHP Program of Study. The internship for these students must be at least two (2) credits. **Students enrolled in a Medical Specialty Course, such as the Nationally Recognized Pharmacy Technican Exam Specialty Course or the CCMA Course, that do not have a specific, required clinical experience aligned to the content, should also choose this internship option. These students should earn one (1) credit for the internship. Additionally, students enrolled in the Allied Health College Pre-Requisite (see below) course can choose this option.**  **Students participating in the extended internship experience will:**   * Secure an internship in a professional healthcare setting such as a hospital or physician’s office; * Have a resume that reflects their interest to pursue a career in Health Care; * Have an internship that is guided by an agreement among the student, their parent(s) their teacher(s) and the worksite mentor which includes specific technical and academic outcomes for the student;   + Participate in a school-based seminar class at least once per week to share experiences;   + Prepare a professional portfolio that aligns to the SkillsUSA portfolio requirements containing, but not limited to, an updated resume, school transcript, letters of reference, achievements and awards, community project participation, and projects;   + Complete a research paper and present it to a panel of industry representatives; and * Be supervised by an instructor and/or a work based learning agreement.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-program assessment  School system-designed end-of-program assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Other (i.e., Presenting a research paper based on a mentored project or other): (specify) |
| **Course Title: Allied Health Pre-Requisite Course offered by a college:** Students will participate in a credit-bearing college course through dual or concurrent enrollment. Upon approval by school administrators, students will have the option of enrolling in a postsecondary allied health prerequisite course. The course should be a college course in the allied health major or a pre-requisite science course directly related to allied health. Additionally, students will be required to develop a report and presentation summarizing the knowledge and experiences gained through taking the college course. If a research paper is a requirement of the college course, this paper can be presented and defended to a panel of industry representatives instead. Students may participate through dual enrollment or by attending class on campus.  **Students participating college course through direct or dual enrollment will:**   * Obtain parent’s, principal’s and instructor’s permission prior to enrolling in the course; * Turn in a copy of their college course transcript to the instructor of the Academy of Health Professions program; * Prepare a professional portfolio that aligns to the SkillsUSA portfolio requirements containing, but not limited to, an updated resume, school transcript, letters of reference, achievements and awards, community project participation, and projects; and * Actively participate in scheduled activities pertaining to college course and share course expectations/requirements with AHP teachers and students.     **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-program assessment  School system-designed end-of-program assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Other (i.e., Presenting a research paper based on a mentored project or other): (specify) |

STEP 2C: END-OF-PROGRAM ASSESSMENT - Check the assessment instruments that will be used to document student attainment of the program knowledge and skills. Include and identify assessments leading to industry recognized credentials if available and appropriate.

Teacher-designed end-of-program assessment

School system-designed end-of-program assessment

Partner-developed exam: (specify)

Licensing exam: (specify)

Certification or credentialing exam: (specify)

Nationally recognized examination: (specify)

**STEP 2D: Program Sequence Matrix (Include the program sequences for High School, Associate’s Degree, and Bachelor’s Degree programs)**

Identify the pathway options. Complete the matrix for the 9-12 program of study, and the articulated Tech Prep program sequence in the matrix for the two- or four-year college program of study. Indicate which courses receive CTE credit by placing the number of credits in parentheses after each CTE course title. Place an asterisk (\*) next to the course identified as the concentrator course indicating that the student has completed 50% of the program.

The CTE program matrix defines a planned, sequential program of study that consists of a minimum of four credits in CTE coursework in high school including work-based learning and/or industry-mentored projects. Work-based learning experiences or industry-mentored projects must be included in the program to obtain approval. The program matrix includes the recommended academic and CTE courses identified for the pathway and postsecondary linkages (i.e., dual enrollment, Tech Prep, transcripted and articulated credit).

CTE programs typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications and keyboarding are not included in the completer sequence because they provide prerequisite skills for both academic courses and CTE programs. Academic courses are counted only if they are tailored to serve mainly CTE students and have been revised to reflect industry skill standards. Technology Education or Advanced Technology Education courses are not acceptable for credit in the career and technology education program sequence.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Academy of Health Professions/ Certified Medical Specialty: Nursing Assistant Option** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | | Statistics  AP Mathematics |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics  AP Biology or AP Chemistry |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** |  |  | |  |
| Technology Education - 1 | **Technology Education** |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Foundations of Medical and Health Science  (1) | Structure and Functions of the Human Body (1) | | \*Medical Specialty Course (1): Certified Nursing Assistant  Clinical Internship (1) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  | Foreign Language | | Foreign language |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** Certified nursing assistant, geriatric nurse assistant, registered nurse | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Academy of Health Professions/Pharmacy Technician - Maryland Board of Pharmacy Approved Option** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | | Statistics  AP Mathematics |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics  AP Biology or AP Chemistry |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** |  |  | |  |
| Technology Education - 1 | **Technology Education** |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Foundations of Medical and Health Science  (1) | Structure and Functions of the Human Body (1) | | \*Pharmacy Technician – MD Board of Pharmacy Approved Course  Clinical Internship (1) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  | Foreign Language | | Foreign language |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** Pharmacy Technician, Pharmacists | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Academy of Health Professions/Pharmacy Technician – National Exam Option** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | | Statistics  AP Mathematics |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics  AP Biology or AP Chemistry |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** |  |  | |  |
| Technology Education - 1 | **Technology Education** |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Foundations of Medical and Health Science  (1) | Structure and Functions of the Human Body (1) | | \*Pharmacy Technician – National Exam Preparation Course (1)  Allied Health Internship (1) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  | Foreign Language | | Foreign language |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** Pharmacy Technician, Pharmacists | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Academy of Health Professions/Dental Assisting** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | | Statistics  AP Mathematics |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics  AP Biology or AP Chemistry |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** |  |  | |  |
| Technology Education - 1 | **Technology Education** |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Foundations of Medical and Health Science  (1) | Structure and Functions of the Human Body (1) | | \*Dental Assistant Course (1)  Allied Health Internship (1) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  | Foreign Language | | Foreign language |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** Dental Assistant, Dental Hygienist, Dentist | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Academy of Health Professions/Certified Clinical Medical Assistant** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | | Statistics  AP Mathematics |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics  AP Biology or AP Chemistry |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** |  |  | |  |
| Technology Education - 1 | **Technology Education** |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Foundations of Medical and Health Science  (1) | Structure and Functions of the Human Body (1) | | \*Certified Clinical Medical Assistant Course (1)  Allied Health Internship (1) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  | Foreign Language | | Foreign language |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** Medical Assistant, Registered Nurse | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Academy of Health Professions/Physical Rehabilitation Course** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | | Statistics  AP Mathematics |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics  AP Biology or AP Chemistry |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** |  |  | |  |
| Technology Education - 1 | **Technology Education** |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Foundations of Medical and Health Science  (1) | Structure and Functions of the Human Body (1) | | \*Physical Rehabilitation (1)  Allied Health Internship (1) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  | Foreign Language | | Foreign language |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** Physical Therapy Assistant, Physical Therapist, Occupational Therapist | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Academy of Health Professions/ Allied Health Internship Option** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | | Statistics  AP Mathematics |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics  AP Biology or AP Chemistry |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** |  |  | |  |
| Technology Education - 1 | **Technology Education** |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Foundations of Medical and Health Science  (1) | Structure and Functions of the Human Body (1) | | \*Allied Health Internship (2) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  | Foreign Language | | Foreign language |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Academy of Health Professions/Allied Health Pre-Requisite College Course** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | | Statistics  AP Mathematics |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics  AP Biology or AP Chemistry |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** |  |  | |  |
| Technology Education - 1 | **Technology Education** |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Foundations of Medical and Health Science  (1) | Structure and Functions of the Human Body (1) | | \*Allied Health Pre-Requisite College Course (1)  Allied Health Internship (1) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  | Foreign Language | | Foreign language |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Academy of Health Professions/Other Medical Specialty Option** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | | English 12 |
| Social Studies - 3 | US Government | World History | US History | | Economics  AP Economics |
| Mathematics - 3 | Algebra or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | | Statistics  AP Mathematics |
| Science - 3 | Physical Science | Biology | Chemistry | | Physics  AP Biology or AP Chemistry |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 | **Fine Arts** |  |  | |  |
| Technology Education - 1 | **Technology Education** |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Foundations of Medical and Health Science  (1) | Structure and Functions of the Human Body (1) | | \*Other Medical Specialty Course (please list title) (1)  Clinical Internship (1)  **Or**  Allied Health Internship (1) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  | Foreign Language | | Foreign language |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** | | | | | |

|  |  |
| --- | --- |
| **Two Year College Program Sequence – Program Overview**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before a program is identified as Tech Prep. *A copy of the Tech Prep Articulation Agreement is required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College/Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the Tech Prep program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
|  |  |
| **Semester 3** | **Semester 4** |
|  |  |
| **Provide a list of career options for students who complete the program:** | |

|  |  |
| --- | --- |
| **Four Year College Program Sequence – Program Overview**  **Complete this matrix if the program includes a four year degree option**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before a program is identified as Tech Prep. *A copy of the Tech Prep Articulation Agreement is required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College/Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the Tech Prep program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
|  |  |
| **Semester 3** | **Semester 4** |
|  |  |
| **Provide a list of career options for students who complete the program:** | |

STEP 2E: VALUE-ADDED OPTIONS – Fill in the name of the partnering college or agency. Specify the credential that students will earn. Under value-added, indicate the number of credits or hours granted. This information is required before a program can be designated as Tech Prep.

|  |  |  |  |
| --- | --- | --- | --- |
| **Option** | **Partner** | **Credential** | **Value added for CTE completers** |
| Dual Enrollment |  |  |  |
| Transcripted Credit | Stevenson University  – AHP University Affiliate |  | Under development |
| Articulated Credit |  |  |  |
| Credit by Exam |  |  |  |
| Advanced Placement |  |  |  |
| Apprenticeship Approved by MATC\* |  |  |  |
| Certification(s) | MD Board of Nursing  MD Board of Pharmacy  National Healthcareers Association (NHA) | CNA/GNA  Pharmacy Technician  CCMA | State and nationally recognized certifications |
| License |  |  |  |
| Degree |  |  |  |
| Other (specify) |  |  |  |

\*MD Apprenticeship and Training Council

**STEP 2F: INDUSTRY-MENTORED PROJECT OR WORK-BASED LEARNING OPPORTUNITIES**

Check each box that applies.

PAC members and other industry partners provide supervised (WBL) experiences and/or industry-mentored projects for all students who demonstrate performance of the competencies necessary to enter into this phase of the program. Supervised work-based learning experiences are required for all students demonstrating readiness to participate. For the few who do not participate, alternative capstone experiences should be provided (i.e., in school work experiences, a culminating project, or another experience comparable in rigor). Each type of work-based learning is defined in the glossary. Job shadowing is **not** acceptable for credit in a CTE program.

1.  Integrated WBL 2.  Capstone WBL 3.  Registered Apprenticeship  
4.  Internship 5.  Industry-Mentored Project 6.  In-school clinic or school-based enterprise

**STEP 2G: STUDENT ORGANIZATIONS PROVIDED TO STUDENTS IN THE PROGRAM**

Check each box that applies or specify if “Other” is selected.

Students will develop and apply technical and academic skills, as well as Skills for Success, through participation in:

DECA  FFA  SkillsUSA  FBLA  OTHER (specify)

**STEP 3: COMPLETE THE INSTRUCTIONAL PROGRAM DATA SHEET**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | |  | | | |
| Name of CTE local director: | |  | | Phone: |  | |
| LSS Program Title: |  | | | | CIP Code: |  |

*STEP 3.1 – DATA SHEET: PATHWAY OPTIONS*

|  |  |
| --- | --- |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |

*STEP 3.2 – DATA SHEET: INSTRUCTIONAL PROGRAM CREDIT BY GRADE(S)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Credits per year per pathway option as reflected by Course Sequences** | **9** | **10** | **11** | **12** | **TOTAL** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Total number of credits for program completion:**

*STEP 3.3 – DATA SHEET: CAREER AND TECHNOLOGY EDUCATION PROGRAM SITES*

|  |  |  |
| --- | --- | --- |
| **Pathway Options** | **School Name(s) Sites** | **School Number** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |