

New Hampshire Rigorous Programs of Study



Guidebook

*Based on the Development of the
NH Accounting and Health Science Technologies
Rigorous Plans of Study*



Logos Courtesy of

States' Career Clusters Initiative, 2010, www.careerclusters.org

New Hampshire Rigorous Programs of Study Guidebook

Based on the NH Accounting and Health Science Technologies Project

INTRODUCTION:

New Hampshire was awarded a federal grant from the Office of Vocational and Adult Education, US Department of Education to develop and implement Rigorous Programs of Study (2008-2010) that include statewide articulation agreements. In collaboration with the Community College System, Rivier College and Southern New Hampshire College, the New Hampshire Department of Education developed the Accounting and Health Science Rigorous Programs of Study which include Dual Enrollment options for students. This manual details a recommended process for the development and design of statewide Rigorous Programs of Study.

Secondary education in New Hampshire is funded by local community property taxes and governed by local community school boards. In postsecondary education, all colleges operate independently based on individual community and educational needs. The challenge of developing a statewide Rigorous Program of Study agreement is the establishment of communication and alignment between secondary and secondary, secondary and postsecondary, and postsecondary and postsecondary in a state where every entity is independent. In spite of this challenge, a great deal has been accomplished to align curriculum and develop dual enrollment opportunities for students.

Additionally, New Hampshire has developed Career Pathway Plans of Study (CPPOS). This work was merged with the National College & Careers Transitions Initiative Plan of Study. The development of CPPOSs providing a seamless educational pathway with dual enrollment opportunities from high school to the community college to four year institutions is on-going. The success of transcripted college credit taught at the secondary level is evident in the fact that New Hampshire now has over 300 courses identified as dual enrollment across ten colleges. NH will continue to identify new dual enrollment opportunities and their transferability.

This guidebook is intended to provide a step-by-step process for developing Rigorous Programs of Study utilizing the NH Career Pathway Plan of Study Model.

The work reported herein was supported under the Rigorous Programs of Study Initiative (V051C080016) as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

RIGOROUS PROGRAM OF STUDY DEVELOPMENT PROCESS:

Establish a core advisory group who will support and guide the development of the Rigorous Program of Study process for the identification and implementation in a career area. Major stakeholders may include representatives from secondary and postsecondary education, work force development agencies, and the business and industry community.

Choose a Program

Assess the following:

- Curriculum alignment
- National and/or State Competency Standards
- Accessible college partners
- Established relationships
- Potential for Dual Enrollment
- Workforce Development Information

SWOT Analysis

After a program is chosen, assess the following:

- Strengths
- Weaknesses
- Opportunities
- Threats

Build partnerships in a specific career pathway

Develop:

- A core team of key representatives from secondary, postsecondary institutions and industry
- Collaboration between:
 - Secondary and Postsecondary
 - Two-year institutions
 - Two and four-year institutions

Plan

Introductory meeting of all stakeholders to:

- Establish parameters for the project
- Review SWOT Analysis
- Develop Action Plan
 - Goal
 - Objectives
 - Timeline
- Create communication system, such as:
 - Blackboard Site
 - List Serve
 - Facebook

Develop Program Competencies (what a student completing a program should know and be able to do)

- Research National Career Clusters Knowledge and Skills
- Research Industry Standards
- Develop State Standards based on an Analysis of National and Industry Standards
- Determine core competencies appropriate for your state
- Conduct a statewide review by representatives from:
 - Industry
 - Postsecondary
 - Secondary
 - Other significant stakeholders i.e.: licensing board
- Align competencies with state core academic standards – identify the core academic standards that exist within the program competencies i.e. : English, Math, Science
- Analyze input from stakeholders
- Create draft document
- Follow your state’s approval process
- Disseminate final document (See Attachment 1)

Develop Knowledge, Content and Skills (what students need to know and be able to do and upon which they will be assessed) This process may be done concurrently with competency development.

- Determine which Knowledge, Content and Skill(s) best addresses each competency
- Utilize same process as in developing competencies
- Incorporate the Carl D. Perkin’s All Aspects of Industry into the appropriate knowledge, content and skill area for which the students will be assessed

Develop Rigorous Technical Curriculum

- Align existing curriculum to new competencies, or
- Develop a new curriculum (if one does not already exist) to represent the new competencies

Determine postsecondary options

- Conduct a gap analysis of secondary and postsecondary competencies.
- Determine which of the following apply:
 - Aligned curriculum
 - Fill in gaps at the secondary level creating a seamless transition from the secondary to postsecondary program
 - Ensure no remediation will be required
 - Develop Memorandum of Understanding (MOU)
 - Articulated credit
 - Ensure student performance aligns with postsecondary expectations for a given course(s)
 - Create a memorandum of understanding that clearly outlines the criteria necessary for the student to receive the college credit. (See Attachment #2)
 - Dual enrollment (See Attachment 3, 4 and 5)
 - Determine teacher credentials
 - Utilize or design postsecondary course syllabus

- Determine Textbooks and Resources (ie: software and equipment)
- Develop or choose third-party end-of-program assessment
- Establish course credit fees

Create the Rigorous Career Pathway Plan of Study (See Attachment 6)

- Follow national model and create state design
- See Appendix for a detailed description of the entire process

Market

- Professional Development
 - Guidance and Career Guidance counselors
 - CTE teachers and administrators
 - College Admissions and Advising personnel
 - Secondary School administrators
- Brochures & Posters
- Career Fairs
- Job Fairs
- Teacher/Parent Events
- Website

Accountability/Data Collection

- Track remediation rates in the Community College System of New Hampshire
- Track students participating in dual enrollment courses from secondary through postsecondary
- Use National Clearinghouse to identify continued postsecondary participation

Anticipated Expenses

- Project Manager: Plans, develops, implements, oversees and completes the activities outlined in this manual
- Meetings: Related to activities outlined in this tool kit and require venue, refreshments, supplies, equipment and stipends for participants
- Travel: Attendance at meetings
- Stipends: Project-based work such as curriculum development and related assessments
- Marketing: Develop and disseminate marketing materials

Project Review

Evaluation

- Evaluate on a quarterly basis
 - Progress of the development of the career pathway
 - Progress of dual enrollment opportunities
 - Use of assessment instruments
 - Monitor expenses
- Framework for Future Work
 - Reconnect project participants as staff and program changes occur
 - Update agreements and program of study as needed
 - Evaluate process and document future modifications

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Business, Management and Administration

Program Name: Accounting Technology/Technician and Bookkeeping CIP: 520302

Effective 01/10

National Standard: National Business Education Association

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
1.Understand and describe accounting regulations	1. Explain Generally Accepted Accounting Principles (GAAP). AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Discuss the use of Generally Accepted Accounting Principles (GAPP) - Research GAPP and create a report, presentation, or a compare/contrast chart analyzing one of the principles.	1	2	3	4
	1	2	3	4			
	2. Explain the impact of the Sarbanes-Oxley legislation (SOX).		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Discuss the use of Sarbanes-Oxley (SOX) - Research SOX and create a report or presentation on the impact of the legislation.	1	2	3	4
	1	2	3	4			
3. Explain the role of the Public Company Accounting Oversight Board (PCAOB).		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Discuss the role of the Public Company Accounting Oversight Board (PCAOB) - Research PCAOB and create a report describing the role of the PCAOB.	1	2	3	4	
1	2	3	4				
4. Explain International Financial Reporting Standards (IFRS).		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Discuss IFRS -Research and report IFRS	1	2	3	4	
1	2	3	4				

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Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

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Reviewed by Postsecondary

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2.Understand, analyze, classify, record, and summarize financial data	5. Explain the accounting cycle. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -List the elements of the Accounting Cycle -Perform the elements of the Accounting Cycle	1	2	3	4
	1	2	3	4			
	6. Demonstrate the effects of transactions on the accounting equation.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Describe why the Accounting Equation has to balance. -Determine how transactions change an accounting equation -Prove the accounting equation	1	2	3	4
	1	2	3	4			
	7. Categorize and classify accounts.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Complete a chart of accounts	1	2	3	4
1	2	3	4				
8. Journalize and post transactions.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Analyze, record and post transactions.	1	2	3	4	
1	2	3	4				
9. Review corporate annual reports.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Discuss the types of annual reports and the use of financial ratios -Review samples of different companies annual reports	1	2	3	4	
1	2	3	4				

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	10. Prepare financial statements and utilize financial ratios. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Prepare an income statement -Prepare a balance sheet -Discuss the use of financial ratios in accounting -Compare and contrast financial statement results to industry standards and make recommendations.	1	2	3	4
1	2	3	4				
3.Understand and identify cash controls	11. Explain cash internal control procedures. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Explain cash control procedures -Explain the nature of a voucher system -Prepare vouchers -Analyze, record and post entries using a voucher system	1	2	3	4
	1	2	3	4			
	12. Journalize and post entries to establish and replenish petty cash.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Analyze, record and post entries to establish and replenish petty cash -Prove petty cash	1	2	3	4
1	2	3	4				
13. Journalize and post entries related to banking activities. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Analyze and prepare different banking transactions including EFTs, debit/credit cards, dishonored checks, deposit slips, checks and bank fees - Analyze, record and post transactions -Prepare different types of check endorsements -Analyze and record the process of voided checks	1	2	3	4	
1	2	3	4				

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4. Understand and perform accounting functions specific to a service and merchandising business	14. Explain the characteristics of a service business and a merchandising business. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 2. Management: Discuss the different forms of management and ownership within this industry.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Compare/contrast the differences and similarities between a service business and a merchandising business	1	2	3	4
	1	2	3	4			
15. Explain the concept of, and demonstrate the use for, a general journal as well as a special or combination journal. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Compare/contrast the differences and similarities between general and special, and combination journals -Analyze, record and post transactions into the appropriate journal and ledger	1	2	3	4	
1	2	3	4				
5. Understand and perform accounts payable and accounts receivable functions	16. Analyze, record and post accounts payable and accounts receivable transactions. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Analyze and record purchase and sales transactions and post to subsidiary ledger taking into consideration the contra accounts	1	2	3	4
1	2	3	4				

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	17. Prepare an accounts payable schedule and an accounts receivable schedule and compare to their controlling accounts. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: -Prepare accounts payable and accounts receivable schedules and prove accuracy to controlling accounts. -Maintain customer and vendor ledgers	1	2	3	4
1	2	3	4				
	18. Calculate and record notes payable and notes receivable.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: -Analyze, calculate and record notes receivable and notes payable in journal taking into consideration dishonored and discounted notes. -Post transactions to general and subsidiary ledgers	1	2	3	4
1	2	3	4				
	19. Analyze and record transactions related to uncollectible accounts receivable.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: -Determine uncollectible accounts receivable -Analyze, record and post entries related to uncollectible accounts	1	2	3	4
1	2	3	4				
6. Understand and maintain inventory records for periodic and perpetual inventory systems	20. Compute the flow of cost of inventory and the cost of goods sold using various methods and compare and contrast the results. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: -Determine the cost of inventory using the various methods such as LIFO, FIFO, Weighted Average -Compare and contrast the results	1	2	3	4
1	2	3	4				

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	21. Explain the concept of net realizable value (NRV). AAI 1. Planning: Explain the key elements of a long-term plan for a successful company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: - Discuss NRV (Value of the asset when held in inventory; NRV is the selling price less the cost)	1	2	3	4
1	2	3	4				
7. Understand and perform payroll procedures	22. Calculate, record, and distribute payroll earnings. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Calculate time cards, employee earnings, and deductions -Explain the payroll taxes (employee/employer) -Prepare employee earnings records, payroll register, federal, state, and local payroll tax reports -Analyze, record, and post payroll transactions -Prepare payroll checks	1	2	3	4
	1	2	3	4			
23. Compute and record employee and employer payroll deductions and liabilities.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Calculate employer tax liabilities -Analyze, record, and post payroll tax liabilities	1	2	3	4	
1	2	3	4				
8. Understand and perform accounting procedures unique to plant (fixed) and intangible assets	24. Calculate and record the acquisition, depreciation and disposal of fixed assets. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Determine book value of a plant asset -Calculate depreciation using various methods -Record the acquisition, depreciation, and disposal of plant asset -Analyze, record, and post depreciation transactions	1	2	3	4
1	2	3	4				

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	25. Calculate and record the acquisition, amortization and disposal of intangible assets.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: - Analyze, record, and post amortization transactions	1	2	3	4
1	2	3	4				
9. Understand and perform accounting functions for all types of business entities	26. Define and describe the characteristics of a sole-proprietorship, partnership, corporation and an LLC. AAI 2. Management: Discuss the different forms of management and ownership within this industry.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Compare/contrast differences and similarities between the different forms of ownership	1	2	3	4
	1	2	3	4			
	27. Perform all accounting functions specific to a sole-proprietorship, partnership, corporation and an LLC.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Perform the accounting cycle for each form of business ownership	1	2	3	4
1	2	3	4				
28. Prepare financial statements specific to a sole-proprietorship, partnership, corporation and an LLC. AAI 3. Finance: Explain the key components of financial management of a company.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> For Example: -Calculate capital stock and dividends for a corporation -Prepare Income Statement, Balance Sheet, Distribution of Net Income, and Owner's Equity/Statement of Stockholder's Equity	1	2	3	4	
1	2	3	4				

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10.Understand and utilize technology to maintain financial information and to assist in decision-making	29. Integrate technology into Accounting. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: -Use a spreadsheet or accounting software package	1	2	3	4
1	2	3	4				
11.Understand the necessary employability skills in order to achieve success in today's workplace	30. Decision –Making & Problem-Solving Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - create an outline - create a troubleshooting log - make class presentation - develop and test strategies or options that work - provide examples of the strategies or options tested or tried - compare and analyze pros and cons of identified strategies or options - through teamwork, arrive at a decision or determine a solution that is well suited to the task - independently arrive at a decision or determine a solution that is well suited to the task - demonstrate and practice appropriate business ethics - communicate in a clear format how the solution was formed - justify or describe how and why a particular solution option was chosen	1	2	3	4
1	2	3	4				

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	31. Self –Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.		<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> For Example: - have a written test on applicable policies and procedures - assess student orientation knowledge through instructor observations and written unit test - review student handbook - adhere to regulations in school, classroom, and everyday settings - build trust by being consistent, dependable, and verbally positive with others - ask questions and listen to others - keep track of assignments and/or responsibilities - have work done on time - respond positively to constructive feedback - show respect for others and their points of view - set individual goals and document progress toward achieving those goals - take initiative to pursue learning - adapt as necessary to create a positive outcome for self and others - advocate appropriately for himself/herself	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

Reviewed by Industry

Reviewed by Postsecondary

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Business, Management and Administration

Program Name: Accounting Technology/Technician and Bookkeeping CIP: 520302

Effective 01/10

National Standard: National Business Education Association

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	32. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual, and listening		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">1</td> <td style="padding: 2px 10px;">2</td> <td style="padding: 2px 10px;">3</td> <td style="padding: 2px 10px;">4</td> </tr> </table> For Example: - be given a work order that contains written instructions of a specific job and complete the work order - create a power point presentation - participate in a debate - perform mock interviews -develop a topic - include details to support a main point - use appropriate grammar and sentence structure - organize writing and/or presentation materials - use constructive feedback to improve skill - participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context - use varied vocabulary for clarity and effectiveness - support his/her ideas in a public forum using the appropriate visual/audio aides -select and use the appropriate media and method(s) to communicate the subject effectively - adapt writing, speaking, and/or visual presentations effectively to a particular audience - act on or respond appropriately to verbal and non-verbal cues from the audience	1	2	3	4
1	2	3	4				

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Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision) Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation Reviewed by Industry Reviewed by Postsecondary	33. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.		<table border="1" data-bbox="1241 505 1472 537"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - role play a situation in which there is a conflict which must be resolved - compose a list of what she/he believes to be the most common problems within this profession after reviewing appropriate work ethics standards - conduct an interview with a manager and share report with classmates - demonstrate knowledge of individual strengths he/she brings to a group - demonstrate knowledge of and respect for cultural and individual differences - demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view - demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others - demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback - demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes - apply his/her individual strengths to enhance a group's performance - assume responsibilities within a group - demonstrate the use of group skills in a way that enhances a group's performance - demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome	1	2	3	4
1	2	3	4				

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Business, Management and Administration

Program Name: Accounting Technology/Technician and Bookkeeping CIP: 520302

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	34. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.		<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> For Example: - do a research project and develop a presentation for the class - keep a daily notebook - show use of a plan for gathering information - gather information from a variety of sources, using a variety of technologies - use sources that are current and appropriate to the topic - evaluate sources for correct and trustworthy information - document sources of information appropriately - demonstrate and apply the skills in using software applications (MS Office) - use a filing/organization system for information, such as notebook, disk, etc. - justify the use of a particular organizational system for a particular product - demonstrate effective communication skills (written, oral, listening) - effectively present a thesis, supporting evidence, and a conclusion using a variety of media	1	2	3	4
1	2	3	4				

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	35. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">1</td> <td style="padding: 2px 10px;">2</td> <td style="padding: 2px 10px;">3</td> <td style="padding: 2px 10px;">4</td> </tr> </table> For Example: - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals - collect, interpret, organize and display relevant data for solving a mathematics problem - translate real world problems into mathematical representations - express and present mathematical ideas clearly in everyday written and oral language - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events.	1	2	3	4
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	36. General Safety: Demonstrate and apply safe practices and procedures in the workplace.		<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> For Example: - develop scenarios of hazards and accidents using publications and the Internet - be observed by teacher - take written quizzes/written tests - demonstrates knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures - use personal protective equipment and clothing	1	2	3	4
1	2	3	4				

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Career Cluster: Business, Management and Administration

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	37. Career Development: Demonstrate personal/career development skills by completing a career plan.		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">1</td> <td style="padding: 2px 10px;">2</td> <td style="padding: 2px 10px;">3</td> <td style="padding: 2px 10px;">4</td> </tr> </table> For Example - complete a self-awareness inventory - develop a career portfolio - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities - select a career in the field and outline educational and skill requirements, expected job growth, and salaries - review with teacher software printout to assess their aptitudes and abilities - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work - plan a senior experiential project to review and evaluate a variety of career choices	1	2	3	4
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Student Name: _____

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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Health Science

Program Name: **Health Professions and Related Clinical Sciences, Other CIP: 519999**

Effective 8/09

National Standard: National Health Science Technology Education Standards

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
Understand the structure and function of the bio/psycho/social being and the effects of pathology on the human body as they relate to wellness, disease, disorders, therapies, care and rehabilitation	1. Describe basic structures and functions of bio-molecules, the biochemistry of the body, cells, tissues, organs and systems as they relate to homeostasis of the body. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:LS1:11:2.1/R *S:LS1:8:2.4/T *S:LS1:8:1.2/T *S:LS1:11:2.8/T S:LS4:11:1.1,2/T	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>You are a nursing student doing your clinical rotation in the _____ department at Regional Medical Center. You have a patient exhibiting symptoms you believe are due to a specific disease or disorder. You must meet with a group of your peers to educate them about this condition. Describe from the cellular through the systematic levels how the body processes are affected. In a 10 minute discussion use appropriate medical terminology to discuss causes, systems and treatments. With your peers brainstorm appropriate therapy, care and rehabilitative treatment for this ailment. (Continues to #2 and #5)</p>	1	2	3	4
	1	2	3	4			
2. Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, care, and rehabilitation. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:LS4:8:2.1-2/R *S:LS4:8:2.4/T *S:LS1:11:2.8/T	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Health Science

Program Name: Health Professions and Related Clinical Sciences, Other CIP: 519999

Effective 8/09

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	3. Discuss the biopsychosocial aspects of human needs and behavior.	S:LS4:8:1.3/R S:LS4:6:3.1/R S:LS5:6:3.3/R	<table border="1" style="display: inline-table; margin-bottom: 5px;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> Assume the role of a family nurse practitioner who has just met with the four members of the Brown family. This includes a 3 rd grader, an 11th grader, a middle-age parent and a 70 year old grandparent. You are now writing up the assessment report for each member of the family. In each assessment include his/her <ul style="list-style-type: none"> • biopsychosocial needs • health problem common to their age group • health care goal • treatment plan (Continues to #4)	1	2	3	4
1	2	3	4				
	4. Discuss common treatments related to the problems of each stage of the lifecycle. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.	S:LS5:6:3.1/R S:LS5:8:3.3/R S:LS4:11:2.1/R	<table border="1" style="display: inline-table; margin-bottom: 5px;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Health Science

Program Name: Health Professions and Related Clinical Sciences, Other CIP: 519999

Effective 8/09

National Standard: National Health Science Technology Education Standards

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	5. Use medical terminology accurately within scope of practice in order to interpret, transcribe, and communicate information, data, and observations. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:LS5:11:1.1.2/R S:LS5:12:1.1/R *S:LS4:11:2.6/T	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4				
Understand the fundamentals of wellness and prevention of disease processes to practice and education for preventive health behaviors among the clients	6. Describe normal growth patterns and developmental tasks related to each stage of the lifecycle. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	S:LS4:11:3.1/R	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>As a Health Care Worker (HCW) you have been assigned to perform health screenings at a K-12 school, a workplace and a long term care facility (LTCF) to promote wellness appropriate to the stage of the life cycle that addresses the health and wellness needs of those populations. In preparation of these screenings you will present this information through a PowerPoint presentation to your peers. (Continues to #7)</p>	1	2	3	4
	1	2	3	4			
7. Explain and model behaviors that promote health and wellness.	S:LS4:11:3.1/T	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				

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Program Name: **Health Professions and Related Clinical Sciences, Other CIP: 519999**

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Understand the health care system and the importance of technology in order to promote health and wellness	8. Discuss a health care delivery system model. AAI 2. Management: Discuss the different forms of management and ownership within this industry.	S:LS5:11:3.2/T	<table border="1" data-bbox="1241 505 1472 537"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> <p>As the RN Supervisor of our medical surgical floor you develop a staff development presentation to discuss communication among different departments and the impact on patient care and the community. The outline for your presentation will include:</p> <ul style="list-style-type: none"> ➤ Shared governance to discuss different forms of management ➤ Discuss how technology is utilized ➤ Impact of technology on healthcare ➤ Impact on the community ➤ Media communication <p>The first topic of discussion is outlining a shared governance model where nurses will provide input and present ideas to management. Nurses within our hospital will be encouraged to share ideas and practices on a regular basis and participate in various committees including policy and procedures, education, etc. to empower staff to participate in management decisions and how it will best affect quality care within our community. Health Science and Technology Pathways discussion will include:</p> <ul style="list-style-type: none"> ➤ interaction among disciplines ➤ implementation of process ➤ cost containment ➤ cost benefit and analysis ➤ safeguards ➤ best practices ➤ evaluation of existing and new technology ➤ how processes will continue to evolve <p>The presentation will also focus on the importance of how the hospital</p>	1	2	3	4
1	2	3	4				

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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Health Science

Program Name: Health Professions and Related Clinical Sciences, Other CIP: 519999

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			staff will access information to assist with increasing quality patient care. Changes will be made in real time so information can be accessed by anyone including doctors, dieticians, surgical staff, etc when making decisions on patient care. Health Science and Technology Pathways discussion will include: <ul style="list-style-type: none"> ➤ interaction among disciplines ➤ implementation of process ➤ cost containment ➤ cost benefit and analysis ➤ safeguards ➤ best practices ➤ evaluation of existing and new technology ➤ how processes will continue to evolve (Continues through #12)				
	9. Discuss the impact of healthcare system changes on facilities. AAI 6. Labor Issues: Explain the employees' and employers' rights and responsibilities in this industry. AAI 7. Community Issues: Discuss the ways a company can impact its community and the ways a community can impact practice.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Health Science

Program Name: **Health Professions and Related Clinical Sciences, Other CIP: 519999**

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	10. Discuss and explain (or compare and contrast) the relationship of the Health Science and Technology Career Pathways to the delivery of quality health care. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 3. Finance: Explain the key components of financial management of a company.	S:LS5:11:4.1/R S:LS5:12:4.1/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
	11. Evaluate impact of enhanced technology on health care delivery systems.	S:SPS:6:3.1/R S:LS5:12:3.3/R S:LS5:12:1.1/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
	12. Discuss the effects of new and emerging technologies on the health care system.	S:LS5:12:3.3/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Health Science

Program Name: **Health Professions and Related Clinical Sciences, Other CIP: 519999**

Effective 8/09

National Standard: National Health Science Technology Education Standards

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Understand responsibilities of individual members of the health care team and the importance of teamwork in providing comprehensive health care	13. Develop leadership skills.	S:SPS4:8:6.1/T S:SPS3:8:1.1/R	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>As an LNA student you will be a member of a patient care team in a long term care facility during your clinical internship. You must understand your role as a member of the care team as well as the leader's role. You will do a power point presentation on the qualities and skills needed to be an effective leader in the workplace. (Continues to #14)</p>	1	2	3	4
	1	2	3	4			
	14. Evaluate leadership styles appropriate for the workplace.	S:SPS3:8:1.2	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
15. Discuss and explain the characteristics of effective teams.	S:SPS3:8:1.3/T	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>You are an LPN in a long term care facility who has just been informed by the charge nurse that an LNA has gone home ill. It is now your responsibility to see that her residents' remaining care is provided. You bring the other two LNA's together and advise them of the situation informing them that there are three residents that need morning care. You identify care required for the residents and delegate the AM care to each one of the LNA's. Lastly, you will verbally report the plan to the Charge Nurse. (Continues to #15)</p>	1	2	3	4	
1	2	3	4				
16. Demonstrate teamwork skills.	S:SPS3:6:1.2/T S:SPS3:6:1.3/T	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
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Understand the legal responsibilities of health care providers within the health-care delivery setting in order to perform according to the regulations, policies, laws, and legislated rights of clients	17. Use problem-solving techniques when confronted with legal dilemmas or issues.	S:SPS4:12:3.1/R S:SPS4:12:7.2/R S:SPS4:12:6.1/R
	18. Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence.	
	19. Comply with policies and requirements for documentation and recordkeeping.	S:SPS3:11:2.3/R S:SPS3:8:2.1/R S:SPS1:12:4.3/T S:SPS1:11:4.1/T S:SPS1:11:3.3/T S:SPS4:8:8.1//T
	20. Comply with established risk management criteria and procedures.	

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	21. Perform duties according to regulations, policies, laws, and legislated rights of clients. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
	22. Maintain client’s rights according to the Patient’s Bill of Rights.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
23. Maintain confidentiality and follow HIPAA regulations.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				
24. Discuss and explain licensure and certification requirements for professional practice		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				

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Understand accepted ethical practices with respect to cultural, social, and ethnic differences of individuals in order to meet diverse needs	25. Differentiate between morality and ethics and the relationship of each to health care outcomes.	S:SPS:8:1.4/R	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>You are a member of the ethics committee in the hospital where you are employed. Baby Ian was born with a severe congenital heart defect. The parents do not want any surgery or any unnecessary medical care for their child. The physicians believe that palliative care is necessary. The ethics committee is meeting to discuss the ethical and legal issues of this case. What alternatives are available and what solutions can be made to benefit the child? You need to present this case to your peers, discussing the ethical and legal issues involved. Include in your discussions the parents rights, who will represent the child and the hospital's legal responsibilities. Be prepared to facilitate discussion on all the issues. (Continues to #26)</p>	1	2	3	4
	1	2	3	4			
	26. Differentiate between ethical and legal issues impacting on health care.	S:SPS4:8:9.2/R	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
27. Discuss and explain advanced directives and hospice care.	S:SPS1:4:3.1/R S:LS1:4:3.3/R	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>You are a hospice nurse admitting a new patient who has no advanced directives and no insurance. Develop a case study that demonstrates how you would professionally handle this situation while respecting the needs of the individual. Include what hospice care is and what advanced directives are. Present this case study to peers for discussion. (Continues through to #28)</p>	1	2	3	4	
1	2	3	4				
28. Demonstrate professionalism in all interactions.	S:LS5:8:4.1/R	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
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	29. Demonstrate respect for individual cultural, social, and ethnic diversity within the health care environment.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
Understand how employment opportunities are broadened by applying skills, and staying abreast of current procedures/trainings in order to succeed in the health care field	30. Adapt to the dynamics of change.	S:SPS4:8:8.1/R S:SPS2:6:4.1/R S:SPS4:12.7.2/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> <p>You have recently graduated from your local Technology Program and are now ready for the next step in your education. On your application you must write an essay that answers the following questions:</p> <ul style="list-style-type: none"> • What are your personal and professional goals for the next ten years? • During your course work how will you balance work and personal life? • What special employability and technical skills will you bring to the institution? • Describe how you have handled change. <p>(continues to #32,#33,#34)</p>	1	2	3	4
1	2	3	4				

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	31. Adopt personal appearance and hygiene habits appropriate to the health care environment and industry expectations.	S:LS4.2.2.2,3/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> <p>You are the director of Human Resources. You have been requested to develop a policy that addresses acceptable appearance and hygiene habits for your health care employees. Write a plan to be presented to your supervisor that addresses the following:</p> <ul style="list-style-type: none"> • acceptable clothing • acceptable hairstyles/color • body art/piercing • cleanliness <p>In your plan explain how this policy will be enforced.</p>	1	2	3	4
1	2	3	4				
	32. Identify personal and professional goals.	S:SPS4:12:7.2/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
	33. Develop strategies to balance work and personal life.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
	34. Develop a personal portfolio demonstrating employability skills, theoretical knowledge, and technical skills. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS4:8:8.1/R S:SPS4:12:5.1/R S:SPS4:12:2.1-3/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
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Understand the importance of personal growth and leadership to enhance career success	35. Demonstrate personal growth, self advocacy, community leadership, democratic principles and social responsibility by participating in activities/events such as those offered through student organizations (HOSA).	S:SPS4:8:8.2/R	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>As a member of an organization you will work with others in a team to initiate, plan and participate in a community project with a local agency. Provide a plan for the project and a follow-up report.</p>	1	2	3	4
	1	2	3	4			
Understand various methods of giving and obtaining information both orally and in writing to ensure effective intervention	36. Demonstrate active listening skills using reflection, restatement, and clarification techniques.	S:SPS4:8:2.1/R	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>As an intake nurse in the ER, you will implement nursing process (signs, symptoms, other information related to reason for visit) for received patient. Information will be shared with multidisciplinary healthcare team members via technology. (Continues though to # 40)</p>	1	2	3	4
1	2	3	4				
	37. Employ verbal and nonverbal behavior cues and appropriate communication.		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4				
	38. Demonstrate the use of information technology applications required within all career specialties. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.	S:SPS4:8:1.1/T S:SPS4:8:2.1/T S:SPS4:8:9.1/T	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
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	39. Demonstrate use of appropriate interventions to health care applications.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
40. Distinguish between subjective and objective data.	S:SPS1:12:4:1/T S:SPS3:11:2.4/T	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				
Understand the common technical skills required for all career specialties	41. Use subjective and objective data to make client assessments.	S:SPS1:11:4.1/R S:SPS2:11:1.4/T	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>You are admitting a patient to same-day surgery and you are documenting a medical history and completing a pre-op check-list. (Continues to #42)</p>	1	2	3	4
	1	2	3	4			
42. Demonstrate skills in collecting, analyzing, reporting, and recording data.	S:SPS4:12:1.1-3/T	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				
Understand the existing and potential hazards to clients, co-workers, and self in order to prevent injury or illness	43. Follow emergency procedures when fire, unusual incidents, or disaster occur.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>As the nursing supervisor your students will stage a Mock Disaster drill and debrief the drill through group discussion. (Continues to # 44)</p>	1	2	3	4
	1	2	3	4			
44. Demonstrate safety procedures to protect clients, co-workers, and self.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
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Understand the necessary employability and college readiness skills in order to achieve future success	45. Decision-Making & Problem-Solving: Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.	S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1-2/R S:SPS4:8:7.1/R S:SPS4:8:8.1/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:7.1,2/T	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">1</td> <td style="padding: 2px 10px;">2</td> <td style="padding: 2px 10px;">3</td> <td style="padding: 2px 10px;">4</td> </tr> </table> For Example: - create an outline - create a troubleshooting log - make class presentation - develop and test strategies or options that work - provide examples of the strategies or options tested or tried - compare and analyze pros and cons of identified strategies or options - through teamwork, arrive at a decision or determine a solution that is well suited to the task - independently arrive at a decision or determine a solution that is well suited to the task - communicate in a clear format how the solution was formed - justify or describe how and why a particular solution option was chosen	1	2	3	4
1	2	3	4				

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	46. Self-Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible and following through on commitments. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.	S:SPS3:8:1,4/R S:SPS4:12:7.2/R S:SPS4:12:3.1/T	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">1</td> <td style="padding: 2px 10px;">2</td> <td style="padding: 2px 10px;">3</td> <td style="padding: 2px 10px;">4</td> </tr> </table> For Example: - have a written test on applicable policies and procedures - assess student orientation knowledge through instructor observations and written unit test - review student handbook - adhere to regulations in school, classroom, and everyday settings - build trust by being consistent, dependable, and verbally positive with others - ask questions and listen to others - keep track of assignments and/or responsibilities - have work done on time - respond positively to constructive feedback - show respect for others and their points of view - set individual goals and document progress toward achieving those goals - take initiative to pursue learning - adapt as necessary to create a positive outcome for self and others - advocate appropriately for himself/herself	1	2	3	4
1	2	3	4				

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	47. Communication Skills: Demonstrate and apply effective communication skills using appropriate grammar and sentence structure: verbal, written, visual and listening.	S:SPS3:8:1,4/R S:SPS4:8:2.1/T S:SPS4:8:5.1/T S:SPS4:12:2.1-3/T S:SPS4:12:5.1,2/T S:SPS4:12:6.2/T	<table border="1" data-bbox="1241 505 1472 537"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - be given a work order that contains written instructions of a specific job and complete the work order - create a power point presentation - participate in a debate - perform mock interviews - develop a topic - include details to support a main point - use appropriate grammar and sentence structure - organize writing and/or presentation materials - use constructive feedback to improve skill - participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context - conduct a motivational interview - use varied vocabulary for clarity and effectiveness - support his/her ideas in a public forum using the appropriate visual/audio aides - select and use the appropriate media and method(s) to communicate the subject effectively - adapt writing, speaking, and/or visual presentations effectively to a particular audience - act on or respond appropriately to verbal and non-verbal cues from the audience	1	2	3	4
1	2	3	4				

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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Health Science

Program Name: **Health Professions and Related Clinical Sciences, Other CIP: 519999**

Effective 8/09

National Standard: National Health Science Technology Education Standards

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
	48. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others.	S:SPS4:8:6.1-3/R S:SPS4:8:9.1/R S:SPS3:8:1.1-4/T S:SPS4:12:6.1,2/T S:SPS4:12:8.1/T S:SPS4:12:9.1/T	<table border="1" data-bbox="1243 505 1472 537"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - role play a situation in which there is a conflict which must be resolved - compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards - conduct an interview with a manager and share report with classmates - demonstrate knowledge of individual strengths he/she brings to a group - demonstrate knowledge of and respect for cultural and individual differences - demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view - demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others - demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback - demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes - apply his/her individual strengths to enhance a group's performance - assume responsibilities within a group - demonstrate the use of group skills in a way that enhances a group's performance - demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision).

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

Reviewed by Industry

Reviewed by Postsecondary

Student Name: _____

Date: _____

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	49. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.	S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1,2/R S:ESS4:8:1.2/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:9.1/T S:SPS4:12.5.2,3/T S:ESS4:11:1.1/T S:PS4:12:1.1/T S:LS5:12:1.1/T	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - do a research project and develop a presentation for the class - keep a daily notebook - show use of a plan for gathering information - gather information from a variety of sources, using a variety of technologies - use sources that are current and appropriate to the topic - evaluate sources for correct and trustworthy information - document sources of information appropriately - demonstrate and apply the skills in using software applications (MS Office) - use a filing/organization system for information, such as notebook, disk, etc. - justify the use of a particular organizational system for a particular product - demonstrate effective communication skills (written, oral, listening) - effectively present a thesis, supporting evidence, and a conclusion using a variety of media	1	2	3	4
1	2	3	4				

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	50. Mathematical Concepts: Demonstrate mathematical and computation skills including use of the metric system, ratios, and conversions as applied to real world situations.	S:ESS4:8:1.2/R S:ESS4:8:2.1,2/R S:PS4:8:2.1/R S:SPS4:8.7.1/R S:SPS4:12.1.3/R S:SPS1:8:1.2/T S:SPS4:12.4.2/T S:SPS4:12.8.2/T S:PS4:12:3.1/T S:LS5:12:3.3/T	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> For Example: - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals - collect, interpret, organize and display relevant data for solving a mathematics problem - translate real world problems into mathematical representations - express and present mathematical ideas clearly in everyday written and oral language - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events	1	2	3	4
1	2	3	4				

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	51. General Safety: Demonstrate and apply safe practices and procedures in the workplace. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	S:SPS4:12:4.2/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - develop scenarios of hazards and accidents using publications and the internet - be observed by teacher - take written quizzes/written tests - demonstrate knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures - use personal protective equipment and clothing - participate in safety training - complete safety checklist - take teacher exam - be observed by teacher: including good body mechanics, infection control procedures, medical and surgical aseptic techniques - demonstrate knowledge of the Chain of Infection on test and lab application **Obtain Cardiopulmonary Resuscitation (CPR) certification **Obtain First-Aid certification	1	2	3	4
1	2	3	4				

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	52. Career Development: Demonstrate personal/career development skills by completing a career plan.	S:SPS4:12:7.2/R S:LS5:8:4.1/R S:LS5:12:4.1/R	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 25px; text-align: center;">1</td> <td style="width: 25px; text-align: center;">2</td> <td style="width: 25px; text-align: center;">3</td> <td style="width: 25px; text-align: center;">4</td> </tr> </table> For Example: - complete a self-awareness inventory - develop a career portfolio - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities - select a career in the field and outline educational and skill requirements, expected job growth, and salaries - review with teacher software printout to assess their aptitudes and abilities - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work - plan a senior experiential project to review and evaluate a variety of career choices	1	2	3	4
1	2	3	4				

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Reviewed by Industry

Reviewed by Postsecondary

Memorandum of Understanding: Articulation Agreement

Between

And

The Community College System of New Hampshire - _____

Purpose:

- The purpose of this document is to provide a pathway for students that will lead to a credential, a certificate or a degree in the CCSNH System, and to provide all with an update of academic information pertinent to the respective CCSNH institution.

Course of Study:

Code: AC= Articulated Credit RS= College Credit through Project Running Start NC=No College Credit Awarded (recommended prerequisite for admission)

Career & Technical Courses	CCSNH Equivalent	Credit / Code
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Required High School Courses	CCSNH Equivalent	Credit / Code
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Note: List courses required in high school as a prerequisite for college admission

HS Optional/Recommended Courses	CCSNH Equivalent	Credit / Code
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Note:

Articulated Credit: Articulated credit is applied towards completion of degree requirements in the _____ program from the Community College System of New Hampshire, _____ Campus. To be eligible for articulated credit the student must be accepted and enrolled in the _____ program at the Community College System of New Hampshire, _____ Campus. While no grade will be given for the college course(s) identified above, credit will be awarded and designated on the transcript as “credit granted through articulation.” The student would not be required to complete those courses in pursuit of degree requirements in his/her program. Because a traditional grade is not awarded for articulated credit, the course(s) will not be calculated in the student’s cumulative grade point average (GPA). Articulated credit is not transferable to other colleges or universities.

Running Start Credit: The Running Start program allows a student to receive concurrent high school and college credit for a designated course. In order to receive concurrent credit, students must complete the Project Running Start registration process, submit payment of \$100.00 and meet all requirements as established by the high school instructor and the Community College System of New Hampshire, _____ campus faculty partner. Credit for the course will be awarded at the conclusion of the course, and the final grade earned in the course will be the grade reflected on the Community College System of New Hampshire, _____ campus transcript. Because the transcript reflects a traditional grade, the course may be transferred to other post-secondary institutions, provided the student achieves a minimum of a C grade. However, students should check with the college where he/she is applying to determine its willingness to accept these credits.

Non-Credit: This category represents high school courses that are not eligible for college credit but may be prerequisites for admission into one of the programs at the Community College System of New Hampshire, _____ campus.

Additional Understanding of this Agreement (if any):

Examples:

- _____ Course grade required in CTE course by the CCSNH instructor; and/or
- Portfolio of student's work to be evaluated by CCSNH instructor; and/or
- _____ Score required on Accuplacer; etc

Responsibilities:

Community College System of New Hampshire (CCSNH):

- Provide appropriate liaisons to offer above-stated Running Start courses in accordance with the policies of the Community College System of New Hampshire;
- Offer the opportunity for student visits to CCSNH;
- Coordinate with the High School faculty to review curriculum.

High School:

- Provide a program that integrates academic and vocational-technical education.
- Expose students to career options and the opportunity available to connect with CCSNH.
- Provide academic counseling for students and parents interested in post-secondary education in an CCSNH institution.
- Coordinate with CCSNH faculty to review curriculum.
- Sponsor activities with CCSNH when possible.

Student responsibilities:

- Visit with CCSNH faculty, students and programs in areas related to career interests;
- Ensure that all prerequisites for the CCSNH program are successfully completed;
- Ensure that all elements required for the application for admission into this program are submitted to the CCSNH Admissions Office.

This *agreement* is in effect until _____, 200__, but is predicated on annual review by both parties, especially as pertains to continued comparability of curriculum, where appropriate. *Any major changes in either schools curriculum will call for review and update of this agreement.*

This agreement has been approved by:

Signatures

_____ CTE Director	_____ Date	_____ CCSNH-VPAA	_____ Date
_____ Instructor	_____ Date	_____ Department Chair	_____ Date

(Can add any other signatures as desired by each system)

PLEASE ATTACH APPROPRIATE COURSE OF STUDY FOR THIS AGREEMENT.

RUNNING START

COURSE APPROVAL PROCESS:

- 1) Discuss Running Start with your principal and/or guidance department to seek internal approval to move forward.
- 2) Contact the local Running Start Coordinator or high school Running Start Liaison to request the syllabus and pertinent materials for the specific course you would like to offer through Running Start. It is the Running Start Coordinator's role to facilitate communication between the high school faculty and college faculty partners.
- 3) Review CCSNH college syllabus and materials and prepare a syllabus with the college's name, course title and course number showing how the college's course material will be delivered. In all aspects, the course must be substantially the same course offered on the college campus, including texts, course outlines, exams, and the CCSNH grading system. Slight modifications may be made to accommodate a high school audience. A request to change the prescribed textbook must be approved by the college's Department responsible for the course before the course can be offered.
- 4) Review the CCSNH credentialing standards to ensure you meet standards for the area you will be teaching in.
- 5) Submit a resume and, if requested, transcripts to be reviewed by the Vice President of Academic Affairs (VPAA) and Department Chair at the college. The high school faculty member must meet credentialing standards established by CCSNH. If a CCSNH college reviews the credentials of a high school faculty member who has applied to be a Running Start teacher and concludes that the faculty member does not meet CCSNH credentialing standards, the Principal of the high school or the Director of the Career & Technical Education Center may make a formal written appeal to the CCSNH college's VPAA for reconsideration. The VPAA, in turn, will bring the matter to the System VPAA Council which will review the credentials of the high school teacher and any other documentation provided by the high school/CTE in its appeal. However, final decision-making authority will remain with the VPAA who brought the matter forward.

It is important that this process be completed by August 1st for fall semester courses and December 1st for spring semester courses. Once both the course and the high school teacher have been approved by the respective college, the Running Start course may begin.

Teaching a Running Start class entitles your school to a voucher for any 3-credit course offered in the CCSNH System. This voucher will be submitted to your high school's principal with the recommendation that it be forwarded directly to the teacher. This voucher is good for one year and is fully transferable to a third party.

RUNNING START MEMO OF UNDERSTANDING

Between [COLLEGE & HIGH SCHOOL]

Period Covered: _____

[College], in cooperation with various New Hampshire secondary schools, provides the Running Start concurrent credit program for qualified students who may elect to earn Community College System of NH (CCSNH) college credits and required high school units simultaneously. It is intended that academically able students have the opportunity to realize college level expectations in the familiar and supportive setting of their high schools. This agreement sets forth all the rights and duties of the parties with respect to the Running Start program.

GENERAL PROVISIONS:

1. The curriculum in the course is the same as that offered on the [college] campus, including [college] department approved texts, course outlines, exams and the CCSNH grading system (i.e., A-F). The grades earned are considered dual credit – high school and [college]. [College] transcripts reflect course credit the same as that of other [college] courses. The college reserves the right to determine and periodically revise the conditions under which its programs may be offered for college credit and assumes responsibility for their supervision.
2. A course in the Running Start program should be taught over a comparable period in the high school as in the college (one semester usually), and in no circumstances will it exceed one high school academic year in length.
3. The potential high school Running Start teacher will forward a resume and transcripts to the Running Start Coordinator to be reviewed by the corresponding [college] department and the [college] Vice President of Academic Affairs (VPAA) to ensure that the high school teacher meets educational and experiential standards specified (see attached document, “*Minimum Standards for Adjunct & Running Start Faculty*”). Once accepted, a high school teacher will work in a “team arrangement” with a designated [college] faculty partner assigned by the college’s Department Head.
4. If a CCSNH college reviews the credentials of a high school faculty member who has applied to be a Running Start teacher, and concludes that the faculty member does not meet CCSNH credentialing standards, the Principal of the high school or the Director of the Career & Technical Education Center (CTE) may make a formal, written appeal to the CCSNH college’s VPAA for reconsideration. The VPAA will, in turn, bring the matter to the System VPAA Council which will review the credentials of the high school teacher and any other documentation provided by the high school/CTE center in its appeal. However, final decision-making authority will remain with the VPAA who brought the matter forward.
5. An orientation for high school instructors with the designated [college] faculty partner precedes the offering of the course and includes the examination of the course design, teaching materials, methodology and other dimensions for facilitating the adaptation of campus-designed courses to the high school setting.
6. Courses in the Running Start program will be open to Juniors and Seniors only. Exception: students participating in the Project Lead the Way program. Other exceptions may be granted by petitioning the [college] Department Head responsible for the course.

7. Students, parents, and personnel at the high school responsible for advising students should be aware that a course in the Running Start program is a college level course and students should be appropriately prepared for a level of academic rigor not usually associated with a high school level course.
8. Applicable academic policies and regulations as stipulated in the [college] catalogue shall apply to all courses, including basic skills, prerequisite course requirements, class attendance and accommodations for students with disabilities.
9. Students with documented disabilities may be eligible for accommodations and must be identified by the high school faculty partner and the high school liaison prior to registering for the class. The high school faculty partner and the high school liaison should be aware that modifications in an IEP provided in K-12 under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act are not permitted in college courses (see attached document, *“Important Differences Between High School & College Support for Students With Disabilities”*). Any questions about accommodations should be forwarded directly to the college’s faculty partner and Disabilities Coordinator.
10. There will be a minimum of four (4) Running Start students registered in a class for it to run as a course in the Running Start program. Exceptions can be made at the discretion of [college]. In addition, the high school is under no obligation to run a course in the Running Start program if it deems the enrollments are insufficient.
11. In a case where non-Running Start and Running Start students are mixed in a class, the course will, nevertheless, use the college’s approved syllabus and curriculum for the course.
12. Some Advanced Placement (AP) courses may also be compatible with the Running Start program. However, the course must be demonstrably the college’s course and use the college’s syllabus. The high school partner has discretion in determining how the AP course requirements may be met above and beyond those required by the college’s course.
13. Students must register for a course in the Running Start program by the designated deadline. Retroactive registration will not be permitted.
14. The cost of a course offered in the Running Start program will be established by the Board of Trustees annually (currently \$100.00).
15. CCSNH will be the sole provider of a concurrent credit course in a given class.

THE COLLEGE AGREES TO:

1. Present to the high school, each year, a list of [college] approved courses as appropriate for Running Start consideration by the high school. The list will be updated as appropriate.
2. Provide descriptive information for each course included in the Running Start program. This description is to include an extensive course syllabus, text materials and course assessment instruments.
3. Provide an orientation to the high school’s Running Start liaison (see attached).

4. Assess high school teacher credentials for meeting [college]'s respective departmental credentialing standards, as well as faculty standards established by the college's accrediting body, the Commission for Institutions of Higher Education (CIHE).
5. Provide a [college] faculty partner who will be responsible for: an orientation of the high school teacher to the college course and applicable college policies; a review of instructional materials, course outline and examinations; a classroom visitation; assisting, when requested, in the review of student performance; and coordination with [college]'s Running Start Coordinator.
6. Conduct a course review, including a classroom visitation by the [college] faculty partner, an evaluation of the course by the high school instructor, and an evaluation of the course by students participating in the course.
7. Invite the high school instructor to sit in and observe the [college]'s faculty partner's class(es) at the college and provide documentation for professional development purposes.
8. Provide students with a [college] transcript on request.
9. Coordinate registration.
10. Provide funding and documentation for in-service or professional development training, if possible.
11. Provide course placement testing where appropriate.
12. Waive the application fee at any CCSNH college for students who participate in the Running Start program.
13. Provide a CCSNH course voucher for the high school Running Start liaison and for each course taught by a high school faculty partner.

THE HIGH SCHOOL AGREES TO:

1. Inform high school students and parents about the dual credit program and identify from the list provided by the college those courses available in the Running Start program.
2. Recruit high school faculty for the Running Start program.
3. Screen students for Junior/Senior eligibility in the Running Start program.
4. Identify an individual at the high school to be the Running Start liaison with [college]'s Running Start Coordinator (see attached liaison expectations).
5. Provide the opportunity for high school students to register for courses in the Running Start Program by the registration deadline.
6. Ensure that the high school RS faculty member completes the course approval process by August 1st for the Fall semester and December 1st for the Spring semester. Exceptions can be made for a late faculty replacement or new hire.
7. In the event that a previously credentialed instructor is no longer available to teach the course in the Running Start program at the start of a semester, the [college] Running Start coordinator will

be informed immediately, and the high school will forward the resume and transcripts of the new instructor to the office of Academic Affairs at [college] for review. A course may not begin in the Running Start program unless the high school faculty member's background has been reviewed by CCSNH to meet academic and experiential standards set by the college. However, at the discretion of the college, a high school instructor may be approved who does not meet credentialing standards. Such appointment will be for one time only.

8. In the event that a previously credentialed instructor begins a course in the Running Start program but must be replaced during the semester, or will be absent for an extended period of time, the [college] Running Start Coordinator will be informed immediately, and the new instructor's resume and transcripts will be forwarded to the office of Academic Affairs at [college] for review. If the new instructor does not meet minimum standards for a [college] college faculty member, the college, at its discretion, may approve a high school instructor who does not meet credentialing standards. Such appointment will be one time only and may not exceed two individual or two consecutive semesters.
9. Provide academic counseling services for students enrolled in or seeking enrollment in dual credit courses. (See related item #7 under General Provisions).
10. Ensure that grades are submitted to the college in a timely manner so that students are ensured ready access to their grades.
11. Have textbooks and course materials paid for by the student unless provided by the school district.
12. Provide the opportunity, where feasible, for students to visit [college] at least once during the course to observe other [college] classes and take part in other [college] related matters jointly agreed upon by the college and high school faculty partners.
13. Support high school Running Start faculty in attending college sponsored Running Start professional development activities.

It Is Mutually Agreed That:

1. Representatives of both parties will meet as necessary for the purpose of planning for and evaluating academic and administrative aspects of this cooperative program and discussing any problems and matters regarding the relationship of the parties to this agreement.
2. This agreement shall become effective the date it is signed, and shall continue for a period of one year. The agreement may be terminated at any time by mutual consent of both parties. Either party may terminate the agreement by giving six months written notice.

(Courses offered in the Running Start program are identified on the attached addendum.)

For [college]:

For the Partnering High School:

Vice President of Academic Affairs

Principal, CTE Director or Designee

Date

Date

Community College System of New Hampshire Minimum Standards for Adjunct & Running Start Faculty

Keeping in mind that decisions on faculty credentialing are made on a case-by-case basis, the following guidelines are used by college Vice Presidents of Academic Affairs in evaluating a person's eligibility to teach a Running Start course or any other college-sponsored course. These guidelines are based on various accreditation standards each college must adhere to:

- In General Education areas* a minimum of a Master's degree, preferably in the field being taught or a closely related field (e.g., a Master's in Physics to teach Math). Individuals with a Master's in Education will be considered, provided the individual has twelve (12) graduate credits in the content area being taught and a Bachelor's degree in the content field or closely related field. Workshops, seminars, certifications, and other forms of professional development in the content area may also be considered in reaching the twelve credit requirement.
- **(Tech I)** In Technical and career areas, such as massage therapy, automotive, welding, electrical, HVAC, machine tool--those areas that were once considered "vocational," a minimum of a Bachelor's degree in the field or a closely related field. Individuals with an Associate's degree and other forms of licensure or certification combined with a minimum of four (4) years related professional work or teaching experience would also be considered.
- **(Tech II)** In Technical areas such as engineering technology, computer technology, spatial information technology, biotechnology, a minimum of a Master's degree, preferably in the field being taught or a closely related field. Individuals with a Master's degree in Education will be considered, provided the individual has twelve (12) graduate credits in the content area or closely related field. Individuals with a Bachelor's degree and other forms of licensure or certification combined with a minimum of four (4) years related work experience would also be considered.
- In Non-Technical areas such as Business, Accounting, Early Childhood Education, Human Services, Criminal Justice, Education, Travel and Tourism, a minimum of a Master's degree, preferably in the field being taught or a closely related field. Individuals with a Master's in Education will be considered, provided the individual has a Bachelor's in the content area or closely related field.
- In Developmental areas, such as Math, English, Reading and Science, a Master's degree in the area or closely related area. Individuals with a Bachelor's degree in the area or closely related area will be considered provided they have a minimum of four (4) years teaching experience.
- Allied Health and other programs with national accreditations: variable depending on accreditation requirements (usually not appropriate for Running Start)

The above applies to new hires commencing Fall semester '07. Adjunct and Running Start faculty currently employed will have until the Fall semester '09 to meet the above standards.

Exceptions to the above may be made by the Vice President of Academic Affairs if an individual can show equivalent academic and/or work or teaching experience. However, in no case will an individual be required to have qualifications exceeding those outlined above.

In addition, exceptions to the above may be made by individual colleges for a temporary appointment based on unusual circumstances as defined by the college. Such appointments may be done one time only and cannot exceed two individual or two consecutive semesters.

*General Education areas include the following: English, Communications, Humanities, Fine Arts, Foreign Language, Social Science, History, Religion, Philosophy, Math, and Science.

Important Differences Between High School and College Supports for Students with Disabilities

High School	College
Special Education	Disabilities Services
IDEA & Section 504 of the Rehabilitation Act	Americans with Disabilities Act and ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act
Free appropriate public education	Access
Education is a right and must be provided in an appropriate environment to all individuals.	Education is an opportunity . Students must meet certain admissions criteria defined under the ADA as “ <i>otherwise qualified</i> ”. Students must also meet the criteria of the accepting institution such as health, character, technical standards, and conduct code and course objectives.
The school district is responsible to identify a student’s disability.	Students must self-identify to Disabilities Services to access accommodations and services.
School district provides free testing and evaluation.	Students must provide documentation that supports the requests for accommodations. Students are responsible for obtaining up-to-date evaluations and medical records.
School district develops Individualized Education Plans (IEP) or 504 plan to define educational services.	Student must identify needs and request services through Disabilities Services to develop a reasonable accommodation plan.
IEP or 504 Plan determine services and school district must ensure that services are provided.	A reasonable accommodation plan is available to eligible students. IEP’s do not apply. Disabilities Services will work closely with students to support implementation of accommodations by faculty.
All teachers are contacted by Special Education staff.	Students are responsible for presenting reasonable accommodations plans to faculty.
Fundamental alteration of programs and curricula are required.	No fundamental alterations of programs and curricula are required. Students are given equal opportunity to pursue courses and they are evaluated against the same course objectives as other students.
Student’s strengths and challenges are determined by specialists.	Students are expected to develop self-advocacy skills. Disabilities Services staff are available to work closely with students as they develop self-advocacy skills.
Personal services for medical or physical disability are required.	The college is not required to provide personal services. Disabilities Services may assist students in advertising for such services.

* Adapted from Jeanne Kincaid, Esq., Presentations at AHEAD Annual Conferences

Community College System of New Hampshire
High School Running Start Liaison

Facilitate the course approval process by being available to provide any necessary paperwork to complete each course review.

Assist the Running Start Coordinator with scheduling classroom or large group presentations early in each semester.

Be available to answer any Running Start questions when the Running Start high school faculty partner is not available.

Assist in the Running Start registration process.

Assist the high school faculty partner in validating Junior and Senior status of students wishing to register for courses.

Assist the high school faculty partner in identifying students with disabilities and forwarding accommodation plans to the college's Disabilities Coordinator.

Assist with the processing of any drop forms in a timely manner.

Provide periodic updates on courses to be offered each semester and the teachers that will be teaching those courses.

Assist with the submission of course and partnership evaluations to the college in a timely manner.

Assist with the submission of final grades to the college in a timely manner (timeline may vary for on-line grading).

Assist with the distribution of vouchers in a timely manner and follow-up with the Principals or CTE Directors who receive the vouchers.

Provide the Running Start Coordinator with any feedback regarding college acceptances of students' CCSNH credits earned through Running Start.

Articulation Agreement/Dual Enrollment
Between Rivier College and Nashua High School (North and South)
Business Management, Marketing, and Finance
Bachelor of Science Degrees

Introduction:

The purpose of this articulation is to offer transfer credits for specific business courses as outlined in the agreement that will provide a pathway for students to a Bachelor of Science Degree in Business Management, Marketing or Finance at Rivier College. Students who earn credits will receive a Rivier College transcript.

Course of Study:

Nashua High School, North students participating in this articulation agreement will successfully complete courses that have been approved between Rivier College and Nashua High School, North, in the areas of Business Management and Marketing. The two courses for approval are BUS175 Principles of Management and BUS215 Principles of Marketing.

Rivier College Program of Studies refer to the School of Undergraduate Studies Catalog.

Rivier College responsibilities:

- Provide transfer credit for Nashua High School, North, to students successfully completing the approved courses with a grade of “B” or better
- Provide transfer credit for Project Running Start courses that meet policy requirements
- Offer the opportunity for students to visit to Rivier College
- Coordinate with Nashua High School, North, faculty to monitor curriculum, syllabus, and evaluation tools

Nashua High School responsibilities:

- Provide courses that adheres to Rivier College’s curriculum requirements
- Expose students to the opportunity available for articulation with Rivier College
- Provide counseling for students and parents interested in postsecondary education at Rivier College
- Coordinate with Rivier faculty to review curriculum, syllabus, and evaluation tools
- Sponsor activities with Rivier College when possible.

Student responsibilities:

- Visit with Rivier College to learn about the Business Division program offerings
- Ensure that all prerequisites to Rivier College’s Marketing, Finance, or Management program are successfully completed
- Ensure that all elements required for the application for admission into the Business Management, Marketing or Finance programs are submitted to the Rivier College Admissions Office in compliance with requirements outlined in the Rivier College catalog

This agreement is in effect until June 30, 2014, and is predicated on annual review by both parties, especially as it pertains to continued comparability of curriculum, syllabi, and exams. This agreement has been approved by:

Maria Matarazzo, Chair
Division of Business Administration

Dr. Regina Shearer, Assistant VP
Academic Affairs

Sister Therese Larochelle, Ph. D., VP
Academic Affairs

Nashua High School
Principal and/or CTE Director

RIVIER COLLEGE AND NASHUA HIGH SCHOOL, NORTH AND SOUTH DUAL ENROLLMENT APPROVAL FORM

COURSE INFORMATION

COURSE TITLE: _____
ACADEMIC TERM: _____
CLASS LEVEL: _____
START AND END DATES: _____

CURRICULUM INFORMATION

COURSE TEXT: _____
COURSE SYLLABUS (ATTACHED) _____
COURSE FINAL EXAM (ATTACHED): _____
PREREQUISITES: _____
CREDIT HOURS: _____

INSTRUCTOR INFORMATION

NAME: _____
ADDRESS: _____
CITY, STATE, ZIP: _____
HOME PHONE: _____
WORK PHONE: _____
CELL PHONE: _____
TEACHER CERTIFICATION DATE: _____
ACADEMIC DEGREES: _____
YEARS OF TEACHING: _____
RESUME (ATTACHED): _____

Teacher Signature, Nashua High School _____

Principal/ CTE Director, Nashua High School _____

Maria Matarazzo, Chair, Rivier College _____

Dr. Regina Shearer, Assistant VPAA, Rivier College _____

Sister Therese Larochelle, Ph. D., VPAA, Rivier College _____

Rivier College

Application

Dual Enrollment



Please type or print responses and
return your completed application to:

The Office of Undergraduate Admissions
Rivier College
420 South Main Street
Nashua, NH 03060-5086

Biographical Information

Name: MS. Mrs. Mr. Last First Middle Maiden

Primary Address: Number and Street Apt# City State Zip Country

Phone Number: () Alternate Phone Number: ()

E-mail: Fax:

Date of Birth: / / Social Security #: Month Day Year

Sex: ☐ Female ☐ Male

Veteran Status: ☐ Yes ☐ No

Are you a U.S. citizen? ☐ Yes ☐ No If no, country of citizenship:

Is English your first language? ☐ Yes ☐ No If no, which language is spoken in the home?

Ethnic Heritage: (optional) ☐ Asian ☐ American Indian/Alaska Native ☐ Black/African American
☐ Hispanic/Latino ☐ Native Hawaiian or Other Pacific Islander
☐ Two or More Races ☐ White ☐ Other

Education

High school name: City: State:

Current year in high school: ☐ Sophomore ☐ Junior ☐ Senior High school graduation year:

Guidance counselor signature (verifying standing):

High school course: Rivier course:

Instructor name: Instructor signature:

Non-Discrimination

Rivier College does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, or disability in admission to, access to, treatment in or employment in its programs and activities.

In consideration of the undertaking by the Admissions Office to process this form, the undersigned agrees that the information furnished on this Application for Admission form, together with all information and materials of any kind received by the Admissions Office from any source, or prepared by anyone at its request, shall be completely confidential and shall not be disclosed to anyone including the candidate and his or her family, except for situations specified in the Family Rights and Privacy Act. I also acknowledge that the information I have provided on this form is complete and true to the best of my knowledge.

Signature Date

Parent/Guardian Signature (If you are under 18 years of age) Date



The Office of Undergraduate Admissions, Rivier College, 420 South Main Street, Nashua, NH 03060-5086

9/09

SNHU in the High School

Course/Instructor Approval

School Information

Academic Year: _____ High School: _____
 School District: _____ Start Date: _____ # of sections: _____ End Date: _____
 Class Level: _____ Class Period/Time: _____ Full Year: ☐ Half Year: ☐
 (Honors, CP, etc)

School/District Approval: To be completed by Principal or District Administrator.

Date: _____

Principal: _____ District Administrator: _____ Approved: Yes ☐ No ☐
 (if required)

Course Information

SNHU Course Name and Number: _____ Prerequisites: _____ Credit Hours: _____
 High School Course Name: _____ Prerequisites: _____ Credit Hours: _____
 Course Text: _____ Course Syllabus Attached: ☐
 Comments: _____

Course Approval: To be completed by the SNHU Department Chair or Faculty evaluator/mentor.

Date: _____

Evaluator Name: _____ Evaluator Signature: _____ Approved: Yes ☐ No ☐

Instructor Information

Name: _____ ☐ New Instructor * ☐ Ongoing Instructor
 Address: _____
 City: _____ State: _____ Zip Code: _____
 Phone: _____ E-mail: _____ SSN: _____ - _____ - _____

☐ Teacher Certification Category: _____ Expires: _____
☐ Bachelor's Degree Institution: _____ Major: _____
☐ Master's Degree Institution: _____ Major: _____

Years of Secondary Teaching Experience: _____

***New instructors are required to submit transcripts, resume, and cover letter/statement of expertise (if applicable) to teach course.**

Instructor Approval: To be completed by the SNHU Department Chair or Administrator.

Date: _____

Evaluator Name: _____ Evaluator Signature: _____ Approved: Yes ☐ No ☐

SNHU in the High School

Dual Enrollment Student Application

Please Print or Type

Full Legal Name: _____
 First Middle Last Former Last Name (If any)

Home Address: _____
 Apartment, or Street Name and Number

City State Zip

Home Phone: () - Birth Date: _____
 Month Day Year

E-mail: _____

Sex: ☐ Male ☐ Female

Social Security Number: - - (optional)

Office Use Only

Datatel ID: _____

Are you a citizen or permanent resident (Green Card, H or J Visa) of the United States? ☐ Yes ☐ No

If no, what is the country of your citizenship? _____ Visa Number: _____

Education

High School Name: _____ City: _____ State: _____

Current Year in High School: ☐ Sophomore ☐ Junior ☐ Senior ☐ High School Grad Year: _____

High School Course: _____ SNHU Course: _____

Instructor Name: _____ Instructor Signature: _____

Guidance Counselor Signature (verifying standing): _____

Non-Discrimination

Southern New Hampshire University does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, or disability in admission to, access to, treatment in or employment in its programs and activities.

I, the undersigned, agree that any information furnished to Southern New Hampshire University, at any time and regardless of whether or not I am accepted as a student at Southern New Hampshire University, including all information and materials of any kind received by Southern New Hampshire University from any source, or prepared by anyone at its request, shall not be disclosed to anyone, including the undersigned, except that an authorized official of the university may, at his/her discretion, for official purposes, disclose any or part thereof to such person as necessary.

My signature below indicates that all information on my application is complete, factually correct and honestly presented.

Signature: _____ Date: _____

Parent or Guardian's Signature: _____ Date: _____

(required if applicant is under 18 years of age)

Pauline St. Hilaire, Director for Dual Enrollment ~ 2500 North River Road, Manchester, NH 03106—1045

603.668.2211 Ext: 2141 ~ Fax: 603.645.9610 ~ www.snhu.edu

New Hampshire Rigorous Programs of Study Guidebook

Based on the NH Accounting and Health Science Technologies Project

ATTACHMENT #6

Creating a Career Pathway Plan of Study

(For Project Managers)

The Career Pathway Plan of Study (CPPOS) is a document that outlines a pathway in a specific career area from secondary to a postsecondary degree or certificate awarding program. The purpose of the CPPOS is to assist students, parents and guidance counselors in planning course selection in preparation for the student's college success.

New Hampshire developed a professional development process to assist schools and colleges in the creation of their joint plans of study. The true value of this model is the relationships initiated or expanded upon between the high school and college faculty.

New Hampshire followed the national College and Career Transitions Initiative design to create its own format. This document (See Appendix #1)) includes:

- Core academic course requirements
 - For secondary graduation
 - For college success
- Career and Technical Education course requirements
- Dual credit options, where appropriate
- Postsecondary degree requirements
- State and national certifications and/or licensures, where appropriate
- Sample occupations in the career pathway

The creation of CPPOSs requires significant organization and oversight. Therefore, it is highly recommended that a single project manager be assigned to oversee the development of CPPOSs in a given career area. Additionally, a single project manager encourages and facilitates the relationships between the high schools and colleges which are critical to the success of the development and maintenance of the CPPOSs.

The project manager is responsible for the CPPOS development process including:

- planning an event for high school and college representatives to meet and discuss college requirements and potential dual enrollment opportunities leading to the creation of CPPOSs
- facilitating the event
- finalizing the CPPOSs

Planning the Event

Utilize the CPPOS Meeting Checklist (Appendix #2)) to identify and track all activities related to the event. Key elements of the checklist are explained in detail below:

Schedule the Event and Recruit Participants:

Select a date and time when most secondary and postsecondary faculty are available. Send invitations and registration forms (See Appendices #s 3 and 4) to all secondary and appropriate postsecondary educators. Secondary educators can be instrumental in determining the best potential college partners. Identifying colleges students are most likely to attend is suggested.

Recruit Qualified Facilitators:

The facilitators are critical to the success of the event. See Appendix #5 for information on qualifications, responsibilities and preparation.

Prepare Flash Drives:

Load a flash drive for each high school with a CPPOS template for each participating college. The template will include the post-secondary courses required within the degree, populating the appropriate cells within the template. Sample occupations section should include updated local data. See Appendix #1 for samples. Also load a sample articulation agreement.

Prepare Participants:

Contact high school and college educators to explain the purpose, goals and outcomes of participating in the CPPOS process. This is the beginning of building relationships that will best prepare students for college planning and success.

The high schools are required to send a team that includes, at a minimum, the program instructor who has intimate knowledge of the curriculum and a high school guidance counselor who knows the graduation requirements and details of courses required for college success. Additionally, administrators, career counselors, middle school guidance and other interested parties are encouraged to participate. See CPPOS: Frequently Asked Questions (Appendix #6) for additional information.

Request high school educators bring and be prepared to discuss program syllabus, text books, high school course catalogs including graduation requirements and any current dual enrollment agreements (with the name of the college, the course and credits). Either be prepared to provide lap top computers to the high school teams or request they bring their own for recording purposes and accessing the flash drive.

Contact the postsecondary partners to explain the purpose, goals and outcomes of participating in the process. The participants can include: an instructor or an introductory course in the college program, the program department chair, an admissions counsel and/or an administrator. The postsecondary representatives are asked to bring the college catalog, admission requirements (such as SAT, Accuplacer cut scores, etc), course content outline, sample syllabus, text books and articulation and dual enrollment options. Colleges are also encouraged to bring recruiting materials.

Determine Team Assignments:

Assign a facilitator to each high school and develop a rotation schedule (team assignments, Appendix #7) that assures each college meets with every high school team if appropriate.

Prepare Folders:

The high school teams and college representatives will receive folders which may include:

- Sample Agenda, Appendix #8
- Team Assignments, Appendix #7

- Articulation versus Dual Enrollment , Appendix #9
- Sample Evaluation Form, Appendix #10
- Sample CEU (Continuing Education Unit) certificate, Appendix #11

Facilitator folders should include all of the above, plus:

- Facilitator follow-up form that includes instructions, Appendix 12
- Facilitator follow-up sheets, Appendix 13 (enough for each rotation)

Set up Room

Room set up should include a table and chairs for each high school team. The colleges will rotate from table to table throughout the day.

Facilitating the Event

The project manager should function as host of the event, overseeing and assigning tasks to participants and facilitators. It is recommended that the project manager not be responsible for facilitating a team on the day of the event. They should provide leadership and direction to the process, assuring all participants understand the purpose and goals of the development of the CPPOS. Emphasis should be on the building of relationships between high school and college faculty.

The Project Manager begins the event with a welcome, introductions and purpose and outline of the day. Each high school introduces their team and gives a short description of their career and technical education program. The colleges are given the opportunity to introduce themselves and give a description of their program which may include promotional materials and a media presentation. Each college is given approximately five minutes.

The purpose of the day is for the high school to begin relationships with the colleges that will result in students who are better prepared for a seamless transition from their high school CTE program to the college career program. The event is the beginning of a process to investigate dual enrollment and/or articulation opportunities and confirm the high school courses required for college success.

College representatives rotate from table to table. High school teams have templates of the CCPOSs on a lap top computer. These CPPOSs will be the topic of the discussions. During the discussions the appropriate courses at the high school level will be recorded on the template. Teams are to be informed that the format and font of the CPPOS template should not be changed. Questions may be recorded by the facilitator.

Part of the discussion by the teams is about the levels of the secondary English and Math courses required both for admission to the college program and for placement in the appropriate college degree-level courses. It also includes any secondary science courses that may be required for admission and success in the particular career pathway. The following questions guide the discussion:

- Which Math course will best prepare students for placement in the first degree-level college math course?
- What are the English skills required for placement in the first level English course in the college program of studies?
- Which courses are essential to admission into the college program i.e.: Chemistry for Biotechnology and Nursing majors, Physics for Engineering majors.

- Which courses should be recommended, but not required, in this particular area of study i.e.: Tech Math for a Building Trades pathway, a Drawing Art course in the Graphic Design pathway, or Anatomy & Physiology and Advanced Placement Biology in a Health Science career pathway.

The project manager will explain that after the high school courses required and recommended for college success are determined, the remainder of the discussion focuses on the career technical course curriculum. The following questions guide the discussion:

- Does the secondary curriculum prepare students for further study in the college program?
- Are there overlaps in instruction? If so, is there a course at the college level that could be offered in the high school program via articulated or dual enrollment credit? (This is when the high school and college instructors will exchange copies of their syllabi.)
- Is there more than one possible postsecondary outcome in the career pathway? If yes, then plan to build additional CPPOSs to reflect each outcome.

The project manager will remind facilitators that before the conclusion of each high school/college discussion, to record the next steps necessary to complete the pathway. These may include:

- Follow-up with possibilities for articulation and/or dual enrollment opportunities (exchange of syllabi, review of course textbooks, instructor credentials, etc),
- Investigating college SAT or Accuplacer cut scores required for placement in the first college-level English and Math courses,
- Identifying if further discussion with high school English, Math or Science department(s) need to occur to determine the rigor of the courses required for college success.

Depending on the number of teams, each high school/college discussion should be approximately thirty minutes. The project manager monitors the time of the rotations, announcing approximate time remaining, breaks, etc. as appropriate.

Lastly, participants should be reminded of the following:

- This event is the beginning of the process, not the end. Follow-up work will be required to complete the CPPOS document possibly including an opportunity for the student to earn dual credit in the secondary career and technical program.
- The high school representative will return the flash drive with the CPPOS templates completed to date. They may wish to save drafts of the CPPOSs to their laptops for safe keeping as well.
- The time and effort on the part of the participants to increase the rigor of Career and Technical Education by providing a means to better prepare students for the college program is a worthwhile undertaking and is greatly appreciated.

At the end of the day, the project manager will collect the facilitator follow-up form. (Appendix #13)

The project manager will conclude the day with information on what will happen next. The following steps should be presented:

- Project manager will review all CPPOS documents to determine follow-up required. Follow up may include:
 - Confirming math and English skills required for proper postsecondary placement

- Edit and format adjustment as necessary
 - Evaluate and follow-up on dual credit and/or articulation agreement development
- Contacting participants when necessary to clarify CPPOS documents

Finalizing the Career Pathway Plans of Study

Review all submitted plans of study and corresponding facilitator notes to determine the following:

- High School course of study:
 - Are the courses clearly in this pathway?
 - What is bolded – only courses that are prerequisites for college success – that means one Math course.
 - Make sure the high school limited the plan of study to no more than two tracks ie: College Prep and Honors
 - Make sure the courses are in the appropriate columns.
 - Identify that the notes match the information in the columns ie: dual enrollment and articulated credit options appropriately “coded”.
- College course of study
 - Make sure the college plans of study are correct and up-to-date.
 - Make sure that college courses that are articulated or dual enrollment are coded the same as the corresponding high school course.
- Articulated credit
 - If one is indicated, obtain a copy of the agreement.
 - If there is a possibility of developing an agreement, follow-up with the high school and/or the college to begin the process.
- Dual enrollment credit
 - If dual enrollment credit is an option in the CTE PROGRAM, obtain a copy of the course approval form(s)
 - If there is a possibility of developing a dual enrollment course, follow-up with the high school and/or the college to begin the process.
- If no articulated or dual enrollment credit will be developed in the near future, the CPPOS is complete at that point in time.
- Any changes deemed necessary MUST be done in consultation with the appropriate parties.
- When completed, CPPOSs need to be:
 - Edited
 - Fit to one page
 - Dated
 - Submitted to the NH Department of Education
 - Sent to all participants

This Rigorous Plan of Study serves as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.



NH High Schools ➡ Community College System of NH Accounting Programs ➡ Southern NH University / Rivier College

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

Bold – Prerequisite for College Success
Black – NH Secondary Minimum Standards

Bold & Underlined – Articulated Credit
Italic – Imbedded Academic Core Credit

BOLD, UNDERLINED & ALL CAPITALS -
 Transcribed Dual Enrollment Credit

	Grade	English/ Language Arts	Math	Science	Social Studies /Sciences	Other Required Courses (R) Recommended Electives (E)	*Career and Technical Courses and/or Degree Major Courses	SAMPLE Occupations Relating to This Pathway
S E C O N D A R Y	9	English	Algebra 1 (3 math cr, including algebra credit that can be earned through a sequential, integrated or applied program)	Physical Science	World History, Global Studies, or Geography ½ credit	Information and Communications Technologies ½ cr or demonstrated proficiency (R) Physical Education 1 credit (R)		► Accountant ► Accounts Payable/Receivable Clerk ► Bill and Account Collector ► Commodities Representative ► Controller ► Credit Analyst ► Debt Counselor ► Economist ► Financial Planner ► Foreign Exchange Manager ► Fund Raiser ► Insurance Broker ► Internal Auditor ► Loan Officer ► Non-Profit Manager ► Payroll ► Tax Examiner ► Title Researcher and Examiner ► Treasurer ► Trust Officer
	10	English	Geometry	Biology	Economics ½ credit or US &NH Government/Civic s ½ credit	Arts Education ½ cr (R) Health Education ½ cr (R) 6 open electives (R)		
	11	English	Algebra 2	Chemistry	US & NH History 1 credit		Accounting I	
	12	English	Math Elective Recommended				ACCOUNTING II	
NH SECONDARY ACCOUNTING PROGRAMS (Regional CTE Centers): White Mountain (Berlin), Cheshire (Keene), Hugh Gallen (Littleton), Milford, Nashua, Pinkerton, Region 9 (Wolfeboro), Salem, Sugar River Valley (Claremont), Sugar River Valley (Newport), William Palmer(Hudson)								
P O S T S E C O N D A R Y	Associate of Science Degree							
	Dual Enrollment Options: Great Bay Community College - Accounting & Financial Reporting 1 Manchester Community College - Accounting & Financial Reporting 1 River Valley Community College - Accounting 1							
	Bachelor of Science Degree							
	Southern NH University (SNHU): Dual Enrollment with the secondary Accounting Programs: Financial Accounting Dual enrollment or articulation with the Community College System of NH programs located at: Manchester Community College, Great Bay Community College, Nashua Community College, NHTI, and River Valley Community College. Rivier College: Dual Enrollment with the secondary Accounting Programs: Financial Accounting Dual enrollment or articulation with all colleges within the Community College System of NH							
Notes: Algebra 2 required for college success, Senior Math Elective highly recommended High school course that includes Microsoft Excel highly recommended. Other dual enrollment options ie: College Composition, may be available at some high schools.								

November 29, 2010

This Rigorous Plan of Study serves as a guide for all Allied Health Career Pathways. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.



NH High Schools ⇌ Community College System of NH ⇌ Four-Year Colleges & Universities

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

Bold – Prerequisite for College Success
Black – NH Secondary Minimum Standards

Bold & Underlined – Articulated Credit
Italic – Imbedded Academic Core Credit

BOLD, UNDERLINED & ALL CAPITALS -
Transcripted Dual Enrollment Credit

	Grade	English/ Language Arts	Math	Science	Social Studies /Sciences	Other Required Courses (R) Recommended Electives (E)	*Career and Technical Courses and/or Degree Major Courses	SAMPLE Occupations Relating to This Career Cluster
S E C O N D A R Y	9	English	Algebra 1 (3 math cr, including algebra credit that can be earned through a sequential, integrated or applied program)	Physical Science	World History, Global Studies, or Geography ½ cr	Information & Communications Technologies ½ cr or demonstrated proficiency (R) Physical Education 1 cr		Require Less than Baccalaureate Degree ► Clinical Lab Technician ► Dental Assistant/Hygienist ► Dietetic Technician ► Diagnostic Medical Sonographer ► EMT/Paramedic ► Massage Therapist ► Medical Assistant ► Pharmacy Technician ► Physical Therapist Assistant ► Radiologic Technician ► Registered Nurse ► Respiratory Therapist ► Surgical Technician ► Transcriptionist Require Baccalaureate Degree ► Athletic Trainer ► Chiropractor ► Clinical Laboratory Scientist ► Dietician ► Exercise Physiologist ► Health Care Administrator ► Occupational Therapist ► Physician's Assistant
	10	English	Geometry	Biology	Economics ½ cr US & NH Government/Civi cs ½ cr	Arts Education ½ cr (R) Health Education ½ cr (R)		
	11	English	Algebra 2	Chemistry*	US & NH History 1 cr	6 open electives	HEALTH SCIENCE TECHNOLOGIES 1	
	12	English		Physics**			<u>HEALTH SCIENCE TECHNOLOGIES 2</u>	
	Possible Industry Certifications (Students): CPR, AED, ALS, EMT, LNA							
NH SECONDARY HEALTH SCIENCE TECHNOLOGIES PROGRAMS (Regional CTE Centers): Berlin, Cheshire (Keene), Concord, Creteau (Rochester), Dover, Hugh Gallen (Littleton) , J. Oliva Huot (Laconia), Manchester School of Technology, Mt Washington Valley, Nashua, Pinkerton, Plymouth, Region 9 (Wolfeboro), Sugar River Valley (Newport), Salem, Seacoast School of Technology, Wilbur Palmer (Hudson)								
P O S T S E C O N D A R Y	NEW HAMPSHIRE COMMUNITY COLLEGE PROGRAMS				Dual Enrollment Course Options through CCSNH: <u>INTRO TO EXERCISE</u> Included in: Exercise Science Program <u>SCIENCE MEDICAL LAW & ETHICS</u> Included in the following programs: Medical Office Assistant Medical Assistant <u>MEDICAL TERMINOLOGY***</u> Included in the following programs: Health Information Management Massage Therapy Medical Assisting Medical Coding Medical Office Assistant Orthopaedic Technology Surgical Technology			
	Certificates: Dental Assisting Health Science Technology Health Unity Coordinator LNA Massage Therapy Medical Admin Assistant Medical Coding Medical Secretary Medical Transcription Orthopaedic Technology Practical Nursing	ASSOCIATE DEGREES: Clinical Laboratory Technician Dental Hygiene Exercise Science Health Science Medical Assistant Nursing Occupational Therapy Assistant Paramedic Emergency Medicine Physical Therapist Assistant Radiation Therapy Radiologic Technology Respiratory Therapy Surgical Technology Thompson School, UNH: Dietetic Technician						
	Four-Year Colleges and Universities (Participants in Career Pathway Plan of Study Development) Franklin Pierce University: RN to BS Degree Completion Program through dual enrollment or articulation with the CCSNH programs. Locations in Lebanon, Concord and Portsmouth Rivier College: RN to BS Degree Completion Program through dual enrollment or articulation with the CCSNH programs.							

November 29, 2010

**NH Rigorous Plan of Study Guidebook
Career Pathway Plan of Study
Meeting Preparation Checklist**

Item	Status	Completed
<i>Prior to the Day:</i>		
Secure facility with contract (Fridays are convenient for most postsecondary faculty)		
Send “Save the Date” message to all potential participants		
Email registration form* to CTE Directors		
Email registration form* to colleges		
Arrange for facilitators		
Email agenda*, directions and map to participants and facilitators		
<i>Create packets to include (one for each school participating):</i>		
Folder Labels		
Agenda*		
Competencies		
List of attendees		
Certificates*		
Evaluations*		
CPPOS		
Articulation/RS*		
Round Robin Assignments*		
Flash Drives – CPPOSs loaded		
Name Tags		
Brochures		
Tent cards for participating schools		
Facilitator Follow-up Sheets*		
<i>For the Day of the Meeting:</i>		
Extension cords		
Computer, projector and other equipment as needed		
Arrange for Continental Breakfast and Lunch		
Water		
Tablecloths		

Travel Reimbursement forms**		
Assure flash drive is loaded with all CPPOS docs created and can be opened by facilitator before teams leave		
<i>Post CPPOS Meeting Day:</i>		
Thank-you to facilitators		
Thank you to participants		
Begin Follow-up Work***		

*Sample included in the Appendix

** Not to be advertised - only available to participants with special circumstances ie: adjunct faculty.

*** Process described in the Appendix

**NH Rigorous Plan of Study Guidebook
Sample Meeting Flyer and Registration Form**



Career Pathway Plan of Study Development

Graphic Arts

Friday, January 29, 2010

8:30 – 2:30 – Continental Breakfast & Lunch Included

NH Department of Education

21 South Fruit Street

Concord, NH 03301

Team Participants will:

- ✓ Complete a course planning document – Career Pathway Plan of Study (CPPOS) - for teachers and counselors to use with students in Graphic Arts programs.
- ✓ Review and finalize the high school courses that will benefit students most. Help students with a seamless transition from high school to post-secondary.
- ✓ Dialogue with college faculty and/or admissions on how together we can best prepare students for their college experience.

Who MUST be on your team?

- ✓ CTE Program Teacher
- ✓ Sending School Counselor

Who might also be on your team?

- | | |
|-----------------------------|---------------------------------|
| ✓ CTE Director | ✓ School-to-Careers Coordinator |
| ✓ High School Administrator | ✓ Math Dept Chair |
| ✓ Career Guidance Counselor | |

Need to Bring

- | | |
|--|--|
| ✓ Career & Technical Program Syllabus, Textbooks and other Resource Materials | ✓ Your Course Catalog |
| ✓ Laptop | ✓ Info on Dual Enrollment Options at your school ie: Running Start |

Lunch will be provided. Professional Development Hours will be awarded.

Deadline: Friday, _____

REGISTRATION FORM ATTACHED

Registration Form

School _____ CTE Director _____ CTE Program _____

Required Team Members:

Classroom Teacher _____ Email _____

Sending School Counselor _____ Email _____

Optional Team Members:

CTE Director _____ Email _____ High

School Administrator _____ Email _____ Career

Guidance Counselor _____ Email _____

School-to-Careers Counselor _____ Email _____

Others _____ Email _____

Deadline

Friday, _____

Email completed registration form to: _____

Or

Fax to: 603- _____ - _____

Or

Mail to: _____

Registration Confirmation will be sent to the CTE Director

Questions?

Email or Call _____



Career Pathway Plan of Study Development

Graphic Arts

Friday, January 29, 2010

9:00 – 2:30

NH Department of Education

21 South Fruit Street

Concord, NH 03301

You are invited to participate in the development of a Career Pathway Plan of Study with New Hampshire Career & Technical Education Graphic Arts Programs. Many of the ten CTE programs will be participating in this session by sending their Graphic Arts or Digital Communications teacher, a guidance counselor and other educators involved in guiding students.

Participants will:

- ✓ Complete a course planning document – Career Pathway Plan of Study (CPPOS) - for high school teachers and counselors to use with students in a Graphic Arts or Digital Communications program.
- ✓ Review and finalize the high school courses that will benefit students most. Help students with a seamless transition from high school to post-secondary.
- ✓ Dialogue with high school faculty and guidance personnel on how together we can best prepare students for their college experience.

You will have the opportunity to present your program to the participating high schools and hear about their programs.

Please Bring:

- ✓ Your Course Catalog
- ✓ Your course content outline, sample syllabus and textbook
- ✓ Info on Dual Enrollment Options at your school
- ✓ Brochures, flyers, etc highlighting your program

*Lunch and continental breakfast will be provided.
Professional Development Hours will be awarded.*

*Please RSVP no later than Friday,
to: name
Email address or phone number*

New Hampshire Rigorous Programs of Study Guidebook

Based on the NH Accounting and Health Science Technologies Project

ATTACHMENT 6: Creating a Career Pathway Plan of Study

FACILITATOR QUALIFICATIONS, PREPARATION AND RESPONSIBILITIES

Facilitator Qualifications:

Each facilitator should have experience with leading group training or teaching, or extensive prior leadership experience. Each facilitator will also:

- Have the capacity to facilitate group discussion and peer interaction, such as maintaining the flow and direction of discussion, drawing out quiet participants
- Conduct each session in a respectful manner that promotes and encourages the participation of each person attending
- Be able to keep a group on task, interested, and involved
- Be able to ask and answer questions appropriately
- Have the capacity to deal effectively with challenging behaviors and difficult personalities
- Provide all participants the opportunity to learn from each other
- Be willing to take advantage of available support and facilitator training opportunities
- Be easy to understand.
- Connect with participants.
- Be assertive; not fluster easily.
- Project a professional, neutral position throughout the proceedings, being careful to show no bias toward or against any person or idea.
- Manage time and space for each team meeting to support positive outcomes.
- Document agreement on decisions and actions to be taken on the Facilitator Follow-up Form.
- Exhibit a pleasant manner that fosters group learning

Each facilitator should have sufficient knowledge of the process and the required information for the CPPOS template. The facilitator does not need to have curriculum content knowledge.

Facilitator Preparation:

It is critical to provide facilitator training to ensure that everyone is giving the same information on key issues when developing the CPPOS. The training should focus on the following guiding questions for each facilitator to use to begin the process with each team.

- Question 1 What are the graduation requirements for your high school?
- Question 2 What courses are required by postsecondary for admission to the program without the need for remediation?
 - Core Academics: Show two tracks (when appropriate) that documents for students who are on an advanced college prep program and for those who are following the basic core college prep program.
 - English: Look for dual college credit options when possible. Ensure that the senior English course includes intensive writing and some research in the curriculum.

- Math: For most career pathways, the math sequence will go through at least Algebra II concepts, so as to avoid math remediation at the post-secondary level. If Algebra II is completed prior to the senior year, a senior math elective is highly recommended.
 - Prerequisite for college success: Bold only those courses that the college believes a student needs to ensure their success. For example: Chemistry should be bolded for nursing and most allied health pathways. While a foreign language class would be an asset, it may not be necessary for success in allied health programs in some colleges.
 - When in doubt ask the question: If the student does not take this course in high school will they be unable to succeed in the college program?
- Question 3 What courses are recommended at the secondary level to best prepare students for postsecondary success in the identified pathway?
 - Electives: Have the team think about electives offered and the other courses required for graduation that may support a career goal. For example: Art is required for graduation. If a student plans on becoming an electrician, a line drawing art course may be best to prepare the student for the field.
 - When in doubt ask the question: Are there courses in high school that are recommended for students related to the college career pathway?
- Question 4 Are there articulation and/or dual enrollment agreements in place? If so, identify the following:
 - Articulated or dual enrollment credit
 - High school course name(s)
 - College awarding the credit
 - College course name, number and number of credits
- Question 5 If there are no articulated or dual enrollment agreements in place, what are the possibilities of creating an agreement and what would be the next steps?

The training also needs to focus on the need for each facilitator to capture next steps/assistance on the CPPOS Facilitator Follow-up Form. The information on this document should be clear and concise so that the program manager will understand the next steps they will need to take to finalize the process.

Facilitator Responsibilities:

A facilitator is responsible for the process, ensuring that all members of the group are clear about what is expected of them. The overall objective is to assist communication between the college and high school/career center staff in order to begin the development of the CPPOS. Through the developing relationships, the high school and the various colleges are able to look at alignment of curriculum and create over time more articulation /dual enrollment agreements. The end result of these relationships (and agreements) is a seamless transition for students from high school to college.

At the beginning of the process, the facilitator will ask that everyone to introduce themselves. Following introductions, the process begins. Based on the questions outlined in the preparation section, the facilitator will make sure that the following actions are taken during each round of team discussion. The facilitator should emphasize that the CPPOS reflects the relationship strictly between that particular high school and college at the table.

The facilitator will:

- Announce that the format of the template NOT be changed.
- Instruct that the top portion of the template be filled in with all secondary courses **REQUIRED FOR GRADUATION**.
- Instruct that the English and Math courses that are **REQUIRED FOR COLLEGE SUCCESS** be **BOLDED**. (i.e. Algebra II and senior year English) Note: If Algebra 2 is completed before high school senior year, include a Senior Math Elective in the senior year.
- Instruct that if two English and Math tracks are available at the high school, enter those courses but do not **BOLD** those courses.

The Team will:

- Add in any other elective courses that are highly recommended for **THIS CAREER PATHWAY** in appropriate columns and indicate with a (E).
- Fill in column 5 with other electives that the team recommends (but do not record all courses offered at the high school).
- Fill in Career and Technical course in the final column.
- Review all courses and **BOLD** and **UNDERLINE** any courses at the high school level and their corresponding course(s) at the college level which are articulated credit.
- Review all courses and **BOLD**, **UNDERLINE** AND **ALL CAPITALS** any courses at the high school level and their corresponding course(s) at the college level which are transcribed dual enrollment credit.
- In the **NOTES** section, record those items pertinent to college admission, i.e. Accuplacer scores, etc.)

The facilitator will:

- Identify the next steps on the facilitator follow-up form the need for creating articulated or dual enrollment agreements if none exist, or are out-of-date.
- Record on the facilitator follow-up form the articulated or dual enrollment course name at the high school and the corresponding course name, number and course credit at the college.
- Make sure that the high school has saved all information to their hard drive and that they return the thumb drive.

NH Rigorous Plan of Study Guidebook
CPPOS: Career Pathways Plans of Study FAQ

Frequently Asked Questions

What is the purpose of a Career Pathway Plan of Study?

The Career Pathways Plans of Study are developed to assist Career Technical Centers in raising rigor, aligning courses, assisting guidance, creating seamless transitions from secondary to postsecondary, demonstrating career pathways plans of study that reduce the need for remediation and promote retention as outlined in Perkins IV. The CPPOS demonstrates multiple entry and exit points for students into a career field.

How were the CPPOS templates developed?

They are based on a national model that was introduced in fall of 2006. This model was adapted to meet the needs of NH secondary and postsecondary with feedback received from both levels of education to ensure an effective document.

What is the purpose of the CPPOS professional development activity?

Teams of secondary, postsecondary, and guidance meet together, discuss required and elective courses, identify dual credit and/or articulated courses and, together, fill in the plan of study document. The beginning of a developed CPPOS takes place during this professional development activity.

The process sounds simple, why is a face-to-face activity required?

These activities accomplish much more than creating a CPPOS. Historically, educators have functioned exclusively within their peer group, i.e., secondary works with secondary, post secondary works with postsecondary, middle school works with middle school. The development of the CPPOS is to promote collaboration and communication between secondary and postsecondary instructors and counselors. This collaboration has become a catalyst for critical relationship building which leads to more effective pathways for students and participants who are educated and engaged in the transition of the student from secondary to postsecondary.

Who is required to be on the team?

At a minimum, the required team members must include the CTE teacher, a high school guidance (not career guidance) counselor and a college partner.

Could anyone else participate?

The following people are encouraged to also participate: middle school counselor, career guidance counselor, college admission representative, dual enrollment coordinator, CTE director, and school administrator(s), along with additional representatives from guidance.

Other than the relationship building between secondary and postsecondary are there other benefits to working in a team?

Absolutely! The quality of the CPPOS is significantly improved by having a comprehensive team, resulting in the following: a more extensive use of the CPPOS in program marketing and

student planning, secondary and/or postsecondary curriculum improvements, articulations and/or dual enrollment courses that result in college credits (thus saving students money and time); improved relationships between CTE and guidance; and, a realistic resource for students and parents in college and career planning.

If I have been to multiple CPPOS activities and have established relationships with postsecondary partners, would it be acceptable to build the CPPOS on my own?

The partnership with postsecondary is essential; the formation of the team is required. The document is not valuable if it is built in isolation. They must be built with the participation of postsecondary. If you are planning to create a CPPOS document on your own you need to call the career cluster liaison at the NH DOE for this process approval.

Please submit additional questions (in writing) to:

Kim Runion at krunion@ed.state.nh.us

NH Rigorous Programs of Study Guidebook
Sample Career Pathway Plan of Study Team Assignments

College:	Great Bay CC	Lakes Region CC	C Maine CC	Hesser College	Chester College
Facilitators:	Name	Name	Name	Name	Name
Round 1	Nashua & Salem	Berlin & Mt. Washington Valley	Somersworth	Alvirne & Milford	SST & Con Val
Round 2	Con Val & Somersworth	Nashua & Milford	Alvirne	SST & Mt. Washington Valley	Berlin & Salem
Round 3	Berlin	Salem & Somersworth	SST & Milford	Nashua & Con Val	Alvirne & Mt. Washington Valley
Round 4	Milford	Alvirne & SST	Con Val & Mt. Washington Valley	Berlin & Salem	Somersworth & Nashua
Round 5	Alvirne & Mt. Washington Valley	Con Val		Somersworth	Milford

Career Pathway Plan of Study Development
Graphic Arts and Digital Communications

Friday, January 29, 2010

8:30 – 2:30

New Hampshire Department of Education

21 Fruit Street

Concord, NH 03301

AGENDA

8:30 – 9:00	Team Check-in, Continental Breakfast
9:00 – 9:20 CPPOSs	Welcome, Logistics, Overview of Purpose, Process and Potential of
9:20– 9:40	College Program Presentations
9:40 – 10:00	High School Presentations
10:00 – 10:10	Break
10:10 – 10:30	Core Academic Requirements – Math, English, Science
10:30 – 11:00	Team Group Work – Round 1
11:30 – 12:00	Team Group Work – Round 2
12:00 – 12:30	Lunch - Provided
12:30 – 1:00	Team Group Work – Round 3
1:00 – 1:30	Team Group Work – Round 4
1:30 – 2:00	Team Group Work – Round 5
2:00 – 2:30	Wrap-up, outline follow-up work.

NH Rigorous Programs of Study Guidebook
Articulated versus Dual Enrollment Credit

Articulated Credit	Dual Enrollment (ie: Running Start)
Curriculum Alignment	Curriculum Alignment
Instructor Credentials Reviewed	Instructor Credentials Critical
Working partnership with college	Working partnership with college
Criteria Specific	Grade of “C” required for transferable college credit
No Tuition	Tuition
No College Transcript	College Transcript
Non-transferable credit	Transferable Credit
Students benefit	Students benefit
College curriculum embedded in the high school program	Course delivery in one year or less

**NH Rigorous Programs of Study Guidebook
Sample Evaluation Form**

Career Pathway Planning Day Evaluation

Date: _____

Please provide the following information to assist us in the development of this project.

How was the communication prior to attending the event?(1 Poor 3 Average 5 Excellent) _____
Comments: _____

How was the location of the meeting? (1 Poor 3 Average 5 Excellent) _____
Comments: _____

Was meeting with the other schools/colleges helpful? Yes No
Comments: _____

Were the facilitators helpful in completing the work? Yes No
Comments: _____

What will you need after this event to complete the work?
Comments: _____

Any other information you would like to provide to the training team?
Comments: _____

Thank you! Your input is very important to us!

Certificate of Completion

Jane Doe

completed five (5) professional development hours
at the Graphic Arts/Digital Communications Career Pathway Plan of Study Development Workshop
at the New Hampshire Department of Education, Concord
January 29, 2010



Signature

Name

New Hampshire Tech Prep
Arts, A/V Technology & Communications
Career Cluster



Certificate of Completion

John Smith

completed five (5) professional development hours
at the Graphic Arts/Digital Communications Career Pathway Plan of Study Development Workshop
at the New Hampshire Department of Education, Concord
January 29, 2010



Signature

Name

New Hampshire Tech Prep
Arts, A/V Technology & Communications
Career Cluster

NH Rigorous Programs of Study Guidebook
Career Pathway Plans of Study Development Facilitator
FOLLOW-UP Form INSTRUCTIONS

High School: <i>Name of High School OR Career Technical Center</i>	College: <i>Name of College</i>															
Program: <i>Name of career technical center program</i>	Program: <i>Name of college program</i>															
Status of high school prerequisites for college success: <i>If entire team is not satisfied that they know the names of the high school courses required for college success, detail here the information that is lacking.</i>	Status of college program of studies (including years 15 & 16 if applicable) <i>Confirm that the college program of studies is current. If not, please indicate here.</i>															
Status of Technical course Syllabi: <i>Indicate here if the technical course syllabi have been brought for college review, if it needs to be sent to the college, or if it needs to be developed or revised.</i>	Need for college course syllabi: <i>Indicate here if the college has brought the syllabi for potential dual enrollment/articulation. If not, indicate courses for which syllabi should be requested and to whom.</i>															
Status of articulation and/or dual enrollment:																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">High School Course Title</th> <th style="width: 10%;">Credit-Awarding College</th> <th style="width: 50%;">College Course Title & Number</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Title of high school course as indicated in the program of study.</i></td> <td style="padding: 5px;"><i>Name of College through which the credit is awarded</i></td> <td style="padding: 5px;"><i>Name of the college course and its corresponding course number as indicated in the college catalog or program of study.</i></td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table>	High School Course Title	Credit-Awarding College	College Course Title & Number	<i>Title of high school course as indicated in the program of study.</i>	<i>Name of College through which the credit is awarded</i>	<i>Name of the college course and its corresponding course number as indicated in the college catalog or program of study.</i>										
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Next Step(s): <i>Legibly outline the next steps required for completing the CPPOS and for pursuing articulation and/or dual enrollment.</i>																
Professional Development Desired: <i>Specify any professional development identified during the team discussion.</i>																

Facilitator (Print Name) _____

NH Rigorous Programs of Study Guidebook
Career Pathway Plans of Study Development Facilitator
FOLLOW-UP Form BLANK

High School:	College:	
Program:	Program:	
Status of high school prerequisites for college success:	Status of college program of studies (including years 15 & 16 if applicable)	
Status of Technical course Syllabi:	Need for college course syllabi:	
Status of articulation and/or dual enrollment:		
High School Course Title	Credit Awarding College	College Course Title & Number
Next Step(s):		
Professional Development Desired:		

Facilitator (Print Name)