



Delaware Department of Education  
 CTE & STEM Office  
 401 Federal Street, Suite 256  
 Dover, DE 19901  
 Phone: 302.735.4015  
 Submit via email to: CTE.STEM@doe.k12.de.us

## DELAWARE CTE PROGRAM OF STUDY APPLICATION

LOCAL EDUCATION AGENCY INFORMATION		
Local Education Agency (LEA):		
School(s) where the Program of Study will be Located:	Program of Study Start Date:	
LEA CTE Coordinator Name:	Phone:	E-Mail Address:
Career Cluster Title: Health Sciences	Career Pathway Title: Health Informatics	Program of Study Title: Public & Community Health
<b>CTE Program of Study Course Titles &amp; Sequence:</b> 1. Fundamentals of Health Sciences (FHS) 2. Essentials of Public & Community Health (EPCH) 3. Personal Wellness (PW)		
<b>CTE Program of Study Request:</b> <input checked="" type="checkbox"/> State-model CTE Program of Study <input type="checkbox"/> Local CTE Program of Study		
ASSURANCES & SIGNATURES		
CTE Program of Study approval and funding is contingent upon the following assurances: 1. The LEA will comply with Delaware Administrative Code, 14 DE Admin. 525, Requirements for Career and Technical Education Programs and the Delaware State Plan for the Carl D. Perkins Career and Technical Education Act of 2006; 2. The LEA will submit CTE program data as required by the Delaware Department of Education; 3. All teachers are certified in the appropriate CTE area and participate in program specific professional learning; 4. The LEA will convene and engage a program advisory committee for the purposes of program development, implementation, and continuous improvement; 5. All students have equal access to the program of study as well as early career/early college options; 6. Career and Technical Student Organizations are integral components of the program of study; 7. The LEA will maintain safe facilities and equipment aligned with the program of study goals; and 8. A process for continuous improvement has been established, which includes a model of evaluation and program improvement.		
LEA CTE Coordinator Signature:	Date:	

**LEA Chief School Officer Signature:**

**Date:**

**PROGRAM ADVISORY COMMITTEE MEMBER INFORMATION**

Complete the list of program advisory committee members. Program of study representatives should include, but are not limited to: CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representatives, and post-secondary partners. Community stakeholders including parents and students can also be considered. *Attach additional information if applicable.*

Name: Title:

Affiliation:

Address:

Phone: E-Mail:

Area of Expertise:

Representing:

- ☐ Business/Industry
- ☐ Secondary Education
- ☐ Post-Secondary Education
- ☐ Community/Other

Name: Title:

Affiliation:

Address:

Phone: E-Mail:

Area of Expertise:

Representing:

- ☐ Business/Industry
- ☐ Secondary Education
- ☐ Post-Secondary Education
- ☐ Community/Other

Name: Title:

Affiliation:	
Address:	
Phone:	E-Mail:
Area of Expertise:	
Representing: <input type="checkbox"/> Business/Industry <input type="checkbox"/> Secondary Education <input type="checkbox"/> Post-Secondary Education <input type="checkbox"/> Community/Other	
Name:	Title:
Affiliation:	
Address:	
Phone:	E-Mail:
Area of Expertise:	
Representing: <input type="checkbox"/> Business/Industry <input type="checkbox"/> Secondary Education <input type="checkbox"/> Post-Secondary Education <input type="checkbox"/> Community/Other	
Name:	Title:
Affiliation:	
Address:	
Phone:	E-Mail:
Area of Expertise:	

Representing:

- ☐ Business/Industry
- ☐ Secondary Education
- ☐ Post-Secondary Education
- ☐ Community/Other

### LABOR MARKET DEMAND

Certify that a labor market needs analysis has been completed for the proposed CTE program of study. Attach the *Labor Market Information (LMI) Review* document.

Access the [Labor Market Information \(LMI\) Review](#) document (see [Appendix A](#)).

- ☒ The LEA certifies that regional, state, and local labor market data have been reviewed to assure a demand exists for the POS occupations and that the number of POS completers will not significantly exceed this demand. Department of Labor data are available and/or documented. Supporting evidence of supply and demand is submitted with this proposal.
- ☐ No data exist for POS due to a unique labor market demand. Supporting evidence of demand is submitted with this proposal. Evidence may include, but is not limited to: real-time labor market information, documentation of national, regional, state, or local labor trends, or letters from employers or workforce agencies documenting projected employment specific to the Career Cluster and Career Pathway.

### ACADEMIC AND TECHNICAL SKILL STANDARDS

List the academic, technical, and workplace skills and knowledge used to develop the program of study.

#### **Title and source of academic standards:**

##### [Common Core State Standards \(CCSS\)](#)

The Common Core State Standards (CCSS) are national standards that set clear college- and career-ready expectations for kindergarten through 12th grade in English language arts/literacy and Mathematics. The standards help to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs and enter the workforce. The standards were developed by the nation's governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). Teachers, parents, school administrators, and experts from across the country provided input into the development of the standards. The implementation of the Common Core, including how the standards are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels. For more information on CCSS, please visit the link above.

##### [Next Generation Science Standards \(NGSS\)](#)

The Next Generation Science Standards (NGSS) are national standards for science that lay out the disciplinary core ideas, science and engineering practices, as well as crosscutting concepts that students should master in preparation for college and careers. The standards were developed through a state-led effort that was managed by Achieve. The development of the NGSS involved the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners such as K–12 teachers, state science and

policy staff, higher education faculty, scientists, engineers, cognitive scientists, and business leaders. For more information on the NGSS, please visit the link above.

The Public & Community Health program of study incorporates aspects of Common Core State Standards for English language arts/literacy and mathematics, the Next Generation Science Standards, the National Health Science Standards, and other national standards where appropriate.

**Title and source of technical skill standards:**

[National Consortium for Health Science Education \(NCHSE\) – National Health Science Standards](#)

The National Health Science Standards provide a clear and consistent understanding of industry and post-secondary expectation for health science teachers and students. These standards are designed to provide essential knowledge common across health professions to prepare and increase the number of students that are college and career ready. The National Consortium for Health Science Education (NCHSE), in partnership with the U.S. Departments of Education and Labor, has established eleven (11) common health science standards and four (4) career pathway standard sets (i.e. Diagnostic, Therapeutic, Environmental, and Health Information) which guide curriculum related materials for healthcare programs. More than 1,000 healthcare employers, college and university faculty, secondary teachers, and professional organization representatives provided input to identify common practices, reviewed the content for each standard, and piloted the results within their agency or organization. For more information on the National Health Science Standards, please visit the link above.

**Title and source of workplace or other skill standards, as applicable:**

[Common Career Technical Core \(CCTC\)](#)

The Common Career Technical Core (CCTC) are national standards for Career & Technical Education (CTE) that help to inform the establishment of state standards and/or programs of study. The CCTC were developed by educators, school administrators, representatives from business and industry, faculty from higher education, as well as workforce and labor markets economists. The CCTC include a set of standards for each of the sixteen (16) Career Clusters and the corresponding Career Pathways that help to define what students should know and be able to do after completing instruction in a program of study. A crosswalk of the NCHSE National Health Science Standards and the CCTC standards for the Health Sciences Career Cluster can be accessed through the following link:

[http://www.healthscienceconsortium.org/docs/Foundation\\_Standards\\_Crosswalk.pdf](http://www.healthscienceconsortium.org/docs/Foundation_Standards_Crosswalk.pdf).

[Career Ready Practices \(CRP\)](#)

The Career Ready Practices (CRP) are a component of the CCTC framework and includes twelve (12) statements that address the knowledge, skills, and dispositions that are important to becoming career ready. The CRP describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education and should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a career pathway. The CRP statements are embedded throughout the NCHSE Health Science Standards to ensure students possess employability and workplace skills for career success. For more information on the CRP, please visit the link above.



## EARLY CAREER AND EARLY COLLEGE OPPORTUNITIES

Identify CTE program of study early career opportunities, industry-recognized certifications and licenses, options for early college credit, two- and four-year degree and certification program alignment, and the technical skill attainment measures for the program of study. *Attach all Memorandum of Understanding that serve as articulation/dual enrollment agreement(s).*

### **Describe early career opportunities (i.e. work-based learning experiences and industry-mentored projects):**

Students in the Public & Community Health Program of Study will complete a minimum of fifty (50) hours of work-based learning through the American Red Cross-National Youth Council as a Blood Donor Ambassador, Administrative Assistant, Community Outreach Specialist, Community Disaster Education (CDE) Presenter, or Pillowcase Project Presenter. Positions with the Red Cross will be supervised by the Red Cross Regional Volunteer Specialist and the Public & Community Health teacher. Students will be required to log service hours with the Red Cross volunteer system.

### **List industry-recognized certifications and/or licenses, as appropriate (include the partner organization and credential):**

[National Consortium for Health Science Education \(NCHSE\)-Health Science Assessment](#) - The National Health Science Assessment is a knowledge-based test designed to evaluate the extent of the candidate's knowledge of the National Health Science Standards, which include academic foundation, communication, systems, employability skills, legal responsibilities, ethics, safety practices, teamwork, health maintenance practices, technical skills, and information technology application.

[American Heart Association CPR/First Aid Certification](#) – The American Heart Association's CPR/First Aid program certifies students for adult, child, and infant CPR, the use of an AED on adults, and treatment of a foreign body airway obstruction for adult and infant victims.

[National Council for Behavioral Health Mental Health First Aid](#) – The National Council for Behavior Health certifies students in Mental Health First Aid, which allows for early detection and intervention by teaching about the signs and symptoms of specific illnesses such as anxiety, depression, schizophrenia, bipolar disorder, eating disorders, and addictions.

### **Describe early college credit options (i.e. advanced placement, dual enrollment, transcribed and/or articulated credit, credit by exam, pre-apprenticeship, other) and options for two- and four-year degree and/or certification program alignment (attach articulation/dual enrollment agreement). The partner organization and hours of credit earned should be included, as applicable:**

Students who successfully complete Fundamentals of Health Sciences (FHS) course (Level I) will receive articulated credit at Delaware Technical Community College for the following course:

- BIO100 - Medical Terminology (3 credits)

Many of the programs offered at DTCC have connected degree programs with colleges and universities including Delaware State University, Immaculata University, Salisbury University, University of Delaware,

Wesley College, Widener University, and Wilmington University. Information about connected degree programs is located at: <https://www.dtcc.edu/academics/transfer-options/connected-degrees>.

Students who successfully complete the Personal Wellness (PW) course (Level III) will receive articulated credit at Wilmington University for the following course:

- HLT321 - Personal Wellness (3 credits)

**List technical skill attainment measures for the program of study (i.e. industry recognized certification or license, advanced placement, dual enrollment, transcribed and/or articulated credit, credit by exam):**

- ☒ Certification/credentialing exam (specify): [Mental Health First Aid Certification](#)
- ☒ Nationally recognized exam (specify): [NCHSE Health Science Assessment](#)
- ☒ Advanced standing (specify):  
Delaware Technical Community College:  
BIO100 – Medical Terminology (3 credits)  
Wilmington University:  
HLT321 - Personal Wellness (3 credits)

## POS OVERVIEW, COURSE DESCRIPTIONS, END-OF-COURSE, AND PROGRAM ASSESSMENTS

Provide a CTE program of study overview that broadly describes the program and student expectations. Identify end-of-program assessment(s) and opportunities for students to participate in early college and early career experiences. List each course title in the CTE program of study. Provide an overview of each course and define what students should know and be able to demonstrate upon completion of each level. Identify appropriate end-of-course assessment(s).

### CTE Program of Study Overview:

The Public & Community Health program of study is a three (3) course Career & Technical Education (CTE) instructional program that engages students in a comprehensive approach to health while learning about social determinants such as poverty, discrimination, and inadequate access to resources. Students will learn to view health from medical, behavioral, social, and environmental perspectives. Additionally, students will discover methods for eliminating health inequities and bringing awareness to public policy to determine the distribution of resources needed for healthy communities. Students will explore the fields of health and human services while investigating client needs, services, and the skills and attitudes required of the effective human services worker. Through exploration of the National Health Science Standards, students will acquire important skills necessary for healthcare professionals such as medical terminology, medical mathematics, communication, safety practices, legal responsibilities, and teamwork.

- **Fundamentals of Health Sciences (FHS)** Fundamentals of Health Sciences (FHS) introduces students to careers in healthcare and is a prerequisite to the other Health Science pathway courses. This course focuses on medical terminology which includes Greek and Latin prefixes, suffixes, roots,



abbreviations, names of diseases and surgeries related to hospital services and allied health specialties. In addition, students explore the National Consortium Health for Science Education (NCHSE) Health Science Standards and entry level healthcare skills. Students begin preparation for the [NCHSE National Health Science Assessment](#) and develop skills focusing on the language of medicine.

- **Essentials of Public & Community Health (EPCH)** introduces students to population health and examines the interdisciplinary approach to social and behavioral influences. Students learn the history of public and community health and the multi-disciplinary approach to health, which includes examining various organizations and healthcare delivery systems. Students examine complex public health problems and are exposed to major theories of disease etiology and intervention. Additionally, students explore public health issues related to epidemiology, mental health, disabilities, and substance abuse. Students participate in Mental Health First Aid Certification through the [National Council for Behavioral Health \(NCBH\)](#) and continue preparation for the National Consortium for Health Science Education (NCHSE) [National Health Science Assessment](#).
- **Personal Wellness (PW)** introduces students to the importance of wellness in relation to the Six Dimension of Wellness, which include physical, social, intellectual, spiritual, emotional, and occupational wellness. Additionally, students learn basic nutritional requirements for healthy individuals, how exercise affects health, and methods of disease prevention. Students explore factors that predispose individuals to unhealthy behaviors as well as key components of health behavior change. Further, this course is offered as an articulated course through Wilmington University (HLT 321- Personal Wellness). At the completion of the program of study, students complete the National Consortium for Health Science Education (NCHSE) [National Health Science Assessment](#).

**End-of-Program Assessment(s):**

- ☒ Certification/credentialing exam (specify): Mental Health First Aid Certification
- ☒ Nationally recognized exam (specify): NCHSE Health Science Assessment

**Course title:**

Fundamentals of Health Sciences (FHS)

**Course description (include prerequisites):**

Fundamentals of Health Sciences (FHS) introduces students to careers in healthcare and is a prerequisite to the other Health Science pathway courses. This course focuses on medical terminology which includes Greek and Latin prefixes, suffixes, roots, abbreviations, names of diseases and surgeries related to hospital services and allied health specialties. In addition, students explore the National Consortium Health for Science Education (NCHSE) Health Science Standards and entry level healthcare skills. Students begin preparation for the [NCHSE National Health Science Assessment](#) and develop skills focusing on the language of medicine.

**Course knowledge and skills (what students will know and be able to do):**

By the end of this course students will:

1. Analyze the basic elements of a medical word, including word roots, combining forms, prefixes, and suffixes.
2. Define, pronounce, and appropriately apply (in written and oral communications) terminology related to the general structure and organization of the human body, the structures and functions the major body systems (i.e. digestive, urinary, female and male reproductive, nervous cardiovascular, respiratory, blood, and musculoskeletal system), human diseases, clinical and surgical procedures, imaging procedures, laboratory procedures, and medical abbreviations.
3. Interpret and apply medical abbreviations to communicate information and differentiate abbreviations confirmed by the Joint Commission official "Do Not Use List."
4. Differentiate common diseases and disorders of each body system (e.g. cancer, diabetes, dementia, stroke, heart disease, tuberculosis, hepatitis, COPD, kidney disease, arthritis, ulcers); define the etiology, pathology, diagnosis, treatment, and prevention for common diseases and disorders through analysis of clinical case studies.
5. Research and discuss emerging diseases and disorders (e.g. autism, VRSA, PTSD, Listeria, seasonal flu) and biomedical therapies as they relate to the prevention, pathology, and treatment of disease including gene testing, gene therapy, human proteomics, cloning, and stem cell research.
6. Demonstrate competency in mathematics and mathematical conversions as they relate to healthcare including the use of the metric system, mathematical computations, and conversions; demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results; and demonstrate the use of the 24-hour clock/military time. Demonstrate college and career readiness by applying Common Core State Standards (CCSS) with ratio reasoning, fractions, and decimals using clinical scenarios such as measuring intake and output and calculating medication dosages.
7. Utilize employability skills to enhance employment opportunities and job satisfaction; identify personal traits and attitudes desirable in a member of the career ready healthcare team such as communication, professional characteristics of healthcare professionals, teamwork, and employability preparation; and identify strategies for pursuing employment.
8. Analyze legal responsibilities, limitations, and implications on healthcare worker actions and explore accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment including the differentiation between ethical and legal issues impacting healthcare, identifying ethical issues, and their implications related to healthcare.
9. Differentiate how key systems affect services performed and quality of care by comparing healthcare delivery systems such as nonprofit and for profit and government and nonprofit; assess the impact of emerging issues on healthcare delivery systems; and discuss healthcare economics and common methods of payment for healthcare.

10. Identify existing and potential hazards to clients, co-workers, and self; employ safe work practices, follow health and safety policies and procedures to prevent injury and illness; and explore principles of infection control.
11. Differentiate between wellness and disease; promote disease prevention and model healthy behaviors; promote behaviors of health and wellness; describe strategies for prevention of disease; and investigate complementary and alternative health practices as they relate to wellness and disease prevention.
12. Utilize information technology applications common across health professions while understanding key principles of health information systems which includes identifying types of data collected in electronic health records (EHR)/electronic medical records (EMR), exploring different types of health record data collection tools, identifying the types and content of an EHR/EMR (e.g. pharmacy, laboratory, radiology), creating documentation in an EHR/EMR that reflects timeliness, completeness, and accuracy, and adhering to information systems policies, procedures, and regulations as required by national, state, and local entities.

**End-of-Course Assessment(s):**

- ☐ Teacher designed assessment
- ☐ LEA designed assessment
- ☐ Certification/credentialing exam (specify):
- ☐ Licensing exam (specify):
- ☐ Nationally recognized exam (specify):
- ☐ Other (specify):

**Course title:**

Essentials of Public & Community Health (EPCH)

**Course description (include prerequisites):**

Essentials of Public & Community Health introduces students to population health and examines the interdisciplinary approach to social and behavioral influences. Students learn the history of public and community health and the multi-disciplinary approach to health, which includes examining various organizations and healthcare delivery systems. Students examine complex public health problems and are exposed to major theories of disease etiology and intervention. Additionally, students explore public health issues related to epidemiology, mental health, disabilities, and substance abuse. Students participate in Mental Health First Aid Certification through the [National Council for Behavioral Health \(NCBH\)](#) and continue preparation for the National Consortium for Health Science Education (NCHSE) [National Health Science Assessment](#).

Prerequisite: Fundamentals of Health Sciences (FHS)

**Course knowledge and skills (what students will know and be able to do):**

By the end of this course students will:

1. Investigate the history of public and community health from the earliest civilization to the 21<sup>st</sup> century including factors that affect the health of a community.
2. Differentiate organizations that help shape public and community health to include governmental health agencies, quasi-governmental health organizations, and nongovernmental health agencies.
3. Explore epidemiology and the prevention and control of diseases and health conditions which include communicable diseases and non-communicable diseases. Explore the levels of prevention and prioritization of prevention, as well as the intervention, control, and eradication of diseases.
4. Analyze the need for community health promotion programs by exploring the reason to organize, the process of building, and methods for creating health promotion programs with specific goals and objectives.
5. Explore school health programs as a component of community and public health including needs, foundations, policies, coordination, and issues facing school health.
6. Analyze maternal, infant, and child health to include community programs for women, infants, and children including teenage births, infant mortality and morbidity, childhood mortality and morbidity, and childcare.
7. Analyze adolescents, young adults, and adults, as well as public and community health strategies for improving health to include the Youth Risk Behavior Surveillance System (YRBSS) and the Behavioral Risk Factor Surveillance System (BRFSS).
8. Analyze elders to include demography, health profile, and instrumental needs such as income, housing, personal care, healthcare, transportation, community facilities, and services.
9. Explore public and community health and racial/ethnic populations, which includes classifications and data sources as well as minority health and disparities.
10. Investigate community mental health to include the history of mental health in the United States and classifications of mental disorders, as well as mental illness related to people who are homeless and in jail or prison. Explore the needs of those with mental illness as well as mental healthcare and related government policies.
11. Explore the scope of the current drug problem in the United States to include alcohol, tobacco, and other drugs including legal, controlled, and illicit drugs. Investigate the levels of prevention, as well as governmental and nongovernmental drug prevention, control agencies, and programs.
12. Explore healthcare delivery in the United States to include various providers, types of facilities, and healthcare reform.

13. Analyze environmental health and safety to include air, water, food, waste, and disasters, as well as psychological and sociological hazards.
14. Explore injuries as a public and community health problem. Differentiate unintentional and intentional injuries as well as prevention and the role that violence has on society.
15. Formulate a definition of disability and investigate the vast range of disabilities including physical, intellectual, developmental, and mental health. Differentiate visible versus invisible disabilities, as well as how people with disabilities are often viewed by health professionals and the general public. Analyze attitudinal barriers and behaviors or perceptions that prevent communication and understanding.
16. Recognize the barriers and disparities in providing healthcare for people with disabilities and analyze proven techniques in providing quality healthcare to individuals with disabilities, which includes removing accessibility obstacles, providing resources, and improving communication.
17. Apply concepts, general principles, and etiquette for interacting with people with disabilities. Apply basic communication skills and *People First Language* which emphasizes the person first and not the disability. Differentiate communication barriers for individuals with visual impairments, hearing impairments, speech impairments, physical disabilities, intellectual and developmental disabilities (IDD), and autism.

**End-of-Course Assessment(s):**

- ☒ Teacher designed assessment
- ☐ LEA designed assessment
- ☒ Certification/credentialing exam (specify): [Mental Health First Aid Certification](#)
- ☐ Licensing exam (specify):
- ☐ Nationally recognized exam (specify):
- ☐ Other (specify):

**Course title:**

Personal Wellness

**Course description (include prerequisites):**

**Personal Wellness (PW)** introduces students to the importance of wellness in relation to the Six Dimension of Wellness, which include physical, social, intellectual, spiritual, emotional, and occupational wellness. Additionally, students learn basic nutritional requirements for healthy individuals, how exercise affects health, and methods of disease prevention. Students explore factors that predispose individuals to unhealthy behaviors as well as key components of health behavior change. Further, this course is offered as an articulated course through Wilmington University (HLT 321- Personal Wellness). At the completion of the program of study, students complete the National Consortium for Health Science Education (NCHSE) [National Health Science Assessment](#).

Prerequisite: Fundamentals of Health Sciences (FHS) and Essentials of Public & Community Health Careers (EPCH)

**Course knowledge and skills (what students will know and be able to do):**

By the end of this course students will:

1. Develop a working definition of wellness as it relates to the Six Dimension of Wellness, which includes physical, emotional, social, spiritual, intellectual, and occupational wellness.
2. Analyze the basic nutritional requirements for healthy individuals using the nation's dietary guidelines, which are published every five (5) years and reflect the current body of nutrition science. These recommendations assist Americans in making healthy food and beverage choices and serve as the foundation for vital nutrition policies and programs across the United States.
3. Connect the various ways that exercise affects health and investigate the physical activity guidelines for Americans. Further investigate barriers that inhibit access and inclusion to activity and the greater risk of developing serious health conditions such as diabetes, obesity, and heart disease associated with sedentary lifestyles for people with disabilities.
4. Differentiate the methods of disease prevention and explore responses employed to improve public health and strengthen U.S. national security through global disease detection, response, prevention, and control strategies.
5. Investigate the importance of self-awareness in relation to personal wellness. Explore the emotional dimension of wellness that recognizes awareness and acceptance of one's feelings, essential to wellness and the ability to synthesize feelings, thoughts, philosophies, and behavior.
6. Analyze factors that predispose individuals to unhealthy behaviors. Explore the social determinants of health and levels of influence as well designed social and physical environments that promote good health for all.
7. Differentiate the key components of health behavior change and explore personal behaviors that influence health. Additionally, investigate how chronic conditions can be improved by health promotion activities.
8. Analyze the relationship between stress and mental health. Explore how high and chronic levels of stress contribute to the development of anxiety and depressive symptoms.

**End-of-Course Assessment(s):**

- ☒ Teacher designed assessment
- ☐ LEA designed assessment
- ☐ Certification/credentialing exam (specify):
- ☐ Licensing exam (specify):
- ☒ Nationally recognized exam (specify): [NCHSE Health Science Assessment](#)

☐ Other (specify):

### PROGRAM OF STUDY CURRICULUM

Identify the method of technical and academic curriculum development (adopted, adapted, or developed in accordance with guidance from the program advisory committee).

**POS technical and academic curriculum will be:**

- ☒ Adopted (specify source): State-model program of study
- ☐ Adapted (specify source):
- ☐ Developed locally (describe):
- ☐ Other (specify):

### TEACHER CERTIFICATION

Provide valid teacher certification(s), candidate experience, pre-requisite and requisite licensure or certification requirement(s) for POS teachers.

**POS teacher requirements include:**

- ☒ Teacher certification(s) (list): Skilled and Technical Sciences (STS) in Support Services (Public Community Health)
- ☒ Candidate experience (describe): Candidate may have experience as a Registered nurse providing care for individuals who are sick or disabled. Nursing experience should include care for patients in a public or community health capacity, providing education for health maintenance, and referring patients to physicians and other healthcare professionals or facilities.
- ☒ Pre-requisite professional licensure or certification requirement(s) (list): A current Delaware Registered Nurse license in good standing with the Delaware Division of Professional Regulations Board of Nursing: <http://regulations.delaware.gov/AdminCode/title24/1900.shtml>.  
Current American Heart Association CPR Certification
- ☐ Requisite professional licensure or certification requirement(s) (list):
- ☐ Other (describe):

### VALUE-ADDED OPPORTUNITIES

List extended early career and college credit opportunities available during the student's senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other.

**Opportunities for extended and accelerated learning include:**

- ☐ Cooperative education (describe):
- ☐ Structured internship (describe):
- ☐ Dual enrollment (list):
- ☐ Advanced Placement (list):

- |  |
|--|
| <input type="checkbox"/> Transition services (describe): |
| <input type="checkbox"/> Other (describe):               |

#### CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Indicate the Career and Technical Student Organization (CTSO) that will be offered by checking the appropriate box.

<input checked="" type="checkbox"/> HOSA-Future Health Professionals
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#### PROGRAM OF STUDY MATRIX

Complete the program of study matrix to demonstrate the alignment of academic and technical courses, culminating early career and early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit (courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix), the post-secondary program sequence, and potential career options. *Attach the Program of Study Matrix.*

Access the [Program of Study Matrix](#).



**DEPARTMENT OF EDUCATION PROGRAM OF STUDY APPROVAL**

The following section will be completed by staff from the Delaware Department of Education, CTE & STEM Office and reported to the LEA as part of the CTE program of study approval process.

**Date Delaware CTE Program of Study Application Received:**

**Local Education Agency (LEA):**

**School(s):**

**Program of Study Start Date:**

**LEA CTE Coordinator Name:**

**Phone:**

**E-Mail Address:**

**Career Cluster & Code:**

Health Science / 8

**Career Pathway & Code:**

Health Informatics / 8.03

**Program of Study Title & Code:**

Public and Community Health / 8.03603

**CTE Program of Study Course Titles, Course Codes, and Funding Levels:**

1. Fundamentals of Health Sciences / 8.03603011 / 2
2. Essentials of Public & Community Health / 8.03603022 / 2
3. Personal Wellness / 8.03603033 / 2

**CTE Concentrator/Completer Course Titles:**

Concentrator Course: Essentials of Public & Community Health

Completer Course: Personal Wellness

**CTE Program of Study Request:**

☒ State-model CTE Program of Study

☐ Local CTE Program of Study

**CTE Program of Study Attachments:**

☒ Labor Market Information (LMI) Review;

☒ Articulation/Dual Enrollment Agreement(s); and

☒ Program of Study Matrix.

DDOE CTE & STEM Director Signature:

Date:

DDOE Chief Academic Officer Signature:

Date: