

ADVANCED CREDIT PATHWAY (ACP) HANDBOOK



Prepared by the Colorado Community College System

TABLE OF CONTENTS

History.....	2
Guiding Principles	3
Anticipated Benefits.....	4
Components.....	4
Frequently Asked Questions:	6
ACP (Advanced Credit Pathways)	7
Advanced Credit Pathways Contacts	8
Sample NOMINATION FORM	9
NOMINATION FORM.....	21
* Sample Letter for Secondary Instructors	24
Advanced Credit Program (ACP) Transcript Certificate	25

HISTORY

In 2003 the Colorado Community College System received a grant to expand advanced or dual credit opportunities for secondary students throughout the state. The system originally named *Escrow Credit* was funded by Federal Carl Perkins Grant Dollars. This program was designed to award students in approved secondary programs college credit for competency completion equivalent to college course competencies found in the Colorado Common Course Numbering System Data Base.

After significant input from both secondary and postsecondary stakeholders throughout the state, the name of the program was changed to Advanced Credit Pathway (ACP) and the process of securing credit enhanced. However the purpose remains the same: *to award college credit to students who master equivalent college competencies in high school career and technical (CTE) courses.*

The focus is for the student to be able to apply the previous earned credit to the current college program which will strengthen the transition from secondary to postsecondary education!

This college credit partnership is included as a priority in the 2006 Federal Carl D. Perkins legislation which ensures states use funds to effectively link secondary and postsecondary academic and career and technical education to increase student academic achievement.

In addition, ACP can be a core component of an effectively developed Career and Technical Plan of Study also a requirement of the 2006 Perkins Act. The act references that to further enhance collaboration and partnerships between secondary and postsecondary programs; the Perkins reauthorization establishes a new provision for state development of career and technical programs of study for career and technical program areas. The Act states: *Plans of study will incorporate both secondary and postsecondary elements, and include rigorous and challenging academic and career and technical content in a coordinated, non-duplicative progression of courses. Programs of study will lead to a degree or credential and may be adopted by local educational agencies and postsecondary institutions as an option for students and their parents.*



The Colorado Community College System is committed to providing students seamless pathways that allow students to expand their career potential through advancing their education. We believe ACP will be an excellent resource for a secondary and post secondary programs to use in attaining this goal for our students.

DEFINITION

Advanced Credit Pathways (ACP) is a systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes content duplication.

GUIDING PRINCIPLES

- Advanced Credit Pathway courses will be based on the Colorado Common Courses. All courses must appear in the CCCNS Official Database.
- Advanced Credit Pathway cross walks will be approved for high school career and technical courses that meet at least 80% of the competencies identified for an individual course as listed in the CCCNS, as long as the course or courses are a part of an approved secondary CTE program.
- Advanced Credit Pathway courses will transfer into a community college program to fulfill Degree and Certificate requirements, as described in the college's catalog. Students must apply, and be admitted to the post-secondary program according to the entrance requirements in place for that program. The awarding of Advanced Credit Pathway courses does not guarantee admission to a program.
- Awarded credits will be for CTE courses, and applicable CTE Degrees and Certificates at the community college. The credits are not intended for transfer to four-year institutions. Advanced Credit Pathway courses will only be accepted from CCCS approved secondary CTE programs.
- Students must earn at least a "B" grade for ACP credits to be awarded.
- Competency testing will not be required for awarding of Advanced Credit Pathway credit.
- Regardless of the number of Advanced Credit Pathway credits awarded, students will be required to complete at least 15-18 hours of General Education at the community college for completion of an AAS Degree. Students must also complete any additional college residency requirements.
- Articulation agreements currently in place can continue if they provide greater benefit to secondary students than credits awarded through the Advanced Credit Pathway Project. However, community colleges will also accept credits through Advanced Credit Pathway.
- Curriculum crosswalks will be established between secondary and CCCNS courses by local secondary and postsecondary/ community college CTE faculty content teams. Secondary faculty and postsecondary faculty in specific program areas will be responsible for assuring that the national/ industry standards are integrated into the courses.

ANTICIPATED BENEFITS

Students

- Provide incentive to remain in high school and graduate.
- Encourages continued learning at a community college.
- Establishes College as an attainable opportunity.
- Allows for the application of credits to appropriate post-secondary approved Career and Technical Education programs. Awarded credits will not apply to either the Associate of Arts, or Associate of Science two-year transfer degree.
- Provide a choice of whether or not to include credits on their transcripts.

Community Colleges

- Improve recruitment opportunities.
- Excellent way to market CTE programs.
- Provides a source of better-prepared students.

Taxpayers

- Helps students complete Educational Goals more quickly, and become members of Colorado's workforce.

High Schools

- A higher percentage of students will be earning college credit.
- Secondary CTE programs have a higher level of credibility and value.
- High School students will have additional incentives to graduate.
- Eliminates the maintenance of multiple articulation agreements.

General

- Increases communication between high school and college faculty.
- Provides good curriculum collaboration.
- Supports the concept of education as a continuum of learning.

COMPONENTS

Program Description:

- Based on community college common course numbering system (CCCNS)
- High school curriculum aligned with postsecondary course(s) 80%; determined by Statewide Content Team or postsecondary institution curriculum committee who then sends to State Faculty Curriculum Committee (SFCC) followed by review and approval by the Educational Services Curriculum Committee (see ACP process flow diagram)
- Students must complete course with a "B" or better to receive Advanced Credit
- Students must use within two years of graduating high school or obtaining GED

Identification and alignment of courses to be articulated in the future:

- Advanced Credit Pathway course crosswalks can be nominated for approval by either an individual secondary institution with a postsecondary partner or through a Statewide Content Team.
 - Secondary Institution:
 - Any secondary institution may identify course(s) for possible ACP credit and then contact a postsecondary partner to initiate an ACP proposal (Postsecondary ACP contacts are included on the final page of this document.)
 - Postsecondary curriculum committee reviews/compares secondary course curriculum with postsecondary CTE program course content outline in CCCNS and determines if it meets 80% match
 - Statewide Content Team*:
 - Postsecondary faculty and secondary instructors meet to collaborate, review and crosswalk competencies of the secondary ACP course proposal
 - Statewide Content Team will be notified by Program Director of ACP nominations from individual secondary institutions. Comments and feedback from team members would then be directed to SFCC representatives for consideration during the review
- When the course competencies matches at 80% or greater the proposal is submitted to the SFCC who recommends or denies; if SFCC recommends course, it goes to Educational Services curriculum committee where it is approved or denied.
- If course is approved it is then added to program approval database as a renewal/revision with approval by the Program Director. If approval is denied, it goes back to the postsecondary curriculum committee or Statewide Content Team for further review

**Statewide content teams involve postsecondary faculty from the appropriate discipline team and secondary instructors. These teams meet throughout the year to collaborate on curriculum and to build partnerships.*

Criteria to Award College Credit:

The following criteria will be used to award college credit for identified high school courses:

1. Grade of **B** or higher in the course or series of courses;
2. Use is within **two** years of high school graduation date or equivalent.
3. Successful completion of one college level credit course at the awarding Community College.

Awarding Credit:

Community College System registration will transcript ACP credit in accordance with guidelines for Articulated Credit. Within Banner a credit code of “ACPS” has been created to track usage and provide consistency across the system. In addition to the ACP transcript that will be provided to each student, information on each approved ACP crosswalk will be available at

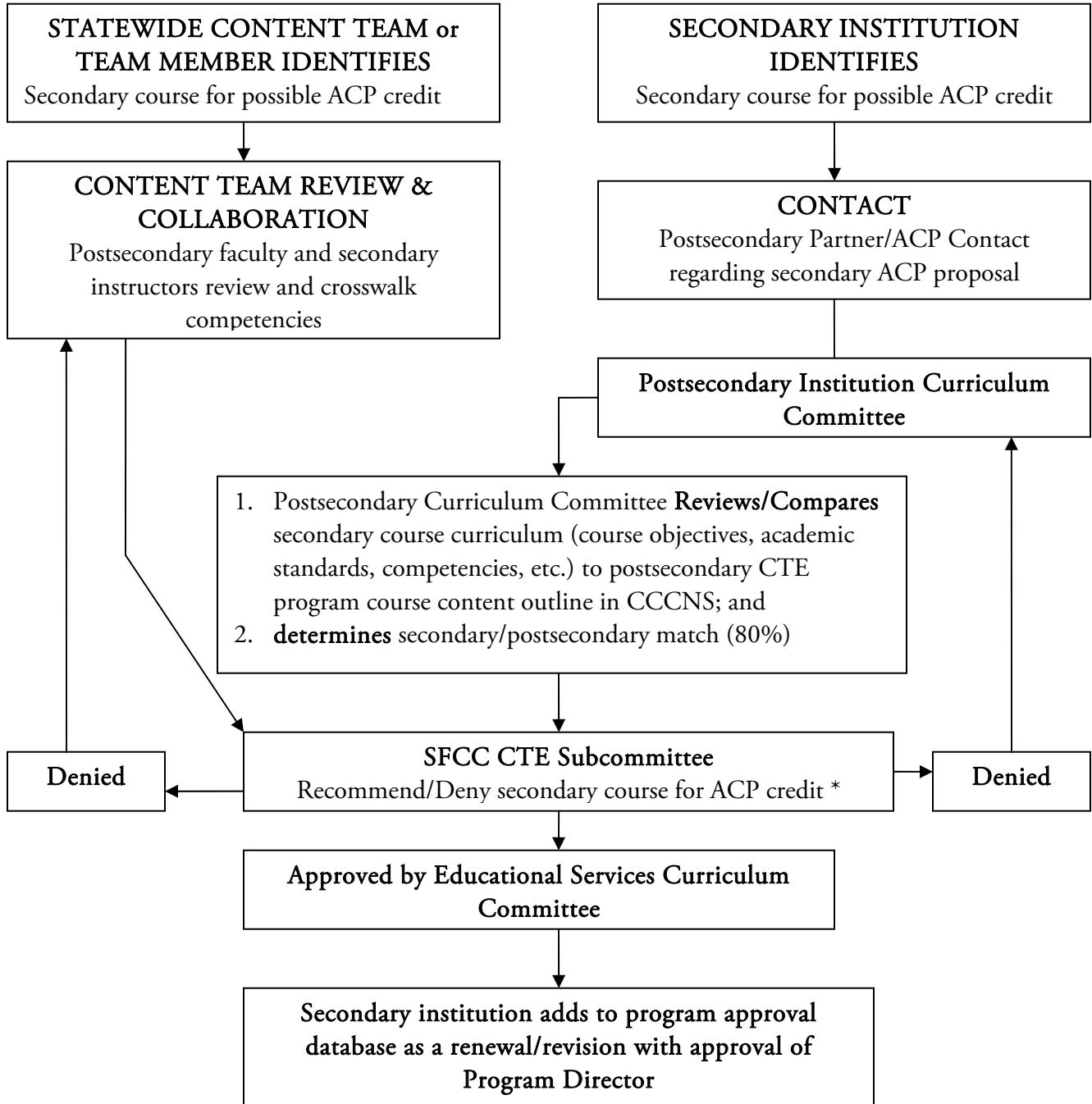
<http://www.coloradostateplan.com/acp.htm> .

FREQUENTLY ASKED QUESTIONS:

- Students will decide whether or not to apply Advanced Credit Pathway courses to their chosen program. This will be done in conjunction with a college advisor. A record of credits to be transferred will be maintained in the students file at the college.
- It may take more than one high school course to equal one college course. At least eighty percent of the competencies for a college course must be met to receive credit. Credit awarded is for an entire college course. There will be no partial credit. Awarded credit is based on the competencies met not clock hours.
- If more than two years have elapsed between graduation from high school, or GED completion, and enrollment at a community college, Advanced Credit Pathway will not automatically transfer. The student's record will be evaluated on a case-by-case basis.
- Students, who choose NOT to transfer in Advanced Credit Pathway courses when first admitted to a community college, will still have the credit available to use at a later date, as long as the change occurs within two years of high school graduation.
- Students entering a community college AAS/AGS/Certificate program will follow the graduation requirements in effect at the community college in the catalog during the academic year in which the student is matriculated into the college.
- Coursework completed prior to the course being accepted into the CCCS crosswalk will not be eligible for Advanced Credit Pathway.
- Approved Advanced Credit Pathway courses and crosswalks will be posted on the appropriate CCCS website. All approved curriculum updates and revisions will be communicated to all participating educational institutions.
- Students with disagreements about Advanced Credit Pathway course will follow the college appeals process as outlined in the college catalog. Credit disagreements between institutions, will be reviewed by the CCCS Program Directors. The Director will make a written recommendation to the CCCS VP of Educational Services for a final decision within ten working days.

ACP (ADVANCED CREDIT PATHWAYS)

NEW PROPOSED CREDIT COURSE SELECTION PROCESS



** If proposed crosswalk is nominated by an individual secondary district, Statewide Content Team will be notified to provide feedback through their SFCC representative*

ADVANCED CREDIT PATHWAYS CONTACTS



COLORADO COMMUNITY
COLLEGE SYSTEM

Institution	ACP Contact-Name	Email Address	Phone
Arapahoe Community College	Darcy Briggs-Jackson	darcy.briggs-jackson@arapahoe.edu	303-797-5623
Colorado Northwestern Community College	Lee Stanley	lee.stanley@cnc.edu	970-675-3258
Community College of Aurora	Bernice Harris	bernice.harris@ccaaurora.edu	303-360-4729
Community College of Denver	Paula Martinez	paula.martinez@ccd.edu	303-352-4099
Delta-Montrose Technical College	Caryn Gibson	cgibson@dmte.edu	970-874-7671
Emily Griffith Opportunity School	Brad Vickers	brad_vickers@dpsk12.org	720-423-4705
Front Range Community College	Keith Boggs	keith.boggs@frontrange.edu	303-404-5155
Lamar Community College	Cheryl Sanchez	cheryl.sanchez@lamarcc.edu	719-336-1586
Morgan Community College	Betty McKie	betty.mckie@morganc.edu	970-542-3208
Northeastern Junior College	Stanton Gartin or	stanton.gartin@njc.edu ;	970-521-6650
	Mike Anderson	mike.anderson@njc.edu	970-521-6635
Otero Junior College	Jeff Paolucci	jeff.paolucci@ojc.edu	719-384-6833
Pickens Technical College	Darrell Green	dwgreen@aps.k12.co.us	303-344-4910
Pikes Peak Community College	Chelsy Harris	chelsy.harris@ppcc.edu	719-502-3034
Pueblo Community College	Laura Solano	laura.solano@pueblocc.edu	719-549-3322
Red Rocks Community College	Colleen Jorgensen	colleen.jorgensen@rrcc.edu	303-914-6241
San Juan Basin Technical College	Jacque Boyer	jboyer@sjbtc.edu	970-529-7145
Trinidad State Junior College (Trinidad Campus)	Lynette Bates	lynette.bates@trinidadstate.edu	719-846-5650
Trinidad State Junior College (Alamosa Campus)	Tom Scarlett	thomas.scarlett@trinidadstate.edu	719-589-7022
Western Colorado Community College	Lynn Woellhof	lwoellho@mesastate.edu	970-255-2606

SAMPLE NOMINATION FORM

Colorado Community College System Advanced Credit Pathways

The purpose of this agreement is to set forth procedures for the implementation of an Advanced Credit Pathway (ACP) agreement which provides for transcription of approved CTE credits and competencies of the secondary course(s) cross walked into the related CCCNS postsecondary course(s) as detailed below:

SECTION A: Contact & Course Information		
	STATEWIDE CONTENT TEAM* OR SECONDARY SCHOOL DISTRICT	COMMUNITY COLLEGE**
REQUIRED	<i>*Statewide Content Teams are composed of postsecondary and secondary instructors.</i>	<i>**If nomination is submitted from a Statewide Content Team, please submit a list of team members in lieu of a College Contact</i>
	Contact: Sue Treitz, ACC	College Contact:
	Address: Arapahoe Community College 5900 S. Santa Fe Drive Littleton, CO 80160-9002	Address:
	Email: Sue.Treitz@arapahoe.edu	Email:
	Telephone: (303) 797-5962	Telephone

<p>Secondary Course Number(s), Name(s) and Contact Hours:</p> <p>HST /HPR 100 Introduction to Health/Orientation</p> <p>HST/HPR 101 Customer Service in Health Care</p> <p>HST/HPR 102 CPR FOR PROFESSIONALS</p> <p>HST/HPR 104 Health Care Options and Readiness</p> <p>HST/HPR106 Ethics/Bioethics for Health Professionals</p> <p>HST/HPR178 Medical Terminology</p> <p>HST/NUA101 Nurse Aide</p> <p>HST/NUA170 Nurse Aide Clinical</p> <p>Total Contact Hours: 540 hours</p>	<p>Postsecondary Course Number(s), Name(s) and Credits (See CCCNS):</p> <p>HPR 100 Introduction to Health (3)</p> <p>HPR 101 Customer Service in Health Care (2)</p> <p>HPR 102 CPR FOR PROFESSIONALS (0.5)</p> <p>HPR 104 Health Careers Options & Readiness (1)</p> <p>HPR 106 Law & Ethics for Health Professions (2)</p> <p>HPR 178 Seminar: Medical Terminology (1)</p> <p>NUA 101 Nurse Aide Health Care Skills (4)</p> <p>NUA 170 Nurse Aide Clinical (1)</p> <p>Total Credits: 14</p>
<p>CTE Program Area: Health</p>	
<p>Secondary Course Competencies</p> <p>See Attached</p>	<p>Postsecondary Course Competencies</p> <p>See Attached</p>

SECTION B: Endorsement

By completing this section, I attest to the following:

I certify that the course crosswalks described herein are approved and offered as part of a career and technical approved program at my institution. The College curriculum committee and/or Stateside Content Team has reviewed the secondary course content and certifies that it meets 80% of the CCCNS competencies.

REQUIRED	Name of Provost/Vice-President of Instruction or Statewide Content Team Chair: Sue Treitz, Arapahoe Community College	Signature (Electronic Accepted): _____
	Name of Institution or Statewide Content Team: Health Content Team	Date: _____
	E-Mail: Sue.Treitz@arapahoe.edu	Phone: (303) 797-5962

SECTION C: Supporting Information

Please provide here or attach electronically any supporting information that would assist the review committees in their consideration. This may include but is not limited to:

- √ Provide rationale and/or evidence for how the nominated course meets the specific post-secondary competencies:
- √ Describe additional student outcomes
- √ List secondary textbook and appropriate assessments

SAMPLE

Health Content Team
2007

Post Secondary

Sue Treitz*	Co-Chair	Health Careers Development Director	ACC
Joni Briola		EMS Interim Director	CCA
Elaine Ivan		Medical Imaging Director	Memorial Hospital
Jan De Bell		Dental Assisting	FRCC
Don Enninga		EMS Director	MCC
Jeff Force		EMS Coordinator	PPCC
Marilyn Hehr		Nursing Director	CNCC
Alison Jacobs		CCCONline Nursing	CCCS
Jennifer Malinski		Allied Health Director	Aims CC
Mark Johnson		Health Chair	FRCC
Donna Kimrey*		Medical Imaging Director	CCD
Kristie Schafer		EMS/MA/Phlebotomy	Aims CC
Bob Matoba		Health Interim Dean	CCA
Rita Stoffel*		MOT Director	RRCC
Sandy Summers		Nursing Director	LCC
Darla Ruff*		MOT Director	CCD

- Signifies original health content team members from 2004

Secondary

Aaran Dolan*	Med Prep	Pickens Tech
Barbara Buehner	Med Prep	Frisco
Bette Johnson	Med Prep	DPS
Claudia Santee	Med Prep	Florence HS
Joleen Rinaldo*	Med Prep	NJC
Kathy Floyd	Sport Medicine	Westminister HS
Linda Efird*	Health Science Technology	Warren Tech
Maria Franz*	Health Science Technology	Bollman Technical
Paula Zagel	Health Science Technology	Adams City HS

*Signifies original health content team members from 2004

NOT REQUIRED

SECTION C: Additional Agreement Requirements

I. Terms of the Agreement

This ACP agreement shall commence, _____, after receiving approval from the State Faculty Curriculum Committee (SFCC) and Educational Services Council (ESC), and continue on a year-to-year basis unless terminated as described in Section II.

II. Termination Without Cause

Either institution or CCCS approving body may terminate this agreement at any time during its term, without cause, by giving written notice to the other institution followed by contacting the appropriate representative from CCCS to allow the database revision. In the event of termination, it is understood that the participating postsecondary institution(s) will be obligated to accept for transfer the credits from those participating seniors who have successfully met the ACP course criteria as long as it is within the two-year prescribed timeframe after graduation.

III. School District Responsibilities

1. It shall be the responsibility of the secondary institution to provide a credentialed CTE instructor for the courses listed in the ACP cross-walked course(s).
2. It shall be the responsibility of the secondary institution to provide the appropriate printed material to their students describing the conditions of the ACP agreement. Course competencies and other curricular content must be aligned with the cross-walked postsecondary course at a minimum level of eighty percent.
3. It shall be the responsibility of the secondary institution to encourage the instructor working with this agreement to attend professional development offered by the participating postsecondary institution that is specific to enhancing the quality of the course being offered as an ACP credit-worthy course.

IV. Postsecondary Institution Responsibilities

1. It shall be the responsibility of the postsecondary institution to provide technical assistance and support the secondary instructor in the areas of content, course objectives and competencies and facilitate instruction if applicable.
2. This assistance will be provided by the postsecondary instructor who teaches the related CCCNS course.

V. Conditions of ACP Articulation

Both the secondary and postsecondary institutions agree that the successful completion of ACP coursework will be accepted in partial fulfillment of a requirement for a degree or certificate in the related college program with the following stipulations:

1. The student must complete ACP coursework with a "B" or better and must use the transcribed credit within two years of graduating high school.
2. The student must submit a completed college application form including a copy of his/her high school transcripts, a copy of a letter of recommendation with a verification statement attached from the secondary instructor certifying that the student has met all of the applicable requirements.
3. The participating postsecondary institution course(s) which are cross-walked in the ACP agreement will be transcribed with appropriate course prefixes, numbers and titles.
4. Notification of substantive changes, such as changes of content, credit, or contact hours made by one institution to the ACP course covered by this agreement will be provided to the other participating institution.

Health Sciences Technology (HST): Year 1

CCCNS Crosswalk Matrix

CCCNS Course Number/Title	CCCNS Course Description/ Standards and Competencies	HST Course or Unit Title/ Objectives
HPR 100 Introduction to Health	*Green Standards/Competencies are addressed in HST/HPR 100 Introduction to Health/Orientation. Course meets 15/18 CCNS standards or 83%.	HST /HPR 100 Introduction to Health/Orientation
	<p>Description Provides an exploratory course for students interested in a health career. Basic health skills such as vital signs and CPR will be included.</p>	<p>Description The course is designed to provide students with information and exploration into health care careers. Basic health skills including communication and interpersonal skills, observation and charting, CPR, promoting patient/client rights and independence, infection control/medical asepsis, body mechanics, and vital signs.</p>
	<p>Outline View</p> <ul style="list-style-type: none"> I. Health Care Facilities II. Health Care Providers <ul style="list-style-type: none"> A. Health Careers B. Trends III. Body Components <ul style="list-style-type: none"> A. Medical Terminology/Abbreviations IV. Conduct <ul style="list-style-type: none"> A. Ethics and Jurisprudence 	<p>Outline View</p> <ul style="list-style-type: none"> I. Health Care Facilities <ul style="list-style-type: none"> A. Health care systems <ul style="list-style-type: none"> 1. Global 2. National B. Hospital Structure C. Health Clinics D. Clinical Practices II. Health Care Providers

	<p>B. Professionalism C. Communication Skills</p> <p>V. Performance Activity A. Basic Skill for Health Care Worker B. Career Development</p> <p>VI. Tour a Health Care Facility</p> <p style="text-align: center; opacity: 0.5; font-size: 2em; transform: rotate(-15deg);">SAMPLE</p>	<p>A. Health Careers, including emergency medicine and fire sciences B. Trends</p> <p>III. Body Components A. Introduction to medical terminology (complete medical terminology covered in HPR 178)</p> <p>IV. Conducts A. Ethics B. Professionalism C. Communication Skills</p> <p>V. Performance Activity A. Basic Skills for Health Care Workers</p> <p>VI. Tour a Variety if Health Care Facilities</p>
	<p>Standards and Competencies</p> <p>I. Differentiate between type of health care facilities and the type of care each provides (HST/HPR100, Unit: Orientation, Standard I).</p> <p>II. Identify the various career levels in health care (HST/HPR100, Unit: Orientation, Standard II).</p> <p>III. Explain the trends that affect health care (HST/HPR100, Unit: Orientation, Standard IV).</p> <p>IV. Discuss ethical and legal considerations for</p>	<p>Standards and Competencies</p> <p>Unit: Orientation to Health Care Careers Objectives and Terminal Competencies</p> <p>I. Differentiates between different types of health care facilities and the type of care each provides (HPR100, Standard I).</p> <p>II. Defines health care career pathways (HPR100, Standard II).</p> <p>III. Identifies various health care programs, programs offered, and admission requirements (HPR100, Standard XIV).</p> <p>IV. Identifies and explains the major trends that affect</p>

	<p>those health care workers that have access to patient information (HST/HPR100, Unit: Observation and Charting, Standards II, III, IV; HST/HPR100, Unit: Promoting Patient/Client Rights and Independence, Standards I, II).</p> <p>V. Discuss at least five (5) personal characteristics and qualities needed by health care workers (HST/HPR100, Unit: Communication and Interpersonal Skills, Standards I, II).</p> <p>VI. Explain the importance of recording, verbal, non-verbal behavior, listening skills and teamwork in the communication process (HST/HPR100, Unit: Communication and Interpersonal Skills, Standard VI).</p> <p>VII. Demonstrate hand washing according to aseptic technique and universal precaution (HST/HPR100, Unit: Safety, Standard II; Unit: Infection Control/Medical Asepsis, Standards I, II, III).</p> <p>VIII. Identify, measure, and record vital signs (HST/HPR100, Unit, Vital Signs, Standards I, II, III, IV).</p> <p>IX. Explain proper body mechanics (HST/HPR100, Unit: Body Mechanics, Standards I, IV).</p> <p>X. Perform an environmental assessment of handicap access of a building on campus.</p>	<p>health care (HPR100, Standard III).</p> <p>V. Understands the educational requirements, roles and responsibilities, mobility, salary structure, stress, financial aide, and transferable credit and employment opportunities of health care workers in therapeutic services, diagnostic services, health informatics, and support services (HPR100, Standard XV).</p> <p>VI. Identifies various health care career programs and understands the roles of certification, registration, licensure, mobility, salary structure, employability, stress as it relates to health care (HPR 100, Standard XV).</p> <p>VII. Tours various health care facilities (HPR100, Standard XVII).</p> <p>VIII. Gains knowledge from various health care worker guest speakers with a focus on understanding a variety of career pathways, skills needed for a successful career, and personal reflection on interest in and understanding of important job aspects (HPR100, Standard XVIII).</p> <p>Unit: Communication and Interpersonal Skills Objectives and Terminal Competencies</p> <p>I. Identifies at least 5 personal and professional characteristics and qualities needed by health care workers (HPR100, Standard V).</p> <p>II. Identifies at least 5 specific job skills needed to work successfully in health care (HPR 100, Standard V).</p>
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	<p>XI. Demonstrate cardio pulmonary resuscitation for one and two person rescue of an adult, infant and child and obstructed airway victims (HST/HPR100, Unit: Safety, Standard I).</p> <p>XII. Review local newspaper want ads and remove health occupations.</p> <p>XIII. Discuss six reasonable expectations that employers have for their employees (HST/HPR100, Unit: Professional Conduct, Standard VI).</p> <p>XIV. Be familiar with health career programs and advisement at PCC (HST/HPR100, Unit: Orientation, Standard III).</p> <p>XV. Define different health care careers provided at PCC.</p> <ul style="list-style-type: none"> A. Degree/Certification B. Mobility C. Salary structure D. Employability E. Stress F. Financial Aid G. Transfer Credit (HST/HPR100, Unit: Orientation, Standards V, VI). <p>XVI. Develop a career paper identifying the area of health care interest, achievements accomplished, and skills learned from other jobs.</p> <p>XVII. Tour various health care facilities</p>	<p>III. Explains the process of interpersonal communication.</p> <p>IV. Explores problems in communication styles.</p> <p>V. Describes the differences between non-verbal and verbal communication.</p> <p>VI. Explains the importance of recording verbal, non-verbal behavior, listening skills and teamwork in the communication process (HPR100, Standard VI).</p> <p>Unit: Observation and Charting Objectives and Terminal Competencies</p> <p>I. Demonstrates knowledge and/or skills in observation and reporting responsibilities.</p> <p>II. Defines privileged communication and confidentiality (HPR100, Standard IV).</p> <p>III. Discusses ethical and legal considerations for those health care workers that have access patient information (HPR100, Standard IV).</p> <p>IV. Demonstrates knowledge in legal issues in charting (HPR100, Standard IV).</p> <p>Unit: Safety Objectives and Terminal Competencies</p> <p>I. Obtains certification in CPR (adult, one and two person, child, and infant), including obstruction of airways (Heimlich Maneuver) (HPR100, Standard XI).</p> <p>II. Demonstrates appropriate hand washing techniques (HPR100, Standard VII).</p>
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	<p>(HST/HPR100, Unit: Orientation, Standard VII).</p> <p>Gain knowledge from the various guest lectures involved in health careers (HST/HPR100, Unit: Orientation, Standard VIII).</p>	<p>Unit: Promoting Patient/Resident Rights and Independence</p> <p>Objectives and Terminal Competencies</p> <ol style="list-style-type: none"> I. Understands and promotes all aspects of client confidentiality (HPR 100, Standard IV). II. Demonstrates an understanding of HIPAA (HPR100, Standard IV). <p>Unit: Professional Conduct</p> <p>Objectives and Terminal Competencies</p> <ol style="list-style-type: none"> I. Identifies basic principles for establishing communication with a client. II. Describes pitfalls that hinder communication and the establishment of rapport. III. Demonstrates ability to communicate with a variety of clients including children, elderly, and handicapped on a one-to-one basis. IV. Demonstrates sensitivity to client's emotional, social, and mental health needs through directed interactions. V. Demonstrates skill in forming relationships, communicating and interacting competently on a one-one basis with clients. VI. Identifies and describes at least 6 professional expectations that employers expect of their employees (HPR100, Standard XIII).
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		<p>Unit: Body Mechanics Objectives and Terminal Competencies</p> <ol style="list-style-type: none"> I. Demonstrates and identifies basic rules of body mechanics (HPR100, Standard IX). II. Demonstrates transfer skills. III. Demonstrates proper ambulation techniques. IV. Demonstrates proper use of body mechanics and positioning techniques (HPR100, Standard IX). <p>Unit: Infection Control/Medical Asepsis Objectives and Terminal Competencies</p> <ol style="list-style-type: none"> I. Utilizes basic principles of asepsis (HPR100, Standard VII). II. Practices Universal Precautions for infection control (HPR100, Standard VII). III. Demonstrates skill in proper hand washing techniques (HPR100, Standard VII). <p>Unit: Vital Signs Objectives and Terminal Competencies</p> <ol style="list-style-type: none"> I. Demonstrates knowledge of purpose for obtaining vital signs (HPR100, Standard VIII). II. Demonstrates knowledge of factors affecting vital signs (HPR100, Standard VIII). III. Demonstrates knowledge of normal range of vital signs (HPR100, Standard VIII). IV. Demonstrates skill in obtaining temperature, pulse, respirations, and blood pressure (HPR100, Standard
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		VIII). V. Demonstrates knowledge of abnormalities in vital signs. VI. Demonstrates knowledge in recording of vital signs.
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NOMINATION FORM

Colorado Community College System Advanced Credit Pathways

The purpose of this agreement is to set forth procedures for the implementation of an Advanced Credit Pathway (ACP) agreement which provides for transcription of approved CTE credits and competencies of the secondary course(s) cross walked into the related CCCNS postsecondary course(s) as detailed below:

SECTION A: Contact & Course Information	
STATEWIDE CONTENT TEAM* OR SECONDARY SCHOOL DISTRICT	COMMUNITY COLLEGE**
<i>*Statewide Content Teams are composed of postsecondary and secondary instructors.</i>	<i>**If nomination is submitted from a Statewide Content Team, please submit a list of team members in lieu of completing the contact information below.</i>
Contact:	College Contact:
Address:	Address:
Email:	Email:
Telephone:	Telephone:
Secondary Course Number(s), Name(s) and Contact Hours:	Postsecondary Course Number(s), Name(s) and Credits (See CCCNS):
CTE Program Area:	
Secondary Course Competencies	Postsecondary Course Competencies

SECTION B: Endorsement

By completing this section, I attest to the following:

I certify that the course crosswalks described herein are approved and offered as part of a career and technical approved program at my institution. The College curriculum committee and/or Stateside Content Team has reviewed the secondary course content and certifies that it meets 80% of the CCCNS competencies.

REQUIRED		Signature (Electronic Accepted):
	Name of Institution or Statewide Content Team:	Date:
	E-Mail:	Phone:

SECTION C: Supporting Information

NOT REQUIRED	<p>√ Please provide here or attach electronically any supporting information that would assist the review committees in their consideration.</p>
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SECTION C: Additional Agreement Requirements

I. Terms of the Agreement

This ACP agreement shall commence, _____, after receiving approval from the State Faculty Curriculum Committee (SFCC) and Educational Services Council (ESC), and continue on a year-to-year basis unless terminated as described in Section II.

II. Termination Without Cause

Either institution or CCCS approving body may terminate this agreement at any time during its term, without cause, by giving written notice to the other institution followed by contacting the appropriate representative from CCCS to allow the database revision. In the event of termination, it is understood that the participating postsecondary institution(s) will be obligated to accept for transfer the credits from those participating seniors who have successfully met the ACP course criteria as long as it is within the two-year prescribed timeframe after graduation.

III. School District Responsibilities

1. It shall be the responsibility of the secondary institution to provide a credentialed CTE instructor for the courses listed in the ACP cross-walked course(s).
2. It shall be the responsibility of the secondary institution to provide the appropriate printed material to their students describing the conditions of the ACP agreement. Course competencies and other curricular content must be aligned with the cross-walked postsecondary course at a minimum level of eighty percent.
3. It shall be the responsibility of the secondary institution to encourage the instructor working with this agreement to attend professional development offered by the participating postsecondary institution that is specific to enhancing the quality of the course being offered as an ACP credit-worthy course.

IV. Postsecondary Institution Responsibilities

1. It shall be the responsibility of the postsecondary institution to provide technical assistance and support the secondary instructor in the areas of content, course objectives and competencies and facilitate instruction if applicable.
2. This assistance will be provided by the postsecondary instructor who teaches the related CCCNS course.

IV. Conditions of ACP Articulation

Both the secondary and postsecondary institutions agree that the successful completion of ACP coursework will be accepted in partial fulfillment of a requirement for a degree or certificate in the related college program with the following stipulations:

1. The student must complete ACP coursework with a "B" or better and must use the transcribed credit within two years of graduating high school.
2. The student must submit a completed college application form including a copy of his/her high school transcripts, a copy of a letter of recommendation with a verification statement attached from the secondary instructor certifying that the student has met all of the applicable requirements.
3. The participating postsecondary institution course(s) which are cross-walked in the ACP agreement will be transcribed with appropriate course prefixes, numbers and titles.
4. Notification of substantive changes, such as changes of content, credit, or contact hours made by one institution to the ACP course covered by this agreement will be provided to the other participating institution.

* SAMPLE LETTER FOR SECONDARY INSTRUCTORS

Date

Career and Technical Education Teachers,

Attached is the Advanced Credit Pathway (ACP) transcript you need to complete for 11th and 12th grade students to demonstrate that they have earned ACP credit by completing CTE courses approved by the Colorado Community College System. This form will provide your students with proof of course completion and will assist them during the enrollment process at a Colorado Community College. Your signature and the signature of the Career and Technical Education (CTE) Director must be on the form to certify its authenticity.

This form is also available for download on the JCTE website.

ACP awards credit to students who earn equivalent college credit in high school career and technical (CTE) courses, giving students an additional incentive to engage in their education. A student's ACP credit will be useable at any Colorado Community College System College that offers the applicable program.

ACP credit is only available at Colorado public Community Colleges and is not guaranteed to 4-year colleges. Please review the enclosed ACP details about the program and eligibility requirements.

Sincerely,

Career and Technical Education Director

