

Healthcare Science Education (HSE) Industry Certification 2023-2024 - EVALUATION GUIDE

PROGRAM OPERATIONAL STANDARDS (POS I, II, V, VI)

School Name	
Date	
Evaluator Name	
Evaluator Signature	

Program Operational Standard I [POS I] – HSE Program Goals & Objectives

The Healthcare Science Education Program (HSE) must have clearly stated goals and/or objectives which include philosophy, mission, goals, and objectives statements related to the needs of students and the healthcare industry. The program is promoted and marketed. Students continue in a healthcare program after high school graduation. HOSA is an integral, co-curricular program within the Healthcare Science program.

Operational Criteria

	GEORGIA STANDARDS	INDUSTRY CERTIFICATION REVIEW	COMMENTS
1.	<p>The Philosophy, Mission, Goals, and Objectives for the Healthcare Science Education Program are listed / written.</p> <p>(The school's Philosophy, Mission and Goals may be included also.)</p>	<input type="checkbox"/> YES, each are listed and written for Healthcare Science Program <input type="checkbox"/> NO	
2.	<p>There are written materials explaining and promoting the Healthcare Science Program Pathways and Courses that are offered for Recruitment, Community Awareness, and PR.</p>	<p>Documentation in file:</p> <input type="checkbox"/> YES, including...	

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		<input type="checkbox"/> Brochure(s) or other Information/PR materials, informing students and parents about the program. <input type="checkbox"/> List of Recruitment activities, such as career fairs, visits to elementary and middle schools, tours, Parent Meeting presentations, activities promoting program through community activities. Note - Documentation: Teacher may provide written statements, pictures, and any materials and activities used, such as Flyers, information on websites, etc. <input type="checkbox"/> None noted	
3.	To promote and showcase your program, <u>Provide Public Relations</u> information about your program including - news releases via newspapers, newsletters, web sites, and social media strategies (if permitted by school system). Show Involvement in your community.	<input type="checkbox"/> YES, such as:	

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		<input type="checkbox"/> Press/news releases - newspaper articles, web-based announcements (List site, such as Ga HOSA, hospital, school, etc.). <input type="checkbox"/> Community involvement (List of projects /activities. Pictures of students and teachers.) <input type="checkbox"/> NONE Noted. <u>Plans listed.</u> If none, plan for more involvement and publicity. (Teachers should do this at beginning of the school year.)	
4.	<p><u><i>Student Graduation Information</i></u> - showing the Impact Healthcare Science Program is making to encourage and assist students to further their education and become a healthcare professional.</p> <p>(Information on Healthcare Science students after graduation, showing a <u>sampling</u> of those who have continued their interest, education, and employment in healthcare fields.)</p>	<input type="checkbox"/> YES, Teacher provides a List including a sampling of students' name, school attended or attending, health career program attended or attending, and where employed, if out of healthcare program. <i>Many teachers have found former students through</i>	

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		<i>social media and the students' friends.</i> <input type="checkbox"/> NO	
5.	<p>If the teacher is on State Extended Day through the Georgia Department of Education, provide a copy of the <i>Annual Plan/Program of Work</i> that is submitted through www.ctaern.org</p> <p>If the teacher is on <i>Local Extended Day</i>, submit the annual plan that is required by the local school system.</p>	<input type="checkbox"/> YES, teacher on State Extended Day or Local Extended Day and has provided documents of his/her Annual Plan/Program of Work <input type="checkbox"/> NO. Annual Plan/Program of Work provided. Teacher is on Extended Day through state funds or local funds. <input type="checkbox"/> Not Applicable. Teacher Not on Extended Day or Plan not required by local school system.	
6.	<p>Provide documentation to show active participation of Healthcare Science program in Georgia HOSA student organization.</p> <p>- Provide Ga HOSA Goals for Year, including planned and actual calendar of events for year, <i>recognizing that participation may be Virtual</i>, such as, list of</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	

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	<p>activities for year, monthly meetings scheduled, attendance at conferences, chapter events, community service programs.</p> <ul style="list-style-type: none"> - Provide a copy of the HOSA Affiliation / Membership roster. [As needed, teacher will write HOSA at top after printing or type before printing and/or uploading to website; highlight the teacher(s) name(s)]. - Provide participation numbers at the state and national events the students and advisor(s) participated in with HOSA, such as Jump Start Officer Training, Fall Rally, Fall Leadership Conference, Spring Leadership & Competitive Events conferences, and educator conferences. <i>(Recognizing that participation may be Virtual.)</i> 	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO	
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Program Operational Standard II [POS II] – Teacher Qualifications

Local Boards of Education are responsible for securing the best-qualified persons for the Healthcare Science Education (HSE) Programs.

Teachers selected are subject to the State of Georgia Professional Standards Commission (PSC) teacher certification and credentialing guidelines.

Teachers of Healthcare Science Education programs teach HSE courses that present career opportunities, knowledge and skills, explorations, and may have shadowing, internships, and other career-related components. Programs may have specialty programs

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that includes certification testing, i.e., nurse aide (CNA), Patient Care Tech/Assistant (PCT/PCA), Phlebotomy, Pharmacy Technician, Medical Assisting, etc. These may be cooperative or dual enrollment courses with a Technical College.

Teachers show professionalism, along with their knowledge and skills through keeping up-to date through continuing their education, professional development, leadership opportunities, community activities, supporting student organizations (HOSA), and professional memberships, as related to their position as Healthcare Science teachers.

Operational Criteria –

Healthcare Science Education Teachers seeking industry certification are required to provide evidence of the following:

1.	<p>a) <u>Healthcare Science</u>: Hold a current Georgia health professional accreditation (license, certification, or credentials related to health career) in one of the eligible health career fields recognized by the Georgia Professional Standards Commission. www.gapsc.com Rules: http://www.gapsc.com/Rules/Current/Certification/505-2-.87.pdf http://www.gapsc.com/Rules/Current/Certification/505-2-.70 HSTE Table of Healthcare Careers.pdf</p> <p>b) <u>Health Information Technology</u>: Hold a current Georgia health professional accreditation (license, certification, or credentials related to health career) in one of the eligible health career fields recognized by the Georgia Professional Standards Commission, computer science endorsement, FLD783 Business Education (6-12), or FLD824 Computer Education certification https://www.gapsc.com/Certification/CAPS.aspx</p>	<p><input type="checkbox"/> YES Copy of current license (i.e., RN, professional nurse license, etc.), certification, or credential related to the health career noted.</p> <p><input type="checkbox"/> NO</p>	
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	<p>c) <u>Biotechnology Research and Development</u>: Hold a current Georgia health professional accreditation (license, certification, or credentials related to health career) in one of the eligible health career fields recognized by the Georgia Professional Standards Commission, FLD748 Science (6-12), or FLD750 Biology (6-12) Education certification https://www.gapsc.com/Certification/CAPS.aspx</p>		
2.	<p>Hold a current <u>teaching certification</u> recognized by the Professional Standards Commission www.gapsc.com in:</p> <ul style="list-style-type: none"> a) Healthcare Science Education b) Health Information Technology Pathway: Healthcare Science Education, Business Education (6-12), or Computer Education c) Biotechnology & Research Pathway: Healthcare Science Education, Science (6-12), or Biology (6-12) <p>***If “new” teacher, have <u>certificate requirements</u> accomplished by time of Final HSE IC Evaluation or show plan to accomplish.</p> <p>Table: http://www.gapsc.com/Rules/Current/Certification/505-2-.70_HSTE_Table_of_Healthcare_Careers.pdf https://www.gapsc.com/Certification/CAPS.aspx</p>	<p><input type="checkbox"/> YES copy of <u>up-to-date Teaching Certificate</u> in file noted.</p> <p><input type="checkbox"/> NO Provided Plan for completion within three years of teaching.</p>	
3.	<p>Show proof of current status of certification as an <u>Instructor for CPR and First Aid</u>: American Heart Association, American Red Cross, or other approved agency.</p>	<p><input type="checkbox"/> YES Copy of current Instructor Card for First Aid, CPR and</p>	

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	<p><i>**Health Information Technology and Biotechnology Research teachers must at least show proof of current status of CPR and First Aid certification if no healthcare credentials are present <u>and</u> are only teaching 2nd and 3rd year courses.</i></p>	<p>AED noted in file.</p> <p><input type="checkbox"/> NO List plan for completion</p>	
4.	<p>Provide documentation (list) of Professional Development attended during the <u>last 2 years</u> (including educational programs and healthcare related industry / skills updates, webinars, independent study programs (PLUs, CE, CME programs, Contact Hours, etc.). Certificates may be included.</p>	<p><input type="checkbox"/> YES, list noted in file.</p> <p><input type="checkbox"/> NO</p>	
5.	<p>List of Conferences you attended last school year (2022-2023) and plan to attend this school year (2023-2024) for professional updates. (ACTE, GACTE, HSTEA-TIEGA, National Curriculum Conference, and other professional associations to keep updated.)</p>	<p><input type="checkbox"/> YES, list noted in file.</p> <p><input type="checkbox"/> NO</p>	
6.	<p>Completed an annual update course on (a) <i>Safety</i> and (b) <i>Infection Prevention & Control programs</i>. (Teachers need to know and provide accurate and up-to-date information.)</p> <p>The teacher and the students may complete the program(s) by the HomeTown Health University. See "Online Training for Students" at https://hthu.net/gateacher23/</p> <p>Be sure to look at the Resources.</p>	<p><input type="checkbox"/> YES Document verifying attendance and completion of a program within this school year. (Example: Attend local hospital Education Dept. programs that include infection control & prevention, safety, and OSHA knowledge and updates.</p> <p style="text-align: center;">-Or-</p>	

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		<p>Attend the HTHU online course / courses. Print and provide certificate(s) verifying completion/attendance noted.</p> <p><input type="checkbox"/> NO</p>	
7.	<p>Professional Association memberships</p> <p style="margin-left: 20px;">a. ACTE membership includes GACTE, Health Science Education (includes Georgia HSTE A)</p> <p style="margin-left: 20px;">b. HOSA (Affiliation)</p> <p style="margin-left: 20px;">c. Other professional memberships (list)</p> <p style="margin-top: 20px;">If none, list plan for memberships</p>	<p><input type="checkbox"/> YES</p> <p style="margin-left: 40px;">ACTE, GACTE, HSTE A</p> <p style="margin-left: 40px;">HOSA (highlight teacher name(s) on affiliation / membership roster)</p> <p style="margin-left: 40px;">Other Professional memberships noted (as related to education and healthcare)</p> <p><input type="checkbox"/> NONE, but plans listed.</p>	
<p><u>Program Operational Standard V [POS V] – Advisory Committee</u></p> <p>A local Healthcare Science Education Program Advisory Committee provides active, invaluable field support to the learning environment and interaction with those healthcare businesses and agencies which will employ graduates.</p>			

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Teachers: Present this to your First Advisory Committee Meeting to include the committee to know the assistance you need from them. Set up a Strategic Plan with your committee and include in Minutes. Other Advisory Committee Meetings will include accomplishments and other identified goals.

If anything is a No, make it a Yes by completing in Fall and throughout the school year.

Operational Criteria –

To assure successful learning, the Healthcare Science Education Program faculty/teachers and CTAE Director will form a local advisory committee with objectives of improving both the content and operation of the program.

(The following Criteria can be used to set up, guide, and assist teacher and the Advisory Committee and its reports, documents and support.)

1.	<p><u>Advisory Committee Membership:</u></p> <p>1.a. Identify, invite, and include committed members who will attend meetings, support the teacher(s), the program, school, and students. And help meet the Pathway goals and standards.</p> <p>1.b. List members with various health professions background to align with Healthcare Pathways being taught at school and possible upcoming Pathways/Courses. List name, title, agency, contact information (address, phone, cell, email), year joined committee.</p> <p><i>Other suggested members might include a college/technical college healthcare representative, college advisor,</i></p>	<p>1.a. <input type="checkbox"/> YES Letter of invitation noted with dates and times for the meetings for the year noted.</p> <p><input type="checkbox"/> NO</p> <p>1.b. <input type="checkbox"/> YES List of members and healthcare background noted.</p> <p><input type="checkbox"/> NO</p>	
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	<p><i>healthcare administrator, counselor, middle school representative, such as a Healthcare Science middle school teacher or middle school counselor, parent with healthcare background, and students.</i></p> <p>1.c. Identify the officers, including the Chair and Secretary on Advisory Committee list. Identify and list sub-committees and members to accomplish goals with their strengths and interests.</p>	<p>1.c. <input type="checkbox"/> YES (Chair, Secretary and Committees listed)</p> <p><input type="checkbox"/> NO</p>	
2.	<p>Maintain records of Advisory Committee for the Health Science Program and the school/CTAE Program.</p> <p>2.a. Provide Agendas and accompanying Minutes (to include date, members present, and committee recommendations) for each meeting (2 per year) for each year, keeping a minimum of two years.</p> <p>2.b. Provide a list /calendar of community and student organization activities provided to the members and encourage members to attend. Assign students to partner with members for activities.</p>	<p>2.a. <input type="checkbox"/> YES Agenda and Minutes noted for <u>2 times a year</u> for at least <u>2 years</u>.</p> <p><input type="checkbox"/> NO</p> <p>2.b. <input type="checkbox"/> YES List/calendar of activities promoted during the year and committee members involved. Pictures of activities included.</p> <p><input type="checkbox"/> NO</p>	

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<p>2.c. Invite members to be speakers throughout the year.</p> <p>2.d. List how Advisory Committee members assist with and participate in the Healthcare Science program promotion and support. (Examples: opening doors for opportunities for student tours, shadowing, clinical experiences, promotion and financial support for <i>students'</i> attendance at Georgia HOSA leadership and competitive events conferences, other local leadership programs, writing grants with teachers, requesting support for equipment & supplies as needed, student job support, mentoring, career guidance, sharing community health workforce needs, and participation in mock interviews, and other committee identified support.)</p>	<p>2.c. <input type="checkbox"/> YES List of presentations and speakers.</p> <p><input type="checkbox"/> NONE Invited. (Plan in place to include as available.)</p> <p>2d. <input type="checkbox"/> YES List activities and support members have provided.</p> <p><input type="checkbox"/> NO</p>	
<p>3. Active leadership of Advisory Committee</p> <p>3.a. The program's local advisory committee meetings focus on active program planning, implementing, support, and evaluation. The teacher shares the Course Standards and provides a presentation of the program.</p>	<p>3.a. <input type="checkbox"/> YES Overview of discussion included in Minutes.</p> <p><input type="checkbox"/> NO</p>	

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	<p>The committee identifies and discusses local and regional community workforce needs and how the HSE program supports students and community.</p> <p>Teachers and Committee Members:</p> <ul style="list-style-type: none"> -At the beginning of the school year, the committee needs to identify their plans for the year and following years. Begin this in the early Fall of the year. -Using the plan, list the progress toward achieving these goals at other meetings. Incorporate the industry certification-listed standards to ensure they are addressed. -This team can help the teacher write news releases and stories to showcase programs' activities and partnerships in the community. -If a member is a grant writer or has other expertise, they can help as needed in securing funds and help write articles to showcase the opportunities. <p>3.b. Committee members assist with developing <u>short-range and long-range plans</u>. Attach the short-range and long-range goals, plans, other partners, and timeline list to Minutes.</p>	<p>3.b. <input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>	
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<p>Teachers - in Fall of each year, the Committee will identify and list short-range and long-range goals. The group discusses specific short-range goals for this year, identifying activities and other potential partners to accomplish the goals. It might include review of the HSE Industry Certification goals and sections, such as activities of the committee, equipment & supplies, including the HSE teachers in educational programs of their agency, and how the committee and other partners can help teacher(s) and students. The group discusses the long-range goals for the program and timelines on accomplishing these goals.</p> <p>The group may decide that they need to set up smaller groups/committees to accomplish different goals with additional meetings. They come back together to share their plans and identify collaborations and set calendar for accomplishing goals. Minutes and Reports are included in the files.)</p> <p>At the <u>early</u> Spring Advisory Committee Meeting, reports and updates of accomplishments and possible changes to better accomplish goals and needs of the community.</p> <p>3.c. Advisory Committee members supports HSE program through marketing, awareness articles, or other public relations activities making audiences aware of the program, students, and teachers.</p>	<p>3.c. <input type="checkbox"/> YES Evidence includes documents, articles, announcements, news releases in newspapers</p>	
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	<p>Teacher and Committee members will provide opportunities to share information about HSE program and HOSA activities. Committee members can help write news releases and stories to get them into local newsletters, their facility / agency's newspapers /newsletters, and their company/agency's websites.</p>	<p>and web sites, etc. List activities members have supported or have included the Healthcare Science students and teachers.</p> <p>Include Pictures of activities provided, coordinated, or supported for awareness of the HSE program and to expand opportunities for the program and students.</p> <p>List other support provided by the Committee members and other partners.</p> <p><input type="checkbox"/> NO</p>	
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Program Operational Standard VI [POS VI] – Program of Study

Local boards of education establishing Healthcare Science Education Program(s) shall provide curriculum, instruction, and support services in accordance with current Georgia Department of Education rules governing high school graduation and assessments requirements.

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1.	<p>Provide list of Pathways and Courses in Healthcare Science Education provided (http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-HS.aspx) and number of completers of Pathways.</p> <p>1.a. List Healthcare Science Pathways and Courses taught/provided at this school.</p> <p>1.b. Syllabus of each course taught noted in file</p> <p>1.c. List student numbers of Pathway completers (for each Pathway offered).</p> <p>1.d. List name of End of Pathway Assessments/Exams (EOPA) and agency name providing assessment certifications, and/or certification exams. (Examples: CNA, Phlebotomy, PCT, PCA,</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Documentation in file:</p> <p>1. a. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>1. b. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>1. c. <input type="checkbox"/> YES Pathways offered:</p> <p style="margin-left: 40px;">Number of completers listed: _____</p> <p><input type="checkbox"/> NOT listed</p> <p>1.d. <input type="checkbox"/> YES</p> </div> <p style="margin-top: 20px;">More notes can be added or listed in Comments section.</p>

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<p>Pharm Tech, Med Assisting, National Emergency Responder, etc.) <u>offered at this school for Healthcare Science.</u> From GADOE web site: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/tsai-healthcare.aspx</p> <p>National Consortium for Health Sciences Education (NCHSE) http://www.healthscienceconsortium.org</p> <p>1.e. List students taking exam(s).</p> <ul style="list-style-type: none"> • List Exam name, Date, Number students taking exam, number passing. • Provide percentage of students who have received passing score if available at the time of on-site evaluation. <p>1.f. List other programs'/students' accomplishments (such as CNA, First Aid, CPR, HIPPA, CERT, etc.)</p> <ul style="list-style-type: none"> • Support students in securing certificates for Credentials of Value located at "Online Training for Students" https://hthu.net/gateacher23/ <ul style="list-style-type: none"> ➤ Evidence of at least 75% of enrolled students have completed at least 2 modules. 	<p>How many EOPAs offered? _____</p> <p>List noted.</p> <p><input type="checkbox"/> NO EOPAs offered</p> <p>_____Explanation and Plans for following school year listed.</p> <p>1. e. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Percentage of students who received a passing score: _____%</p> <p>1. f. <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
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<p>2. Provide a copy of the (CTAE Career Clusters/Pathways Plans of Study) Healthcare Science Student Plan of Study, according to the Pathway(s) being taught.</p> <p><u>Teachers:</u> Go to: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/POS-Health-Science.aspx Then, Click on the Pathways and Courses taught (<i>See list copied and placed in comment section to the right on this page</i>) save and place document in the folder (electronic). Label POS VI .</p> <p>May also be located in the High School's Student Handbook or the school web site. <u>Teachers:</u> Capture or scan and place on website.</p> <p><u>Teachers:</u> Identify each document requested early in school year and place it in appropriate folder (electronic).</p>	<p>2. <input type="checkbox"/> YES ____ # Plan(s) provided</p> <p><input type="checkbox"/> NO, Ga DOE Plan of Study not provided</p> <p><input type="checkbox"/> Local School's Program of Study Plan for Students provided, if available</p> <p><input type="checkbox"/> NO local Program of Study available</p>	<p>Place a check beside or highlight the Plan of Study provided. Healthcare Science Plan of Study</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"> </td><td>Diagnostics - Clinical Lab</td></tr> <tr><td style="height: 20px;"> </td><td>Diagnostics - Non-invasive Technology</td></tr> <tr><td style="height: 20px;"> </td><td>Diagnostics - Phlebotomy</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Allied Health and Medicine</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Dental Science</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Emergency Medical Responder</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Exercise Physiology</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Patient Care</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Pharmacy</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Public Health</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Public Safety Communications</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Sports Medicine</td></tr> <tr><td style="height: 20px;"> </td><td>Therapeutic Services - Surgical Technology</td></tr> <tr><td style="height: 20px;"> </td><td>Health Informatics - Health Information Management/Medical Office</td></tr> <tr><td style="height: 20px;"> </td><td>Health Informatics - Health Information Technology</td></tr> <tr><td style="height: 20px;"> </td><td>Biotechnology Research and Development</td></tr> <tr><td style="height: 20px;"> </td><td>Support Services</td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> </table>		Diagnostics - Clinical Lab		Diagnostics - Non-invasive Technology		Diagnostics - Phlebotomy		Therapeutic Services - Allied Health and Medicine		Therapeutic Services - Dental Science		Therapeutic Services - Emergency Medical Responder		Therapeutic Services - Exercise Physiology		Therapeutic Services - Patient Care		Therapeutic Services - Pharmacy		Therapeutic Services - Public Health		Therapeutic Services - Public Safety Communications		Therapeutic Services - Sports Medicine		Therapeutic Services - Surgical Technology		Health Informatics - Health Information Management/Medical Office		Health Informatics - Health Information Technology		Biotechnology Research and Development		Support Services				
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3.	<p>Partnership agreements and forms used with Business & Industry/Healthcare Agencies.</p> <p>a. Show agreement /verification forms with business partners for clinical experiences, shadowing, and Internship with HSE Course Numbers, if applicable. <i>Teachers: Check with WBL Coordinator and CTAE Director.</i></p> <p>b. Provide copy of clinical form(s) used. (include a sample timesheet and objectives, and check-off lists as appropriate)</p> <p>c. Provide copy of all permissions forms utilized.</p> <p>d. Work closely with your Work-based Learning (WBL) coordinator to <u>provide documentation</u> for internships and clinical experiences.</p>	<p>3.a. <input type="checkbox"/> YES</p> <p><input type="checkbox"/> NOT Applicable, no agreements</p> <p>3.b. <input type="checkbox"/> YES</p> <p><input type="checkbox"/> NOT Applicable, no agreements</p> <p>3.c. <input type="checkbox"/> YES</p> <p><input type="checkbox"/> NOT Applicable</p> <p>3.d. <input type="checkbox"/> YES (Statement on WBL collaboration.)</p> <p><input type="checkbox"/> YES (Documentation of internships/clinical experiences were provided.)</p> <p><input type="checkbox"/> NOT Applicable; internships/clinical experiences not provided</p>	
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	<p>e. List students who are participating in work-based learning program. List in another column where they are working in the community. Next column, list the area of the agency (such as medical front office, pharmacy, etc.)</p>	<p>3.e. <input type="checkbox"/> YES (list provides information requested.)</p> <p><input type="checkbox"/> NOT Applicable; no students in WBL program, internships/clinical experiences</p>	
4.	<p>Partnership agreements with educational programs, Technical Colleges and/ or Colleges/Universities.</p> <p>a. List of colleges/postsecondary programs that the Healthcare Science program partners with to provide additional courses or programs (such as Nurse Aide/CNA program taught by and sometimes at the technical college; Agreements with colleges; <i>Dual Enrollment</i> or other opportunities).</p> <p>b. Provide a copy of agreement, if applicable. (Teachers: Check with Principal and CTAE Director.)</p>	<p>4a. <input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO agreements</p> <p><input type="checkbox"/> NOT At This Time- no activities or agreements, but states that they plan to become involved with these activities. Lists plans including activities, programs, and colleges.</p> <p>4.b. <input type="checkbox"/> YES - List of activities and colleges; provide copy of agreements.</p> <p><input type="checkbox"/> NOT Applicable at this Time.</p>	

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5.	<p>Provide students an <i>orientation for using</i> these resources (and any other useful programs). Begin early in school year.</p> <p style="color: red;">Resources needing Orientation by Teachers (set up activities) for students (teachers, parents, and community as appropriate) to be fully aware of information and materials provided. Teachers need to be knowledgeable of these programs and opportunities to guide their students.</p> <p>a. GA Futures: https://www.gafutures.org</p> <p>b. Ga Student Finance Commission http://gsfc.georgia.gov/ & FAFSA Home Federal Student Aid</p> <p>c. Georgia's Health Careers Manual - produced by all the Georgia AHECs, available online and hardcopy, as supplies available through your AHEC. Go to website for more resources: https://www.augusta.edu/ahec/</p> <p>Contact your Area Health Education Center (AHEC) –</p> <p>d. STEM (Science, Technology, Engineering, and Math; Science, Technology, Engineering, Arts, and Math)</p>	<p>5. <input type="checkbox"/> YES</p> <p>Check the following items that are provided:</p> <p>5.a. _____GaFutures Career Planning electronic program usually started in middle school and continued into high school.</p> <p>5.b. _____Ga Student Finance Commission _____FAFSA</p> <p>5.c. _____Georgia's Health Careers Manual (book and/or Online from AHEC)</p> <p>5.d. _____STEM /STEAM</p>	

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	<p>https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/STEM.aspx</p> <p>Teachers: as you are reading this, know that you need to go to the web sites, get to know these areas, and make a plan to review these with your students as you provide “career guidance and college prep”. Search/Google other sites for info. Create fun activities for each of these.</p>	<p><input type="checkbox"/> No documentation of using resources with students.</p>	
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