Florida Department of Education
Curriculum Framework

Program Title: **Emergency Medical Responder**
Program Type: **Career Preparatory**
Career Cluster: **Health Science**

~~Secondary – Career Preparatory~~	
Program Number	8417170
CIP Number	0317020502
Grade Level	9-12
Standard Length	3 credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	HOSA: Future Health Professionals
SOC Codes (all applicable)	31-9099 -- Healthcare Support Workers, All Other 53-3011 -- Ambulance Drivers and Attendants, Except Emergency Medical Technicians
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

The content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program.

This instructional program prepares individuals to provide initial care to sick or injured persons or as ambulance drivers and attendants SOC 53-3011. An Emergency Medical Responder may use this training for employment. The Emergency Medical Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). Emergency Medical Responders may include law enforcement, lifeguard, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction totaling three credits. The two credit Health Science Core (Health Science Anatomy & Physiology 8417100 and Health Science Foundations 8417110) is required as a prerequisite for all programs. Secondary students completing the two required courses will not have to repeat the core in postsecondary.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8417100	Health Science Anatomy and Physiology	ANY HEALTH OCCUP G (See DOE approved list)	1 credit	31-9099	3	EQ
8417110	Health Science Foundations		1 credit	31-9099	3	
8417171	Emergency Medical Responder 3	REG NURSE 7 G PARAMEDIC @7 7G MED PROF 7 G EMT 7G LAW ENF @7 7G CORR OFF 7G PUB SERV 7G FIRE FIGHT @7 7G PRAC NURSE @7 %7%G (Must be a Registered Nurse)	1 credit	53-3011	3	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

National Standards (NS)

The student performance standards for Emergency Medical Responder were adapted and condensed from U. S. Department of Transportation Emergency Medical Services; National EMS Education Standards; Emergency Medical Responder Instructional Guidelines and American Society for Testing and Materials, Committee F-30. Administrators and instructors should refer to these materials for additional details.

Common Career Technical Core – Career Ready Practices

Career Ready Practices 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. Career Ready Practices 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 program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

Standards 1-27 encompass the Health Science Core:

01.0 Analyze and interpret an overview of the human body, including organization and chemical process.
02.0 Apply correct medical terminology relating to body structure and function within a real-world application.
03.0 Evaluate cells and tissues microscopically and macroscopically and relate their specialized functions.
04.0 Analyze the integumentary system in relation to health and disease.
05.0 Analyze the skeletal system in relation to health and disease.
06.0 Analyze the muscular system in relation to health and disease.
07.0 Analyze the nervous system in relation to health and disease.
08.0 Analyze the endocrine system in relation to health and disease.
09.0 Analyze the cardiovascular/circulatory system in relation to health and disease.
10.0 Analyze the lymphatic and immune systems in relation to health and disease.
11.0 Analyze the respiratory system in relation to health and disease.
12.0 Analyze the digestive system in relation to health and disease.
13.0 Analyze the urinary system in relation to health and disease.
14.0 Analyze both the male and female reproductive systems in relation to health and disease.
15.0 Identify and explain factors relating to genetics and disease.
16.0 Evaluate and apply the principles of disease transmission and control to real-world scenarios.
17.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
18.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
19.0 Demonstrate legal and ethical responsibilities.
20.0 Demonstrate an understanding of and apply wellness and disease concepts.
21.0 Recognize and practice safety and security procedures.
22.0 Recognize and respond to emergency situations.
23.0 Recognize and practice infection control procedures.
24.0 Demonstrate an understanding of information technology applications in healthcare.
25.0 Demonstrate employability skills.
26.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
27.0 Apply basic math and science skills.

Standards 28-50 encompass competencies specific to Emergency Medical Responder 3:

28.0 Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder.
29.0 Demonstrate an ability to communicate effectively as part of the EMS team.
30.0 Demonstrate an understanding of medicolegal aspects.
31.0 Determine and record vital signs of a sick or injured person.
32.0 Use medical identification devices.

33.0 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.
34.0 Demonstrate BLS procedures
35.0 Recognize and control bleeding.
36.0 Recognize and control shock.
37.0 Understand the importance of emergency medications.
38.0 Demonstrate understanding of airway management, respiration and artificial ventilation.
39.0 Provide secondary assessment.
40.0 Identify musculoskeletal injuries.
41.0 Demonstrate proper spinal motion restriction of a Cervical/Spinal injury.
42.0 Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs).
43.0 Provide emergency evacuation and transfer of a sick and/or injured person.
44.0 Identify and provide initial care for a sick and/or injured patient.
45.0 Identify and care for patients who are in special situations.
46.0 Provide triage to victims of multiple casualty incidents.
47.0 Recognize life-threatening situations.
48.0 Recognize entrapment situations.
49.0 Assist with emergency childbirth.
50.0 Identify critical incident stressors.

Florida Department of Education
Student Performance Standards

Health Science Core:

The first two courses in this program are referred to as the Health Science Core and consist of the courses Health Science Anatomy & Physiology (8417100) and Health Science Foundations (8417110). To ensure consistency whenever these courses are offered, the standards and benchmarks for the health science core have been placed in a separate document.

You can access the course outline, standards, and benchmarks by visiting this link:
https://www.fldoe.org/core/fileparse.php/20062/urlt/health-sci-core-secondary-2223.rtf

The two-credit core is required as a prerequisite for all secondary programs except for Practical Nursing and Pharmacy Technician. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified courses for employment or remain for advanced training or cross training.

Course Title: **Health Science Anatomy & Physiology**
Course Number: **8417100**
Course Credit: **1**

Course Description:
This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

The course Anatomy and Physiology (2000350) or Anatomy and Physiology Honors (2000360) may be substituted for the course Health Science Anatomy & Physiology (8417100).

The course Health Science Anatomy & Physiology (8417100) is designated as an equally rigorous (EQ) science credit.

Course Title: **Health Science Foundations**
Course Number: **8417110**
Course Credit: **1**

Course Description:
This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Florida Department of Education
Student Performance Standards

Course Title: **Emergency Medical Responder 3**
Course Number: **8417171**
Course Credit: **1**

Course Description:

This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for an Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the musculoskeletal system of the body.

CTE Standards and Benchmarks	
28.0	Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder. - The student will be able to:
28.01	Describe the role of Emergency Medical Responder as a member of the EMS team.
28.02	List and describe the responsibilities of the Emergency Medical Responder for the provision of pre-hospital emergency care within the local EMS system.
28.03	Describe principles of safely operating a ground ambulance.
28.04	Understand the guidelines of operating safety in and around a landing zone during air medical operations and transport.
28.05	Implement appropriate Joint Commission patient safety goals.
29.0	Demonstrate an ability to communicate effectively as part of the EMS team. - The student will be able to:
29.01	Demonstrate the proper procedure for the transfer of patient care to other EMS personnel.
29.02	Describe information regarding a patient's condition and treatment that need to be communicated.
29.03	Communicate the Emergency Medical Responder’s observations and actions to whomever patient care is transferred.
29.04	Describe and apply the principles of communicating with patients in a manner that achieves a positive relationship.
29.05	Recognize simple medical prefixes, suffixes, combining vowels, and words.
30.0	Demonstrate an understanding of medicolegal aspects. - The student will be able to:

CTE Standards and Benchmarks	
	30.01 Describe and demonstrate an understanding of the medicolegal aspects of an Emergency Medical Responder's provision of emergency medical care in the jurisdiction having authority, including, but not limited to, duty to act, standard of care, consent to care, forcible restraint, abandonment, documentation and any applicable Good Samaritan Laws.
	30.02 Practice within medicolegal standards.
31.0	Determine and record vital signs of a sick or injured person. - The student will be able to:
	31.01 Determine and record skin color, temperature and moistness.
	31.02 Demonstrate ability to accurately measure and record vital signs including manual blood pressure.
32.0	Use medical identification devices. - The student will be able to:
	32.01 Identify the most commonly used digital medical identification devices.
	32.02 Apply the information contained on or in the medical identification devices to patient assessment and patient care procedures.
33.0	Conduct a primary assessment of problems that are a threat to life if not corrected immediately. - The student will be able to:
	33.01 Determine and record the level of consciousness of the injured person including person, place, time, and events.
	33.02 Assess for an inadequate airway, inadequate respiration's, inadequate circulation, and profuse bleeding.
	33.03 Recognize when immediate correction is necessary.
	33.04 Assess patient and determine if the patient has a life threatening condition.
	33.05 Use spinal precautions as appropriate.
34.0	Demonstrate Basic Life Support (BLS) procedures. - The student will be able to:
	34.01 Establish and maintain an open airway using both manual and mechanical airway techniques.
	34.02 Restore breathing and circulation by means of cardiopulmonary resuscitation (CPR).
	34.03 Demonstrate proficiency in the use of an automated external defibrillator (AED).
35.0	Recognize and control bleeding. - The student will be able to:
	35.01 Identify items that can be used to control external bleeding and minimize the contamination of open wounds.
	35.02 Apply pressure dressings, tourniquets, and wound packing that will control bleeding/hemorrhage and minimize the contamination of open wounds.

CTE Standards and Benchmarks	
	35.03 Identify the likelihood of internal bleeding through observations of signs, symptoms, and mechanisms of injury.
	35.04 Care for a patient who exhibits the signs and symptoms of internal bleeding.
	35.05 Apply current trauma treatment standards when applying a tourniquet, which may include Pre-Hospital Trauma Life Support (PHTLS) standards.
36.0	Recognize and control shock. - The student will be able to:
	36.01 Recognize the likelihood that shock may occur or be present based on patient assessment and observation of a mechanism of injury.
	36.02 Provide anti-shock measures as a part of routine patient care.
37.0	Understand the importance of emergency medications. - The student will be able to:
	37.01 Understand the advantages, disadvantages, and techniques of self and peer administration of an intramuscular injection by auto injector.
	37.02 Describe the names, effects, indications, routes of administration, and dosages for specific medications (I.E chemical antidote auto injector devices).
	37.03 Demonstrate how to observe and respond to patient's need for narcotic antagonists.
	37.04 Demonstrate accurate dosage calculation.
	37.05 Demonstrate the six rights of administering narcotic antagonists.
	37.06 Demonstrate how to administer narcotic antagonists.
	37.07 Document administration of narcotic antagonists and patient's response on medical record.
	37.08 Observe and communicate effects of medications to the patient’s assigned EMT/Paramedic.
38.0	Demonstrate understanding of airway management, respiration, and artificial ventilation. - The student will be able to:
	38.01 Apply knowledge of anatomy and physiology to airway management procedures (I.E. oxygenation and perfusion).
	38.02 Understand the pathophysiology of respiratory dysfunction.
	38.03 Use available mechanical devices to assure the maintenance of an open airway and assist ventilation according to American Heart Association (AHA) standards.
	38.04 Demonstrate proficiency in supplemental oxygen therapy including portable oxygen cylinder and oxygen delivery devices.
	38.05 Describe and demonstrate airway management utilizing upper airway suctioning.
39.0	Provide secondary assessment. - The student will be able to:

CTE Standards and Benchmarks	
	39.01 Conduct a methodical head-to-toe physical examination to discover conditions not found during the primary assessment.
	39.02 Interview the sick or injured person to obtain facts relevant to the person's condition.
	39.03 Interview co-workers, witnesses, family members, or other individuals to obtain facts relevant to the person's condition.
40.0	Identify musculoskeletal injuries. - The student will be able to:
	40.01 Identify the various types of musculoskeletal injuries.
	40.02 Immobilize and otherwise care for suspected fractures, dislocations, sprains, and strains with available supplies and equipment, including commercially available and improvised devices.
	40.03 Demonstrate an understanding of the function and need for traction splints.
41.0	Demonstrate proper spinal motion restriction of a cervical/spinal injury. - The student will be able to:
	41.01 Identify need for spinal motion restriction.
	41.02 Maintain in-line spinal motion restriction of cervical spine.
	41.03 Place proper fitting rigid extrication-type cervical collar.
	41.04 Place patient in supine position on appropriate spine board based on patient condition.
	41.05 Secure patient to spinal motion restriction device.
42.0	Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs). - The student will be able to:
	42.01 Identify need for extremity immobilization.
	42.02 Assesses motor, sensory, and distal circulation in extremities.
	42.03 Place proper fitting splint on extremity.
	42.04 Reassess motor, sensory, and distal circulation in extremities.
43.0	Provide emergency evacuation and transfer of a sick and/or injured person. - The student will be able to:
	43.01 Describe situations when a person should be evacuated or transferred.
	43.02 Use the most appropriate assist, drag or carry (alone or with a partner) to move a sick or injured person from a dangerous location to a safe place.
	43.03 Maintain safety precautions during evacuation and transfer.

CTE Standards and Benchmarks	
	43.04 Demonstrate an understanding of the purpose and use of transfer methods for patients including stair, chairs, and stretchers.
44.0	Identify and provide initial care for a sick and/or injured patient. - The student will be able to:
	44.01 Identify and care for patients with non-traumatic chest pain, utilizing patient assessment.
	44.02 Identify and care for patients experiencing respiratory distress utilizing patient assessment.
	44.03 Identify and care for patients experiencing a diabetic emergency utilizing patient assessment.
	44.04 Identify and care for a patient who is experiencing a seizure utilizing patient assessment.
	44.05 Identify and care for a patient who has ingested, inhaled, absorbed, or been injected with a poisonous substance.
	44.06 Identify and care for a patient who is in an altered state of consciousness utilizing patient assessment.
	44.07 Identify and care for a patient who is experiencing a stroke utilizing patient assessment.
	44.08 Identify and care for a patient who has a foreign body in the eye utilizing patient assessment.
	44.09 Identify and care for a patient with thermal, chemical, or electrical burns, determining the severity including degree, body surface area, type, and location.
	44.10 Identify and care for a patient suffering from an environmental emergency including heat cramps, heat exhaustion, heat stroke, and frostbite, utilizing patient assessment.
45.0	Identify and care for patients who are in special situations. - The student will be able to:
	45.01 Identify patients who have special needs (including but not limited to abuse, domestic violence, and sex trafficking).
	45.02 Care for injured/ill children.
	45.03 Care for the injured/ill elderly.
	45.04 Care for the injured/ill physically disabled.
	45.05 Care for the injured/ill developmentally disabled.
46.0	Provide triage to victims of multiple casualty incidents. - The student will be able to:
	46.01 Categorize the victims of multiple casualty incidents according to the severity of injury or illness based on patient assessments.
	46.02 Use triage tags or other identification devices available locally to indicate priorities for pre-hospital emergency care and transportation to medical facilities.
	46.03 Work as a member of a team to perform triage at locations of multiple casualty incidents.

CTE Standards and Benchmarks	
	46.04 Work as a member of a team to perform patient assessments at locations of multiple casualty incidents.
	46.05 Work as a member of a team to carry out patient care procedures at the locations of multiple casualty incidents.
	46.06 Demonstrate knowledge of the operating procedures during a terrorist event or during a natural or man-made disaster.
	46.07 Demonstrate a basic understanding of the Incident Command System (ICS) implemented by the Federal Emergency Management Agency (FEMA).
	46.08 Discuss and demonstrate Hazardous Waste Operations and Emergency Response (HAZWOPER) standard, 29 CFR 1910.120 (q)(6)(i) –First Responder Awareness Level http://www.hazwopercertification.net/
47.0	Recognize life-threatening situations. - The student will be able to:
	47.01 Take steps to minimize the chance of injury or death to all involved when confronted with a potentially life-threatening situation based on scene assessment.
48.0	Recognize entrapment situations. - The student will be able to:
	48.01 Identify accident-related hazards and undertake hazard control measures consistent with the capabilities of the Emergency Medical Responder and available equipment.
	48.02 Recognize available equipment that is used to safely gain access to persons who are entrapped.
	48.03 Recognize available equipment that is used to safely disentangle persons from mechanisms of entrapment.
	48.04 Identify which agencies to notify for assistance with entrapment situations.
49.0	Assist with emergency childbirth. - The student will be able to:
	49.01 Evaluate a mother to determine whether delivery is imminent.
	49.02 Assist with a normal delivery.
	49.03 Care for the mother and baby.
	49.04 Identify abnormal childbirth situations and care for the mother and baby within the Emergency Medical Responder's capabilities.
50.0	Identify critical incident stressors. - The student will be able to:
	50.01 Identify stressors which may affect the performance of an Emergency Medical Responder.
	50.02 Identify stressors which may affect the behavior of a sick or injured person.
	50.03 Carry out procedures to minimize critical incident stress.
	50.04 Identify signs and symptoms of PTSD and the resources available for treatment.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

This program requires a clinical component of approximately 50% the length of the courses following the health science core. A portion of the clinical experience can be achieved through simulation when appropriate.

Clinical courses require contact hours in the clinical setting in order to complete the health science program. Hospitals, nursing homes, and other clinical facilities with clinical affiliation agreements limit the number of students that can rotate and/or be on site at one time. Most facilities, including hospitals and nursing homes, limit the number of students to 15. Due to these industry limitations, it is recommended that the student ratio be 15:1 (student/teacher) based on the clinical facilities that students attend to for clinical training.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org .

Special Notes

Following the completion of the Health Science Core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

In order for students to take the NREMT003 Emergency Medical Responder exam the program must be approved by the National Registry for Emergency Medical Technicians. To receive approval from NREMT each program must be “authorized” by the Bureau of Emergency Medical Services (EMS) by completing the instructor qualifications form required by Bureau of EMS.

The Emergency Medical Responder instructor shall issue to each student documentation of successful course completion which shall include date of issuance, student's name, name of sponsoring agency (DOE), name of training agency, and instructor's printed name and signature, plus the wording "issued pursuant to section 401.435 F.S." The instructor must also maintain on file following course completion, a roster listing the names of students who successfully completed the course, the dates and location of the course, and the name of the instructor.

This program meets the Department of Health’s education requirements for HIV/AIDS, Domestic Violence and Prevention of Medical Errors. Although not a requirement for initial licensure, it is a requirement for renewal; therefore, the instructor may provide a certificate for renewal purposes to the student verifying these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Career and Technical Student Organization (CTSO)

HOSA: Future Health Professionals is the intercurricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student’s Individual Educational Plan (IEP) or 504 plan or postsecondary student’s accommodations’ plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml