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# Informational Technology Foundational Core Curriculum



Bossier Parish Community College

Copiah-Lincoln Community College

Delgado Community College

Louisiana Delta Community College

Meridian Community College

Mississippi Delta Community College

Northeast Mississippi Community College

Pearl River Community College

Southeast Louisiana Community College

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**Overview**

Nine community and technical colleges in Louisiana (LA) and Mississippi (MS) joined together to redesign curriculum in three career pathways to address critical challenges facing trade-impacted workers in their regions and to meet the fast-growing demand for Information Technology (IT) within local and regional industry sectors. Industry sectors include: Cyber Security Technology, Health Information Technology and Industrial Technology.

The newinnovative IT Foundational Core Curriculumnot only leads to marketable entry-level certification, but lattices into multiple in-demand IT specialty pathways with certificationsand degreesin Cyber Security, Health Information or Industrial IT. Curriculum is designed to accelerate student progress, improve retention and achievement and to provide academic and industry credentials. Curriculum centers on using contextualized content and customized delivery of IT foundational core curriculum in the general core and specialty pathway core for individual student success towards future employment.

The consortium colleges implement twelve semester hours of IT Foundational Core Curriculum by using an Integrated Basic Education and Skills Training (I-BEST) like model, a proven approach to propelling underprepared adult learners to marketable credentials and higher paying jobs. The innovation is the integration of basic skills with technical training, facilitated by a team teaching model using a 50% classroom overlap of a basic skills instructor with a technical, workforce, or academic instructor. College and Career Navigators assist with building bridges into curriculum and providing student support in career, financial, educational and other student support areas.

The first six semester hours of IT Foundational Core Curriculum will concentrate on standards of digital literacy and workplace readiness/customer service areas. The remaining six semester hours will concentrate on each sector pathway entrance standard. The twelve semester hours of IT Foundational Common Core Curriculum Standards are included on the chart below.

|  |  |  |
| --- | --- | --- |
| **Security****Networking**  | **Medical Terminology****Introduction to Healthcare**  | **Blueprint Reading****Introduction to Industrial IT** |
| **Sector Pathway Core (6 semester hours)** |
| **Professional Development** - **National Career Readiness Certification (NCRC)****Computer Foundations** - **Internet and Computing Core Certification (IC³)** |
| **General Core (6 semester hours)** |
| **Informational Technology (IT) Foundational Core Curriculum** |

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 Bossier Parrish Community College

Copiah-Lincoln Community College

Delgado Community College

Louisiana Delta Community College

Meridian Community College

 Mississippi Delta Community College

Northeast Mississippi Community College

Pearl River community College

Southeast Louisiana Community College

**Student Outcomes and Competencies**

Student outcomes and competences are described in each of the IT foundational core courses. Student outcomes are what the student must learn or be able to demonstrate upon completion of the course. Competences are more specific and represent observable knowledge and/or skills necessary to demonstrate that student outcomes are met. They demonstrate academic basic skill outcomes as well as technical skill outcomes and competency areas. Upon completion of the six semester hours of general core in the IT Foundational Core Curriculum, students will move to the six semester hours of sector pathway core. Students will master all competencies at the end of the IT Foundational Core Curriculum. A Pre-Test will be administered to students to determine the students’ individual academic basic skill level upon entry into the curriculum.

**Academic Standards**

The academic basic skills are aligned with CTB/McGraw-Hill LLC. (1994). Tests of adult basic education, forms 9 and 10. Monterey, CA: Author.

**National Standards**

The student learning outcomes in each course of the IT Foundational Core Curriculum courses are aligned to relevant national standards and certifications. Additional academic and industry certifications will be awarded by the colleges according to their curriculum pathways. National Standards in the general and specialty core are briefly described below.

**Internet Core Computing Certification (IC³)**

All students will have the opportunity to complete the Internet and Computing Core Certification (IC3) certification. This certification is a global, standards-based certification program for basic computing and Internet literacy. The certification includes the following three exams: (a) Computing Fundamentals, (b) Key Applications, and (c) Living Online. This certification reflects the foundational skills needed to excel in virtually all career fields and academic pursuits. Nearly every job position in a career pathway includes digital literacy to enter the workplace and/or to continue in higher education. IC³ is an internationally-recognized credential that reflects relevant skills as well as providing a strong foundation for additional certifications.

**National Career Readiness Certificate (NCRC)**

Every student will have the opportunity to leave with a portable credential to validate achievement and workplace employability skills. Successful completion of the American College Test (ACT®) National Career Readiness Certificate (NCRC), demonstrates this in Applied Mathematics, Locating Information, and Reading for Information. Validation of workplace readiness and customer service standards demonstrates strong work habits that foster success in higher education and/or the workplace. This certification showcases the student’s ability to become more successful professionally in a career or while continuing their education. Those recognizing the workplace and customer service standards will show their support by granting job interviews to these students. An interview may not lead to a hire but will give graduates the priceless experience of an interview.

**National Retail Federation (NRF®)**

The National Retail Federation (NRF**®**) offers individual retail certifications in customer service, sales, retail management and/or professional retail business. The certifications are obtained after successful completion of an exam that demonstrates preparation on retail management, warehousing, logistics, marketing and retail planning. Certification in retail management, on merchandising, service, selling, operation, human resources and financial accountability adds to the professional retail business credential for retail management positions

**Skill Connect™ Assessments**

SkillsUSA engaged industry, education and policy leaders to assist in the recognition of their assessments to help validate the value of their Skill Connect™ Assessments. The 100% industry driven and defined online assessments evaluate technical and employability skills and knowledge. The certificate earned once a passing score is achieved on the assessment is valid for two years. The common core focuses on Employability and Customer Service certification but there are more than 40 trade, industrial and technical areas available.

**Microsoft Office Specialist (MOS)**

Students seeking employment in a computer related field will be interested in the Microsoft Office Specialist certification as it demonstrates the skills needed to earn an entry-level position with an additional salary scale based on specialized certification.

Microsoft Office Specialist (MOS) certifications available are Microsoft Office Word, Excel, PowerPoint, Outlook, Access, SharePoint, and OneNote. Students taking advantage of several MOS certifications can pursue a higher level as a [Microsoft Office Specialist Expert](https://www.microsoft.com/learning/en-us/mos-expert-certification.aspx) and [Microsoft Office Specialist Master](https://www.microsoft.com/learning/en-us/mos-master-certification.aspx) Certifications. These MOS exams are administered by Certiport. [Microsoft Certified Technology Specialist (MCTS)](https://www.microsoft.com/learning/en-us/mcts-certification.aspx) exam.

**Computing Technology Industry Association (CompTIA)**

Information technology is a rapidly growing field and the amount of knowledge that IT professionals have is vital. CompTIA certifications help train and identify qualified, knowledgeable employees and match them with employers who have jobs to fill. CompTIA professional certifications cover technical skills and knowledge that is needed to succeed in a specific IT career such as global companies, government agencies and other security-conscious organizations.

**Computing Technology Industry Association (CompTIA) A+**

Students will have the opportunity to complete the Computing Technology Industry Association (Comp TIA) A+ certification examination after specified coursework. The exam covers maintenance of PCs, mobile devised, laptops, operating systems and printers. CompTIA A+ covers preventative maintenance, basic networking, installation, troubleshooting, communication and professionalism. This exam is the foundation for additional CompTIA courses to build on.

**Computing Technology Industry Association (CompTIA) Network+**

Upon completion of coursework, students can take the [CompTIA Network+](http://certification.comptia.org/getCertified/certifications/network.aspx) examination. This exam covers managing, maintaining, troubleshooting, operating and configuring basic network infrastructure. This certification adds to the employability of the students.

**Computing Technology Industry Association (CompTIA) Security+**

The [CompTIA Security+](http://certification.comptia.org/getCertified/certifications/security.aspx) certification is taken after the completion of the related coursework. The certification will cover system security, network infrastructure, cryptography, assessments and audits. It will continue to add value to the students’ flexibility for a position in the field.

**Computing Technology Industry Association (CompTIA) Linux+**

Another certification available to the students is the [CompTIA Linux+. Areas covered include;](http://certification.comptia.org/getCertified/certifications/linux.aspx) administration, file permissions, software configurations and the fundamental management of Linux systems. This certification continues to build the students portfolio and will add significant value to the future employment of the students that possess the certification.

**Systems Security Certified Practitioners (SSCP)**

The **SSCP** is a certification for a student that demonstrates hands-on experience monitoring information systems to safeguard against security threats. The certification exhibits knowledge to apply security concepts, tools and procedures related to security. It is geared toward technical and engineering related information security positions. Students interested in capturing a position as a network security engineer, systems security analyst, security administrator or a non-security specific information technology position should seriously consider this exam. The exam will demonstrate technical understanding of security and design concepts. It will also cover practices of implementation and administration of information systems as well as application programmers, database administration and systems analysts.

**Certified Information Systems Security Professional CISSP®**

The Certified Information Systems Security Professional CISSP® is designed for the student that is looking to be a leader in the future of information security in the global world. CISSP® certification confirms the individual's knowledge of information security in ten [CISSP® domains](https://www.isc2.org/cissp-domains/default.aspx) of the (ISC)²® CBK®, which covers risk management, cloud computing, mobile security, application development security and more.

**The Interconnecting Cisco Networking Devices Part 1 (ICND1) and Part 2 (ICND2)**

The Interconnecting Cisco Networking Devices Part 1 (ICND1) is the exam associated with the Cisco Certified Entry Network Technician certification. It is the first step in achieving the Cisco Certified Network Associate certification and covers knowledge and skills required to successfully install, operate, and troubleshoot a small branch office network. It focuses on networking fundamentals; connecting to WAN; basic security and wireless concepts; routing and switching fundamentals; the TCP/IP and OSI models; IP addressing; WAN technologies; operating and configuring IOS devices; configuring RIPv2, static and default routing; implementing NAT and DHCP; and configuring simple networks. The Interconnecting Cisco Networking Devices Part 2 (ICND2) is the exam associated with the Cisco Certified Network Associate certification. It covers topics on extending switched networks with VLANs; VLSM and IPv6 addressing; the VTP, RSTP, OSPF and EIGRP protocols; determining IP routes; configuring, verifying and troubleshooting VLANs; managing IP traffic with access lists; NAT and DHCP; establishing point-to-point connections and establishing Frame Relay connections. It stands to reason that with our high tech world, certification in this area will definitely be an advantage to the potential employee as well as an increase in salary.

**Computer Hacking Forensic Investigator (CHFI)**

Computer Hacking Forensic Investigation (CHFI) is an examination that centers on the process of detecting hacking attacks and properly extracting evidence to report the crime and conduct audits to prevent future attacks. IT students in our world today need to arm themselves with certifications of this magnitude as computer related crime is on the rise. Computer forensics is the application of computer investigation and analysis techniques in the interest of determining potential legal evidence around crime or misuse of computers and their application. These skills are used by police, government and corporate entities globally. Preparation for this exam utilizes groundbreaking digital forensics technologies to assist in theft of trade secrets, theft of or destruction of intellectual property, and fraud. CHFI investigators use a variety of methods to discover data in a computer system, or recovering deleted, encrypted, or damaged files.

**Certified Billing and Coding Specialist (CBCS)**

The main focus of this certification is on converting a medical procedure, diagnosis, or symptom into specific codes for submitting a claim for reimbursement. A Certified Billing and Coding Specialist (CBCS) can accurately locate documentation of a patient record to support coding and billing, assign codes for diagnoses and procedures, submit claims for reimbursement based on payer policies and advise providers on procedures to support documentation practices for quality coding and reimbursement. Students will find the CBCS to be a benefit for locating the job they would like, an increase in pay and an increase expert in subject matter.

**Certified Clinical Medical Assistant (CCMA)**

The Certified Clinical Medical Assistant (CCMA) demonstrates competence in clinical and administrative procedures. It is not a license, but highlights a multi-skilled healthcare practitioner that has competence in interviewing patients, measuring and recording vital signs, preparing the examination room, cleaning and sterilizing medical equipment, administering injections (topical or oral medications) and performing venipuncture and point-of-care testing. The student that successfully completes the CCMA may find as a benefit an increased job opportunity, an increase in pay due to certification, better job security, and an increase in subject matter expertise.

**The American Health Information Management Association (AHIMA)**

The American Health Information Management Association (AHIMA) provides knowledge, resources and tools to advance the health information professionals. Practices and standards to promote quality healthcare certifications are monitored by The Commission on Certification for Health Information Management (CCHIM). Health Information Management Certifications are RHIA and RHIT; Coding Certifications include CCA, CCS, CCS-P; and Specialty Certifications include the CDIP, CHDA, CHPS, and CHTS. Below is a brief description of these certifications.

**Certified Coding Specialist (CCS®)**

The Certified Coding Specialist (CCS®) is obtained by students that successfully meet competencies in classifying medical data from patient records. The coding practitioners are skilled in the review of patients’ records and assign numeric codes for each diagnosis and procedure; possess expertise in the ICD-9-CM and CPT coding systems; and have knowledge of medical terminology, disease processes, and pharmacology. Typically these skills are utilized in the hospital setting due to the importance of coding accuracy and the impact on revenue and description of health outcomes. The CCS® has become an important industry standard that validates the healthcare practitioner's data quality and integrity skills, as well as the proficiency of coding. Students seeking a job in the hospital setting of coding inpatient and/or outpatient records should consider obtaining this certification. Students seeking a job in the area of coding in a physician-based facility should consider obtaining a CCS-P® certification

**Certified Coding Associate (CCA®)**

Another optional certification for students interested in the coding area is the Certified Coding Associate (CCA®). Since 2002, the CCA® has grown nationally as a standard of achievement in health information management (HIM). The CCA, the CCS and the CCS-P are the only coding credentials currently [accredited by the National Commission for Certifying Agencies (NCCA)](http://www.ahima.org/certification/ncaa). The certification differentiates coders by demonstrating coding competencies in hospitals and physician practices. Students that obtain a CCA® will fare well in the future as The US Bureau of Labor Statistics estimates a shortage of more than 50,000 qualified HIM and HIT workers by 2015 according to AHIMA. These students will take a leadership role in the profession as they demonstrate their coding abilities and their professional commitment by completing AHIMA competencies and passage of the AHIMA certification.

**National Association of Healthcare Access Management (NAHAM)**

**Certified Healthcare Access Associate (CHAA)**

The National Association of Healthcare Access Management (NAHAM) is responsible for the establishment of best practices and subject matter expertise as well as networking, education and certification opportunities towards quality patient access services. Patient access services professionals provide quality services in registration and all of its support processes to patients, providers and payers through scheduling, call centers, registration, admissions, patient finance, guest relations and other related services surrounding the health care experience. NAHAM administers the Certified Healthcare Access Associate (CHAA) Examination. This examination verifies knowledge, skills and problem-solving abilities of the certified professional. Being certified through NAHAM can mean career advancement opportunities in the Access field.

**Certified Professional Coder (CPC®)**

The Certified Professional Coder (CPC®) is recognized as a standard for medical coding in physician office settings. The student that passes this rigorous examination and obtains the certification proves their knowledge of charting codes for compliance and reimbursement, can assign correct diagnosis (ICD-9) and procedure (CPT®), and can supply (HCPCS Level II) code for a wide variety of clinical cases and services performed by physicians and other health care providers in an office or other facility setting. The CPC increases your chances of being hired and retained in a competitive job market.

**Certified HIPAA Privacy Associate (CHPA)**

The Certified HIPAA Privacy Associate (CHPA) certification exam is taken upon the student’s completion of coursework. This certification is an entry-level certification for those who are seeking basic HIPAA overview training. This examination is available for both credit and non-credit students working in the health care field.

**Certified Coding Professional (CCP**®**)**

This comprehensive certification course is for students that want to sit for the national Certified Coding Professional (CCP®) exam. This exam is administered by the Professional Healthcare Institute of America™ (PHIA) following their coursework. The certification shows an increase of the experienced coder’s knowledge of medical insurance coding, correct assignment and coding of procedures and services performed by the physician/provider. Certification as a CCP® can increase the students’ employability potential.

**The National Center for Construction Education and Research (NCCER)**

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Students are given the opportunity to sit for The National Center for Construction Education and Research (NCCER). There are more than 70 assessments offered with portable credentials. Credentials are tracked through their registry for qualifications of current craft professionals and/or check qualifications of possible new hires. These industry credentials allow participants to provide easy verification of training for current or potential employers.

**NCCER Core**

All students must take and pass the Core examination in order to move to the Level One examination. Level One Completion Certificates are available in most crafts.

**NCCER Level I-4, Electrical**

Certified electricians are in high demand today. This certification validates the installation of electrical systems in structures; wiring and other electrical components, blueprint reading, the National Electrical Code® and state and local codes. To prepare trainees a career in the electrical field, NCCER offers a comprehensive, 4-level Electrical curriculum that complies with the Department of Labor time-based standards for apprenticeship. The electrical certification and examination has also been fully updated.

**NCCER Level I-4, Heating, Ventilation, and Air Conditioning**

In LA/MS, there is a need for certified HVAC employees. Due to heating and air-conditioning systems changing technology, employers recognize the importance of continuous education. The NCCER Level 1-4 certifications demonstrate skill knowledge needed to keep up with the speed of changing technology and the latest equipment. In addition, the four levels are North American Technician Excellence (NATE) recognized. Students will place themselves in a better position for employment with this certification

**OSHA 10-Hr Training**

Successful competition of the safety OSHA 10 training courses provides the student with a valid Department of Labor/OSHA 10-Hour Card. The OSHA 10-Hour courses are intended for entry level workers.

**National Institute for Metalworking Skills (NIMS)**

The National Institute for Metalworking Skills (NIMS) is available for students that are proficient in the metalworking trade area. NIMS sets skills standards for the industry, certifies individual skills against the standards and accredits training programs that meet NIMS quality requirements. The passage and certification of this exam will assist the student in their development and maintaining a global and competitive edge in the American workforce.  NIMS operates under rigorous and highly disciplined processes. It is the only developer of American National Standards for the nation’s metalworking industry accredited by the American National Standards Institute (ANSI).

**Faculty and Staff Professional Development**

Both basic and technical skill instructors will be provided on-going professional development opportunities. Best practices will be shared by state and national partners. These include but are not limited to: Industry Representatives, Louisiana and Mississippi Workforce Investment Boards, Louisiana Community and Technical College System, Mississippi Community College Board, National College Transition Network, National Council for Workforce Education and others.

**Copyright**

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# Foundations of Computer and Digital Literacy

## Classification: General Common Core Course

 3 semester hour credit

 **Outcome Measures:** Upon completion of the course, the student will receive an Internet and Computing Core Certification (IC³) demonstrating successful completion. Prior Learning Assessment is available to eligible students to determine technical skills attainment.

|  |
| --- |
| **Technical Skills Competencies** |
| 1. Identify network fundamentals and the benefits and risks of network computing.
 |
| 1. Identify different types of electronic communication/collaboration and how they work.
 |
| 1. Identify how to use an electronic mail application.
 |
| 1. Identify the appropriate use of different types of communication/ collaboration tools and the “rules of the road” regarding online communication (“netiquette”).
 |
| 1. Identity information about the Internet, the World Wide Web and Web sites and be able to use a Web browsing application.
 |
| 1. Understand how content is created, located, and evaluated on the World Wide Web.
 |
| 1. Identify how computers are used in different areas of work, school and home.
 |
| 1. Identify the risks of using computer hardware and software and how to use computers and the Internet safely, ethically and legally.
 |
| 1. Be able to start and exit an application, identify, and modify interface elements and utilize sources of online help.
 |
| 1. Perform common file-management functions.
 |
| 1. Perform common editing and formatting functions.
 |
| 1. Perform common printing/outputting functions.
 |
| 1. Be able to format text and documents including the ability to use automatic formatting tools.
 |
| 1. Be able to use word-processing tools to automate processes such as document review, security and collaboration.
 |
| 1. Be able to modify worksheet data, structure and formatting.
 |
| 1. Be able to sort data, manipulate data using formulas and functions and create simple charts.
 |
| 1. Be able to create and format simple presentations.
 |
| 1. Identify types of computers, how they process information, and the purpose and function of different hardware components.
 |
| 1. Identify how to maintain computer equipment and solve common problems relating to computer hardware.
 |
| 1. Identify how software and hardware work together to perform computing tasks and how software is developed and upgraded.
 |
| 1. Identify different types of application software and general concept relating to application software categories.
 |
| 1. Identify what an operating system is and how it works, and solve common problems related to operating systems.
 |
| 1. Use an operating system to manipulate a computer’s desktop, files and disks.
 |
| 1. Identify how to change system settings, install and remove software.
 |
| **Academic Skills Outcomes**\*Basic Skills: Appendix A will be integrated into technical skills competencies.  |

# Personal and Professional Development

## Classification: General Common Core Course

 3 semester hour credit

**Outcome Measures:** Upon completion of the course, the student will receive a National Career Readiness Certification (NCRC) demonstrating successful completion. Prior Learning Assessment is available to eligible students.to determine Technical Skills attainment.

|  |
| --- |
| **Technical Skills Competencies** |
| 1. Demonstrate effective communication skills to function successfully in a variety of settings including school, home and work.
 |
| 1. Develop an understanding of effective customer relations and demonstrate proper customer service behavior.
 |
| 1. Develop a comprehensive career and education plan.
 |
| 1. Demonstrate essential workplace or life skills (dependability, responsibility, leadership, motivation, stress management, time management, organizational skills, etc.).
 |
| 1. Develop personal financial skills.
 |
| 1. Develop social and workplace etiquette and interpersonal skills.
 |
| 1. Apply conflict management skills, and an understanding of cultural, social, and ethnic diversity to achieve group goals and consensus.
 |
| 1. Demonstrate effective verbal, non-verbal, written, and electronic communication skills.
 |
| 1. Demonstrate problem-solving skills.

**Academic Skills Outcomes**\*Basic Skills: Appendix A will be integrated into technical skills competencies.  |

**Introduction to Networking**

## Classification: Cyber Security

##  Sector Pathway Common Core

 3 semester hour credit

**Outcome Measures**: Upon completion of the pathway, the student will be prepared to write for CompTIA A+ Certification demonstrating successful completion. Prior Learning Assessment is available to eligible students.to determine Technical Skills attainment.

|  |
| --- |
| **Technical Skills Competencies** |
| 1. Discuss computer hardware components.
 |
| 1. Analyze communication networks.
 |
| 1. Analyze network hardware and media.
 |
| 1. Examine the ISO/OSI model.
 |
| 1. Investigate physical topologies.
 |
| 1. Describe network transport systems.
 |
| 1. Analyze TCP/IP protocols as they are used in a networking environment.
 |
| 1. Apply methods for subnetting and IP binary conversions.
 |
| 1. Evaluate and recommend methods to troubleshoot wiring.
 |
| 1. Evaluate trends of network communication.
 |

#

**Academic Skills Outcomes**

\*Basic Skills: Appendix A will be integrated into technical skills competencies.

**Introduction to Security**

## Classification: Cyber Security

##  Sector Pathway Common Core

 3 semester hour credit

**Outcome Measures**: Upon completion of the pathway, the student will be prepared to write for CompTIA A+ Certification demonstrating successful completion. Prior Learning Assessment is available to eligible students.to determine Technical Skills attainment.

|  |
| --- |
| **Technical Skills Competencies** |
| 1. Define security basics.
 |
| 1. Discuss security policies.
 |
| 1. Classify security threats and attacks.
 |
| 1. Define the basics of cryptography.
 |
| 1. Summarize general security concepts.
 |

**Academic Skills Outcomes**

\*Basic Skills: Appendix A will be integrated into technical skills competencies.

# Introduction to Health Care Data Systems

## Classification: Health Information Technology

##  Sector Pathway Common Core

 3 semester hour credit

**Outcome Measures:** Upon completion of the pathway, the student will be prepared to write for certification demonstrating successful completion. Prior Learning Assessment is available to eligible students.to determine Technical Skills attainment.

|  |
| --- |
| **Technical Skills Competencies** |
| 1. Demonstrate the major differences between the various types of health care delivery systems and the organization of health care organizations.
 |
| 1. Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs
 |
| 1. Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local, and facility levels.
 |
| 1. Distinguish between the types and uses of health care data and the organization of health care data in a health record.
 |
| 1. Identify the elements of data quality
 |
| 1. Distinguish between paper, hybrid and electronic health records.
 |
| 1. Recognize the various documentation forms and the required content of health care forms.
 |
| 1. Identify the various classification (coding systems) systems used in different health care settings.
 |
| 1. Identify the various health care reimbursement methodologies.
 |
| 1. Understand the differences between HIPAA Privacy and Security Rules.
 |

**Academic Skills Outcomes**

\*Basic Skills: Appendix A will be integrated into technical skills competencies.

# Medical Terminology

**Classification**: Health Information Technology

 Sector Pathway Common Core

 3 semester hour credit

**Outcome Measures:** Upon completion of the pathway, the student will be prepared to write for certification demonstrating successful completion. Prior Learning Assessment is available to eligible students.to determine Technical Skills attainment.

|  |
| --- |
| **Technical Skills Competencies** |
| 1. Recognize and discuss word components, terms, procedures, and abbreviations related to the various body systems.
2. Identify combining forms, suffixes and prefixes related to the various body systems.
3. Identify and discuss disease terms related to the various body systems.
4. Identify diagnostic imaging, clinical, surgical and laboratory procedures related to the various body systems.
5. Identify abbreviations related to the various body systems.
6. Define, spell, pronounce and use terms related to the various body systems.
 |

**Academic Skills Outcomes**

\*Basic Skills: Appendix A will be integrated into technical skills competencies.

# Introduction to Industrial Information Technology

## Classification: Industrial Technology

##  Sector Pathway Common Core

 3 semester hour credit

**Outcome Measures:** Upon completion of the pathway, the student will be prepared to write for NCCER Core Certification/NIMS Certification demonstrating successful completion. Prior Learning Assessment is available to eligible students.to determine Technical Skills attainment.

|  |
| --- |
| **Technical Skills Competencies** |
| 1. Describe general safety rules for working in a shop/lab and industry.
 |
| 1. Identify and explain use of various barriers and confinements.
 |
| 1. Explain lifting, fall protection, and the use of ladders and scaffolds.
 |
| 1. Explain the Material Safety Data Sheets (MDES).
 |
| 1. Display appropriate safety procedures related to fires.
 |
| 1. Explain safety in and around industrial technology situations.
 |
| 1. Apply basic mathematics for industrial technology.
 |
| 1. Demonstrate the use and maintenance of hand and power tools.
 |
| 1. Safely handle and store materials.
 |

**Academic Skills Outcomes**

\*Basic Skills: Appendix A will be integrated into technical skills competencies.

# Blueprint Reading

## Classification: Industrial Technology

##  Sector Pathway Common Core

 3 semester hour credit

**Outcome Measures:** Upon completion of the pathway, the student will be prepared to write for NCCER Core Certification/NIMS Certification demonstrating successful completion. Prior Learning Assessment is available to eligible students.to determine Technical Skills attainment.

|  |
| --- |
| **Technical Skills Competencies**  |
| 1. Identify, describe, and apply dimensions and tolerances.
 |
| 1. Identify, descript and apply auxiliary views, finishes, materials, section lines, and cutting plane lines.
 |

**Academic Skills Outcomes**

\*Basic Skills: Appendix A will be integrated into technical skills competencies.

**Appendix A: TABE Skills**

Reading

R1 Interpret Graphic Information (forms, maps, reference sources)

R2 Words in Context (same and opposite meaning)

R3 Recall Information (details, sequence)

R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)

R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

M1 Addition of Whole Numbers (no regrouping, regrouping)

M2 Subtraction of Whole Numbers (no regrouping, regrouping)

M3 Multiplication of Whole Numbers (no regrouping, regrouping)

M4 Division of Whole Numbers (no remainder, remainder)

M5 Decimals (addition, subtraction, multiplication, division)

M6 Fractions (addition, subtraction, multiplication, division)

M7 Integers (addition, subtraction, multiplication, division)

M8 Percentages

M9 Algebraic Operations

Applied Mathematics

A1 Numeration (ordering, place value, scientific notation)

A2 Number Theory (ratio, proportion)

A3 Data Interpretation (graph, table, chart, diagram)

A4 Pre-Algebra and Algebra (equations, inequality)

A5 Measurement (money, time, temperature, length, area, volume)

A6 Geometry (angles, Pythagorean theory)

A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)

A8 Estimation (rounding, estimation)

Language

L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)

L2 Sentence Formation (fragments, run-on, clarity)

L3 Paragraph Development (topic sentence, supporting sentence, sequence)

L4 Capitalization (proper noun, titles)

L5 Punctuation (comma, semicolon)

L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

S1 Vowel (short, long)

S2 Consonant (variant spelling, silent letter)

S3 Structural Unit (root, suffix)

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Note: College curriculum may vary. Please contact colleges for further curriculum information.