

# ***Emergency Medical Technician Curriculum Framework***



This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

[www.doe.nv.gov](http://www.doe.nv.gov)

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**Vision**

*All Nevada students are equipped and feel empowered to attain their vision of success*

**Mission**

*To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*



## Introduction

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

This curriculum framework ensures the following:

- CTE course(s) and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, and/or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.
- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry standards.

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**Nevada Department of Education**  
**Curriculum Framework for**  
**Emergency Medical Technician**

**Program Information**

**Program Title:** Emergency Medical Technician

**State Skill Standards:** Principles of Health Science  
Emergency Medical Technician

**Standards Reference Code:** EMT

**Career Cluster:** Health Science

**Career Pathway:** Therapeutic Services

**Program Length:** 2-year, completed sequentially

**Program Assessments:** TBD

**Workplace Readiness Skills**

**CTSO:** HOSA: Future Health Professionals

**Grade Level:** 9-12

**Industry Certifications:** See Nevada's Approved Certification Listing

**Program Purpose**

The purpose of this program is to prepare students for postsecondary education and employment in the Emergency Medical Technician industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Emergency Medical Technician
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - English Language Arts
  - Mathematics
  - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

**Career Clusters**

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> and <https://www.air.org/sites/default/files/CTEClusters.pdf>

**Program of Study**

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

**Program Structure**

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

**Emergency Medical Technician**

**Required Core Course Sequence (R) with Complementary Courses (C)**

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Principles of Health Science	PRN HEALTH SCI	51.0000	14	002	G	1.00	12	14002G1.0012
R	Emergency Medical Technician	EMER MED TECH	51.0904	14	055	G	1.00	22	14055G1.0022
C	Emergency Medical Technician LAB	EMER MED TECH L	51.0904	14	055	E	1.00	22	14055E1.0022
C	Emergency Medical Technician Advanced Studies	EMER MED TECH AS	51.0904	14	055	E	1.00	11	14055E1.0011
C	CTE Work Experience-Health Science	WORK EXPER HEALTH	99.0008	14	298	G	1.00	11	14298G1.0011

**State Skill Standards**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

**Employability Skills for Career Readiness Standards**

Employability skills, often referred to as “soft skills,” have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

**Curriculum Framework**

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

**Career and Technical Student Organizations (CTSOs)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

**Workplace Readiness Skills Assessment**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (d) of Subsection 1 of NAC 389.800)

**End-of-Program Technical Assessment**

An end-of-program technical assessment may be implemented for those programs with current industry validated standards to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (e) of Subsection 1 of NAC 389.800)

**Certificate of Skill Attainment**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

**CTE Endorsement on a High School Diploma**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area; (2) completion of academic requirements governing receipt of a standard diploma; and (3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

**CTE College Credit**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

**Academic Credit for CTE Coursework**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

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## Core Courses

### Recommended Student Performance Standards

#### Course Information

**Course Title:** Principles of Health Science  
**Abbreviated Name:** PRN HEALTH SCI  
**Credits:** 1  
**Prerequisite:** None  
**CTSO:** HOSA: Future Health Professionals

#### Course Description

This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. Students will demonstrate skills in cardiopulmonary resuscitation (CPR) and first aid. The appropriate use of technology and industry-standard equipment is an integral part of this course.

#### Technical Standards

**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

*Performance Indicators:* 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

*Performance Indicators:* 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

*Performance Indicators:* 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

*Performance Indicators:* 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

*Performance Indicators:* 1.5.1-1.5.3

**CONTENT STANDARD 2.0: CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE**

Performance Standard 2.1: Demonstrate Knowledge of Human Anatomy and Physiology

*Performance Indicators:* 2.1.1-2.1.4

Performance Standard 2.2: Relate Principles of Anatomy and Physiology to Diagnosis and Treatment

*Performance Indicators:* 2.2.1-2.2.3

Performance Standard 2.3: Apply Mathematics in Healthcare Practice

*Performance Indicators:* 2.3.1-2.3.5

**CONTENT STANDARD 3.0: EXAMINE HEALTHCARE SYSTEMS**

Performance Standard 3.1: Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)

*Performance Indicators:* 3.1.1-3.1.5



**CONTENT STANDARD 4.0: UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM**

Performance Standard 4.1: Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients

*Performance Indicators:* 4.1.1-4.1.4

Performance Standard 4.2: Evaluate the Role of Ethical Issues Impacting Healthcare

*Performance Indicators:* 4.2.1-4.2.3

Performance Standard 4.3: Demonstrate Professional and Ethical Standards Impacting Healthcare

*Performance Indicators:* 4.3.1-4.3.7

**CONTENT STANDARD 5.0: INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE**

Performance Standard 5.1: Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

*Performance Indicators:* 5.1.1-5.1.3

**CONTENT STANDARD 6.0: UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM**

Performance Standard 6.1: Demonstrate Workplace Readiness Skills

*Performance Indicators:* 6.1.1-6.1.2

**CONTENT STANDARD 7.0: UNDERSTAND SAFETY PRACTICES**

Performance Standard 7.1: Identify Procedures Mandated by Local, State, and Federal Guidelines

*Performance Indicators:* 7.1.1-7.1.4

Performance Standard 7.2: Explain Principles of Infection Control

*Performance Indicators:* 7.2.1-7.2.4

Performance Standard 7.3: Understand Emergency Management and Preparedness

*Performance Indicators:* 7.3.1-7.3.16

**CONTENT STANDARD 8.0: APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS**

Performance Standard 8.1: Demonstrate Healthcare Skills and Knowledge

*Performance Indicators:* 8.1.1-8.1.6

Performance Standard 8.2: Utilize Appropriate Assessment Tools to Evaluate Individual Situations

*Performance Indicators:* 8.2.1-8.2.6

**CONTENT STANDARD 9.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT**

Performance Standard 9.1: Interpret Records and Files Common to Healthcare

*Performance Indicators:* 9.1.1-9.1.3

Performance Standard 9.2: Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

*Performance Indicators:* 9.2.1-9.2.5

**Employability Skills for Career Readiness Standards****CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

*Performance Indicators:* 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

*Performance Indicators:* 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

*Performance Indicators:* 1.3.1-1.3.4

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**Alignment to the Nevada Academic Content Standards\***

- English Language Arts:** Language Standards  
Reading Standards for Informational Text  
Reading Standards for Literacy in Science and Technical Subjects  
Reading Standards for Literature  
Speaking and Listening Standards  
Writing Standards  
Writing Standards for Literacy in Science and Technical Subjects
- Mathematics:** Mathematical Practices  
Algebra – Creating Equations  
Functions: Interpreting Functions  
Number and Quantity – Quantities  
Statistics and Probability – Conditional Probability and the Rules of Probability  
Statistics and Probability – Interpreting Categorical and Quantitative Data  
Statistics and Probability – Making Inferences and Justifying Conclusions
- Science:** Science and Engineering Practices  
Biological Evolution: Unity and Diversity  
Earth and Human Activity  
Ecosystems: Interactions, Energy, and Dynamics  
Engineering Design  
From Molecules to Organisms: Structures and Processes  
Heredity: Inheritance and Variation of Traits  
Matter and its Interactions  
Waves and Their Applications in Technologies for Information Transfer
- Health:** Analyze Influences  
Goal Setting  
Interpersonal Communication  
Personal, Community, and Environment Health Strand  
Personal Safety Strand  
Safety Practices, Injury Prevention, and CPR/AED Strand  
Self-Management

\*Refer to the Emergency Medical Technician Standards for alignment by performance indicator.

**Course Information**

**Course Title:** Emergency Medical Technician  
**Abbreviated Name:** EMER MED TECH  
**Credits:** 1  
**Prerequisite:** Principles of Health Science  
**Program Assessments:** TBD  
**Workplace Readiness Skills**  
**CTSO:** HOSA: Future Health Professionals

**Course Description**

This course is a continuation of Principles of Health Science. This course is designed for the student interested in a career in the pre-hospital emergency medical provider field. Areas of study include legal and ethical issues, patient's airway, medical, and trauma assessment, and medical documentation. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

**Technical Standards****CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

*Performance Indicators:* 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

*Performance Indicators:* 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

*Performance Indicators:* 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

*Performance Indicators:* 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

*Performance Indicators:* 1.5.1-1.5.3

**CONTENT STANDARD 2.0: RELATE ACADEMIC FOUNDATIONS TO ACHIEVE SKILL REQUIREMENT**

Performance Standard 2.1: Apply Concepts of Language Arts Knowledge

*Performance Indicators:* 2.1.1-2.1.3

Performance Standard 2.2: Select and Employ Appropriate Reading and Communication Strategies

*Performance Indicators:* 2.2.1-2.2.4

Performance Standard 2.3: Enhance the Diversity to Enhance Skills

*Performance Indicators:* 2.3.1-2.3.2

Performance Standard 2.4: Create Verbal and Nonverbal Behaviors

*Performance Indicators:* 2.4.1-2.4.3

**CONTENT STANDARD 3.0: DEMONSTRATE PROBLEM SOLVING AND CRITICAL THINKING**

Performance Standard 3.1: Utilize Critical Thinking Skills Independently and as an Emergency Response Team

*Performance Indicators:* 3.1.1-3.1.3

Performance Standard 3.2: Employ Interpersonal Skills to Resolve Conflicts in Emergency Situations

*Performance Indicators:* 3.2.1-3.2.4

**CONTENT STANDARD 4.0: USE INFORMATION TECHNOLOGY TOOLS**

Performance Standard 4.1: Organize and Manipulate Tasks related to Emergency Response

*Performance Indicators:* 4.1.1-4.1.3

**CONTENT STANDARD 5.0: IDENTIFY KEY ORGANIZATIONAL SYSTEMS**

Performance Standard 5.1: Describe the Scope of Departmental Organizations

*Performance Indicators:* 5.1.1-5.1.5

Performance Standard 5.2: Implement Quality Control Systems and Practices

*Performance Indicators:* 5.2.1-5.2.2

**CONTENT STANDARD 6.0: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY, AND THE ENVIRONMENT**

Performance Standard 6.1: Implement Personal and Departmental Safety Regulations

*Performance Indicators:* 6.1.1-6.1.5

Performance Standard 6.2: Employ Emergency Procedures and Disaster Response Plans

*Performance Indicators:* 6.2.1-6.2.4

Performance Standard 6.3: Describe and Apply Healthy Behaviors

*Performance Indicators:* 6.3.1-6.3.2

**CONTENT STANDARD 7.0: UNDERSTAND THE IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES AS AN EMERGENCY MEDICAL TECHNICIAN**

Performance Standard 7.1: Apply Ethical Reasoning to Workplace Situations

*Performance Indicators:* 7.1.1-7.1.3

Performance Standard 7.2: Interpret Written Agency Policies and Procedures

*Performance Indicators:* 7.2.1-7.2.3

**CONTENT STANDARD 8.0: USE LEADERSHIP AND TEAMWORK SKILLS AS AN EMERGENCY MEDICAL TECHNICIAN**

Performance Standard 8.1: Employ Leadership Skills to Accomplish Goals and Objectives

*Performance Indicators:* 8.1.1-8.1.2

Performance Standard 8.2: Establish and Maintain Effective Working Relationships

*Performance Indicators:* 8.2.1-8.2.5

Performance Standard 8.3: Use Teamwork to Accomplish Goals and Objectives

*Performance Indicators:* 8.3.1-8.3.6

**CONTENT STANDARD 9.0: DEMONSTRATE KNOWLEDGE AND TECHNICAL SKILLS**

Performance Standard 9.1: Identify Fundamentals of Emergency Medical Services

*Performance Indicators:* 9.1.1-9.1.12

Performance Standard 9.2: Describe the Structure and Function of Human Body Systems

*Performance Indicators:* 9.2.1-9.2.2

Performance Standard 9.3: Incorporate Principles of Pathophysiology

*Performance Indicators:* 9.3.1-9.3.2

Performance Standard 9.4: Understand Fundamentals of Pharmacology

*Performance Indicators:* 9.4.1-9.4.3

Performance Standard 9.5: Describe Techniques of Airway Management

*Performance Indicators:* 9.5.1-9.5.2

Performance Standard 9.6: Discuss Rationale for Systematic Assessment

*Performance Indicators:* 9.6.1-9.6.4

Performance Standard 9.7: Identify Medical Emergencies

*Performance Indicators:* 9.7.1-9.7.9

Performance Standard 9.8: Identify Symptoms and Treatment of Shock

*Performance Indicators:* 9.8.1-9.8.2

Performance Standard 9.9: Recognize and Manage Trauma Emergencies

*Performance Indicators:* 9.9.1-9.9.7

Performance Standard 9.10: Understand Special Patient Populations

*Performance Indicators:* 9.10.1-9.10.3

Performance Standard 9.11: Understand EMS Operations

*Performance Indicators:* 9.11.1-9.11.5

**CONTENT STANDARD 10.0: DEMONSTRATE EMPLOYABILITY SKILLS**

Performance Standard 10.1: Demonstrate Job Retention and Lifelong Learning Skills

*Performance Indicators:* 10.1.1-10.1.2

**Employability Skills for Career Readiness Standards**

**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

*Performance Indicators:* 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

*Performance Indicators:* 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

*Performance Indicators:* 1.3.1-1.3.4

**Alignment to the Nevada Academic Content Standards\***

**English Language Arts:** Language Standards  
Reading Standards for Informational Text  
Reading Standards for Literacy in Science and Technical Subjects  
Speaking and Listening Standards  
Writing Standards  
Writing Standards for Literacy in Science and Technical Subjects

**Mathematics:** Mathematical Practices  
Algebra – Reasoning with Equations and Inequalities  
Algebra – Seeing Structure in Expressions  
Functions – Interpreting Functions  
Number and Quantity – Quantities

**Science:** Science and Engineering Practices  
Biological Evolution: Unity and Diversity  
From Molecules to Organisms: Structures and Processes

\*Refer to the Emergency Medical Technician Standards for alignment by performance indicator.

## Complementary Courses

Programs that utilize the complementary courses can include the following:

- Continuation course(s)
- Advanced Studies course
- Lab course(s)
- CTE Work Experience courses

### Course Information

**Course Title:** Emergency Medical Technician Advanced Studies

**Abbreviated Name:** EMER MED TECH AS

**Credits:** 1

**Prerequisite:** Emergency Medical Technician

**CTSO:** HOSA: Future Health Professionals

### Course Description

This course is offered to students who have achieved all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

### Technical Standards

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

### Employability Skills for Career Readiness Standards

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

### Sample Topics:

- Advanced Trauma Research
- Cardiovascular Resuscitation Research
- Community Paramedicine

**Course Information****Course Title: Emergency Medical Technician LAB****Abbreviated Name: EMER MED TECH L****Credits: 1****Prerequisite: Concurrent enrollment in Emergency Medical Technician****CTSO: HOSA: Future Health Professionals****Course Description**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

**Course Information****Course Title: CTE Work Experience – Health Science****Abbreviated Name: WORK EXPER HEALTH****Credits: 1****Prerequisite: Completion of Level 2 course in the qualifying program of study****CTSO: HOSA: Future Health Professionals****Course Description**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.