



APPLICATION GUIDELINES ATTACHMENT A 2007 I-BEST

College:	Edmonds Community College
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Brief Program Summary:	This IBEST proposal integrates required prerequisites focusing on four programs: Phlebotomy Technician (51.1009); EKG Technician (CIP 51.0902); Nursing Assistant (CIP 51.1614); Pharmacy Assistant (CIP 51.1009). Students will be able to complete prerequisites and at least one program in three to four quarters. The target population for this Allied Health I-Best proposal will be both ABE 4 and GED/HSC and ESL Level 5 students.
Professional-Technical Program (P-T) Title:	Integrated Phlebotomy Technician; Integrated EKG Technician; Integrated Nursing Assistant; Integrated Pharmacy Assistant
CIP Code:	Phlebotomy Technician (51.1009); EKG Technician (CIP 51.0902); Nursing Assistant (CIP 51.1614); Pharmacy Assistant (CIP 51.1009)
EPC Code:	Integrated EKG Technician EPC Code 375A; Integrated Phlebotomy Technician EPC Code: 382A; Integrated Pharmacy Assistant EPC Code: 399A; Integrated Nursing Assistant EPC Code: 329A

Number of students expected to be served	30
Program Entrance Levels for ABE & ESL	ABE 4 or GED/HSC, or ESL 5
Program Exit Levels for ABE & ESL	ESL 6, Adult Secondary, CASAS 235 or higher or EAP 100 or Bridge 93 or equivalent
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)	Completion of all prerequisites with 2.0 minimum GPA.
Job Title(s) for I-BEST program completers	Certified Nursing Assistant, Phlebotomist, EKG Technicians, Emergency Room Tech, Pharmacy Assistant
Median salary for I-BEST program completers	\$11.49-15.91

Signature of Workforce Administrator

Signature of Adult Basic Education Administrator

FOR SBCTC USE ONLY:

Approved ☒

Denied ☐

Date Approved 2/20/08

Please respond to ALL criteria listed below.

Criteria	Meets Criteria	Reviewers' Comments
<p>1. Program has an identified educational pathway(s) linked to a career pathway.</p>	<p><i>Proposal provides evidence that the program is part of an educational pathway, linked to a career pathway, which begins with adult basic education ABE/ESL and continues to a one-year certificate and beyond. Proposal clearly articulates how each level of attainment in the educational pathway prepares students to readily engage in the next level. Proposal includes a pathway diagram (see attached example).</i></p> <p>The Allied Health Education program is designed to create “career pathways” into entry level employment and beyond. This I-Best proposal integrates basic skills (ABE, GED, and/or ESL) into both prerequisites and clinical classes and incorporates foundation classes focused on the knowledge and skills appropriate for success in health careers. Successful completion of prerequisite courses gives automatic entry into short permit-coded certificate programs: Integrated Phlebotomy Technician; Integrated EKG Technician; Integrated Nursing Assistant; Integrated Pharmacy Assistant, leading to immediate employment. Multiple entry and exit points facilitate returning to the program to complete other certificates, such as Patient Care Technician, Pharmacy Technician, Health Unit Coordinator, Clinical Lab Assistant, or continue to move along the nursing career pathway to the Practical Nursing level and access wage progression.</p> <p>Courses listed for Quarters 1-3 may be completed in any quarter.</p> <p>First Quarter Completion of IBEST approved courses from Medical Office: BSTE 104 Medical Terminology BSTE 129 PC Basics during</p> <p>Second Quarter AHE 110 Human Body Structure - 5 credits AHE 115 CPR/First Aid – 1 credit AHE 155 Special Topics in Allied Health (Academic Support)– 4 credits</p> <p>Third Quarter AHE 116 Introduction to Healthcare - 4 credits SHS 170 HIV/AIDS – 1 credit AHE 155 Special Topics in Allied Health (Academic Support)– 3 credits</p> <p>Fourth Quarter AHE 162 Basic Patient Care Skills – 6 credits AHE 164 Clinical Externship – 2 credits AHE 155 Special Topic in Allied Health (Academic Support) – 4 credits</p> <p>Student earns: Integrated Nursing Assistant Certificate</p>	

	<p>Fourth Quarter</p> <p>AHE 141 Phlebotomy Technician – 5 credits AHE 143 – PBT Clinical Externship – 4 credits or AHE 114 EKG Technician – 4 credits AHE 119 EKG Externship – 1 –credit or AHE 170 Orientation to Pharmacy 2 credits or AHE 172 Pharmacy Terminology – 3 credits and AHE 255 Special Topics in Allied Health (Academic Support) - 3 credits</p> <p>Students earn either: Integrated Phlebotomy Technician Certificate; or Integrated EKG Technician Certificate; or Integrated Pharmacy Assistant Certificate</p> <p>See Attached Pathway Diagram.</p>	
<p>2. Proposal demonstrates at the completion of the program, completers will have the opportunity to fill job openings and/or are provided with preferential status for next program level.</p>	<p><i>Proposal (1) provides labor market data that shows evidence of available jobs for program graduates at a minimum of \$12 per hour (\$14/hr for King County) and/or (2) provides a description of how preferential status will be given to I-BEST program completers for enrollment into the next program level.</i></p> <p>Students completing the integrated programs will be eligible to work as certified nursing assistants, EKG Techs, pharmacy assistants and phlebotomists. Employment opportunities are available in Snohomish and the King county areas. In 2006 the Health Care Personnel Task Force conducted a vacancy survey of Washington State and found that “employers reported 9,133 vacancies for health care professional and technical personnel and 1,360 vacancies for health care support personnel, totaling 11,593. This compares to 11,347 in May 2005 and 8,206 in May 2004.” Likewise, the Prosperity Partnership’s <i>2006-2007 Puget Sound Regional Competitiveness Indicator Report</i>, stated that the healthcare industry had 8,180 vacancies, the highest number of opening of all industries in the region. Demand is especially strong in Snohomish County which was the fastest growing county by percentage in the Puget Sound region in 2005. The population over age 65 is expected to grow 93% by 2020 and as the elderly population grows, the demand for nurses and other health care workers will increase significantly. The shortage is found across all health disciplines including demand for nurses, clinical lab assistants, phlebotomy technicians, medical coders, radiology technologists, patient care technicians, health unit coordinators, laboratory technologists, and nursing assistant. The Snohomish County Occupational Outlook 2002-2012 identified careers as Phlebotomy/clinical Lab Assistants, Certified Nursing Assistants, Patient Care Technicians, Pharmacy Technicians, and EKG Technicians as high-demand jobs and, as an example, a June 2006 edition of the <i>Seattle Times</i> posted 261 openings for these jobs.</p>	

Washington State

Occupation	Employment	Median Hourly	Mean Hourly	Median Annual
Nursing Aides, Orderlies and Attendants	22,380	\$11.49	\$11.83	\$24,610
Pharmacy Technicians	4,940	\$15.03	\$15.91	\$33,100
Healthcare Support Workers, all other ²	5,296 (235 annual openings)	\$13.99	\$14.35	\$29,850

¹ Includes "Health Unit Coordinator"

² Included but not limited to "Phlebotomist, Clinical Laboratory Assistant, ER Technician, EKG Technician."

Seattle – Bellevue - Everett

Occupation	Employment	Median Hourly	Mean Hourly	Median Annual
Nursing Aides, Orderlies and Attendants	8,280	\$12.87	\$13.17	\$27,390
Pharmacy Technicians	1,980	\$16.39	\$16.44	\$34,190
Healthcare Support Workers, all other ²	1,582 (75 annual openings)	\$14.89	\$15.18	\$31,580

¹ Includes "Health Unit Coordinator"

² Included but not limited to "Phlebotomist, Clinical Laboratory Assistant, ER Technician, EKG Technician"

The following table provides a detailed account of employment projections from 2004 – 2014 from the *Workforce Explorer Washington* (07/20/07).

Jobs	Washington		Seattle/King County		Snohomish County	
	2004	2014	2014	Annual Openings	2014	Annual Openings
LPNs	10,119	12,489	3,610	280	688	52
Nursing Aides	23,224	28,911	8,695	571	1,650	88
Medical Records & Health Information Technicians	4,754	5,865	1,843	139	466	30
Pharmacy Technicians	4,864	5,657	1,748	76	422	25
Healthcare Support Workers, all other ²	5,296	6,559	1,966	145	665	44

¹ Includes "Health Unit Coordinator"

² Included but not limited to "Phlebotomist, Clinical Laboratory Assistant, ER Technician, EKG Technician"

<p>3. Proposal describes integrated professional-technical and adult basic education learning outcomes.</p>	<p><i>Proposal provides (1) targeted integrated learning outcomes that include WA Adult Learning Standards and relevant professional-technical skills standards, and (2) requirements for employment at the conclusion of the I-BEST and (3) the next level of training specifying academic entry levels, tests and/or certifications, other skills or experience.</i></p> <p>Integrated professional-technical and adult basic education learning outcomes are based on health care skill standards, professional – technical competencies, the <i>Washington State Adult learning Standards for ABE and ESL Indicators and Equipped for the Future Standards</i>. The Allied Health certificate program student learning outcomes address the following integrated skill development areas:</p> <ol style="list-style-type: none"> 1. Read with Understanding in order to perform competently in Allied Health fields. <ul style="list-style-type: none"> • Recognize unfamiliar and some specialized words and abbreviations using word analysis or inference related to allied health work including medical terms and abbreviations, and human anatomy and physiology terms; • Demonstrate familiarity with common, high-interest content knowledge and related vocabulary, e.g. as it is taught in the context of Allied Health • Locate important information in Allied Health texts, reading for detail and determining missing information using a wide range of strategies; • Monitor and enhance comprehension using a wide range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace in order to comprehend medical texts and classroom presentations; • Using strategies such as recall, restatement, simple sequencing, simple categorization, and conversion into charts/graphs and knowledge learned from text and classroom presentation; • Actively apply prior knowledge to assist in understanding information in Allied Health related documents and procedures; • Organize information using some strategies, such as recall, restatement, simple sequencing, and simple categorization- e.g. bones/ligaments/muscles of the human body. 2. Convey Ideas in Writing in order to perform competently in the Allied Health field: <ul style="list-style-type: none"> • Communicating in writing to perform required duties; • Use multiple planning and pre-writing strategies to identify and organize a limited number of ideas to support a single purpose; produce legible and comprehensible Allied Health career documents • Appropriately use both everyday and specialized Allied Health career vocabulary and grammatically correct paragraphs to monitor, record and report; • Use simple revision strategies to monitor writing, make revisions based on review and feedback from others, and to produce required documents (both hardcopy and computer documentation); • Make edits of grammar, spelling, sentence structure, language usage, and text structure with the help of tools such as health care dictionaries and vocabulary lists and grammar checklists to produce accurate documents. 3. Speak So Others Can Understand to completely perform: 	
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	<ul style="list-style-type: none"> • Recall and use sufficient allied health related vocabulary, grammar, sentence types, and registers in order to communicate effectively in the workplace with co-workers, ancillary staff, patients and others; • Select from a range of strategies-objective observation with detail and examples; determining most important/right amount of information and content to convey in order to select, organize and relay patient information; • Apply a range of strategies including attention to appropriate register, repetition of information, adjustments in pace, tone, volume, eye contact, body language based on the listener's response and needs to monitor and enhance effectiveness of communication with patients, ancillary staff, and co-workers. <p>4. Listen Actively in order to perform competently:</p> <ul style="list-style-type: none"> • Adapt response to varied speakers and contexts when language is not adjusted for English language learners in order to understand and respond appropriately to practice related explanations and narratives, detailed instructions, and complex conversations; • Effectively use a wide range of strategies to repair gaps in understanding and give feedback in order to understand office procedures; • Apply linguistic, socio-cultural, and other background knowledge and strategies such as comparing, integrating, and categorizing information for others to fully understand the literal and implied intent of the speaker and to respond appropriately in the health care environment. <p>5. Use Math to solve problems and communicate in order to communicate competently:</p> <ul style="list-style-type: none"> • Recall and use mathematical procedures appropriate to health care and provide accurate information; • Define, select, and organize a variety of common mathematical data to report patient care given; • Communicate numerical information orally, with visual tools, and in writing, by entries in tables or other appropriate means for the health care; <p>6. Develop Strategies for Success as a student and professional in the trades to include:</p> <ul style="list-style-type: none"> • Strategies for academic success-study skills, critical thinking, test-taking skills, and research and learning to learn skills; • Enhancing self-awareness through the exploration of learning styles, strengths, personality and vocational assessments, and self-reflection. • Strategies for job search success to include resume building, current eligibility materials, job search, and job interviewing. <p>7. Develop an Educational/Career Plan in order to secure the desired Allied Health job:</p> <ul style="list-style-type: none"> • Set career and educational goals as they relate to roles in the Allied Health field and revise them regularly • Set extended educational goals and work ready goals to support long-term education and career goals to allow re-entry to education to meet career goals. 	
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	<p>Students who complete the Allied Health I-BEST program will acquire clinical skills necessary to:</p> <ul style="list-style-type: none"> • Function as a member of the healthcare team • Use appropriate medical language to communicate with co-workers and ancillary staff • Know and practice within the legal and ethical guidelines of their profession • Perform duties safely and effectively within their scope of practice • Practice with compassion, empathy and respect for all their patients • Make critical observations & report in a timely manner • Apply problem solving and critical thinking skills within their scope of practice and in coordination with team members to foster good patient outcomes. • Use effective written and oral communication skills and listening skills in interactions with a diverse patient population. • Follow facility guidelines, policies and procedures. • Adhere strictly to current HIPAA and patient confidentiality regulations • Demonstrate specific skills and competencies in clinical areas of phlebotomy, pharmacy assistant, certified nursing and EKG tech. 	
<p>4. Proposal describes integrated assessment development and/or use.</p>	<p><i>Proposal describes specific tools that have been integrated to assess student learning in both basic education and professional-technical competencies. Proposal describes the development and use of the tools by both instructors.</i></p> <p>Program faculty and administrators have already identified criteria for student entry into the program. All students will complete the CASAS testing protocol prior to program entry and then post-test at the end of the quarter. This way students and faculty will be able to see point gains and level completions on the CASAS. All students will be entered into WABERS. In addition, students who take the GED option will have an opportunity to turn in a practice GED essay for English placement purposes for the next quarter, so they can skip another placement test for the college English program. Using CASAS information, the instructors can plan based on student strengths and weaknesses in reading, math and listening. The basic skills instructor can help develop practical assessments and activities that help concepts become real. These will focus on helping students learn something that doesn't have a clear link to the outcome of the class. Also, instructors will engage students in why topics are taught and in what particular order, demonstrating as much as possible with visuals and physical methods. Human body structure, in particular, lends itself to this type of instruction.</p>	
<p>5. Proposal describes integrated</p>	<p><i>Proposal specifically describes the team teaching model that includes joint course planning and at least an instructional overlap of 50% of the class time.</i></p> <p>The instructors will have special assignment time during winter quarter to work collaboratively</p>	

teaching strategies.	<p>developing curriculum and instructional strategies prior to the spring quarter star, including supplemental materials. Included will be vocabulary specific to the program, note taking, conversation scenarios, and addressing specialized learning styles of the students. Core class activities will be hands on and help students transfer knowledge in practical ways. During spring and subsequent quarters basic skills and Allied health faculty will co-present material, co-develop assessments and protocol. The IBEST Allied Health courses will have a 50% overlap of instruction. The basic skills and health instructors will be together for all the lecture hours and a portion of the lab hours to total at least 50% of the total hours. The instructors will work closely together to insure students' mastery of course.</p>	
6. Proposal describes strategies for student success.	<p><i>Proposal describes specific strategies that are effective with traditionally underserved and academically challenged populations. Strategies must address innovative efforts for (1) recruitment/screening, (2) retention, and (3) program completion. Student support strategies (include college resources and systems navigation, financial aid assistance, career/educational planning, and barrier identification and mitigation).</i></p> <p>One of the first challenges in gaining student success in IBEST programs is securing financial aid for students to access. This population is not usually eligible for a Pell grant as they do not have a high school diploma, GED or have met state residency yet. We have worked with a number of departments to secure such funding. For instance, many students in this program will qualify for our Opportunity Grant. Others will be Worker Retraining students. Some will be Work First. Some can qualify for the adult high school tuition waiver and others for 503 funding from the Workforce Development Council in Snohomish County or an Edmonds Community College Foundation scholarship.</p> <p>We have recently hired a case manager just for IBEST students who will help them walk through the maze of financial aid options and get registered for the program. She will also follow through with students as the quarters unfold to help ensure their needs are met as they arise.</p> <p>Instructors act as the first step in observing students who may be experiencing difficulty and will use each other and the case manager, advisors, the Counseling center, and Services for Students with Disabilities to assist students with their particular circumstance.</p> <p>Instructors will also employ group activities during the initial days of the program to encourage group bonding and support students working as teams. Some activities will include locating important services, signing up for their student computer account and locating student computer labs and the hours they are open, and locating and signing in to the Learning Support Center and its Writing Center component. Students will be encouraged to sign up for the college TRIO</p>	

	<p>program for further support and using other campus services as appropriate like the Learning Support Center for tutoring and writing assistance, the college student computer labs, and the Center for Students with Disabilities. We also provide free LD assessments and work toward helping students identify their best learning styles and addressing them. Our “early alert” system helps instructors identify students in need and facilitates them reaching the proper help in a timely manner. Additionally, the college provides resources for student employment.</p> <p>The Career Action Center provide resources to help students secure employment through job fairs, internship fairs, resume support, online job listings and employer interviewing.</p>	
<p>7. Proposal describes strategies to promote transition into and success within the next step of the pathway.</p>	<p><i>Proposal describes specific strategies that are effective with traditionally underserved and academically challenged populations. Strategies must address innovative efforts for (1) recruitment/screening, (2) retention, and (3) program completion. Student support strategies (include college resources and systems navigation, financial aid assistance, career/educational planning, and barrier identification and mitigation).</i> The college is committed to students transitioning from basic skills to college programs and has set in place systems and committed staff to making this so. For instance, the Associate Dean for Enrollment and Financial Services has guaranteed fast tracking student financial aid applications and scholarship applications. The ABE/GED and ESL advising office staff and administration have formed a team to encourage student transition and are working with the Counseling Center and the TRIO program to support these students. Our Opportunity Grant staff assist with recruitment, retention, and case management. We hold an annual student transition conference designed for ABE, GED, ESL and Adult High School students to engage and encourage them to continue in school. The college has a Director of Student Transition to support this population in achieving their goals.</p> <p>From the beginning, Allied Health programs were created to employ a “career pathways” model focusing on the basic skills appropriate to health careers. From this foundation, students can obtain short certificates leading to immediate employment and then build on that foundation to take more courses and obtain certificates as clinical laboratory assistants, pharmacy technicians and health unit coordinators and continue to move along the nursing career pathway to the Practical Nursing level. Multiple entry and exit points facilitate a return to the program to upgrade skills and access wage progression opportunities. The program will continue to offer a Vocational ESL as well top prepare students for Allied Health programs prior to or instead of IBEST. AHE faculty work closely with students to advise them on appropriate course selection to address interests and career direction.</p>	
<p>8. Optional: Is there any</p>	<p>Strong partnerships support student access and success and serve student and employers across a broad geographic range:</p> <ul style="list-style-type: none"> • Lake Washington Technical College – Practical Nursing 	

<p>additional information that you choose to share, for instance connection to other initiatives, and support from other entities like the local workforce development council, economic development council, cultural and/or social service organizations, etc.</p>	<ul style="list-style-type: none"> • Highline CC, Tacoma CC, Olympic CC – Polysomnography • Bellingham Technical College, Whatcom CC, Peninsula CC, Skagit Valley CC, Everett CC, North Seattle CC – Radiology • The Shoreline CC Medical Laboratory Technology program provides a clearly defined career ladder for our Clinical Lab Assistant students. <p>Involvement in WTECB industry skill panel – EdCC was a founding member and first co Vice Chair of the Snohomish County Health Services Careers Partnership (HSCP), the health care industry skills panel associated with the Snohomish County Workforce Development Council. Edmonds Community College has an excellent relationship with the Snohomish County Workforce Development Council. The Workforce Development Council of Snohomish County has provided \$40,000 to support student tuition, fees and books for I-BEST programs.</p> <p>In addition, the WDC will support this I-BEST program by providing job and industry data, local hiring and wage information, family support, job search assistance and additional local resources for individuals and families. Additional local partners the College works with include the Alderwood CSO (Community Service Office) , Everett CSO, Washington State Employment Security Department, the Salvation Army, Goodwill Industries, Service Alternatives, TRAC Associates, Department of Vocational Rehabilitation and the YWCA. All of these organizations are part of our WorkFirst Local Planning Area.</p>	
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Assurances	Check box that the college provides assurance for each of the following:	
1.	x <input type="checkbox"/> The college provides assurance that local and regional labor market demand in the industry has been verified (<i>a variety of resources can be used including traditional labor market data, industry data, trade association data, and other transactional data</i>)	
2.	x <input type="checkbox"/> The college provides assurance that there has been active involvement by employers and community partners in the development and in providing ongoing support for the I-BEST program.	
3.	x <input type="checkbox"/> The college provides assurance I-BEST completers will have all the requisite education and skills (including required academic levels, skills and experience, and passage of tests or certifications, etc.) to move into employment and the next level of the pathway.	
4.	x <input type="checkbox"/> The college provides assurance that there is no duplication in courses within the pathway.	
5.	x <input type="checkbox"/> The college provides assurance that I-BEST students will have individualized education and career plans to aid in the continuation of their skill and wage progression.	

Please complete information for EACH of the I-BEST program's courses in the formats listed below.

Format 1—complete for integrated courses with at least a 50% overlap of instruction:

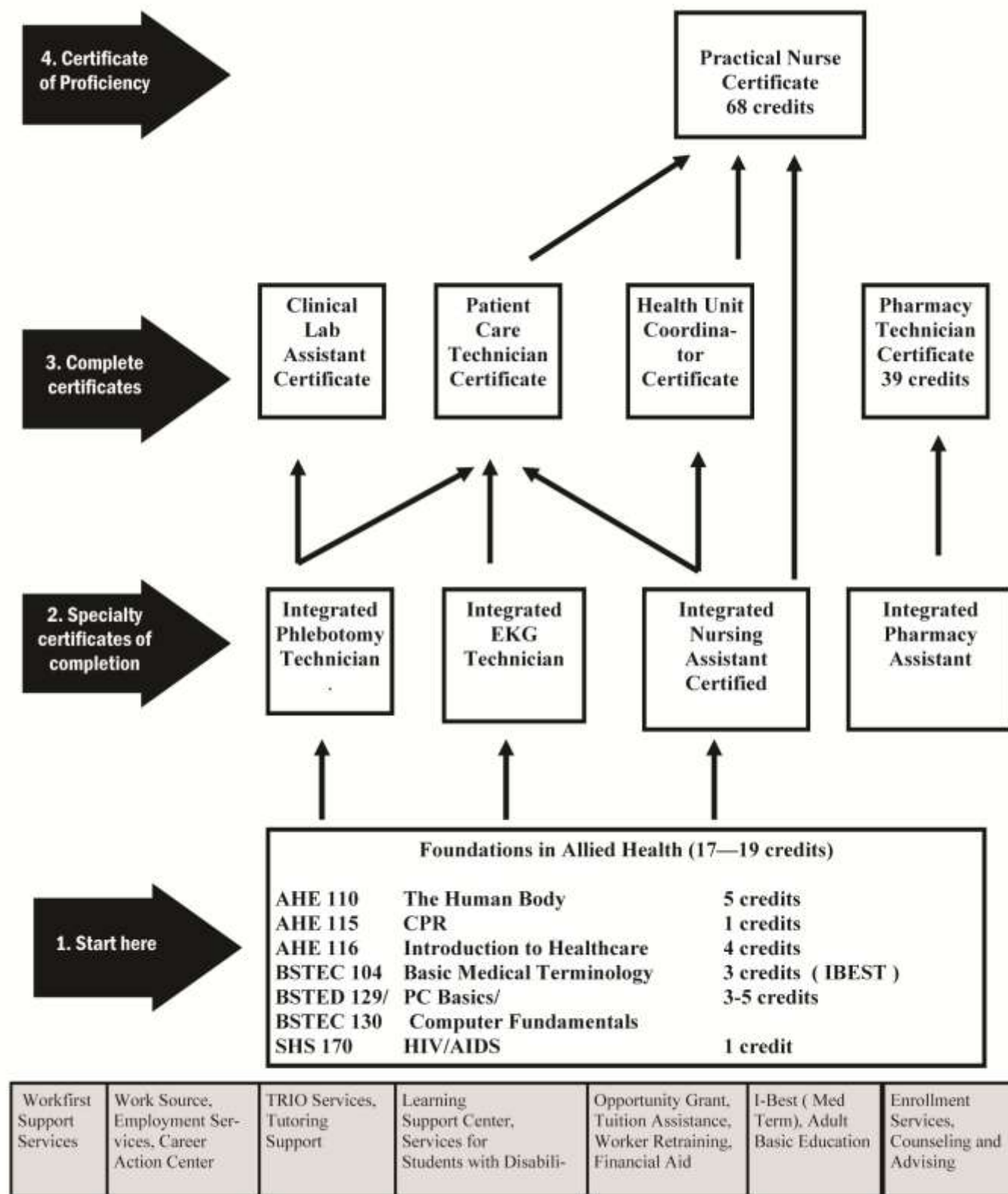
P-T course name: Intro to Healthcare	Credits: 4	Course Number: AHE 116	P-T course hours: 44
Dept./Division: Allied Health/HHS Division	credit equivalency (<i>total credits x 1.75</i>): 7	ABE/ESL hours: 22 hours	Class size: 30
P-T course name: Human Body Structure	Credits: 5	Course Number: AHE 110	P-T course hours: 55
Dept./Division: Allied Health/HHS Division	credit equivalency (<i>total credits x 1.75</i>): 8.75	ABE/ESL hours: 44 hours	Class size: 30
P-T course name: Basic Patient Care Skills	Credits: 6	Course Number: AHE 162	P-T course hours: 88
Dept./Division: Allied Health/HHS Division	credit equivalency (<i>total credits x 1.75</i>): 10.75	ABE/ESL hours: 44	Class size: 20

P-T course name: Special Topics in AHE	Credits: 3 - 4	Course Number: AHE 155	P-T course hours: 33 - 44
Dept./Division: Allied Health/HHS Division	credit equivalency (total credits x 1.75): 5.25 - 7	ABE/ESL hours: 33-44	Class size: 30
P-T course name: Special Topics in AHE	Credits: 3	Course Number: AHE 255	P-T course hours: 33
Dept./Division: Allied Health/HHS Division	credit equivalency (total credits x 1.75): 5.25	ABE/ESL hours: 33	Class size: 30
P-T course name: PC Basics	Credits: 3	Course Number: BSTEC 129	P-T course hours: 33
Dept./Division: BSTEC/Business	credit equivalency (total credits x 1.75): 5.75	ABE/ESL hours: 33	Class size: 30
P-T course name: Medical Terminology	Credits: 3	Course Number: BSTEC 104	P-T course hours: 33
Dept./Division: BSTEC/Business	credit equivalency (total credits x 1.75): 5.75	ABE/ESL hours: 33	Class size: 30

Format 2 —complete for non-integrated courses that directly support the I-BEST program (not eligible for enhanced FTE):

ABE/ESL or P-T course name: Special Topic in AHE	Hours: 22 – 44
PT or ABE/ESL Course Number AHE 255 2-4 credits	Class size: 22
ABE/ESL or P-T course name Phlebotomy	Hours: 66
P-T or ABE/ESL Course Number AHE 141 5 credits	Class size: 16
ABE/ESL or P-T course name: Phlebotomy Clinical Externship	Hours: 66

PT or ABE/ESL Course Number AHE 143 4 credits	Class size: 16
ABE/ESL or P-T course name: Orientation to Pharmacy	Hours: 22
PT or ABE/ESL Course Number AHE 170 2 credits	Class size: 25
ABE/ESL or P-T course name: Pharmacy Terminology	Hours: 33
PT or ABE/ESL Course Number AHE 172 3 credits	Class size: 25
ABE/ESL or P-T course name: CPR First Aid	Hours: 11
PT or ABE/ESL Course Number AHE 115 1 credit	Class size: 25
ABE/ESL or P-T course name: HIV/AIDS	Hours: 11
PT or ABE/ESL Course Number SHS 170 1 credits	Class size: 25
ABE/ESL or P-T course name: Basic Patient Care Clinical Externship – 2 credits	Hours: 99
PT or ABE/ESL Course Number AHE 164 – 2 credits	Class size: 20
ABE/ESL or P-T course name: EKG Technician	Hours: 44
ABE/ESL Course Number AHE 114 4 credits	Class size: 20
ABE/ESL or P-T course name: EKG Externship	Hours: 22
ABE/ESL Course Number AHE 119 1 credit	Class size: 20



Wraparound Support Services