Date: October 19, 2012

To: Board Members

From: Dr. Shawn Mackey, Director CTE

Re: Surgical Technology Curriculum (2012) revision

As part of the curriculum revision and development process in Career & Technical Education, postsecondary curriculum writing and revision teams (consisting of college faculty, deans and directors, business and industry representatives, and curriculum specialists from Mississippi State University’s Research and Curriculum Unit) updated and revised the Surgical Technology 2010 curricula. The curricula was validated by college faculty, deans and directors, after which the final validated curricula was posted online at:

http://www.mccb.edu

This is a request for approval to begin the Administrative Procedures Act process: to revise the Surgical Technology Curriculum(2012).

The curriculum framework follows the format established for postsecondary career and technical programs. The draft curricula for the program was revised and reviewed with input from local district personnel and business/industry collaborators. The Surgical Technology curricula will be approved for implementation immediately following final adoption and must be implemented by January, 2014.

The attached Executive Summary contains the following elements for each revised postsecondary curricula:

- Program Descriptions and Suggested Course Sequences
- Listing of Courses
  - Course Name
  - Course Abbreviation
  - Classification
  - Description (including recommended number of lecture and lab contact hours)
  - Pre/Corequisites
- Notation of Major Changes to the Curriculum
- Articulation Summary

All curricula frameworks are designed to provide local programs with a foundation that can be used to develop localized instructional management plans and course syllabi. Contents of each framework are not designed to limit the content of a course, but to provide a minimum baseline of instruction, which all programs must meet. Teachers, administrators, and instructional management personnel are encouraged to expand and enhance the statewide frameworks to better meet the needs of their students.

We request Board approval to submit the final validated curricula for public review and comment through the process required by the Administrative Procedures Act. The Executive Summary of the revision is attached.
MISSISSIPPI
CURRICULUM
FRAMEWORK FOR
POSTSECONDARY SURGICAL TECHNOLOGY
PROGRAM

EXECUTIVE SUMMARY

2012
Executive Summary

Direct inquiries to

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Published by

Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit
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Mississippi State, MS 39762

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As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with one another and the technologies in the workplace. Career–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world. The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local career–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and career skills, and development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide career and technical educators the expectations of employers across the United States. All of these factors are reflected in the framework found in this document. Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. Another important aspect of learning and working in the 21st century involves technology skills. The International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills. Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. The MS-CPAS2 blueprints (available on the RCU’s Web site) are based on the suggested course sequences to allow for Year 1 and Year 2 assessments for all exit options. Each career–technical course in this sequence has been written using a common format, which includes the following components:

- **Course Name** – A common name that will be used by all community and junior colleges in reporting students

- **Course Abbreviation** – A common abbreviation that will be used by all community and junior colleges in reporting students

- **Classification** – Courses may be classified as the following:
  - Career–technical core – A required career–technical course for all students
  - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
  - Career–technical elective – An elective career–technical course
Related academic course – An academic course that provides academic skills and knowledge directly related to the program area

Academic core – An academic course that is required as part of the requirements for an associate degree

• Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester

• Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course

• Corequisites – A listing of courses that may be taken while enrolled in the course

• Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

• The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
  o Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
  o Activities that develop a higher level of mastery on the existing competencies and suggested objectives
  o Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
  o Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
  o Individualized learning activities, including workplace learning activities, to better prepare individuals in the courses for their chosen occupational areas

• Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

• Programs that offer an Associate of Applied Science degree must include a minimum 15-semester-credit-hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
  o 3 semester credit hours (sch) Math/Science Elective
  o 3 semester credit hours Written Communications Elective
Executive Summary

- 3 semester credit hours  Oral Communications Elective
- 3 semester credit hours  Humanities/Fine Arts Elective
- 3 semester credit hours  Social/Behavioral Science Elective

Courses in the academic core should be spaced out over the entire length of the program so that students complete some academic and career–technical courses each semester. Each community or junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- Career–technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their areas.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hr or down 1 hr (after informing the MCCB of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Resequencing courses within the suggested course sequence reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Utilizing the career–technical elective options in many of the curricula to customize programs
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PROGRAM DESCRIPTIONS AND SUGGESTED COURSE SEQUENCES

SURGICAL TECHNOLOGY

Surgical Technology is an instructional program that prepares an individual to serve as a member of the surgical team to work with surgeons, anesthesiologists, certified registered nurse anesthetists, registered nurses, and other surgical personnel in delivering patient care and assuming appropriate responsibilities before, during, and after surgery. This program includes the education of all aspects of surgical technology including the role of second assistant and circulator.

Graduates of the 12-month program will be awarded the Certificate of Surgical Technology. The Associate of Applied Science Degree in Surgical Technology will be awarded to the successful graduate of the 24-month program. Qualified graduates will be required to apply to the National Board of Surgical Technology and Surgical Assisting (formerly the LCC-ST) to become a Certified Surgical Technologist.

Industry standards are based on the Core Curriculum for Surgical Technology.
Suggested Course Sequences  
Surgical Technology  
Technical Certificate Option

A Technical Certificate will be awarded upon completion of all the following technical courses in the Surgical Technology program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUT 1113</td>
<td>Fundamentals of Surgical Technology</td>
<td>3 sch</td>
</tr>
<tr>
<td>SUT 1216</td>
<td>Principles of Surgical Technique</td>
<td>6 sch</td>
</tr>
<tr>
<td>SUT 1314</td>
<td>Surgical Anatomy</td>
<td>4 sch</td>
</tr>
<tr>
<td>SUT 1413</td>
<td>Surgical Microbiology</td>
<td>3 sch</td>
</tr>
<tr>
<td>SUT 1518</td>
<td>Basic and Related Surgical Procedures</td>
<td>8 sch</td>
</tr>
<tr>
<td>SUT 1528</td>
<td>Specialized Surgical Procedures</td>
<td>8 sch</td>
</tr>
<tr>
<td>SUT 1538</td>
<td>Advanced Surgical Procedures</td>
<td>8 sch</td>
</tr>
<tr>
<td></td>
<td>Written Communication Elective</td>
<td>3 sch</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours for a Technical Certificate</td>
<td>43 sch</td>
</tr>
</tbody>
</table>
Associate of Applied Science Degree Option

To receive the Associate of Applied Science (AAS) degree in surgical technology, a student must complete all of the required career-certificate and technical-certificate courses AND a minimum of 15 semester hours of general education core courses. The courses in the general education core may be spaced out over the entire length of the program so that students complete some academic and career technical courses each semester. Each community college specifies the actual courses that are required to meet the general education core requirements for the Associate of Applied Science degree at the college. The following 2012 SACS standard applies.

Section 2.7.3  For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

A student must complete the following minimum credit requirements for the AAS degree option:

<table>
<thead>
<tr>
<th>Technical Certificate</th>
<th>43 credits minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology I and II</td>
<td>8 credits</td>
</tr>
<tr>
<td>Additional courses to meet the General Education Requirement for AAS</td>
<td>9 credits minimum</td>
</tr>
<tr>
<td>Total Semester Credit Hours for the Associate of Applied Science Degree</td>
<td>60-61 credits minimum</td>
</tr>
</tbody>
</table>

Approved career–technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area. In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hr or down 1 hr (after informing the Mississippi Community College Board [MCCB] of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence to reflect the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Adding courses listed in the “Approved Career and Technical Electives List” as local certificate- and degree-completion requirements to meet specific needs of industries and other clients in the community (The “Approved Career and Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is not required.)
## APPROVED ELECTIVES FOR SURGICAL TECHNOLOGY

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUT 1703</td>
<td>Certification and Role Transition</td>
<td>3 sch: 3-hr lecture</td>
<td></td>
</tr>
<tr>
<td>CHE 1213/1211</td>
<td>General Chemistry I with General Chemistry Laboratory I</td>
<td>3 sch and 1 sch : See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>BIO 1134</td>
<td>General Biology I</td>
<td>4 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>BIO 1144</td>
<td>General Biology II</td>
<td>4 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>MAT 1313</td>
<td>Algebra</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>EPY 2513</td>
<td>Child Psychology</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>EPY 2523</td>
<td>Adolescent Psychology</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>EPY 2533</td>
<td>Human Growth and Development</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>FCS 1253</td>
<td>Nutrition</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>HPR 1213</td>
<td>Personal and Community Health I</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>HPR 1223</td>
<td>Personal and Community Health II</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>SOC 2113</td>
<td>Introduction to Sociology</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>SOC 2143</td>
<td>Marriage and Family</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>CPT 1113</td>
<td>Concepts of Microcomputer Applications</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>CSC 1113</td>
<td>Computer Concepts</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>BAD 2533</td>
<td>Business Management and Microcomputers</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>PSY 1513</td>
<td>General Psychology</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>BOT 1613</td>
<td>Medical Office Terminology I</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>BOT 1623</td>
<td>Medical Office Terminology II</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
<tr>
<td>HPR 2213</td>
<td>First Aid/CPR</td>
<td>3 sch: See Appropriate Program Description</td>
<td></td>
</tr>
</tbody>
</table>

Other instructor-approved electives are listed in the MCCB-approved CTE or Academic Uniform Course Numbering document.
# LISTING OF COURSES

## SURGICAL TECHNOLOGY

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Abbreviation</th>
<th>Classification</th>
<th>Description</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Surgical Technology</td>
<td>SUT 1113</td>
<td>Vocational–Technical Core</td>
<td>This is a basic introductory course including hospital and surgical suite organization and environment, history, legal responsibilities, terminology, interpersonal relationships, and biomedical sciences. (3 sch: 3-hr lecture)</td>
<td>All first semester courses</td>
</tr>
<tr>
<td>Principles of Surgical Technique</td>
<td>SUT 1216</td>
<td>Vocational–Technical Core</td>
<td>This course is a comprehensive study of aseptic technique, safe patient care, anesthesia, pharmacology, and surgical techniques. (6 sch: 2-hr lecture, 8-hr lab)</td>
<td>All first semester courses</td>
</tr>
<tr>
<td>Surgical Anatomy</td>
<td>SUT 1314</td>
<td>Vocational–Technical Core</td>
<td>Emphasis is placed on the structure and function of the human body as related to surgery, as well as the application of the principles of surgical anatomy to participation in clinical experience. (4 sch: 4-hr lecture)</td>
<td>All first semester courses</td>
</tr>
<tr>
<td>Surgical Microbiology</td>
<td>SUT 1413</td>
<td>Vocational–Technical Core</td>
<td>This is an introduction to pathogenic microorganisms related to surgery and their effect on wound healing and infection. It includes principles of sterilization and disinfection. (3 sch: 3-hr lecture)</td>
<td>All first semester courses or other courses determined by the local college and/or program director</td>
</tr>
<tr>
<td>Basic and Related Surgical Procedures</td>
<td>SUT 1518</td>
<td>Vocational–Technical Core</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Description:** This course includes instruction in regional anatomy, pathology, instrumentation, surgical techniques, and safe patient care in general surgery, gynecology, obstetrics, and urology. It requires clinical experience in area hospital surgical suites and related departments. (8 sch: 4-hr lecture, 12-hr clinical)

**Prerequisites:** CPR-Health Care Provider and all first semester courses or other courses determined by the local college and/or program director

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**Course Name:** Specialized Surgical Procedures  
**Course Abbreviation:** SUT 1528  
**Classification:** Vocational–Technical Core  
**Description:** This course includes instruction in regional anatomy, pathology, instrumentation, techniques, and safe patient care in surgical specialty areas of ear, nose, and throat; eye; oral and maxillofacial surgery; orthopedics; and plastics. This course requires clinical experience in area hospital surgical suite and related departments. (8 sch: 4-hr lecture, 12-hr clinical)  
**Prerequisites:** CPR-health care provider and all first semester courses or other courses determined by the local college and/or program director

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**Course Name:** Advanced Surgical Procedures  
**Course Abbreviation:** SUT 1538  
**Classification:** Vocational–Technical Core  
**Description:** This course includes instruction in regional anatomy, pathology, instrumentation, techniques, and safe patient care in surgical specialty areas of neurosurgery, thoracic, peripheral vascular, cardiovascular surgery, employability skills, and all-hazards preparation. This course requires clinical experience in area hospital surgical suites and related departments and a comprehensive final examination. (8 sch: 4-hr lecture, 12-hr clinical)  
**Prerequisites:** CPR-health care provider and all second semester courses

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**Course Name:** Certification and Role Transition  
**Course Abbreviation:** SUT 1703  
**Classification:** Vocational–Technical Elective  
**Description:** An in-depth study of the role of the surgical technologist and review for the certification examination. The course examines liability and legal issues of practice, adapting critical thinking skills to a variety of practice settings, effective team and professional behaviors, continuing education, and ethical issues. Practice on computer simulations is required. (3 sch: 3-hr lecture)  
**Prerequisite:** None
Appendix A: Related Academic Standards

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 Percents
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)

Appendix B: 21st Century Skills

CSS1-21st Century Themes

CS1  Global Awareness
1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2  Financial, Economic, Business, and Entrepreneurial Literacy
1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3  Civic Literacy
1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4  Health Literacy
1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5  Environmental Literacy
1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

CS6  Creativity and Innovation
1. Think Creatively
2. Work Creatively with Others

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3. Implement Innovations

**CS7 Critical Thinking and Problem Solving**
1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

**CS8 Communication and Collaboration**
1. Communicate Clearly
2. Collaborate with Others

CSS3 - Information, Media and Technology Skills

**CS9 Information Literacy**
1. Access and Evaluate Information
2. Use and Manage Information

**CS10 Media Literacy**
1. Analyze Media
2. Create Media Products

**CS11 ICT Literacy**
1. Apply Technology Effectively

CSS4 - Life and Career Skills

**CS12 Flexibility and Adaptability**
1. Adapt to Change
2. Be Flexible

**CS13 Initiative and Self-Direction**
1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

**CS14 Social and Cross-Cultural Skills**
1. Interact Effectively with Others
2. Work Effectively in Diverse Teams

**CS15 Productivity and Accountability**
1. Manage Projects
2. Produce Results

**CS16 Leadership and Responsibility**
1. Guide and Lead Others
2. Be Responsible to Others
### 2012-2013 Statewide Articulations

Statewide articulations are subject to change as secondary and postsecondary curriculum revisions occur.

All articulations listed in this document are effective as of July 1, 2008, unless otherwise noted.

<table>
<thead>
<tr>
<th>SEC Program</th>
<th>PS Program</th>
<th>PS Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both years of the Secondary Allied Health (CIP: 51.0000)</td>
<td>PS Surgical Technology</td>
<td>Medical Office Terminology I (BOT 1613)</td>
</tr>
<tr>
<td></td>
<td>• (Program CIP 51.0909 – Surgical Technology/Technologist)</td>
<td></td>
</tr>
</tbody>
</table>