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**Career and Technical Education Course Lists in Board Policy 3.205**

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**The Background:**

The Department of Education's Division of Career and Technical Education (CTE) has reorganized its courses into 16 nationally recognized career clusters from the previous organization of seven broad program areas. This change reflects the division's commitment to provide rigorous and relevant education that prepares students for the competitive economic opportunities of the state.

This item will delete Sections 12-19 under Career and Technical Education in State Board of Education Policy 3.205 (Approved High School Courses) and replace it with the creation of Sections 12-27.

This item will also update the course lists within the 16 areas to reflect new and revised courses that are being proposed by career cluster, as well as the removal of courses that are being retired or replaced.

The recommended revisions to the course lists are the second phase of a multi-phased approach to revise Tennessee's CTE curriculum. The first phase streamlined the Department of Education's approved programs of study (course sequences), while increasing alignment to postsecondary and career opportunities. Phase I was completed in fall 2012 and was implemented in the 2013-14 school year. The second phase is a more detailed review and revision of specific course standards and the development of new courses to ensure all courses promoted by the department are rigorous, relevant, and student-focused. These submitted course revisions are being recommended for implementation in the 2014-15 school year.

Standards for existing courses, which have been revised, include the (a) embedding of and alignment with Common Core State Standards for English Language Arts & Literacy in Technical Subjects, (b) increased alignment with general education standards and national industry standards, and (c) strong framework for 21st century skills (soft skills) development. Standards developed for new courses provide greater clarity around student performance expectations, thereby increasing rigor.

The presented curriculum revision occurred in multiple steps, including research and data gathering, skill alignment, program of study (course sequence) development, and writing and reviewing.

The first step of data gathering included research on the following:

- regional, state, and national labor and workforce data (lagging and real-time);
- statewide teacher survey on existing courses and standards (with over 540 teacher responses);

- input from Career Cluster Industry Advisory Councils; and
- curriculum scans from other states and published/endorsed national professional organizations and accrediting bodies.

The second step of skill alignment and program of study development included the following:

- alignment of programs of study to workforce data based on state economic and labor market data;
- outlines of skills necessary for each program of study and a breakdown of knowledge and skills included in current courses;
- identification of gap areas not covered by existing courses; and
- identification of duplicate standards in existing courses.

The final step of writing and reviewing included the following:

- reviewing outlines of skills and knowledge with postsecondary leaders, business and industry, teachers, and comparing those against national standards;
- working with curriculum writing experts to craft standards that included technical skills and common core state standards for literacy in technical subjects, as well as general education curricula and standards;
- vetting a list of ~50 experienced, effective Tennessee teachers to review standards and provide critical feedback
- reviewing standards with sister divisions in the department, including Curriculum & Instruction, as well as Industry Advisory Councils

The resulting changes are recommended in the new CTE list for Policy 3.205. Standards for new and revised courses will be presented for first reading as separate agenda items for the October 2013 and January 2014 State Board of Education meetings. Please note that while some headings now appear in the revised policy, aligned courses may not be presented until January 2014 meeting (such as courses in the Government & Public Administration career cluster).

**The Recommendation:**

The Department of Education recommends acceptance of this item on first reading. The SBE staff concurs with this recommendation.