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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, renamed 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 and where applicable, Mathematics, (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 that included research and data gathering, skill alignment, program of study (course sequence) development, and writing and reviewing.

The resulting changes are recommended in the new CTE list for Policy 3.205. Standards for new and revised courses are being presented for either second or first reading as separate agenda items for the January 2014 State Board of Education meeting. Changes to this policy since first reading in October reflect (1) the addition of

new courses being presented for first reading at the January meeting, and (2) revisions to course names in response to feedback received since first reading.

Since first reading of the standards of the courses listed in this revised policy, the CTE Division has accepted and critically reviewed feedback from CTE educators, CTE Directors, and industry experts received via the [CTE.Questions@tn.gov](mailto:CTE.Questions@tn.gov) email address and during in-person regional meetings with CTE teachers held in all three grand divisions. In total, over 900 CTE teachers and local administrators have offered their feedback on the new and revised course standards, including:

- Over 100 unique submissions by individuals sending feedback to [CTE.Questions@tn.gov](mailto:CTE.Questions@tn.gov) email address
- Over 700 participants in regional meetings across all three grand divisions including 272 in East (38%), 189 in Middle (27%) and 249 in West (35%)
- Nearly 100 participants in targeted meetings with educator organizations specifically related to the subject areas undergoing the largest changes, including Agriculture and Human Services and Education & Training (Family and Consumer Science educators)

Changes made in response to educator and stakeholder feedback are highlighted in each of the individual career cluster standard items and reflect updates to standard language to improve clarity, address questions or concerns, increase alignment to industry norms, and fill gap areas identified through review.

**The Recommendation:**

The Department of Education recommends adoption of this item on final reading. The SBE staff concurs with this recommendation.