

# Program Design of CTE Programs

Tab 2 on the MDE Program Approval form addresses several elements of CTE programs that are required in Rule 3505.2550 subpart 6. The information below will provide some tips in completing this tab on the form.

## Q1--Student Leadership: Specific Leadership Skills Developed

When we embed instruction and activities to develop student leadership, the focus is not on the technical aspects of a given CTE program (e.g. agriculture, health services, FCS, construction, business) nor on “project-based learning” but on youth development for the type of ***employability skills*** that so many employers are craving in new employees. These skills are depicted in the center of the Minnesota Career Wheel and include:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Problem Solving | Decision Making | Communication | Teamwork | Critical Thinking | Innovation |

Activities that develop student leadership capabilities are ***student-centered*** and have the following attributes:

* Student planned, organized, implemented and evaluated**,** with Teacher as resource or advisor
* Reaches/connects beyond the classroom
* Activity-based opportunities with defined leadership development outcomes

Leadership development opportunities should be activity-based and incorporated into the CTE curriculum. When using these activities as “evidence,” identify the work the STUDENTS are doing and the leadership skills they are developing by leading and participating in these activities (which should entail more than following the teachers’ directions):

* Partnerships with community groups on civic service projects
* School store operation (personnel, financial, and product/distribution management)
* Coordinate development/delivery of marketing messages for school and/or community organizations

***An example*** of identifying leadership skills developed and the activities used to develop them could look like this:

**Problem-solving:** Students in Web Design courses develop skills in problem solving and debugging to resolve errors in program codes.

**Creativity and innovation:** Students in Marketing courses conduct research on business or consumer problems and develop creative communication strategies to help stakeholders address their needs.

**Teamwork and Communication:** Teamwork skills are developed as students complete group projects in Hospitality and Tourism classes. Students identify group leaders, assign tasks and deadlines, and measure results.

**Critical thinking:** Students in BPA and DECA participate in competitive event opportunities to apply critical thinking skills to simulated or real business problems and propose solutions based on knowledge and skills developed through their courses.

If this information is provided on course syllabi, you can simply enter “See Syllabi or other evidence as submitted” in the answer field for this question.

## Q2--Career and Technical Student Leadership Organizations (CTSOs) [if applicable]

## Offering a CTSO itself is not a requirement of Program Approval, but if your school is providing this opportunity for students we want it noted here as one type of demonstration of meeting the requirements for providing access to leadership development opportunities. If BPA or DECA are not being offered, select “None of the above.”

## Q3—Career Exploration and Experiential Learning

All students enrolled in CTE courses/programs should receive instruction and experiential learning opportunities related to career awareness, career exploration, and career preparation. The depth of these activities should vary in part based on the “level” of the course. Middle school courses are intended to provide career awareness, introductory high school CTE courses should have a focus on career exploration, and more advanced high school CTE courses should provide career pathway preparation opportunities.

For this question, describe the variety of career exploration, career preparation and experiential learning opportunities that are embedded in your program (not only through BPA or DECA involvement). You should describe how they align with career pathways that are high wage, high skill, or in-demand in the Business and Marketing fields identified through your Comprehensive Local Needs Assessment (CLNA). If this information is provided on course syllabi, you can enter “See Syllabi or other evidence as submitted”.

## Q4—Safety Training

A required component of CTE program design is providing safety instruction appropriate to the tools, work spaces, and tasks that comprise the student learning experience. **We are seeking more than just instructional coverage of health and safety laws. We are looking for the safety instruction students need to work and learn in the educational spaces where your classes take place.**

In the classroom or computer lab, this may include instruction related to: protecting personal information on the internet; safe use of computer and electronic equipment; computer use ergonomics (seat height, proper use of keyboards to avoid carpel tunnel or repetitive stress injuries, adjusting monitor screen brightness, reducing eye strain from time on screens); and classroom/computer lab sanitation protocols. In a school store, this should include a wider range of topics including: federal, state, and local health and safety laws/regulations; school district health and safety policies; and checklists/training provided to student employees. In both cases, it may include identification of basic first aid do’s and don’ts. If this information is provided on course syllabi, you can enter “See Syllabi or other evidence as submitted.” A sample outline of potential safety training instruction topics could include:

1. Current federal, state, and local health and safety laws/regulations:

* Employee Rights and Responsibilities; Role of Labor Organizations Lesson
* Harassment laws/U.S Equal Employment Opportunity Lesson
* Health, Safety, and Human Resource Regulations in the Workplace Lesson

2. School district health and safety policies- teaching, modeling and following classroom and school policies, students will carry safety habits into their personal and work environments:

1. Ergonomics

* Workplace setup
* Posture, Electronic device safety, desktop device safety

1. Power chord/outlet safety

* Device charging safety, location - safety to device as well as students- blocking pathways, etc.
* Safety and appropriate use of all electronic devices

1. Safety Drills

* Fire and Tornado
* Emergency lock down
* Evacuation

1. Workplace Scene Size-Up/Team of One

* Observing the safety of your classroom/learning/work environment on a continuous basis.
* Possible safety concerns to you and your co-workers (classmates)
* Responsibility to the safety of everyone in the room, building, etc.

3. School store checklists/required safety training:

* Safe and proper use of equipment
* Safe food handling procedures
* Sanitation and cleaning of all high touch areas that student workers and customers come in contact with
* In-store safety procedures for emergency situations
* Student Performance Review (Workplace evaluation) completed 2x a quarter with each student

## Sample Program Design Evidence

### Example 1: Incorporate Sections into Existing Syllabi

***STUDENT LEADERSHIP DEVELOPMENT:***

All students enrolled in this course have the opportunity to join the MHS chapter of Business Professionals of America (BPA). Chapter activities provide numerous opportunities to develop leadership skills in real-world settings through chapter activities including the BPA competitive event program. Accounting coursework will prepare students for participation in over ten different BPA events related to accounting and finance. Opportunities for students to develop problem solving, teamwork, and communication skills will also be embedded throughout the curriculum in the form of projects to work with business and community leaders to apply course content to real-world issues and problems. Specific leadership projects/activities for this course will include:

* List
* List
* List

***CAREER EXPLORATION/DEVELOPMENT:***

Students will conduct research on career opportunities in the field of accounting and analyze how their personal and professional interests align with these opportunities. Several professionals in the field of accounting will give presentations during the course to raise awareness of the variety of opportunities in this career pathway, and at least one industry tour to visit a local accounting business will be included. A portion of your final course portfolio will include an analysis of career opportunities in the accounting field and a career plan for developing further knowledge and skills to prepare for work in this or other career fields.

***SAFETY TRAINING:***

Students will receive safety instruction and training needed to work and learn in the classroom, computer lab, and school store spaces where learning for this class will take place. Safety instruction topics will include:

* Protecting personal information on the Internet;
* Computer use ergonomics (i.e., seat height, reducing eye strain on screens, proper keyboard technique);
* Safe use of computer and electronic equipment;
* Cleaning and sanitation protocols;
* School store health and safety regulations for sanitation and food handling
* Basic first aid do’s and don’ts

### Example 2: Create a Separate Program Design Evidence Document

**Minnesota High School Business Program—Program Design**

***Minnesota Rule 3505.2550 Subpart 6*** identifies various components that must be present in a secondary career and technical education (CTE) program and are to be evaluated as part of the Minnesota Department of Education (MDE) program approval process. This document is a supplement to the course syllabi submitted as part of that program approval process to provide evidence in three areas:

* Student leadership development
* Career development
* Safety training

***STUDENT LEADERSHIP DEVELOPMENT:***

All students enrolled in MHS Business and Marketing program courses have the opportunity to join the MHS chapter of Business Professionals of America (BPA). Chapter activities provide numerous opportunities to develop leadership skills in real-world settings through chapter activities including the BPA competitive event program. Opportunities for students to develop problem solving, teamwork, and communication skills will also be embedded throughout the curriculum in the form of projects to work with business and community leaders to apply course content to real-world issues and problems.

|  |  |  |
| --- | --- | --- |
| **Course** | **Project/Activity** | **Leadership Skill(s) Developed** |
| Intro to Marketing | Marketing research on new product/ service needs | Innovation, Decision Making |
| Web Design | Creating and debugging code | Problem Solving |
| Marketing 2 | Competitive event role plays | Critical Thinking, Time Management |
| Small Business Development | School Store leadership/supervision | Teamwork |
| Accounting 1 | Present Analysis & Recommendations on Financial Statements | Communication |

***CAREER EXPLORATION/DEVELOPMENT:***

Students will conduct research on career opportunities as a part of each CTE Business and Marketing course, and analyze how their personal and professional interests align with these opportunities. Several professionals in various Business and Marketing career pathways will give presentations during each course to raise awareness of the variety of opportunities in those career pathways, and at least one industry tour will be incorporated into each course. As a part of each course, students will develop a portfolio to include an analysis of career opportunities and a career plan for developing further knowledge and skills to prepare for work in Business and Marketing career fields.

|  |  |  |
| --- | --- | --- |
| **Course** | **Experiential Learning Activity** | **Career Pathway Development** |
| Introduction to Business | Resumes and Mock Interviews | General Career Exploration |
| Graphic Design | Job Shadowing @ Local Businesses | Graphic Design, Digital Media |
| Accounting, Computer Programming | Business Professionals as Guest Speakers | Accountant, Auditor, Programmer, Mobile App Developer |
| Marketing, Hotel and Lodging | Industry Tours of Local Businesses | Brand Manager, Market Research Analyst, Reservations Supervisor, Rooms Division Manager |

***SAFETY TRAINING:***

Students will receive safety instruction and training needed to work and learn in the classroom, computer lab, and school store spaces where learning for this class will take place. Safety instruction topics will include:

|  |  |
| --- | --- |
| **Safety Topics** | **Applied to Learning Locations** |
| Cleaning/sanitation of work spaces | Classroom, Computer Lab, School Store |
| Ergonomics (i.e., seat height, reducing eye strain on screens, proper keyboard technique) | Computer Lab |
| Protecting personal data online | Classroom, Computer Lab |
| Store security | School Store |
| Food handling and preparation | School Store |
| Safe and proper use of technology/equipment | Computer Lab, Work Sites |
| Basic first aid do’s and don’ts | Classroom, Computer Lab, Work Sites |

**2020 Minnesota Rule 3505.2550 Minimum Standards for Instructional Program Approval**

[**https://www.revisor.mn.gov/rules/3505.2550/**](https://www.revisor.mn.gov/rules/3505.2550/)