Format of the NEW Design
Technical Content Standards

Course & Unit Descriptions

Strand: 

*Strands* are large content areas under which multiple outcomes are organized.

- Includes a concise description that captures multiple, broad areas of learner knowledge and skills expected across the strand and, to the extent possible, the multiple outcomes under the strand.

Outcome: 

- *Outcomes* are overreaching statements that summarizes the knowledge and skills described in the overall set of individual competencies that follow.

Competency: 

- Competencies are specific statements of *essential knowledge or skill* to be learned in the components of the pathway program.
Health Science Career Field

- Exercise Science and Sports Medicine
- Medical Bioscience
- Allied Health and Nursing
- Health Informatics

Health Science Pathways

Health Science CTE Technical Content Standards
Elements of a Sample Course Outline:

**Nutrition & Wellness**
Subject Code: 179003
Course & Unit Descriptions

Health Science 2012 Career Field Technical Content Standards
All Pathways

**Strand 1 Business Operations/21st Century Skills**
Learners apply principles of economics, business management, marketing, and employability in an entrepreneur, manager, and employee role to the leadership, planning, developing, and analyzing of business enterprises related to the career field.

**Outcome 1.1. REQUIRED Employability Skills:** Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

**Competencies**
1.1.1. Identify the knowledge, skills, and abilities necessary to succeed in careers.
1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.
1.1.3. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
1.1.4. Describe the role and function of professional organizations, industry associations, and organized labor and use networking techniques to develop and maintain professional relationships.
1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.1.6. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.

Ohio Department of Education

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Health Science and Human Services Career Field
Exercise Science & Sports Medicine Pathway

- Exercise & Athletic Training
- Bio-Stats in ES & SM
- Exercise Physiology & Biochemistry
- Nutrition & Wellness
- Fitness Evaluation & Assessment
- Athletic Injuries & Prevention
- Sports Exercise Psychology
One Common Strand: Business 21st Century Standards

- Knowledge Management
- Employability
- Financial Management
- Business Ethics and Law
- Business Leadership and Communication
- Business Literacy
- Business Operations
- Marketing
- Entrepreneurship
- Global Environment
Using Content Standards: 
Building a Course of Study

Content Standards
Sample Course Outlines
Program of Study
Using Sample Course Outlines: Assessing Student Learning

Exercise & Athletic Training
Bio-Stats in ES & SM
Exercise Physiology & Biochemistry
Nutrition & Wellness
Fitness Evaluation & Assessment
Athletic Injuries & Prevention
Sports Exercise Psychology

End of Course Test 1
End of Course Test 2
End of Course Test 3
Concentrator Score
FY 15 CTE-26/POS Process
Electronic Submission

Started mid-February

Form self-populates much of the data

Use of electronic signatures
  Written directions on ODE webpage
    (www.education.ohio.gov)

Opt to view Webinar
FY15 CTE-26 Approval Process

Electronically submitted to ODE
odecte26@education.ohio.gov

Receipt notice sent to district contact, Tech Prep Regional Center CA’s and career field consultants within two days

Paper applications still accepted although prefer scanned documents
FY15 CTE-26 Approval Process

Career field consultants work with districts to verify intent, correct errors and make modifications

30 day timeframe for consultants to approve, not approve or withdraw applications

Approval letters sent via email to district contact and Tech Prep Regional Center CA’s within 2 days of approval
3317.161 Approval of New CTE Programming

• The budget specifies that a city, local or exempted village school district, community school, or STEM school that wishes to offer CTE programming must first seek approval of the lead district in the career technical planning district (CTPD).

• The intention is to increase student access to valuable CTE programs while maintaining a coordinated delivery of services.
Approval of New CTE Programming for FY15

The lead district’s decision to approve or disapprove shall include but is not limited to:

A. Demand for the career-technical education program in industries in the state
B. Quality of the program
C. Potential for a student enrolled in the program to receive training that will qualify the student for industry credentials or postsecondary education
D. Admission requirements of lead district
E. Past performance of the district or school that is offering the program
F. Traveling distance
G. Sustainability
H. Capacity
I. Availability of the program within the career-technical planning district
J. In the case of the new program, the cost to begin the program
Approval (Continued)

• Approval is valid for five years following the fiscal year in which the program was approved.
• Lead districts must approve or disapprove CTE programming applications no later than March 1.
• Appeals may be made to the department not later than March 15.
• The department will notify the district or school and the lead district of its decision to approve or disapprove by May 15.
Program of Study Design Framework: Essential Components of a Program of Study

Partnerships

Course Sequences

Credit Transfer Agreements

Industry Certifications and Licenses

Guidance Counseling and Academic Advisement
<table>
<thead>
<tr>
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<td>English III</td>
<td>English IV</td>
<td>Calculus</td>
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**Secondary Courses with Secondary and Postsecondary Credits**

- **Year 1:**
  - ENGL 1100 Composition I (3)
  - 102 First Year Experience Seminar (1)
  - CJS 1101 Intro To Criminal Justice (3)
  - CJS 1102 Constitutional Law (3)
- **Year 2:**
  - MAT 1270 Beginning Algebra (3)
  - MAT 1270 Beginning Algebra (3)
  - PSY 1100 General Psychology (3)
  - SOC 1101 Intro to Sociology (3)
  - CJS 1105 Criminal Law (3)
  - ENG 1301 English Composition II (3)
- **Year 3:**
  - CJS 2111 Criminal Justice Ethics (3)
  - COM 200 Inter Per Comm (3)
  - COM 211 Effective Speaking (3)
  - CJS 2200 Human Relations (3)
  - CJS 2210 Tot and Counter-T (3)
- **Year 4:**
  - BIO 1107 Human Biology (3)
  - CHE 1111 Intro to Chemistry (3)
  - CJS 2145 Correctional Case Management (3)
  - CJS 2200 Intro to Forensic Science and Criminal Investigation (3)
  - CJS 2255 Criminal Justice Science Seminar Capstone (3)

**Postsecondary Courses:**

- **The American Criminal Justice System**
- **Security and Protective Services**
- **The Correctional System and Services**
- **Police Work and Practice in Public Safety**

**High School CTE Program Courses**

- **Required Courses**
- **Recommend Electives**

**Postsecondary Institutions**

- **District Name:**
- **Building:**
- **Postsecondary Institution Name:**
- **Campus:**
- **Degree:**
- **Certificate:**
Steps for Establishing a Program of Study

**Step 1: Establish Partnership**
- Identify Stakeholders
  - Secondary Partners
  - Postsecondary Partners
  - Business and Industry Partners
  - Tech Prep Consortia members
  - Other Stakeholders

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<td>The Correctional System and Services</td>
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<td></td>
<td>Security and Protective Services</td>
<td>Police Work and Practice in Public Safety</td>
</tr>
</tbody>
</table>
Steps for Establishing a Program of Study

Step 2: Build the Program of Study Foundation

- Working within Partnership identify the appropriate career pathway
  - Determine what Program of Study is needed
    - Consider Labor Market data
    - Consider criteria for establishing a new program
  - Identify the CTE Secondary Program
    - must be on CTE List
  - Establish desired outcome/exit point (ideally, POS will have multiple exit points)
    - Certification
    - Licensure
    - Degree
Steps for Establishing a Program of Study

Step 3: Design the Program of Study

- Determine the course sequence for the Program of Study
  - Consider the required sequence for an approved secondary CTE program

- Consider requirements - academic, college admissions, certificates ...
- Map out identified course work
Steps for Establishing a Program of Study

Step 4: Develop articulation/dual enrollments/Ctags

- Consider duplicated instruction
- Determine the amount of credit students may earn
- Consider certification requirements for secondary teachers
- Consider financial arrangements
Steps for Establishing a Program of Study

Step 5: Implement the Program of Study

- Plan marketing and recruitment materials and activities
- Guidance and Counseling
- Develop a strategy to ensure that student participates in the articulated credit opportunities
- Develop a strategy for informing parents about the Program of Study and the articulated credit opportunities
Steps for Establishing a Program of Study

Step 6: Assessments

- Develop a strategy for administering college placement assessment at the point of greatest impact
- Ensure that all students take the CTE end of course Technical Assessment (WebXams)
- Identify postsecondary assessment for credentialing
Steps for Establishing a Program of Study

Step 7: Evaluating and Improving the Program of Study

- Develop an advisory board
- Develop a process for annually evaluating the Program of Study
- Set benchmarks for improvement
- Involve all partners and stakeholders in the evaluation and improvement strategy
<table>
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<tr>
<th>Social Media Platform</th>
<th>Social Media Handle</th>
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<tr>
<td>Facebook</td>
<td>Ohio Families and Education Ohio Teachers’ Homeroom</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>ohio-department-of-education</td>
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<td>Storify</td>
<td>storify.com/ohioEdDept</td>
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<tr>
<td>Twitter</td>
<td>@OHEducation</td>
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<td>YouTube</td>
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Contact Information

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