Career and Technical Education Definitions

Term	Definition
CAREER AND TECHNICAL EDUCATION PROGRAM	A coherent sequence of instruction designed to deliver all state-designated program standards for any program on the CTE Program List. A program is directly related to preparing individuals for employment in an occupation or a pathway to postsecondary education.
CARNEGIE UNIT	One unit of transcript credit awarded in grades 7-12 for a minimum of 120 classroom hours of instruction, representing one year's study in any subject.
CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) PARTICIPATION	Approved CTE programs must have an appropriate co-curricular programmatic CTSO Chapter established with paid memberships and a local program of work. Although encouraged, participation in regional, state or national activities is not required.
COURSE SEQUENCE	A series of courses in which vocational and academic education is integrated, and which directly relates to, and leads to, both academic and occupational competencies.
FIELD EXPERIENCE	An opportunity for students to apply knowledge and skills gained in the classroom through supervised practice in a workplace setting. Field experiences are frequently embedded into the course curriculum and are accomplished during the instructional time allowed for the course.
HIGH NEED	Designated by the **Arizona Office of Economic Opportunity (formerly Office of Employment and Population Statistics)** as a "high demand" occupation. Every two years current labor market data provided by the **Arizona Office of Economic Opportunity** is reviewed for high demand (high need), high skill and high wage occupations in Arizona.
INDUSTRY CERTIFICATION	Certifications indicate mastery of or competency in specific knowledge, skills or processes that can be measured against a set of accepted standards. These are not tied to a specific educational program, but are typically awarded through assessment and validation of skills in cooperation with a business, trade association or other industry group. After attaining a certification, individuals often must meet ongoing requirements to maintain the currency of the certification. (Definition from ACTE document: ***"What is a Credential?")***
INDUSTRY CREDENTIALS	High-quality credentials are recognized by multiple employers across an industry. To help better identify and prioritize such credentials, ACTE proposes the following uniform definition of "industry-recognized" be implemented across federal legislation when referencing credentials. The term ''industry-recognized,'' used with respect to a credential, means a credential that: A. *Is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and,* B. *Where appropriate, is endorsed by a nationally recognized trade association organization representing a significant part of the industry or sector.* (Definition from ACTE document: ***"What is a Credential?***")
INDUSTRY RECOGNIZED ASSESSMENT	An assessment that is recognized by an industry as documentation of a skill or skill level. The assessment may result in a certificate, certification, credential or licensure.

INDUSTRY LICENSURE	A license is legal permission, typically granted by a government agency, to allow an individual to perform certain regulated tasks or occupations. A license can be obtained by meeting certain requirements set forth by the licenser, usually by completing a course of education and/or assessments. Upon receipt of a license, ongoing requirements may be necessary to maintain the license. (Definition from ACTE document: ***"What is a Credential?***")
INSTRUCTIONAL MODEL	A structure for delivering specific Career and Technical Education program content inclusive of technical skill standards, established sequence of courses, adopted course/program curriculum, laboratory instruction, leadership development, work-based learning experiences, end of program technical assessment and appropriate industry credential attainment.
LABORATORY ENVIROMENT	Is an educational facility that provides controlled conditions in which students can learn and practice skills required for a specific program of study.
MAJORITY OF INSTRUCTIONAL TIME	Exceeds 50% of instructional time.
SPECIALIZED EQUIPMENT	Specific equipment required for the instruction of a particular standard, skill, task or technique. Specialized equipment is commonly specific to the designated standard, skill, task or technique and not easily interchangeable or substituted with other equipment.
SPECIALIZED INSTRUCTIONAL MATERIALS	Specific instructional materials required for the instruction of a particular standard, skill, task or technique.
STACKABLE CREDENTIAL	A credential in which the requirements to obtain will recognized and accepted as meeting a portion of the requirements for a higher level credential.
WORK-BASED LEARNING	A coherent sequence of job training and work experience that involves actual work experience and connects classroom learning to work activities. Work-based Learning may be accomplished through all activities listed in the ***Arizona Work-based Learning Resource Guide:*** ▪ **Supervised Occupational Experience:** is a practical application of classroom concepts designed to provide "real world" experiences and develop skills in the occupationally related career area. Supervised Occupational Experiences consist of planned activities conducted outside of class time designed to gain hands-on experience and develop skills in the career areas aligned to the students program of study. Supervised Occupational Experiences can also be labeled as clinical experience, field experience, etc and is a required component of the instructional program. ▪ **School- based Enterprise:** is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning laboratories. SBEs provide realistic and practical learning experiences that reinforce classroom instruction. ▪ **Laboratory simulations:** is a representation of a real world process to achieve educational goals through experiential learning. Laboratory simulated experiences provide students with the opportunity to learn industry standard equipment usage, learn and practice job skills, and apply goal setting, decision-making and problem-solving skills to work-based situations. Laboratory/simulation experiences primarily occur in the school setting. All laboratory experiences and classroom simulations are to be developed in the context of an industry or career path. The value of laboratory/simulations is directly related to connection with industry standards through the use of validated skills and the use of industry

	standard equipment. By organizing laboratory environments to simulate industry, students are able to work in flexible surroundings in groups or independently to apply problem solving and decision-making ▪ **Cooperative Education:** a method of work-based experience that connects classroom learning to work activities. Requirements are: o Classroom learning based on CTE program standards. o Supervised work-based learning based on state-designated Career Preparation program technical standards. o Course equivalent to one Carnegie Unit that addresses state-designated Career Preparation program standards must be included.. o Designed for students at least 16 years of age. o Training agreement on file before the student is reported in enrollment. The training agreement is the document that identifies responsibilities of the school, student and the employer. o Training plan on file before the student is reported in enrollment. The training plan is also prepared at the beginning of the work-based experience course and identifies the Career Preparation program standards that will be attained at the work site. It focuses on objectives, standards and tasks that students will attain prior to their evaluation. ▪ **Internship:** A course in the sequence of courses of an approved CTE program. The CTE Internship provides CTE students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The CTE Internship must be directly related to the CTE program where the credits were earned and offers both paid and unpaid work experience. ▪ **Apprenticeships:** A combination of on-the-job training (OJT) and related classroom instruction, under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation. ▪ **Job shadowing:** A competency-based education experience that occurs at a work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences. Job shadows involve student visits to a variety of workplaces, during which time students observe and ask questions of individual workers. **Work-based Learning Requirements:** ▪ Work-based Learning must be a component within a CTE program. ▪ CTE program technical skill standards to be attained during work-based experience must relate to the CTE program. ▪ Work-based Learning component cannot replace the Carnegie Units of credit needed for the program sequence. ▪ Work-based learning doesn't need to count for credit, it can be a part of the program. ▪ Business and industry worksite agreements must be completed and kept on file for review when applicable. ▪ Individual student training plans must be completed and kept on file when applicable. ▪ Work-based Learning experiences must be supervised by a certified CTE teacher. ▪ Unpaid work-based experience cannot displace a paid employee. ▪ Work-based learning experience must comply with all labor laws including State and Federal Child Labor law. ▪ Work-based learning experience must comply with federal, state and business risk management policies.