

PROGRAM OF STUDY APPROVAL TIPS

- ✓ Organize evidence by quality component and send in separate document or folder.
- ✓ Spell out acronyms at first mention and then indicate abbreviation in parenthesis; however, do not use acronyms in the course sequence.
- ✓ Include revisions in the original approval application form in either bold or different color font.
- ✓ Submit revisions in a timely manner.
- ✓ Include ADA compliance information for college and facilities.
- ✓ Include a narrative and appropriate evidence for each quality component.

TEAM-BASED CHALLENGES & CTSOs

TEAM-BASED CHALLENGE	CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)
Requires students to utilize and demonstrate competency with work-based knowledge.	Enhance student learning through contextual instruction, leadership, and personal development, applied learning, and real-world application.
Students work to solve an authentic work-based problem as members of a collaborative team.	Work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts.
Challenges seek solutions to authentic problems that are identified from and/or in collaboration with industry partners.	Offer programs that are integral to the industry or occupational focus associated with career pathway programs.
Students are supported and evaluated by an expert mentor from the field.	Serve CTE students and teachers in one or more of the 16 career clusters.
Students must complete a presentation of their solution and its application to an authentic audience.	Nationally-recognized CTSOs: Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL), National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), HOSA – Future Health Professionals, SkillsUSA, Technology Student Association (TSA)
Challenges require students to demonstrate key technical, employability, and entrepreneurial competences.	