



North Dakota Department of Career and Technical Education
North Dakota CTE Standards of Quality
For All Approved Programs at the Secondary and Postsecondary Level

Standard One - Instructional Organization and Course Sequencing

This element addresses the development, implementation, and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based. This element addresses the program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning.

Standard Two - Curriculum, Technology, and Instructional Materials

This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.

Standard Three - Instructional Personnel

This element addresses the qualifications and professional development of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators, and other personnel.

Standard Four - Enrollment and Student-Teacher Ratio

This element addresses the student enrollment and student-teacher ratios of a program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators, and other personnel.

Standard Five - Facilities, Equipment/Supplies, Safety & Sanitation Training and Practices

This element addresses the alignment, appropriateness, and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry- specific equipment, and tools and supplies that support learning.

Standard Six - Program Advisory Committee and Community Partnerships

This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.

Standard Seven - Student Career Development

This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

Standard Eight - Leadership Development Opportunities/Career & Technical Student Organizations (CTSOs)

This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

Standard Nine - Work-based Learning

This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

Standard Ten - Special Populations, Access, and Equity

This element addresses program of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status. Special populations, as defined by Perkins V are: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; homeless individuals; youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces and is on active duty; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.