

Academic Credit for Career and Technical Education Coursework

**Procedural Recommendations for Application Submissions to the
Department of Education and State Board of Education**



Nevada Department of Education
Office of Career Readiness, Adult Learning, and Education Options
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Overview

Career and technical education (CTE) coursework may qualify for academic coursework for the purposes of high school graduation if certain provisions outlined in the Nevada Administrative Code (NAC) are properly followed. These provisions may assist students in meeting graduation requirements while simultaneously affording them more time to dedicate to their CTE program of study.

Specifically, NAC 389.672 defines the academic credits a student may earn and the procedures that must be followed by a local school district or charter school to qualify CTE courses for academic credit. With approval from the State Board of Education, a board of trustees may allow a pupil to earn the following units necessary for graduation from high school by taking CTE coursework:

- Two units of credit required in English
- One unit of credit required in mathematics
- One unit of credit required in science and
- One-half unit of credit required in health

After verification has been received by the board of trustees, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit to be granted must be submitted to the State Board of Education for approval. Academic credit may be granted for the course of study in career and technical education or a combination of courses only after the State Board of Education has given its approval.

As stated above, pupils may earn up to two units of English, one unit of math, one unit of science, and one-half unit for health for aligned CTE coursework. The written curriculum must show proper alignment of the CTE course(s) with the current Nevada Academic Content Science Standards.

A pupil who earns academic credit pursuant to this section must be notified in writing that the approval for academic credit is designed to meet the requirements for graduation from high school and may not necessarily be accepted for academic credit by a specific postsecondary institution.

The alignment of CTE coursework approved for academic credit must be reviewed locally and re-approved by the State Board of Education every three (3) years, as per the requirements in NAC 389.673. A school district wishing to use the same curriculum approved for another school district may do so with approval from the State Superintendent of Public Instruction.

Applications may be submitted electronically to:

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Directions for Initial Application to the State Board of Education

1. A board of trustees may allow a pupil to earn, towards the units necessary for graduation from high school, two units of the credit required in English, one unit required in mathematics, one unit required in science and one-half unit required in health if he or she is enrolled in a course of study in career and technical education approved pursuant to this section within one of the program areas set forth in subsection 1 of [NAC 389.803](#) and that course includes, as part of its curriculum, the curriculum of the required course.

Documentation: Letter of appointment/assignment by the superintendent or his/her designee of the teachers serving on the review committee.

2. The superintendent of the school district shall appoint a committee composed of one person certified to teach in the course of study in career and technical education and one person certified to teach in the academic area in which the credit may be earned. The committee must verify to the board of trustees that the curriculum for the course of study in career and technical education includes the curriculum of the required course of study for which a pupil may earn credit.

Documentation: The committee must utilize the alignment document provided in this manual for the academic content area for which the career and technical courses will earn academic credit. The alignment document must show the name(s) of the CTE courses.

3. After verification has been received by the board of trustees, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit to be granted must be submitted to the State Board of Education for approval. Academic credit may be granted for the course of study in career and technical education or a combination of courses only after the State Board of Education has given its approval.

Documentation: Minutes from the board of trustees meeting or, in the absence of minutes, a letter from the superintendent or his/her designee verifying the approval of the board of trustees, the written curriculum, and alignment document.

4. The Superintendent of Public Instruction may give approval for the granting of academic credit to a board of trustees requesting to use a curriculum for a course of study in career and technical education that has been approved by the State Board of Education for another school district if:

- a) The procedures set forth in subsection 2 were followed by the requesting district; and
- b) The board of trustees provides assurances that it will not deviate from the curriculum that has been approved by the State Board of Education.

Documentation: Curriculum alignment document that shows the direct alignment of the CTE standards and any other additional learning objectives aligned to the academic standards.

5. A pupil who earns academic credit pursuant to this section must be notified that the approval for academic credit is designed to meet the requirements for graduation from high school and may not necessarily be accepted for academic credit by a specific postsecondary institution. A copy of the notification given to the pupil must accompany the other materials to be submitted to the State Board of Education for final approval.

Documentation: A copy of the letter of notification to be issued to all students who seek academic credit for CTE coursework.

6. A minimum number of credits must be earned in the respective academic areas, as follows:
 - a) At least two credits must be earned in the academic mathematics department;
 - b) At least one credit must be earned in the academic science department; and
 - c) At least two credits must be earned in the academic English department.

Directions for the Periodic Review and Approval of Courses:

1. The superintendent of each school district which is authorized by the State Board of Education to grant academic credit for a course of study in career and technical education pursuant to [NAC 389.672](#) shall, at least once every 3 years, appoint a committee to review that course of study. The committee must consist of one person who is certified to teach in the course of study in career and technical education and one person who is certified to teach in the academic area in which the credit may be earned.

Documentation: Letter of appointment/assignment by the superintendent or his/her designee of the teachers serving on the review committee.

2. After the committee has reviewed the course of study in career and technical education, it shall submit a written report of its review to the board of trustees of the school district. The report must include a statement signed by the members of the committee that the curriculum for the course of study in career and technical education includes the curriculum of the required course of study.

Documentation: Minutes from the board of trustees meeting or, in the absence of minutes, a letter from the superintendent or his/her designee verifying the approval of the board of trustees.

3. The board of trustees shall submit to the State Board of Education, for its approval, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit it proposes to grant.

Documentation: Alignment document and curriculum that shows the academic standards and the CTE standards or other course content in the CTE course(s) that demonstrates the academic content is taught in the CTE course. The alignment document must show the names of the academic and CTE courses. Curriculum submissions may include, but are not limited to, a list of approved instructional materials and supplemental materials (if applicable) for the course.

4. Academic credit may be granted for the course of study in career and technical education or combination of courses only after the State Board of Education has given its approval.

Informational Forms and Resources

- ✓ [Checklist for Submitting Packet to the State Board of Education](#)
- ✓ [Curriculum Alignment Document](#)
- ✓ [Sample Student Notification](#)
- ✓ [Nevada Administrative Codes 389.672 and 389.673](#)
- ✓ [Recommended Timeline for Future Submissions](#)

Checklist for Application Packet to be sent to the State Board of Education Requesting Academic Credit for CTE course(s):

- Submit the title of the career and technical education (CTE) course(s) and a statement of academic credit to be granted.
- Submit the letter of appointment/assignment of the committee members (at least one qualified classroom academic teacher and one qualified classroom CTE teacher).
- Submit written curriculum and alignment documents verifying the alignment of the CTE course standards with the academic standards to be taught in the CTE course(s).
- Copy of the minutes from the local Board of Trustees Meeting for State Board Approval OR a letter from school official stating the application has been approved by the local Board of Education.
- Submit a copy of the student notification letter per NAC (Ref.389.72, Sec. 5).

Curriculum Alignment Document

Directions: The curriculum must demonstrate how the CTE coursework aligns to the Nevada Academic Content Standards.

- 1) Identify the proposed academic credit (English*, Math, Science, or Health)
*Contact the CTE office if you have questions regarding English credit.
- 2) Provide the name of the academic course (e.g., Life Science; Physical Science)
- 3) Provide the name of the CTE course(s) (e.g., Principles of Agriculture, Food, and Natural Resources and Animal Science; Biomedical I, Biomedical II, and Biomedical III)

Proposed Academic Credit (Check One) Math Science Health

Name of Academic Course:

Name of CTE Course(s):

Total Number of Academic Credits:

Total Number of CTE Credits:

Classroom Academic Teacher Name:

Classroom Academic Teacher Subject:

Classroom CTE Teacher Name:

Classroom CTE Teacher Subject:

Math Standards Alignment Document

Insert the CTE Performance Indicator(s) in the right-side column which will meet the Math standard indicated in the left-side column. **Below is an example from the Accounting and Finance I course.**

<i>Seeing Structure in Expressions (A-SSE)</i>	<i>CTE Performance Indicators (including text description)</i>
A. <i>Interpret the structure of expressions.</i>	<i>2.1.2 Demonstrate the effects of transactions on the accounting equations. (Chapter 1: Accounting and Finance text, "Deconstruct Equations" assignment, end of chapter)</i>

Please enter appropriate/applicable alignments in the table below.

Nevada Academic Math Standards (DCI)	CTE Performance Indicators (including text description)
The Real Number System (N-M)	
A. Extend the properties of exponents to rational exponents.	
B. Use properties of rational and irrational numbers.	
Quantities (N-Q)	
A. Reason quantitatively and use units to solve problems.	
The Complex Number System (N-CN)	
A. Perform arithmetic operations with complex numbers.	
B. Represent complex numbers and their operations on the complex plane.	
C. Use complex numbers in polynomial identities and quantities.	
Vector and Matrix Quantities (N-VM)	
A. Represent and model with vector quantities.	
B. Perform operations on vectors.	

Nevada Academic Math Standards (DCI)	CTE Performance Indicators (including text description)
C. Perform Operations on matrices and use matrices in applications.	
Seeing Structure in Expressions (A-SSE)	
B. Interpret the structure of expressions.	
C. Write expressions in equivalent forms to solve problems.	
Arithmetic with Polynomials and Rational Expressions (A-APR)	
A. Perform arithmetic operations on polynomials.	
B. Understand the relationship between zeros and factors of polynomials.	
C. Use polynomial identities to solve problems.	
D. Rewrite rational expressions.	
Creating Equations (A-CED)	
A. Create equations that describe numbers or relationships.	
Reasoning with Equations and Inequalities (A-REI)	
A. Understand solving equations as a process of reasoning and explain the reasoning.	
B. Solve equations and inequalities in one variable.	
C. Solve systems of equations.	

Nevada Academic Math Standards (DCI)	CTE Performance Indicators (including text description)
D. Represent and solve equations and inequalities graphically.	
Interpreting Functions (F-IF)	
A. Understand the concept of a function and use function notation.	
B. Interpret functions that arise in applications in terms of the context.	
C. Analyze functions using different representations.	
Building Functions (F-BF)	
A. Build a function that models a relationship between two quantities.	
B. Build new functions from existing functions.	
Linear, Quadratic, and Exponential Models (F-LE)	
A. Construct and compare linear, quadratic, and exponential models and solve problems.	
B. Interpret expressions for functions in terms of the situation they model.	
Trigonometric Functions (F-TF)	
A. Extend the domain of trigonometric functions using the unit circle.	
B. Model periodic phenomena with trigonometric functions.	
C. Prove and apply trigonometric identities.	

Nevada Academic Math Standards (DCI)	CTE Performance Indicators (including text description)
Congruence (G-CO)	
A. Experiment with transformations in the plane.	
B. Understand congruence in terms of rigid motions.	
C. Prove geometric theorems.	
D. Make geometric constructions.	
Similarity, Right Triangles, and Trigonometry (G-SRT)	
A. Understand similarity in terms of similarity transformations.	
B. Prove theorems involving similarity.	
C. Define trigonometric ratios and solve problems involving right triangles.	
D. Apply trigonometry to general triangles.	
Circles (G-C)	
A. Understand and apply theorems about circles.	
B. Find arc lengths and areas of sectors of circles.	
Expressing Geometric Properties with Equations (G-GPE)	
A. Translate between the geometric description and the equation for a conic section.	

Nevada Academic Math Standards (DCI)	CTE Performance Indicators (including text description)
B. Use coordinates to prove simple geometric theorems algebraically.	
Geometric Measurement and Dimension (G-GMD)	
A. Explain volume formulas and use them to solve problems.	
B. Visualize relationships between two-dimensional and three-dimensional objects.	
Modeling with Geometry (G-MG)	
A. Apply geometric concepts in modeling situations.	
Interpreting Categorical and Quantitative Data (S-ID)	
A. Summarize, represent, and interpret data on a single count or measurement variable.	
B. Summarize, represent, and interpret data on two categorical and quantitative variables.	
C. Interpret linear models.	
Making Inferences and Justifying Conclusions (S-IC)	
A. Understand and evaluate random processes underlying statistical experiments.	
B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
Conditional Probability and Rules of Probability (S-CP)	
A. Understand independence and conditional probability and use them to interpret data.	
B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.	

Nevada Academic Math Standards (DCI)	CTE Performance Indicators (including text description)
Using Probability to Make Decisions (S-MD)	
A. Calculate expected values and use them to solve problems.	
B. Use probability to evaluate outcomes of decisions.	
Total number of unique Math Standards addressed:	
Total number of unique CTE Standards aligned:	

Science Standards Alignment Document

Insert the CTE Performance Indicator(s) in the right-side column which will meet the Science standard indicated in the left-side column. **Below is an example from the Principles of Agriculture, Food, and Natural Resources course.**

<i>Science: HS. Life Sciences – HS. Human Sustainability</i>	<i>CTE Performance Indicators (including text description)</i>
<i>HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</i>	<i>2.1.4 Discuss the role of modern agriculture in basic human needs by identifying products used to provide food, clothing, and shelter (e.g., world food security) (Chapter 1: The Science of Agriculture, World Food Security assignment)</i>

Please enter appropriate/applicable alignments in the table below.

Nevada Academic Science Standards (DCI)	CTE Performance Indicators (including text description)
HS. Physical Sciences (PS)	
HS. Structure and Properties of Matter	
HS-PS1-1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	
HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	
HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.	
HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	
HS. Chemical Reactions	
HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.	
HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.	

Nevada Academic Science Standards (DCI)	CTE Performance Indicators (including text description)
HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	
HS-PS1-6 Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.	
HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	
HS. Forces and Interactions	
HS-PS2-1 Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.	
HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	
HS-PS2-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	
HS-PS2-4 Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.	
HS-PS2-5 Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.	
HS. Energy	
HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	
HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).	

Nevada Academic Science Standards (DCI)	CTE Performance Indicators (including text description)
HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.	
HS-PS3-4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	
HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	
HS. Waves and Electromagnetic Radiation	
HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.	
HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.	
HS-PS4-3 Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	
HS-PS4-4 Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.	
HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	
HS. Life Sciences (LS)	
HS. Structures and Function	
HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	

Nevada Academic Science Standards (DCI)	CTE Performance Indicators (including text description)
HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	
HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	
HS. Matter and Energy in Organisms and Ecosystems	
HS-LS1-5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	
HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	
HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	
HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	
HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	
HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	
HS. Interdependent Relationships in Ecosystems	
HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	
HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	

Nevada Academic Science Standards (DCI)	CTE Performance Indicators (including text description)
HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	
HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	
HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.	
HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	
HS. Inheritance and Variation of Traits	
HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	
HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	
HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	
HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	
HS. Natural Selection and Evolution	
HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	

Nevada Academic Science Standards (DCI)	CTE Performance Indicators (including text description)
<p>HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p>	
<p>HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>	
<p>HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p>	
<p>HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>	
<p>HS. Earth and Space Science (ESS) HS. Space Systems</p>	
<p>HS-ESS1-1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.</p>	
<p>HS-ESS1-2 Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.</p>	
<p>HS-ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements.</p>	
<p>HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.</p>	
<p>HS. History of Earth</p>	
<p>HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.</p>	

Nevada Academic Science Standards (DCI)	CTE Performance Indicators (including text description)
HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth’s formation and early history.	
HS-ESS2-1 Develop a model to illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	
HS. Earth’s Systems	
HS-ESS2-2 Analyze geoscience data to make the claim that one change to Earth’s surface can create feedbacks that cause changes to other Earth systems.	
HS-ESS2-3 Develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection.	
HS-ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	
HS-ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	
HS-ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth’s systems and life on Earth.	
HS. Weather and Climate	
HS-ESS2-4 Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate.	
HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	
HS. Human Sustainability	
HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	

Nevada Academic Science Standards (DCI)	CTE Performance Indicators (including text description)
HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	
HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	
HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	
HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	
HS. Engineering Design (EST)	
HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	
HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	
HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	
HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	
Total number of unique Science Standards addressed:	
Total number of unique CTE Standards aligned:	

Health Standards Alignment Document

Insert the CTE Performance Indicator(s) in the right-side column which will meet the Health Standard indicated in the left-side column. ***Below is an example from the Principles of Health Science course.***

<i>Personal Community, and Environmental Health Strand</i>	<i>CTE Performance Indicators (including text description)</i>
<i>1.PDE.HS.1 Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</i>	<i>2.2.3 Investigate biomedical therapies, including alternative and complementary therapies, as they relate to prevention, pathology, and treatment of disease</i>

Please enter appropriate/applicable alignments in the table below.

Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
Content Standard 1: Core Concepts	
Personal Community, and Environmental Health Strand	
1.PCE.HS.1 Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.	
1.PCE.HS.2 Evaluate the impact of communicable and non-communicable diseases.	
1.PCE.HS.3 Analyze the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health (without discrimination or segregation on the ground of race, color, religion, national origin, disability, sexual orientation, sex, gender identity or expression, per NRS 651.070).	
1.PCE.HS.4 Evaluate how an individual’s family structure impacts other families and the community.	
1.PCE.HS.5 Evaluate the impact genetics, family history, health behaviors, and stress have on individual health.	
1.PCE.HS.6a Explain how to register as an organ and tissue donor. (Per NRS 389.021)	
1.PCE.HS.6b Summarize individual and societal benefits of organ and tissue donation. (Per NRS 389.021)	
1.PCE.HS.6c Analyze factual information about organ tissue and donation. (Per NRS 389.021)	

Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
Mental and Emotional Health Strand	
1.ME.HS.1 Investigate the relationship between mental health and physical health. (Per NRS 389.520)	
1.ME.HS.2 Analyze ways to decrease the risk of self-injurious or suicidal behaviors. (Per NRS 389.021)	
Nutrition and Physical Activity Strand	
1.NP.HS.1 Investigate how personal healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention.	
1.NP.HS.1 Analyze the mental, social and physical benefits of daily moderate to vigorous physical activity. (Per NRS 389.520)	
1.NP.HS.3 Evaluate the importance of annual physical health examinations and responding appropriately to unusual aches and pains. (Per NRS 389.018)	
Substance Use and Abuse Strand	
1.SAU.HS.1 Analyze the effects of long-term use and abuse of over-the-counter and prescription medications.	
1.SAU.HS.2 Analyze the effects of long-term use and abuse of alcohol, tobacco, marijuana, and other drugs as they relate to health and disease prevention.	
Safety Practices, Injury Prevention, and CPR/AED Strand	
1.SIC.HS.1 Critique how health risk behaviors influence safety and injury prevention practices.	
1.SIC.HS.2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. (Per NRS 389.021)	
1.SIC.HS.2b Explain the purpose, operation, and safe use of an automated external defibrillator (AED). (Per NRS 389.021)	

Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
Personal Safety Strand* (*Personal Safety Standards are Pursuant to NRS 389.031)	
1.PS.HS.1 Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others.	
1.PS.HS.2 Analyze the impact related to various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.	
1.PS.HS.3 Diagram the reporting process and include where, when, and whom to report unsafe situations.	
1.PS.HS.5 Discuss laws regarding human trafficking.	
1.PS.HS.6 Evaluate the potentially positive and negative roles of technology and social media in relationships.	
Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand* (*Personal Safety Standards are Pursuant to NRS 389.036)	
1.HRS.HS.1 Analyze the role hormones play within the structures and functions of the human reproductive systems.	
1.HRS.HS.2 Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.	
1.HRS.HS.3 Analyze the scientific process of human reproduction.	
1.HRS.HS.4a Explain the impact a pregnancy has on the body.	
1.HRS.HS.4b Compare and contrast the advantages and disadvantages of various methods of contraception, including abstinence and condoms.	
1.HRS.HS.4c Examine prenatal practices that can contribute to or compromise a healthy pregnancy.	

Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
1.HRS.HS.4d Compare and contrast the laws relating to pregnancy, abortion, adoption, and parenting.	
1.HRS.HS.5a Describe signs and symptoms, treatments, and modes of transmission of related communicable diseases (STDs/STIs), including HIV/AIDS.	
1.HRS.HS.5b Describe current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).	
1.HRS.HS.5c Describe the laws related to sexual health care services, including related communicable diseases (STD/STIs) and HIV/AIDS testing and treatment.	
1.HRS.HS.5d Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of related communicable diseases (STDs/STIs), including HIV/AIDS.	
1.HRS.HS.6 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.	
1.HRS.HS.7a Analyze factors that can affect the ability to give or recognize consent to sexual activity.	
1.HRS.HS.7b Analyze laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct.	
Content Standard 2: Analyze Influences	
2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.	
Content Standard 3: Access Information	
3.AI.HS.1 Evaluate the validity of health information, products and services.	
Content Standard 4: Interpersonal Communication	
4.IC.HS.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.	

Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
4.IC.HS.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	
Content Standard 5: Decision Making	
5.DM.HS.1 Compare the potential short-term and long-term impact of healthy and unhealthy decisions on self and others.	
5.DM.HS.2 Evaluate the effectiveness of health-related decisions.	
5.DM.HS.3 Defend the healthy choice when making a decision.	
Content Standard 6: Goal Setting	
6.GS.HS.1 Implement strategies and monitor progress in achieving a health goal.	
6.GS.HS.2 Formulate an effective long-term health plan.	
Content Standard 7: Self-Management	
7.SM.HS.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	
7.SM.HS.2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	
7.SM.HS.3 Analyze the role of individual responsibility in enhancing health.	
Content Standard 8: Advocacy	
8.AV.HS.1 Demonstrate advocacy for improving personal, family, and community health.	
Total number of unique Health Standards addressed:	
Total number of unique CTE Standards aligned:	

Student Notification / Sample Letter for District Use

Dear Parent/Guardian of:

Your son/daughter is enrolled in the career and technical education (CTE) program of study that qualifies for academic credit. By successfully completing the CTE coursework, he/she may earn up to _____ credit in the academic area of _____ .

Please note that while the academic credit earned through CTE coursework is designed to meet the requirements for high school graduation, the academic credit may not necessarily be accepted for academic credit by a specific postsecondary institution.

Sincerely,

Signature

Printed Name and Title

NEVADA ADMINISTRATIVE CODES 389.672 AND 389.673

NAC 389.672 Academic credit for a course of study in career and technical education: Limitations and prerequisites. ([NRS 385.080](#), [385.110](#), [388.360](#))

1. A board of trustees may allow a pupil to earn, towards the units necessary for graduation from high school, two units of the credit required in English, one unit required in mathematics, one unit required in science and one-half unit required in health if he or she is enrolled in a course of study in career and technical education approved pursuant to this section within one of the program areas set forth in subsection 1 of [NAC 389.803](#) and that course includes, as part of its curriculum, the curriculum of the required course.
2. The superintendent of the school district shall appoint a committee composed of one person certified to teach in the course of study in career and technical education and one person certified to teach in the academic area in which the credit may be earned. The committee must verify to the board of trustees that the curriculum for the course of study in career and technical education includes the curriculum of the required course of study for which a pupil may earn credit.
3. After verification has been received by the board of trustees, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit to be granted must be submitted to the State Board of Education for approval. Academic credit may be granted for the course of study in career and technical education or a combination of courses only after the State Board of Education has given its approval.
4. The Superintendent of Public Instruction may give approval for the granting of academic credit to a board of trustees requesting to use a curriculum for a course of study in career and technical education that has been approved by the State Board of Education for another school district if:
 - (a) The procedures set forth in subsection 2 were followed by the requesting district; and
 - (b) The board of trustees provides assurances that it will not deviate from the curriculum that has been approved by the State Board of Education.
5. A pupil who earns academic credit pursuant to this section must be notified that the approval for academic credit is designed to meet the requirements for graduation from high school and may not necessarily be accepted for academic credit by a specific postsecondary institution. A copy of the notification given to the pupil must accompany the other materials to be submitted to the State Board of Education for final approval.
6. A minimum number of credits must be earned in the respective academic areas, as follows:
 - (a) At least two credits must be earned in the academic mathematics department;
 - (b) At least one credit must be earned in the academic science department; and
 - (c) At least two credits must be earned in the academic English department.

(Added to NAC by Bd. of Education, eff. 5-4-87; A by Bd. for Occupational Education, 3-27-92; 11-17-95; A by Bd. of Education by R069-97, 12-10-97, eff. 9-1-99; R155-01, 12-17-2001; R195-01, 4-1-2002; R165-03, R166-03, R184-03 & R185-03, 1-22-2004; R236-03, 3-19-2004; A by Bd. for Career & Tech. Educ. by R172-05, 2-23-2006; A by Bd. of Education by R132-10, 12-16-2010; A by R087-12, 11-1-2012)

NAC 389.673 Academic credit for courses of study in career and technical education: Periodic review and approval of each course. ([NRS 385.080](#), [385.110](#), [388.360](#))

1. The superintendent of each school district which is authorized by the State Board of Education to grant academic credit for a course of study in career and technical education pursuant to [NAC 389.672](#) shall, at least once every 3 years, appoint a committee to review that course of study. The committee must consist of one person who is certified to teach in the course of study in career and technical education and one person who is certified to teach in the academic area in which the credit may be earned.
2. After the committee has reviewed the course of study in career and technical education, it shall submit a written report of its review to the board of trustees of the school district. The report must include a statement signed by the members of the committee that the curriculum for the course of study in career and technical education includes the curriculum of the required course of study.
3. The board of trustees shall submit to the State Board of Education, for its approval, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit it proposes to grant.
4. Academic credit may be granted for the course of study in career and technical education or combination of courses only after the State Board of Education has given its approval.

(Added to NAC by Bd. of Education by R069-97, 12-10-97, eff. 9-1-99; A by R087-12, 11-1-2012)

Suggested Timeline for CTE Course Academic Approval by the State Board of Education

Activity	Timeline
School district leadership will determine eligible CTE courses for academic credit.	October/November
The local school district will form a committee composed of at least one person certified to teach the CTE course(s) and one person certified to teach the academic area to verify to the board of trustees that the curriculum for the CTE course(s) includes the curriculum for the academic subject.	December/January
Upon approval by the local school district board of trustees, all materials must be submitted to the Department of Education with a request for submission to the State Board of Education for new course approval or to the Superintendent of Public Instruction for approval to use courses already approved by the State Board of Education.	February, March, April, May
The State Board of Education approves CTE coursework and notifies the local board of trustees in each school district that applies for academic credit; a letter must be sent by the local school district informing the pupil who earns academic credit pursuant to this section that the approval for academic credit is designed to meet the requirements for graduation from high School and may not necessarily be accepted for academic credit by a specified postsecondary institution. A copy of the notification given to the pupil must accompany the other materials to be submitted to the State Board of Education for final approval.	June/July
The Office of Career Readiness, Adult Learning, and Education Options will send a letter of approval to the school district upon approval by the State Board of Education or the Superintendent of Public Instruction ONLY to school districts who apply according to Section 4 of NAC 389.672.	July/August
The Nevada System of Higher Education will distribute the statewide course list to verify that the qualifying CTE course(s) submitted by the school district were properly approved according to the regulations.	Annually
The local school district must review and renew each course that qualifies for academic credit to include State Board of Education approval of the course to be renewed.	Every Three (3) Years