Office of Career and Technical Education

CTE Teacher Technical Tool Kit

August 2019

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CTE Teacher Technical Tool Kit

Welcome and Overview

Welcome to the exciting world of experiential teaching and learning through the lens of Career and Technical Education (CTE). If you are reading this document, you are either a newly certified teacher with a provisional teaching certificate and Interim Occupational Certificate (IOC) or are coming to education from business and industry with an Annual Authorization. In either instance, you are an early-career educator who wants to make a difference in the lives of young people. This document is specifically designed to help teachers in their first five years, in the profession.

According the U.S. government, CTE is defined through the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). As part of CTE, each program is comprised of 10 components. These components are critically important to the framework of a CTE program. These components can be found at the following link: http://cte.ed.gov/file/POS_Framework_Unpacking_1-20-10.pdf.

Technical Tool Kit Objectives

The Technical Tool Kit is designed as a source of information and guidance for new teachers in the CTE field. This is not designed to be a large-scale all- encompassing document, but one that is brief and provides the new CTE educator with a quick reference guide to important information about CTE. To that end, this document is divided into the following overarching sections:

- CTE Support Materials for New CTE Teachers; and

- CTE Resources.

Support materials include information related to the professional development needs of new CTE instructors. This may include progression toward an advanced degree if you are currently provisionally certified. If you are annually authorized this may include development of a plan to acquire an initial provisional certificate in your CTE teaching area.

CTE resources include materials to help better understand the components of a typical CTE program. These resources include:

1. Youth Leadership

2. Work-Based Learning

3. Advisory Committees

4. Development of a Calendar of Activities (example provided)

5. Additional resources that may help in the management of a successful CTE program.

CTE Certification Support Materials

Professional development is a critical component of any CTE educator position. New CTE provisionally certified and annually authorized educators must adhere to the Michigan Department of Education's requirements for certification and recertification. The Michigan Department of Education (MDE), Office of Educator Excellence (OEE), provides information about Michigan's teaching law, types of certification, Michigan certification requirements, teaching licensure renewal, and progression toward provisional and professional teaching certification. Information and resources can be found on the OEE website at: https://www.michigan.gov/mde/0,4615,7-140-5683---,00.html.

The OEE also provides a FAQ on Michigan Educator Certification within the Resources sub-section of the following webpage: https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83462---,00.html.

Professional Development of Provisionally Certified Teachers

This section is for those individuals who are provisionally certified and hold an IOC in their field of study.

Now you have a teaching certificate, what's next?

Even though you have completed your degree requirements and student-teaching at your college or university, your professional development does not end here. Being an educator includes being a lifelong learner. As a CTE teacher, you are strongly encouraged to continue with your education through an advanced degree program related to your field of study or CTE. An advanced degree will provide you with valuable tools that will help with technical content knowledge, teaching skills, and programmatic management.

What type of degree and area of study should I consider?

There are a wide range of advanced degrees that could be considered depending on your program, area of study, and future interests. Many Michigan institutions offer advanced degrees (e.g., M.S., M.A., Ed.S., Ph.D., Ed.D.).

When choosing a program of study some things to consider include:

- Location of institution
- Desired program
- Online opportunities
- Relevance of program to current teaching requirements
- Cost of program
- Personalization of program toward career goals

One very important aspect of a graduate degree program is that it is specific to your desired learning goals. If the goals of a program align to your personal goals, then you will be much happier with the end result and the path it takes to degree completion.

Professional Development of Annually Authorized Teachers

This section is for those individuals who were previously employed in business and industry and are now teaching under an Annual Authorization based on related work experience. An Annual Career Authorization (ACA) is obtained by the school district and is not a certificate held by the teacher. It is a certification that the district holds which allows a person with previous business and industry experience to teach only in state- approved CTE program courses.

You have an ACA. What are the next steps?

To continue teaching for the short- and long-term, it is important that you take the necessary steps to become fully certified.

1. The first step is to consult with the appropriate individual at the Michigan Department of Education, in the Office of Educator Excellence (OEE), to develop a plan for certification.

2. The second step is to find an institution that prepares CTE teachers in your teaching area. Many institutions can be found throughout the State of Michigan that certify teachers.

Approved Educational Institutions for CTE Teachers

Below is a partial list of Michigan approved postsecondary CTE institutions. Note that certain postsecondary institutions prepare CTE teachers in only one area.

Institution	Location	Contact
Central Michigan University	Mt. Pleasant, MI 48859	Jamie McDonald Certification Officer mcdonlgg@cmich.edu 989-774- 3453
Eastern Michigan University	Ypsilanti, MI 48197	Molly Hornbladh Certification Coordinator mthornbl@emich.edu 734-487- 1416
Ferris State University	Big Rapids, MI 49307	Michelle Kelenske Certification Officer michellekelenske@ferris.edu 231-591-3642
Madonna University	Livonia, MI 48150	Nora Baker Certification Specialist nbaker@madonna.edu 734-432-5647 x5655
Michigan State University	East Lansing, MI 48824	Carey Ommen commen@msu.edu 517-353-5746
Northern Michigan University	Marquette, MI 49855	Nancy Carter Certification Counselorncarter@nmu.edu 906-227-1625
Wayne State University	Detroit, MI 48202	Deborah Gibson Academic Services Officer cc5809@wayne.edu 313-577-4941
Western Michigan University	Kalamazoo, MI 49008	Laura Ciccantell Certification Officer Laura.ciccantell@wmich.edu 269-387-3473
Alma College	Alma, MI 48801	Sue Deel Registrar deel@alma.edu 989-463-7372

Professional Development Growth Plan for Annual and Provisional CTE Teachers

This is a 5-year plan to getting the desired degree: Complete the courses, credits earned, and year taken for each semester in the plan below.

Graduate Degree _____ Provisional Certification _____

Year 1

Fall 20xx	Spring 20xx	Summer 20xx
Credits:	Credits:	Credits:

Year 2

Fall 20xx	Spring 20xx	Summer 20xx
Credits:	Credits:	Credits:

Year 3

Fall 20xx	Spring 20xx	Summer 20xx
Credits:	Credits:	Credits:

Year 4

Fall 20xx	Spring 20xx	Summer 20xx
Credits:	Credits:	Credits:

Year 5

Fall 20xx	Spring 20xx	Summer 20xx
Credits:	Credits:	Credits:

_____ TOTAL CREDITS TO COMPLETION OF PROGRAM

Michigan Online Educator Certification System - The Michigan Online Educator Certification system (MOECS) is a secure web-based system that allows educators to register and create private accounts and have access to all their certification data, apply for certificates and endorsements, and renew their certificates. At the site listed below you will be able to upload coursework and professional development activities which will allow you to keep your certification current. Directions on the first page will show you how to get a login and password. Once logged into the system you will find easy to use links to many different items you need to update for your certificate. The best way to ensure that the professional development will work for your certificate advancement is to check with the MOECS website at: https://mdoe.state.mi.us/MOECS/login.aspx.

Networking Guide

Networking is an important part of the CTE profession. Networking is defined as information gathering utilizing colleagues, CTE career professionals, and business and industry professionals. The greater the person-centered resources you have access to, the more successful you will likely be in developing a CTE program that is relevant to your students and community. For each contact list the name, position, email, mailing address, phone number, and date contacted.

Name	Position, Title, and Affiliation	Email Address	Mailing Address	Phone	Record of Contact (Date and Comment)

Mentorship

As a provisionally certified or annually authorized CTE teacher, it is critically important that you have a support network to be successful over the long-term. As part of the requirements of a public-school district, you should have a locally arranged mentor within your school district. Your mentor should be assigned to you by the administration at your school district. If you teach in a program that has multiple teachers, then this individual would probably be within your CTE field. However, if you are the only CTE educator at your school, then you may be assigned another CTE program educator or a teacher who has many years of experience. It is critically important that if you are the only CTE teacher within your field that you seek out a mentor outside your district that teaches in the same area. Many CTE programs will support your needs through the professional development organization related to your teaching field.

CTE State Associations List:

1. Michigan Association of Agriscience Educators: http://www.teachanr.com/

2. Michigan Business Education Association (MBEA) – for cluster areas of Business Management and Administration, Finance, and IT: http://www.mbea-online.org/

3. Michigan Health Occupations Educator Association (MHOEA): http://www.mhoea.org/

4. Michigan Marketing Educators (MME): http://www.mmeconnect.org/

Core Components of a CTE Program

There are three core components of all CTE programs. Those three components include classroom and laboratory instruction, youth leadership, and experiential or work-based learning (Figure 1). An equal distribution of all three circles creates the ideal CTE program. Additionally, the rigor, relevance, and relationships (the 3Rs) assist in defining the specific components of the CTE program (Figure 2). **Rigor** includes providing students with academically challenging coursework in both the classroom and laboratory. **Relevance** includes the work-based learning activities carried out in the classroom and laboratory and in some cases in the actual workplace, which mirror real-world skills. **Relationships** include utilizing leadership principles (communication, managerial leadership skills, personal development, and career success) in the context of the classroom, laboratory, and workforce.

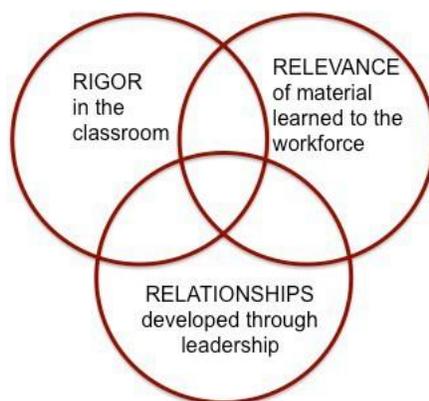*Figure 1 The three components needed for a CTE program.*

Figure 2 The 3 Rs of CTE as related to the respective CTE components.

Getting to Know Your CTE Program

CTE Program Mission Statement:

In order to meet the future demands of the economy, CTE programs will work to build collaborative connections among education, economic development, and workforce development to ensure the alignment of success and program delivery. The program strives to be innovative and quick to respond to employer needs through the use of academic and technical content. We project that students who enroll in these programs will be prepared as global citizens with an innovative and entrepreneurial spirit and who are boundless in their ideas and endeavors to stimulate positive economic change.

- Dr. Michael Everett Michigan State University

A complete CTE program includes the following components:

1.   Classroom and laboratory learning;

2.   Career and Technical Student Organization (CTSO); and

3.   Work-Based or experiential learning.

Classroom and Laboratory Facility (RIGOR)

Classroom and laboratory learning can take place in a variety of forms within a CTE program. This is the basis for students building knowledge to be applied in practice. It is important that you create a program with an appropriate sequence of courses based on employment and community need and advisory committee input, and personal. The Navigator Instructional Design Form will assist in developing appropriate courses and where each segment will be taught in the sequence of each of the courses. Each segment identified in the Instructional Design form are broken down in the Gap Analysis for the CTE Instructional Program (CIP) code you are teaching. These can be found on the Navigator website at: http://ctenavigator.org/resources.

Syllabus

One important item to prepare as you begin to get ready to start in the classroom is your syllabus. The school district you are teaching in will have requirements that you must follow for your syllabus. As a CTE program you have some additional items which must be part of your syllabus. Local districts may have additional requirements.

Each course syllabi should include:

1. Course title

2. Instructors name and school contact information

3. Course dates (example fall 2017)

4. Course description (General summary of what the course will cover)

5. Special features of the course

   a. Academic Credits

   b. Postsecondary connections

   c. Available Certifications and or Licensures

   d. Off-site delivery

   e. Work-Based Learning

   f. Safety Training

   g. Student Leadership (CTSO) opportunities

6. Course Outline with topics to be covered and CTE segments to be covered in the course

7. Resources: Include textbooks, software, tools, special facilities, and other materials or equipment used to successfully complete the course

Additional items may be included as required by the local district or as desired by the instructor. See examples in APPENDIX E.

As you begin your career as a CTE educator you may consider the following questions about your classroom and laboratory learning facility in an effort to better understand your program:

Classroom and Laboratory Questions:

Questions to ask	Have you asked?
Where do I park, and do I need a parking permit?	
Do I have the appropriate keys and does the school have a security code?	
Is my room clean and materials in key locations appropriate for student learning?	
Have I developed the appropriate course curriculum?	
Have I prepared for student instruction?	
Do I have appropriate management techniques in place for learning/discipline?	
Do I have appropriate assessments in place based on course and program objectives?	
Is there a recruitment program in place to promote the program to future students?	
Are there appropriate materials in place to provide support and guidance to students?	
How do I access the school website to update information about myself and my program?	
Is there an existing Advisory Committee and if not, have I created an Advisory Committee for my CTE program and are we scheduled to meet at least two times per year?	
Have I driven around the school district to determine where my students are from (in a general sense)?	
Have I visited businesses and industry, worksites, and employers related to my CTE area that can help make my program successful?	
Have advisory committee members toured the facility and looked over equipment for suggestions on safety, equipment needs, and other areas of potential improvement?	
What is my yearly budget?	
Do I have CTE added cost funds, what are those, and how do I access those funds?	
How do I get the basic supplies for my classroom?	
Who orders my supplies? How do I order supplies?	
Where do I sign up for the computer lab(s)?	

Questions to ask	Have you asked?
What is the dress code for teachers? For students?	
What is the social media policy?	
Does the school pay my professional organization membership dues and attendance at annual meetings?	
What is the protocol for taking a field trip?	
What is the school policy on animals?	
What grading system does the school use?	
Is there a district wide attendance requirement for students?	

Leadership and Career and Technical Student Organization (RELATIONSHIPS)

All state-approved CTE programs are required to provide student leadership as an integral component of their program. A Career Technical Student Organization (CTSO) is a student leadership organization that is associated with your respective CTE program. As part of your CTSO there are many components that can help to make a program successful. First, it is important for you as the instructor to realize that you are not only the teacher of the CTE program, but you are also the advisor of your respective CTSO. As the advisor, your job is to advise and not "do" for the students.

Ideally, you will work together in encouraging your students to take on the leadership positions and authority for their CTSO.

A CTSO is the medium for students to learn and grow their leadership and personal growth skills while a student in your CTE program. There are several organizations which provide the framework to help programs excel in the delivery of leadership training. Below is a list of those organizations and a link to learn more about creating and maintaining an appropriate CTSO.

Organization		Resource Link
Business Professionals of America	BPA	www.bpa.org
DECA	DECA	www.deca.org
Family, Career and Community Leaders of America	FCCLA	www.fcclainc.org
National FFA Organization	FFA	www.ffa.org
Future Health Professionals	HOSA	www.hosa.org
SkillsUSA	Skills USA	www.skillsusa.org

CTE Youth Leadership

The purpose of a CTSO is to help students develop valuable skill sets, which will increase their capabilities in the workforce. For students, a CTSO should increase communications, interpersonal, and public speaking skills to provide the needed tools to become effective future leaders. Students should learn and enhance personal development skills; learn how to select a job, get a job to obtain career success; and how to gain leadership positions both in their community and career. Students will accomplish these principles by learning about leadership and communication through speaking to groups, leading individuals and groups, development of managerial leadership skills, personal development, and career success. Much of the CTSO work completed by students should be incorporated within classroom lessons and concepts providing students with knowledge and hands-on experience related to course curriculum.

Important Concepts for Student Leadership

Understanding Leadership:

This objective allows students to fully develop their leadership abilities, which will enable them to become effective leaders. Students will gain experience working with a wide variety of people from fellow students, teachers, and members within the community, giving them a well-rounded view of what it means to be a leader. Students will be able to understand their leadership impact once participating in and learning about the following:

- Leadership Types and Styles

- Personality Types and Their Relationship to Leadership and Human Behavior

- Leading Teams and Groups

Communications and Speaking to Groups:

Becoming an effective communicator is vital in today's workplace. Through various activities, competitions, and community engagement projects, students will acquire appropriate communication strategies and determine where those strategies are most beneficial in specific situations. By focusing on the following, students will be able to develop strong skills, which will assist them in developing their professional careers:

- Communication Skills

- Prepared Speaking

- Conducting Meetings

Managerial Leadership Skills:

Working in a CTE program will give students insight into the type of managerial skills, which will be crucial for their extended careers. Focusing on the following topics will allow students the opportunity to develop these skills before entering the workforce:

- Problem Solving and Decision Making

- Goal Setting

- Time Management

- Positive Reinforcement and Motivation

Personal Development:

Students will develop a sense of who they are and their ambitions in life while working alongside individuals with similar interests. The goal of this objective is for students to become self-assured and confident in their professional and social lives. The following skills will allow students to develop relationships with their fellow colleagues, managers, supervisors, and anyone the individual works within their professional work environment. Personal development skills include:

- Self-concept
- Beliefs
- Attitude
- Ethical practices in the workplace

Career Success:

The CTE program allows students to develop hands-on skills and experience and within a field which interests them both personally and professionally. This objective provides an opportunity to focus on job opportunities that are available to students and will help them appreciate the necessary steps to take in order to succeed within these fields. Career success allows students to develop resources and skills, which will benefit them for the rest of their lives by:

- Selecting a career and finding a job
- Getting the job: resumes, applications, and interviews
- Developing employability skills: keeping the job

Student Leadership/CTSO Checklist:

Have you:	Yes ✓
Helped your students to create a Leadership/CTSO officer team?	
Helped your students to create a Leadership/CTSO constitution/bylaws?	
Helped your students to develop a Leadership/CTSO calendar of activities or program of activities for the upcoming year?	
Helped your students develop a calendar that includes activities that build leadership capacity in ALL CTE program students?	
Helped your students develop a calendar of activities that includes community development?	
Helped students determine appropriate ways to showcase their learned leadership skills?	
Discussed experiential learning with school administrators to help them better understand concepts of students becoming leaders and your need to work with students both in and out of the classroom to develop leadership and participate in activities that will assist them in their future careers?	
See APPENDIX A for additional resources regarding Leadership/CTSOs	

Work-Based Learning (RELEVANCE)

CTE programs provide work-based learning experiences for each student related to the program area being studied. By the end of the program, each student must complete minimally one experience. Please speak with the appropriate program consultant regarding work-based learning questions specific to the career cluster areas. Contact information is available on the [Career Cluster and CIP Codes by Consultant](#) list which is available on the OCTE website at: http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968---,00.html.

What is Work-Based Learning

The term "work-based learning" means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

Taken from the proposed Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act, July 2016.

Work-Based Learning Resources in Michigan:

- [Carl D. Perkins Act](#): https://s3.amazonaws.com/PCRN/uploads/perkins_iv.pdf
- [Career and Technical Education Reimbursed Programs](#): http://dmbinternet.state.mi.us/DMB/ORRDocs/AdminCode/603_10574_AdminCode.pdf
- [Pupil Accounting Manual](#): http://www.michigan.gov/mde/0,4615,7-140-6530_6605-22360--,00.html
- [Youth Employment Standards Act](#): https://www.michigan.gov/leo/0,5863,7-336-94266_59590---,00.html The Work-Based Learning Continuum

Career Awareness:

A single day workplace tour, field trip, guest speaker, career fair, or visiting parents at work.

Career Exploration:

Students witness work being performed, with experiences including mock interviews, job shadows, volunteering for non-profit organizations, or a virtual exchange with a business partner.

Career Preparation:

Integrated project with multiple interactions with professionals, student-run enterprise with partner involvement, virtual enterprise or other extended online interactions with partners, and projects with partners through industry student organizations. Pupil accounting rules apply.

Career Training:

Internships required for credential, apprenticeship, clinical experience, on-the-job training, work experience, class project or challenge. Pupil accounting rules apply.

Youth Apprenticeship:

The Framework on Registered Apprenticeship (RA) for High School Students provides guidance from the U.S. Departments of Labor (USDOL) and Education (ED) to the public workforce and education systems on the components of a high-quality RA program for high school students. The purpose of this framework is to provide recommendations on key elements of RA programs for high school students and to encourage greater use of RA and pre-apprenticeship programs for in-school youth at least 16 years old, enrolled in secondary schools. (https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799)

Job Shadow:

A one-time experience that requires a school permission slip. Anything that exceeds one day and requires a minor to perform responsibilities and duties that the business benefits from, requires the adherence to Youth Employment and the Pupil Accounting Office.

One possible way to meet WBL when under a program review:

Mechatronics WBL Record for Sweet Valley High

Student	2-1-2019 Field Trip	2-15-2019 Apprenticeship	3-2-2019 Volunteer at Local Business for their Technical Open House	3-5-2019 Job Shadow	4/1 – 4/5/2019 WBL Rotation with Industry Partners
Student A	x			x	x
Student B		x			x
Student C		x			x
Student D	x				x
Student F			x		x

Teacher Certification for CTE Work-Based Learning

Please see section 5-P of the Pupil Accounting Manual:
http://www.michigan.gov/mde/0,4615,7-140-6530_6605-22360--,00.html

Requires an occupationally endorsed/vocationally certified teacher or coordinator employed by the district. Occupational Endorsements are managed through the OEE and may come in the form of an ACA, Contracted Instructors, Occupational Licensure, and Interim Occupational Certificate (IOC).

Specific endorsement questions should be answered by OEE. Please contact Linda Campbell, MDE, Office of Educator Excellence at: campbell6@michigan.gov, or by calling 517-373-6838.

WBL Key Components – Pupil Accounting

Students in a CTE program may be leaving school during the scheduled school day to participate in work-based learning. Schools are required to follow pupil accounting requirements when students leave school, as explained in of the Pupil Accounting Manual: http://www.michigan.gov/mde/0,4615,7-140-6530_6605-22360--,00.html

- Student Grade Level (CTE 11-12)
- Certified Teacher (Vocationally certified for CTE)
- Pupil Accounting Requirements
- Time Sheets for Attendance
- Work-Based experience cannot be more than ½ of FTE
- Documentation must be completed before count day
- Workers Compensation/General Liability Required
- Record Retention

WBL Rules – Youth Employment

Even though students are participating in work-based learning through their CTE program, schools and employers are required to follow child labor laws.

- Minors 16-17 years old may not work more than 24 hours a week when school is in session.
- Minors working under an executed Work-Based Learning agreement may not work beyond the specified dates and times listed.
- The hours in the written agreement count as part of the 24 hours a week.
- Minors not under an executed WBL training agreement cannot work during school hours.
- Safety instruction must be given before placement.
- A date must be provided of when safety training occurred. Appropriate documentation of safety training must be kept on file.

A minor shall not be employed in, about, or in connection with an occupation that is hazardous or injurious to the minor's health or personal well-being.

Hazardous Occupations and Child Labor Laws:
https://www.dol.gov/whd/regs/compliance/childlabor101.pdf

Youth Employment:
https://www.michigan.gov/leo/0,5863,7-336-94266_59590---,00.html

http://www.legislature.mi.gov/(S(hbnyv0npjkpxptype15nxj0v))/mileg.aspx?page=print &objectname=mcl-Act-90-of-1978

Work-Based Learning Checklist:

Have you:	Yes ✓
Worked with students to develop an experiential project that; 1) has SMART goals (See APPENDIX B); 2) has educational value; 3) can be conducted outside of the normal class time; and 4) is directly linked to classroom or laboratory instruction?	
Helped your students develop appropriate work-based learning projects based on their interests in the CTE classroom (see specific areas above)?	
Helped your students to develop projects that increase in scope and size over time?	
Discussed experiential learning with school administrators to help them better understand concepts of work-based learning and your need to visit students at their worked-based learning sites?	
Developed a calendar of times and dates in which you plan to visit students at their placements?	
Developed a way to keep track of your visits (record book)?	
See APPENDIX A for additional resources regarding Experiential Learning.	

Advisory Committees

Functions of an Advisory Committee:

Although the individual school district, boards of education are ultimately responsible for all decisions in regard to the programs, the advisory committee assists in the decision-making process by giving advice. Complete direction on program advisory committees can be found in the Program Advisory Committee Tool Kit which is available on the OCTE website at: http://www.michigan.gov/mde/0,4615,7-140- 6530_2629_53968---,00.html.

The first step to a good advisory committee is establishing a membership roster. The advisory committee roster contains at least five members and the majority must be representatives of business and industry specific to the CIP code area. The OCTE recommends that committees be seven to ten members so that the group is large enough to bring in the needed people but not so large that it is difficult to reach consensus. The membership must include the business and industry representatives, a representative from postsecondary, a parent and the instructors. Others who will be valuable and should be on the committee would be a counselor or administrator, and a student representative. It is not possible for a committee member to represent more than one group on the committee. The roster must contain the contact information for the members and include the title of the area or areas that they represent. Once you have determined potential members, they should be sent a letter of invitation. This will detail what duties will be expected should they choose to be part of the committee.

Criteria for an Advisory Committee member:

Due to the interest in maintaining high quality CTE programs, careful consideration should be used when selecting the members of an advisory committee. These individuals will be a foundation for the success of the program and its growth. The following criteria can serve as a guide for identifying individuals who will serve as invaluable resources to the program:

Experience -
Members must have had successful first-hand employment experience in the respective areas being served. These individuals have developed respect and merit throughout their field and between their associates.

Willingness to Commit Time -
Members selected must be willing to make allotted time sacrifices for the betterment of these programs.

Character -
Members, typically recommended to serve by their colleagues, exhibit a strong sense of responsibility and civic-mindedness.

Once the committee membership is established, letters should be sent out with a date and time for the meeting. It is a good idea to contact the members via email with some suggested dates so that you are sure they will be able to attend the meeting. It is essential that the committee meets minimally 2 times per year and each meeting must have an established agenda, meeting minutes, and a sign-in sheet or list of members who attended the meeting

What to cover at Advisory Committee Meeting:

At the meeting, there are several items which must be covered. The first is to establish a chairperson for the committee. This chairperson must be a member which represents business and industry in your specific CIP code. The group should also select a recording secretary and in many cases this secretary is the instructor or an administrator for the program. The following areas must be discussed during the meeting and MUST BE contained in the minutes.

1. **GAP analysis for the program CIP Code:** The correct GAP analysis can be found on the [Navigator website](http://ctenavigator.org/) at: http://ctenavigator.org/ under the references tab. The GAP should be completed by the instructor. Each Performance Element must be rated to indicate the level of understanding for students who complete the program. The rating scale is as follows: 4- Exceeds Criteria or able to teach task, 3- Accomplishes task to criteria, 2- Accomplishes task with help, 1- Exposed to the task, and N- Not exposed to the task. The key areas to be looked at by the committee will be those performance objectives where a ranking of 1 or N are given. For each of these standards a compliance plan must be created.

2. **Leadership Opportunities:** Leadership development is a required portion of all CTE programs. Many programs take advantage of the CTSO group for the CIP area. (DECA, FFA, HOSA, FCCLA, BPA and Skills USA) Other organizations such as MITEs or MCTA may fulfill the requirement but there must be more than just a competition component to serve the leadership requirement. Other requirements would be: group officers, regular meetings, and recommended community service.

3. **Program Recruitment Strategies:** Recruitment is the life blood of all programs. Without students, your program will not succeed. To gain student interest the committee must establish a plan to inform students and recruit them into the new program. One important part of recruitment is to make sure that the recruitment plan addresses non-traditional students for this CIP code area. The materials should also meet the non-discrimination guidelines for your district.

4. **Safety:** Safety for students in the new program must be a primary concern. An instruction plan for safety training in courses is very important. This plan must include training for classroom activities and for any lab work which students will participate in during the school day and on work-based learning sites. Information on work-based learning and on labor laws may be found on the [OCTE website](http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html) at: http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968-220470--,00.html.

5. **Facilities:** Each year when a program is in operation, advisory committee members should be touring facilities and looking at equipment that is being used in the program. The committee then can make recommendations for equipment purchases and for the design and layout of the facility. The committee brings a vast array of experiences which will be invaluable in this task.

6. **Plan for long range program improvement:** The committee must also look to the future and make recommendations which will go beyond the current year. No program will succeed and grow without long range plans and goals to strive toward. These goals can be for program enrollment, equipment, or facilities. The committee should decide which areas are most important and set the plan toward those items.

CTE Teacher Suggested Calendar of Activities

August

- Prepare your classroom for the upcoming year (Make sure it is clean and orderly)
- Purchase materials needed for the school year
- Determine your budget and how to access funds
- Determine CTE added-cost dollars for your program
- Develop a general calendar of important dates
- Talk with the administration about important dates you will be on field trips with students
- Develop lesson plans for the first month of school
- Talk with co-workers and develop collaborative relationships
- Sign up for any fall semester college courses needed to advance your teaching credentials
- Talk to administration about professional development at your school and in your state
- Create a record of all hours of professional development attended to enter into the MOECS system

September

- Meet with CTE administrator to gain access to Navigator
- Meet with or elect a new officer team for the respective CTSO
- Work with the CTSO to develop a constitution and calendar of activities for the upcoming year
- Share CTSO calendar with school administrators, alumni, and community partners
- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their work-based placements
- Determine appropriate CTSO activities for the month
- Lesson plan for the next month
- Send initial letter of invitation to advisory committee members

October

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their work-based placements
- Determine appropriate CTSO activities for the month
- Parent-teacher conferences
- Lesson plan for the next month

- Set members and date for first advisory committee meeting

November

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their work-based placements
- Determine appropriate CTSO activities for the month
- Lesson plan for the next month

December

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their work-based placements
- Determine appropriate CTSO activities for the month
- Lesson plan for the next month
- Determine needs of program and responsibilities over winter break
- Sign up for any spring semester college courses needed to advance your teaching credentials

January

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their work-based placements
- Determine appropriate CTSO activities for the month
- Lesson plan for the next month
- Find out if your district holds an open house for the community
- Talk to counselors about student sign up for classes next year and how you can promote your program
- Create a record of all hours of profession development attended to enter into the MOECS system

February

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their work-based placements
- Determine appropriate CTSO activities for the month
- Lesson plan for the next month
- Have second advisory committee meeting date set

March

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their work-based placements
- Determine appropriate CTSO activities for the month
- Lesson plan for the next month

April

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their work-based placements
- Determine appropriate CTSO activities for the month
- Lesson plan for the next month
- Sign up for any summer semester college courses needed to advance your teaching credentials

May

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their work-based placements
- Determine appropriate CTSO activities for the month
- Lesson plan for the next month
- Work with students to plan and have a banquet for your CTSO to celebrate accomplishments over the past year
- Develop a calendar and work with administration to determine a summer schedule for your program

June

- Visit and build relationships with community partners (potential advisory committee members)
- Develop/change curriculum as necessary and appropriate for the upcoming year
- Visit students at their work-based placements
- Be sure all professional development is properly entered into the MOECS system

July

- Visit and build relationships with community partners (potential advisory committee members)
- Develop/change curriculum as necessary and appropriate for the upcoming year
- Visit students at their work-based placements
- Meet with leadership of student CTSO to determine calendar for the following year

APPENDIX A – Resources for CTE Educators

Resources and the ability to find resources in a timely manner are important for the success of any CTE educator. The following list, although not exhaustive, is a starting point to find information for the practicing CTE educator. The goal of these resources is to help aid progress both in and out of the classroom in understanding CTE from the National level, Michigan CTE, grants, development and maintenance of a CTSO, and experiential learning. These resources serve as a foundation for development and maintenance of CTE programs.

CTE Web Resources

CTE Resources with Hyperlink	Web Address
National Center for Energy Workforce Development	https://cewd.org/
National Consortium for Health Science Education (NCHSE)	https://www.healthscienceconsortium.org/
National Association for Career and Technical Education	https://www.acteonline.org/
National CTE Education Resources (by state)	http://www.khake.com/page36.html
CTE Online (curriculum and resources)	https://www.cteonline.org/
Area Career and Technical Education Programs (Area Center Map with links)	https://www.michigan.gov/mde/0,4615,7-140-2629-242680--,00.html
Association for Career and Technical Education (What is CTE?)	https://www.acteonline.org/why-cte/what-is-cte/
MDE - Office of Career and Technical Education	https://www.michigan.gov/mde/0,4615,7-140-2629---,00.html
Advanced CTE	https://careertech.org/
Michigan Career Curriculum Development Association (MICCDA)	http://www.miccda.org

CTE Resources with Hyperlink	Web Address
CTE Administrator Manual	https://www.michigan.gov/mde/0%2C4615%2C7-140-2629---%2C00.html
CTE Information System (CTEIS)	https://www.cteis.com/
Instructional Design (Forms)	http://ctenavigator.org/resources
Michigan Association of Career and Technical Education	https://www.acteonline.org/michigan-association-for-career-and-technical-education/
Michigan CTE Navigator	http://ctenavigator.org/
Michigan Standards for Teacher Certification	http://www.michigan.gov/mde/0,4615,7-140-5683_14795---,00.html
Child Labor Law -Youth Employment in Michigan	https://www.michigan.gov/leo/0,5863,7-336-94266_59590---,00.html
CTE Skills Assessments	https://www.michigan.gov/mde/0,4615,7-140-2629_53968_53970---,00.html
Michigan Online Educator Certification System (Login and Certification Status)	https://mdoe.state.mi.us/moecs/login.aspx
Annual Career Authorization Requirements	https://www.michigan.gov/documents/mde/AOA_530858_7.pdf

Youth Leadership

Youth Leadership Resources with Hyperlink	Web Address
U.S. Department of Education (CTSO Definitions)	https://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html
ACTE – CTE Clearinghouse Career and Technical Student Organizations	https://www.acteonline.org/professional-development/high-quality-cte-tools/career-and-technical-student-organizations/

Work-Based Learning

Work-Based Learning Resources with Hyperlink	Web Address
Child Labor Law -Youth Employment in Michigan	https://www.michigan.gov/leo/0,5863,7-336-94266_59590---,00.html
Hazardous Occupations (DOL Regulations)	https://www.dol.gov/general/topic/youthlabor/hazardousjobs
UNESCO – Teaching and Learning for a Sustainable Future	http://www.unesco.org/education/tlsf/
Association for Experiential Education	https://www.aee.org/

Advisory Committees

Advisory Committees Resources with Hyperlink	Web Address
Program Advisory Committee Tool Kit	https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html
National Standards for CTE	https://careertech.org/CTE

APPENDIX B -
OCTE Listserv Authorization Form

By submitting this form, you are giving permission to the State of Michigan, Michigan Department of Education, Office of Career and Technical Education (OCTE) to add your email address to the selected Career Cluster Listserv(s). The Listserv is a communication tool used so that we may share information relating to the career cluster(s) you have selected and informational pieces which may be of interest to you and a group of your peers.

Date: _____

First and Last Name: _____

School District: _____

Professional Email Address: _____

Check all of the following Career Cluster Listservs you would like to subscribe to and email the completed form to the OCTE at reyesl1@michigan.gov.

☐ Agriculture, Food & Natural Resources

☐ Architecture & Construction

☐ Arts, A/V Technology & Communication

☐ Business, Management & Administration

☐ Education and Training

☐ Energy

☐ Family and Consumer Sciences

☐ Finance

☐ Government & Public Administration

☐ Health Sciences

☐ Hospitality & Tourism

☐ Human Services

☐ Information Technology

☐ Law and Public Safety, Corrections & Security

☐ Manufacturing

☐ Marketing

☐ Science, Technology, Engineering and Mathematics

☐ Transportation, Distribution & Logistics

To unsubscribe from a Listserv please send an email request to ReyesL1@michigan.gov.

APPENDIX C -
Safety Check List

Not all items will be in all CTE Programs

Safety Plan:

1. Is there a safety plan for use and operation of equipment? (i.e. a safety curriculum and safety exam; with sign off from students acknowledging that they received the training and exam)

2. Do faculty and staff have safe work habits?

3. Do staff and students know what to do in emergencies?

Doors:

1. Are there an adequate number of Exits?

2. Are the exits clearly marked which lead out of the building?

3. It there an unobstructed and clear way to the doors/exits?

4. Are the door/exit handles accessible by all students?

Eyewash/Deluge Stations:

1. Appropriate washing facilities must be available when students are exposed to corrosive materials, flying chips, or dust.

2. If an eyewash unit is not available, are enough eyewash bottles placed throughout the lab?

3. Are the eyewash unit(s) and/or wash bottles accessible within 10 seconds for student use?

Electrical Devices/Power Shut-Offs:

1. Are there an adequate number of outlets and switches?

2. Are all the outlets, switches, and covers in good condition?

3. Are all outlets properly grounded?

4. Is there a master power switch (off) and is it easily accessible?

5. Are Ground Fault Circuit Interrupters (GFCI) used near water sources?

6. Are GFCI outlets used with extension cords?

7. Are there emergency equipment shut-off switches where necessary?

Fire and Tornado Instructions:

1. Are there Fire and Tornado drill instructions posted in the room?

2. Are drill practices held?

Fire Extinguishers:

1. Are fire extinguishers the correct type (ABC)?

2. Are fire extinguishers accessible?

3. Have all fire extinguishers been checked in the past year?

Work Areas:

1. Is the work area clean and orderly?

2. Is there a secured tool crib for shop supplies?

3. Are cleaning products stored away from food products?

4. Are floors clean and dry?

5. Are signs posted for cleaning hands if appropriate?

6. Are hazardous signs posted where appropriate?

APPENDIX D -
Education and Organizational Terms and Acronyms

Added Cost	Added cost funds are appropriated by the state legislature as categorical state aid (Section 61a.1 of the State School Aid Act) in support of secondary career and technical education programs. These funds are allocated to school districts and area centers for the purpose of reimbursing the extra cost of these programs above the cost of non-CTE programs.
Articulation Agreement	Written articulation agreements formalize course placements, the transfer of academic and CTE credits among institutions, and the role of secondary and postsecondary instructors.
BPA	Business Professionals of America: www.bpa.org. BPA is a national career and technical student organization serving students who are enrolled in a business education program at a secondary or postsecondary institution. (Michigan BPA: www.michiganbpa.org)
Career Cluster	A career cluster is a grouping of occupations and broad industries based on commonalities. There are 16 national career clusters that provide an organizing tool for schools, small learning communities, academics, magnet schools, and postsecondary institutions. (https://careertech.org/career-clusters)
CEPD	Career Education Planning District. A group of educational agencies, including K-12 districts, intermediate school districts, and community colleges located in geographical proximity of one another and organized to increase cooperation and articulation in the planning and implementation of career and technical education programs. There are 53 CEPDs in Michigan.
CIP Self-Review	Classification of Instructional Programs. A National Center for Educational Statistics (www.nces.ed.gov) coding system for all instructional programs. This is the review conducted during monitoring. Form available in Navigator at: http://ctenavigator.org/resources
Completer	A secondary student who has completed, with a grade of 2.0 or better, courses covering all 12 segments of a state approved CTE program and, when available, has taken the required technical skills assessment for that program.
Concentrator	A secondary student who has completed, with a grade of 2.0 or better, courses covering 7 or more of the 12 segments required for a state approved CTE program.
CTE	Career and Technical Education. CTE is designed to provide knowledge and skills leading to initial employment and/or postsecondary education upon high school completion.
CTEIS	Career Technical Education Information System. This web-based data collection system compiles data submitted by local districts and generates reports used for all aspects of program development, planning, funding, and evaluation.

CTSO	Career and Technical Student Organization. A CTSO is an integral part of a high-quality career and technical education program which supports and enhances related school-based and work-based learning and provides students with skills and knowledge to succeed in their chosen career.
DECA	DECA (www.deca.org) is a national career and technical student organization serving students who are enrolled in marketing education and is designed to provided teachers and members with educational and leadership development activities to merge with the education classroom instructional program. (Michigan DECA: www.mideca.org.
EMC	Early Middle College. Early College High School or Middle College High School means a public high school designed to award a pupil a high school diploma while also earning an associate degree, a certificate of completion, or up to 60 transferable credits toward a four-year degree. An Early Middle College is a five-year program established by a consortium agreement between an intermediate district or a school district and a Michigan public or private college or university, a junior college, or a community college. Early Middle Colleges are identified by a designated code in the Educational Entity Master in the Michigan Student Data System. (http://www.michigan.gov/mde/0,4615,7-140-43092_51178---,00.html)
EDP	Education Development Plan. An EDP provides ongoing documentation of an individual's career and education decisions and a plan of action that guides the learner in accomplishing their goals of academic, technical, and work behavior skills for success in a career of choice and lifelong learning.
FCCLA	Family, Career, and Community Leaders of America. FCCLA is the career and technical student organization for Family and Consumer Science Education. (State FCCLA Organization: www.mifccla.org, National FCCLA Organization: fcclainc.org/)
FFA	A national career and technical student organization serving students who are enrolled in an agricultural education program at a secondary or postsecondary institution. (State FFA Organization: www.michiganffa.org, National FFA Organization: www.ffa.org)
GAME	Grants, Assessment, Monitoring and Evaluation unit in the OCTE.
Gap Analysis	This is a tool to assist teachers in identifying the standards and at what level they are delivering them for their CTE program. It is a key tool in communicating with administration the areas needing improvement and allows a method to lay out a plan of improvement. Gaps Analysis are available in Navigator at: http://ctenavigator.org/resources
High Skill	Occupations requiring post-high school education and training leading to a certificate, an associate degree or higher degree granted by a Michigan postsecondary institution or other training provider. By virtue of the post-high school requirement, these are occupations requiring above average academic and technical skills. Included are occupations which require a significant worksite-based training component.

High Wage	Occupations that are at least comparable or exceed the median hourly or mean annual earnings for all workers.
High Demand	Occupations in high demand industries (as identified by O*NET) or with Total Projected Annual Average Job Openings (2006-2016) in the top 50% of occupations for which Michigan data are available.
HOSA	Health Occupations Students of America. HOSA is a national career and technical student organization serving students to promote career opportunities in health care and to enhance the delivery of quality health care. (State HOSA Organization: www.michiganhosa.org, National HOSA Organization: www.hosa.org)
ISD	Intermediate School District. ISDs are structured as separate taxing units to provide various administrative and instructional services to local school districts. Educational ISDs may act as operating districts, contract with local districts, or facilitate the formation of consortia of local districts to provide career and technical education, special education, or academic programs.
MEIS	Michigan Educational Information System. The data warehouse system used by school districts to submit data to the state and managed by CEPI to combine, store, and report that data. (www.michigan.gov/cepi)
MI CTE Navigator	MI CTE Navigator (http://ctenavigator.org/) provides real-time access to Michigan's state-approved CTE Program curriculum which is necessary for educational decision-making, management and ultimately student achievement. The web-based, online database is comprehensive, statewide, user-friendly, and instructor-driven and can be used for managing the technical standards, career cluster content, segments, resource content, and academic alignment results for all of Michigan's CTE program areas.
MIOSHA	Michigan Occupational Safety and Hazard Administration. A state agency in the Department of Licensing and Regulatory Affairs (http://www.michigan.gov/lara) dedicated to helping assure the safety and health of Michigan workers.
OCTE	Office of Career and Technical Education. (www.michigan.gov/octe) The office within the Michigan Department of Education, which is responsible for the major career education initiatives that affect learners K-12 and beyond.
Perkins	The Carl D. Perkins Career and Technical Education Act of 2006. The Perkins Act continues federal funding for career and technical education.
PSN	Program Serial Number. A unique number assigned to a new program that identifies the CEPD, district, building, and CIP code in which a program is located.

RESA	Regional Education Service Agency
RESD	Regional Education Service District
SCECHS	State Continuing Education Clock Hours. These hours can be used for renewal of certificates and licenses issued by the MDE Office of Educator Excellence.
Section 504	Section 504 of the Rehabilitation Act of 1973 (https://www.dol.gov/oasam/regs/statutes/sec504.htm) A national law that protects individuals from discrimination based on their disability (physical or mental impairment which substantially limits one or more major life activities). Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services.
SkillsUSA	SkillsUSA is a national career and technical student organization serving students who are enrolled a in technical, skilled, and service occupations, (including health occupations) education program at a secondary or postsecondary institution. (State SkillsUSA: www.miskillsusa.org, National SkillsUSA: www.skillsusa.org)
TRAC	Technical Review, Assistance, and Compliance. A system for onsite review of grant recipients, providing technical assistance and assessing compliance with state and federal laws and policies that govern funding administered by OCTE.
UIC	Unique Identification Code. A number that uniquely identifies each student record in the MEIS.
WBL	Work-Based Learning. Work-based learning programs related to state-approved CTE programs provide students with a combination of school-based preparation and supervised work experiences designed to enable students to acquire skills and knowledge for career and other life roles in real work settings.

APPENDIX E -
Example Syllabus for CTE

EXAMPLE 1   **<Name of Center and LOGO>**

Hospitality and Tourism

Culinary Arts and Catering Management

Course Syllabus

"The Culinary Arts and Catering Management class is not a basic cooking class; it is designed to prepare you to enter one of the Hospitality Travel and Tourism Professions. If you enrolled to learn to cook for yourself or your family that is not the nature of this class. If your goal is to become a restaurant manager, work the line in a restaurant, manage a kitchen, cook for large crowds of people, become a tour guide, serve people in a dining atmosphere, own a restaurant, work in a hospital, nursing home, hotel, cruise ship, or amusement park this is the proper program to be in!"

Instructor: [Instructor Name]

Work Phone: [Work Phone]

Cell Phone: [Cell Phone]

Home Phone: [Home Phone]

Best Contact Time: After 6:30 am and Before 8:00 pm

Email Address: [Professional Email Address]

Course Textbooks: Foundations of Restaurant Management Year One

                         Foundations of Restaurant Management Year Two

                         ServSafe Sanitation and Beverage

Supplies Needed:

Many teachers will be providing lessons to you. You will be given a binder to organize your papers, and assignments; you will need to keep a pen and pencil in the binder. Writing paper will be available.

Dress Code:

Daily dress code -

First year students will be required to wear an apron, long pants, slip resistant closed toe shoes and black socks, a t-shirt with sleeves preferably white.

Second year students will wear earned chef coats, black chef pants, and floppy black chef hat. This dress is required 5 days a week no exceptions!

On or off premise event dress code -

Front of the House: white button-down oxford shirt, black pants (not jeans), black socks, hair pulled back, no nail polish, no jewelry, light make-up, NO perfumes, or scented lotions, hair must be no more than two natural colors to work in the front of the house.

Back of the House: clean chef coat, clean black chef pants, black non-slip shoes, black socks, floppy chef hat. NO perfumes, or scented lotions, no jewelry, or fingernail polish, nails must be modest length.

Student Assessment:

Students will be evaluated in a variety of ways in order to encourage all styles of learning.

- ☺ Tests
- ☺ Quizzes
- ☺ Workbook Activities
- ☺ In-Class Activities
- ☺ Portfolios
- ☺ Resumes
- ☺ ServSafe Training and Tests
- ☺ ServSafe Beverage training and Tests
- ☺ PowerPoint Presentations
- ☺ Internship Performance Evaluations
- ☺ Technology based learning, assignments, and tests

Course Schedule and Segments:

The program is designed around 12 segments and 491 standards. Standards are the individual tasks that you will learn with in a segment. A concentrator will complete at least seven of the 12 segments, a completer will complete all 12.

The 12 segments are listed below:

Segment 1	Intro
Segment 2	Culinary Core
Segment 3	Customer Relations
Segment 4	Pantry
Segment 5	Business Math
Segment 6	Travel & Tourism
Segment 7	Finance
Segment 8	Customer Service
Segment 9	Basic Cooking
Segment 10	Baking & Pastry
Segment 11	History
Segment 12	ServSafe

Segments for 2017-2018 (CIP 12.0500):

Segment 1	Cost control and culinary math
Segment 2	Culinary Core
Segment 3	ServSafe and Sanitation
Segment 4	Guest Relations
Segment 5	Basic Cooking
Segment 6	Baking and Pastry
Segment 7	Management
Segment 8	Marketing and Entrepreneurship
Segment 9	Advanced Cooking
Segment 10	Garde Manger
Segment 11	Sustainability and Nutrition
Segment 12	Career and Professional Development

Classroom Expectations:

Students are expected to participate in all activities offered. Students will be assigned to certain activities and events and will be expected to participate. If a student will not be able to participate, it will the student's responsibility to find another student to replace them. NO EXCEPTIONS

Extracurricular events make it possible for the student to participate in special field trips, end-of-the year activities, and the opportunity to purchase chef wear required when traveling or working at special events. If you are assigned a special event and are absent you will lose the event hour, receive a failing grade, and miss out on being selected to participate in field trip activities.

All special events are worth 50 points:

In addition to the above expectations, please keep in mind that excessive absences will not be tolerated. As we spend the majority of our time participating in production activities, it is expected that you will be here to participate in the entire program.

Excessive absences give our school and the program a negative reputation in the community; please help us maintain a positive image.

Course Description:

This program offers career training opportunities in various aspects of the Hospitality and Tourism Industry. Students will receive classroom training in basic food preparation, baking, culinary arts, food management, and customer service. The primary focus of the program is hospitality professionalism, quantity food preparation with emphasis on service, and catering events.

Course Objective:

This program is designed to improve communication skills, teach safety procedures, and focus on kitchen basics, food service sanitation, and basic to advanced food preparation. It will also teach inventory, organization, cost control, food service management, nutrition, purchasing and storage. The program will prepare students to enter the food service profession or advance in a culinary related postsecondary program.

Connection Beyond the Classroom:

Students enrolled in the ProStart curriculum will need to complete at least 400 work experience hours inside/outside the classroom participating in banquets, off campus events, economic development clubs, internships and co-op, or paid work experience at an approved work site. These hours are required to receive the Certificate of Completion from the National Restaurant Association.

Instructional Philosophy:

Coursework will be completed using a combination of methods. We will learn through lecture and discussion, group work, workbooks, and independent projects, technology will be used via smart phones, iPads, computer use and e-learning. We will also be using a lot of hands on learning to practice skills discussed in class. Students are expected to participate in all methods of learning in order to get the most out of class. Attendance is critical to the successful completion of this class.

College Credit:

Students completing all segments in the Hospitality Service Program, with a B or better have the opportunity to receive up to ten college credits from Lake Michigan College.

The credits earned will be based on the final exam of all segments as well as completion of the 400 hours of work experience. These credits are transferable to other colleges and universities. The students have two years to complete all requirements.

Classroom Rules and Procedures:

- Students are not allowed to eat or drink without permission.

- Students are not permitted to wear any jewelry of any kind.

- Students are not permitted to wear sandals, flip flops, high heels or opened toed shoes.

- Students must wear a non-slip sole shoe.

- Students may not wear shorts; all clothing must reach the ankles.

- Students must restrain hair with the assigned head cover.

- Students will wear the approved uniform every day.

- Students will not leave the area without permission from a supervisor.

- Students must pay for any food taken.

- Students may not wear any or use any electronic device during any class period; they will be taken and returned at the supervisor's discretion.

- Students are expected to remain in their assigned area the entire class period.

- Students may not wear nail polish or nails longer than the tips of their fingers.

- Gloves and hair nets will not be provided to the trainees.

I have read the syllabus and understand all the information. I will be respectful of the rules and follow them. I understand they are for my safety and the safety of the guests I serve.

Student's Name _____

Student Signature _____

Parent's Name _____

Parent's Signature _____

Parent's Phone _____

Email _____

Student's Cell Phone _____

Email _____

Date Returned _____

THIS FORM IS DUE BY FRIDAY

SEPTEMBER 13, 2017, and is worth 10 points.

Please remember Back to School Night is September 23, 2017.

A parent meeting will be held at 6:00pm in the Prep Room!

Seniors are required to attend.

EXAMPLE 2   **Example Syllabus for CTE**

AFNR BIOLOGY - <Insert Name here> Room <#>

Agriculture Biology is a one-year laboratory science course. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. This course is centered on an extensive laboratory component in order to connect the ideas of life science with agricultural applications, earth and physical science principals, and other curricular areas, including written and oral reporting skills.

By enrolling in this course, you automatically become a member of the FFA. The FFA is a national organization found in thousands of high schools across the United States. The goal of the organization is to develop premier leadership, personal growth, and career success through agriculture education. It is an integral part of this course. One of the requirements is for every member to have a Supervised Agriculture Experience (SAE). In this course, you will participate in a Poultry and Agriscience Fair project as your SAE. You will be supervised by your Agriscience teacher in cooperation with your parents.

Students in this course will be put on a path to become completers in the AFNRE pathway and will complete segments 1-6, 8, 9, and 12 if they receive a C or better. Students who complete the entire 12 segments for AFNRE and earn their State FFA Degree, are eligible to enter MSU with 6 credits toward any degree area.

Safety: Safety is an integral part of a Career Technical Education (CTE) program. Students in this course will be completing a general lab safety in class that includes safety equipment, safety precautions for fire, chemicals, sharps, electrical, rules and expectations of the everyone in the labs which include greenhouse and barns. In addition, this course provides aquaculture safety unit before students are allowed to work with the aquaculture systems. All students must pass with a benchmark of 80% or better.

Contact Information: _____

Email: _____

Website: _____

Phone: _____

Extra Assistance: I am available for help the following days and times:

Tuesday and Thursday after school until 3:30 p.m.

Wednesday before school starting at 7:20 a.m.

Textbooks:

Biology - Miller and Levine 2010

The Science of Agriculture - A Biological Approach to Agriculture

Additional resources will be posted on my mrseggleston.com website under AFNR Biology.

Classroom Expectations: Students are expected to follow PACK rules -

- **P**repared: brings all materials to class, on time to class, asks questions, seeks help before test.

- **A**ccountable: completes practice/reading in a timely way, actively involved in activities, cell phone is not used in class unless specified by the teacher for educational purposes.

- **C**haracter: is respectful of teacher's time, is using appropriate technology applications, is quiet when teacher is presenting.

- **K**indness: cleans up his/her own mess, takes care of classroom/lab materials, is quiet while others are taking tests/quizzes.

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Cell phones/iPods/Smart Devices: Cell phones are to be set to silent during class and are kept in a pocket, not out on the desk. Cell phones, chrome books, iPads or smart devices are not to be used during class unless instructed to do so.

Grading:

A: 94+	B+: 87-89	C+: 77-79	D+: 67-69	F: 59 and Below
A-: 90-93	B: 83-86	C: 73-76	D: 63-66	
	B-: 80-82	C-: 70-72	D-: 60-62	

Semester Breakdown: Each semester has the following breakdown

1st or 3rd term: 40% weight

2nd or 4th term: 40% weight

Semester Exam: 20% weight

Grading Procedure: Students' grades for each term are made up of two components.

1) Test scores (aligned to NGSS and CTE standards state requirements): 70% of total score.

2) Participation (10%) classwork/homework (10%) laboratory (10%) (aligned to test standards) = 30% of total score.

Retesting: Students are eligible to retest if and only if the following is completed:

- Student has completed the unit review before the original test.

- Assignments and laboratories for the unit are completed and turned in before the date of the retest.

There will be one date to retest per assessment (usually immediately after school). Your student must be in attendance on the appropriate day to retest. Please note students will be given only one opportunity to retest. The Science department reserves the right to modify the format of the retest.

School Policies:

Students are expected to abide by all rules set forth in their student handbook, such as tardiness, absenteeism, and dress code.

AFNR Biology

<Insert Contact Information Here>

I have reviewed these expectations with my student. Should there be an issue with my child, I encourage the teacher to contact me as soon as possible. I am including my current email and phone number.

Student's Name Printed: _____

Parent's Signature: _____

Parent's Name Printed: _____

Parent's Email: _____

Parent's Phone Number: _____

Please keep the first 3 pages of this syllabus for your records and return the signature page only by *Monday, September 5th, 2016.*

Michigan Department of Education

Statement of Assurance of
Compliance with Federal Law

It is the policy of the Michigan Department of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, service or activity for which it is responsible, or for which it receives financial assistance from the U.S. Department of Education. For further information, contact the Civil Rights Coordinator, Michigan Department of Education, Office of Career and Technical Education, P.O. Box 30712, Lansing, Michigan 48909. 517-241-2091