



Office of Career and Technical Education

CTE Teacher Technical Tool Kit

August 2020

The **mission** of the Office of Career and Technical Education is to prepare students, so they have the necessary academic, **technical**, and work behavior skills to enter, compete, and advance in **education** and their careers.



Table of Contents

Welcome and Overview	3
Technical Tool Kit Objectives	3
CTE Certification Support Materials	4
Professional Development of CTE Certified Teachers.....	4
Professional Development of Annually Authorized Teachers	5
Professional Development Growth Plan for CTE Teachers	6
Networking Guide.....	8
Mentorship	9
Core Components of a CTE program	10
Getting to know your CTE program	11
Classroom and Laboratory Facility (RIGOR)	11
Syllabus	11
Leadership and Career and Technical Student Organization (RELATIONSHIPS)	14
CTE Youth Leadership	14
Important Concepts for Student Leadership	15
Work Based Learning (RELEVANCE).....	17
The Work-Based Learning Continuum	18
Teacher Certification for CTE Work-Based Learning	19
WBL Key Components – Pupil Accounting	19
WBL Rules & Regulations	19
Advisory Committees.....	22
CTE Teacher Suggested Calendar of Activities	25
APPENDIX A – Resources for CTE Educators.....	29
APPENDIX B - OCTE Listserv Authorization Form	33
APPENDIX C - Safety Check List.....	34
APPENDIX D - Education and Organizational Terms and Acronyms	36
APPENDIX E - Example Syllabus for CTE	40

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 certified teacher with a Standard or Professional CTE Certificate or are entering education from business and industry with an Annual Career Authorization (ACA). In either instance, you are an educator who wants to make a difference in the lives of young people. This document is designed to offer guidance to all CTE teachers.

CTE is defined through the Carl D. Perkins Career and Technical Education Act (Perkins V). CTE programs are guided by the Association of Career and Technical Education (ACTE) [High Quality Program of Study](https://www.acteonline.org/professional-development/high-quality-cte-tools/) <https://www.acteonline.org/professional-development/high-quality-cte-tools/>

Technical Tool Kit Objectives

The Technical Tool Kit is designed as a source of information and guidance for 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 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 CTE Teachers
- CTE Resources.

Support materials include information related to the professional development needs of CTE instructors. This may include progression toward an advanced degree. If you are annually authorized this may include development of a plan to acquire an initial standard 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 for CTE educators. CTE 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 standard and professional teaching certification. CTE teacher certification information and resources can be found on the [OEE website](https://www.michigan.gov/mde/0,4615,7-140-5683_14795---,00.html): https://www.michigan.gov/mde/0,4615,7-140-5683_14795---,00.html

Professional Development of CTE Certified Teachers

All CTE teachers are required to obtain annual professional development, related to the CIP area that they are teaching. This can be completed in many ways such as directly from business and industry, through state or national teacher associations, and at some regional and state conferences. The key is that professional development must be sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

A template to record professional development experiences can be found under the CIP Self Review Resources found on the [OCTE website](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html) https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

This section is for those individuals with a Standard CTE Certificate.

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. An educator is 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 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 Career Authorization (ACA) based on related work experience. An 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 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.

- 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.
- 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 Educator Preparation Providers for CTE Teachers

A searchable database of approved Michigan Educator Preparation Programs for CTE can be found on the [OEE website](https://mdoe.state.mi.us/proprep/): <https://mdoe.state.mi.us/proprep/>. Certain postsecondary institutions prepare CTE teachers in only one area while other institutions may provide multiple programs.

Link to the Office of Educator Excellence Site for further information on [Teacher Certification](https://www.michigan.gov/mde/0,4615,7-140-5683_14795---,00.html). https://www.michigan.gov/mde/0,4615,7-140-5683_14795---,00.html

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.

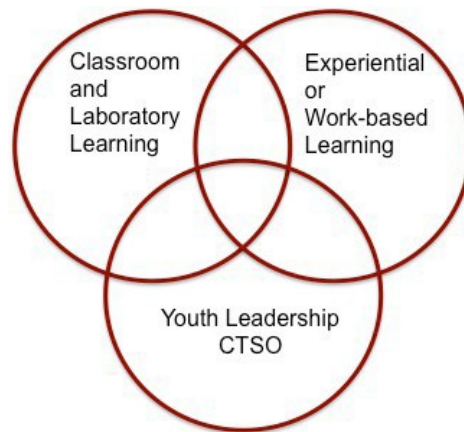


Figure 1. The three components needed for a CTE program.

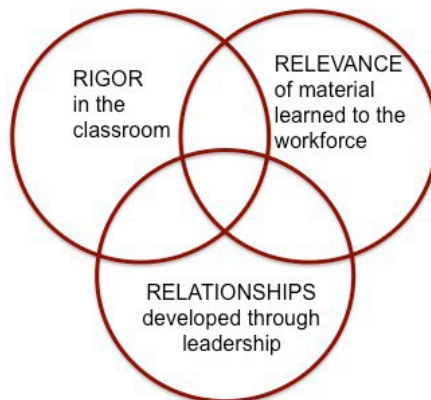


Figure 2. The 3Rs of CTE as related to the respective CTE components.

Getting to know your CTE program

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 Instructional Design Form can be found on the MDE [OCTE website](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-536164--,00.html): https://www.michigan.gov/mde/0,4615,7-140-2629_53968-536164--,00.html Once completed the Instructional Design need to be uploaded into MDE-CTE PORTAL for your [CIP Self-Review](https://www.michigan.gov/mde-cteportal): <https://www.michigan.gov/mde-cteportal>, and will assist in developing appropriate courses and identify where each segment will be delivered in the program sequence of courses. Each segment identified in the Instructional Design form is broken down into standards and performance indicators in the Gap Analysis for the CTE Instructional Program (CIP) code you are teaching. These can be found on the [OCTE website](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-536164--,00.html) at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968-536164--,00.html.

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 20XX)
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 Credentials
 - 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 competencies / segments to be covered in the course
 7. Resources: Include textbooks, software, website URLs, 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](#).

Safety is an important part of your CTE program delivery. A template to record student safety training can be found under the CIP Self Review Resources found on the [OCTE website](#): https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html. This record will need to be uploaded into the CIP Self Review. By adopting a strong "safety first" approach in your program you will be creating a pattern of safety for your students to follow throughout their career, reducing liability for you and future employers.

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
Skills USA	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.

A template to record student leadership can be found under the CIP Self Review Resources found on the [OCTE website](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html): https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

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

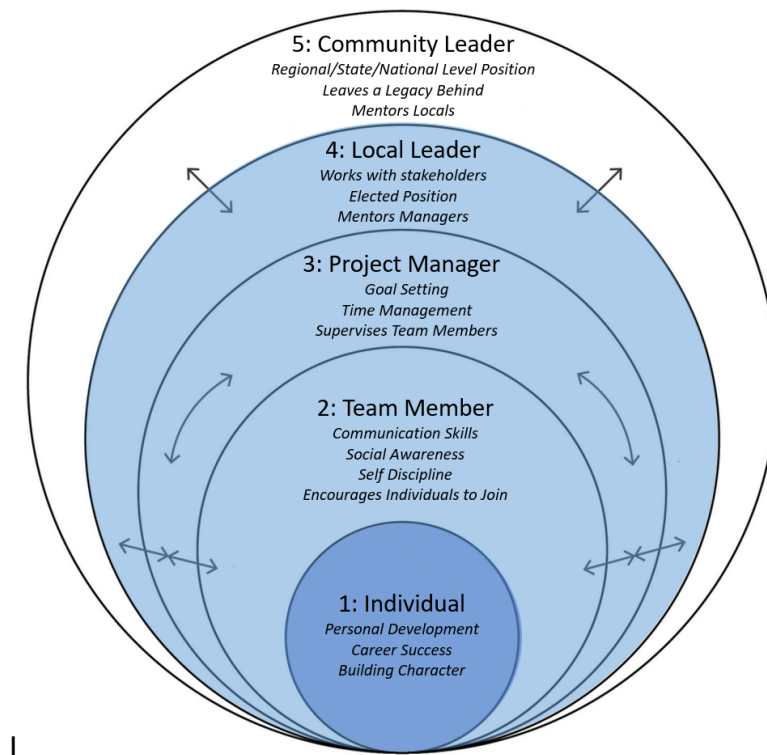
Career Success:

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

“Moving from ME to WE”:

Because leadership is an integral part of a CTE instructional program and embedded throughout all experiences, students should have the opportunity to engage in activities to demonstrate self-improvement over time. The graphic below can be used as guidance when developing leadership activities:



L

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)

The term “work-based learning” means sustained interactions with industry or community professionals in real workplace settings.

CTE programs provide Work Based Learning experiences for each student related to the program area being studied. High-quality work-based learning opportunities integrate academic concepts, technical standards, and employability skills. Worked Based Learning is **not** simply a job.

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.

A template to record work based learning can be found under the CIP Self Review Resources found on the [OCTE website](#). https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

Taken from the proposed Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act, July 2018.

Work-Based Learning Resources in Michigan:

- [Carl D. Perkins Act](https://napequity.org/public-policy/frontline-legislation/strengthening-career-and-technical-education-for-the-21st-century-act/): <https://napequity.org/public-policy/frontline-legislation/strengthening-career-and-technical-education-for-the-21st-century-act/>
- [Career and Technical Education Reimbursed Programs](https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83466---,00.html): https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83466---,00.html
- [Pupil Accounting Manual](http://www.michigan.gov/mde/0,4615,7-140-6530_6605-22360--,00.html): http://www.michigan.gov/mde/0,4615,7-140-6530_6605-22360--,00.html

Work Based Learning provides a continuum of relevant training, through career awareness, exploration, and preparation experiences. Prior to the completion of a state approved CTE program, each student, individually, will utilize the continuum grid to indicate the most intensive experience gained during the school year. Experiences should be matched to the student's interests, abilities, maturity, and progression through the program. After participating in each WBL experience, students must have the opportunity to engage in reflection and document the learning experience such as through a portfolio or presentation.

The Work-Based Learning Continuum

Career Awareness: (A)

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

Career Exploration: (E)

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: (P)

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: (T)

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

Youth Apprenticeship: (Y)

The [Framework on Registered Apprenticeship](https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799) (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)

More information on the WBL continuum can be found on the [OCTE website](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html): https://www.michigan.gov/mde/0,4615,7-140-2629_53968-472911--,00.html

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 Office of Educator Excellence (OEE) and may come in the form of an Annual CTE Authorization (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

A short list of Pupil Accounting rules include:

- 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 & Regulations

Work Based Learning requirements are in place to provide guidance on protecting students from workplace dangers. Even though students are participating in these learning experiences through their CTE program, schools and employers are required to follow Federal and State Rules and Regulations set forth by:

*Perkins V

*Pupil Accounting Manual

*OCTE TRAC Monitoring

*Fair Labor Standards Act (Child Labor Bulletin 101) for
Hazardous Occupations

A short list of WBL rules includes:

- 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.

***Please refer to the [WBL guides](#) for specific information on workplace safety:**
https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

Youth Employment

When the job placement does **not** follow the guidelines of Work Based Learning, and the employment is not connected to the student’s career interest in their Educational Development Plan (EDP), the work site placement is categorized as Youth Employment. The guidance for Youth Employment is under the jurisdiction of the Michigan Department of Labor and Economic Opportunity (LEO). **Contact LEO at: (517) 284-7800 or via email at WHinfo@michigan.gov.**

Click online to [LEO’s website](#) for guidelines pertaining to Youth Employment:
https://www.michigan.gov/leo/0,5863,7-336-78421_94422-510667--,00.html

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)?	

Have you:	Yes ✓
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 regarding the programs, the advisory committee assists in the decision-making process by giving advice. Complete direction on Advisory Committees can be found on the [Advisory Committee Tool Kit. https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html)

A template to record needed information for advisory committee work can be found under the CIP Self Review Resources found on the [OCTE website](https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html):
https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html

The first step to a good advisory committee is establishing a membership roster. The advisory committee roster contains at least seven 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. A program advisory committee's voting members include representatives from the appropriate program-specific business and industry, a representative from SPOPS, postsecondary representation and a parent / guardian. Non-voting members may include: Administrators, counselors, students, academic teachers, labor and community representatives (i.e. Tribal organizations). The program advisory committee majority membership must be from local or area business and industry. Program advisory committee members may offer assistance in the classroom with activities and program requirements.

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 growth and success of the program. 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. Only one collaborative regional program advisory committee meeting may count per year.

What to cover at Advisory Committee Meetings:

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 [OCTE website](https://www.michigan.gov/mde/0,4615,7-140-2629_53968-536164--,00.html) at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968-536164--,00.html. 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 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.

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	www.cewd.org
National Consortium for Health Science Education (NCHSE)	www.healthscienceconsortium.org
National Association for Career and Technical Education	http://www.acteonline.org/
National CTE Education Resources (by state)	http://www.khake.com/page36.html
CTE Online (curriculum and resources)	http://www.cteonline.org/
Area Career and Technical Education Programs (Area Center Map with links)	http://www.michigan.gov/mde/0,4615,7-140-6530_2629-242680--,00.html
Association for Career and Technical Education (What is CTE?)	https://www.acteonline.org/cte/#.U2DgQGfQc cA
MDE, Office of Career and Technical Education	http://www.michigan.gov/mde/0,4615,7-140-6530_2629---,00.html
Advanced CTE	www.careertech.org
Michigan Career Curriculum Development Association (MICCDA)	www.miccda.org

CTE Resources with Hyperlink	Web Address
CTE Administrator Manual	http://www.michigan.gov/mde/0,4615,7-140-2629---,00.html
CTE Information System (CTEIS)	https://www.cteis.com/default.aspx
Instructional Design	https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html
Michigan Association of Career and Technical Education	www.miacte.org
MDE-CTE Portal	www.michigan.gov/mde-cteportal
Michigan Standards for Teacher Certification	https://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	http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53970---,00.html
Michigan Online Educator Certification System (Login and Certification Status)	https://mdoe.state.mi.us/moecs/login.aspx
Annual Authorization Requirements	https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83462---,00.html

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	http://www.aee.org

Advisory Committees

Advisory Committees Resources with Hyperlink	Web Address
Program Advisory Committee Tool Kit	http://www.michigan.gov/mde/0,4615,7-140-6530_2629_53968---,00.html
National Standards for CTE	https://careertech.org/CTE

Access and Equity

Access and Equity Resources with Hyperlink	Web Address
Resilient Educator	https://resilienteducator.com/collections/cultivating-diversity-inclusion-equity/
Equitable Classroom Practices Observation Checklist	https://greatlakesequity.org/sites/default/files/201001011005_equity_tool.pdf
7 Components of Inclusive & Equitable Learning Communities	https://www.wlww.k12.or.us/cms/lib/OR01001812/Centricity/Domain/43/7%20Components%20of%20Inclusive%20and%20Equitable%20Learning%20Communities.pdf
Equitable Classroom Practices. I love to Teach.	https://ilove2learnilove2teach.weebly.com/uploads/3/7/5/7/37575229/equitable_practices.pdf
Alliance for Resource Equity	https://www.educationresourceequity.org/
The National Association for Multicultural Education. Advancing and Advocating for Social Justice & Equity	https://www.nameorg.org/learn/what_is_equity.php
Students at the Center. Equity Resources for Student-Centered Teaching & Learning	https://studentsatthecenterhub.org/resource/equity-resource-bundle/
Equitable Classroom Practices	https://www.montgomeryschoolsmd.org/departments/development/resources/ecp/ecp1-10.shtm
ACTE Access and Equity	https://www.acteonline.org/professional-development/high-quality-cte-tools/access-and-equity/
National Alliance for Partnerships in Equity (NAPE)	https://napequity.org/
Teaching Tolerance	https://www.tolerance.org/

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

Career Development, Career Navigator, Career and CTE Counselors

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 signoff 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. Is 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. (www.careerclusters.org)
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 on the OCTE Website at: https://www.michigan.gov/mde/0,4615,7-140-2629_53968---,00.html
Completer	A secondary student who has completed all program standards or competencies required for a state approved CTE program.
Concentrator	A secondary student who has completed 2 Perkins Courses.
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)
Enrollee	A student who has just enrolled into a CTE program but has not competed any courses as of yet.
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 MDE-CTE Portal www.michigan.gov/mde-cteportal

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)
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.
Participant	A student which has completed one Perkins Course.
Perkins	The Carl D. Perkins Career and Technical Education Act of 2006 which was updated to Perkins V in 2019. 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. This can be found in MDE-CTE Portal and in CTEIS.

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.hhs.gov/sites/default/files/ocr/civilrights/resources/factsheets/504.pdf) 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.
Skills USA	Skills USA 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 Skills USA: www.miskillsusa.org , National Skills USA: 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: _____

Work Phone: _____

Cell Phone: _____

Home Phone: _____

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

E-mail 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 be 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.

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