Career and Technical Education
Teacher Tool Kit

2026-2027 Edition

Michigan Department of Education
Office of Career and Technical Education

Mission: To prepare students so they have the necessary academic, technical, and work behavior skills to enter, compete, and advance in education and their careers.

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Acronyms and Abbreviations

Many acronyms and abbreviations are used in this publication, and overall, by Michigan CTE professionals. A user-friendly and searchable directory of common terms is located on the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) website under CTE Instructional Resources, Acronyms and Abbreviations.

OVERVIEW

Welcome to the exciting world of experiential teaching and learning through the lens of career and technical education (CTE). This document is designed for a certified teacher with a Michigan teaching certificate with a CTE Endorsement, a person entering education from business and industry with an Annual Career Authorization (ACA), or a postsecondary instructor of secondary CTE students. The guidance in this document is designed for all CTE teachers who wish to make a difference in the lives of young people.

CTE is defined through the Strengthening Career and Technical Education for the 21st Century Act of 2018, commonly referred to as Perkins V. CTE programs are guided by the Association of Career and Technical Education (ACTE) High Quality Program of Study.

For assistance with state-approved CTE Middle School programs, please utilize the resources found on the CTE Middle School Programs.

TEACHER TOOL KIT OBJECTIVES

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

- Support Materials for CTE Teachers
- Sample Resources

Support materials include information related to the professional development needs of CTE instructors. This may include progression toward an advanced degree. If working under an ACA, this may include developing a plan to acquire an initial standard certificate in the CTE teaching area.

Sample resources include materials to help better understand the Four Components of a CTE Program:

- Student Leadership
- Work-Based Learning (WBL)
- Advisory Committees
- Development of a Calendar of Activities (Appendix A)
- Additional resources that may help in the management of a successful program

CTE CERTIFICATION SUPPORT MATERIALS

Professional development is a critical component for all educators. CTE-certified and ACA educators must adhere to the Michigan Department of Education's (MDE) requirements for certification and recertification. The Michigan Department of Education's Office of Educator Excellence (MDE-OEE) provides information about Michigan's teaching law, types of certifications, Michigan certification requirements, teaching licensure renewal, and progression toward standard and professional teaching certifications. CTE teacher certification information and resources can be found on the MDE-OEE website or the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) CTE Teacher Certification webpage.

PROFESSIONAL DEVELOPMENT OF CTE CERTIFIED TEACHERS

All CTE teachers are required to obtain annual professional development related to the Classification of Instructional Programs (CIP) area that they teach. This can be completed in many ways, such as directly from business and industry, through state or national teacher associations, and/or 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 on the MDE-OCTE website.

An educator is a lifelong learner. All teachers are strongly encouraged to earn an advanced degree related to their CIP Code area in CTE. An advanced degree will provide valuable tools that will help with technical content knowledge, teaching skills, and programmatic management.

There are a wide range of advanced degrees that could be considered depending on the 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 the program to current teaching requirements
- Cost of the program
- Personalization of the program toward career goals

PROFESSIONAL DEVELOPMENT FOR TEACHERS WITH AN ANNUAL CAREER AUTHORIZATION (ACA)

This section is for those individuals who were previously employed in business and industry and are now teaching under an ACA based on related work experience. An ACA is obtained by the **employing district** through the Michigan Online Educator Certification System (MOECS) and is not a certificate held by the teacher. It is an authorization that the district holds, which allows a person with previous business and industry experience to teach in state-approved CTE program courses and career exploration courses in the CIP Code area.

When applying for an ACA, districts must document and verify the recent and relevant work experience specific to the CTE program area. To satisfy the ACA's 4,000-hour work experience requirement, wage-earning employment must be substantiated through completion of the MDE-OCTE Work Experience Documentation Form, which can be found on the CTE Teacher Certification page. Authorizations must meet several requirements, including:

- The individual must possess a high school diploma or GED.
- Confirm the most qualified candidate is available for the assignment.
- The district must verify the individual's work experience meets the CTE: Recent and Relevant Experience Requirements.
- The individual must be assigned a mentor teacher.
- For teaching in a subject or field in which a business or industry license or certification is required, hold a professional business license, or have held one in the last two years before the teacher's initial employment.

To continue teaching for the short- and long-term, it is important that teachers take the necessary steps to become fully certified. To become a certified CTE instructor, an individual must work with one of the approved CTE educator preparation institutions to complete requirements and be recommended for a Standard Teaching Certificate.

REQUIREMENTS FOR MAINTAINING AN ACA

The ACA must be applied for, approved, and the fee paid prior to the individual entering the classroom. A district may continue employing the individual if they meet the following requirements:

1. Verify the individual maintains hours of experience in accordance with the CTE: Recent and Relevant Experience Requirements.

2. Continue with an assigned mentor teacher during every year of assignment under an annual authorization or renewal.

3. An individual and the individual's supervisor must collaboratively develop and implement an individualized development plan during every year of placement of the individual under an annual authorization or renewal.

The school district or nonpublic school may apply for the ACA for up to 10 years.

For a complete list of Michigan's ACA law, administrative rules, and application requirements, refer to the Annual Career Authorization webpage.

MICHIGAN ONLINE EDUCATOR CERTIFICATION SYSTEM

The Michigan Online Educator Certification System (MOECS) is a secure web-based system that allows an educator to register, create a private account, gain access to personal certification data, apply for certificates and endorsements, and renew certifications. At the site listed below, educators can upload coursework and professional development activities, which will allow them to keep their certification current. There are directions on the first page of the site on how to obtain a login and password. The system provides easy-to-use links to update a certificate. The best way to ensure that the professional development will work for a certificate advancement is to visit the MOECS website.

NETWORKING GUIDE

Networking is an essential component of the CTE profession. In this context, networking refers to gathering information and building relationships with colleagues, CTE career professionals, and business and industry partners. The purpose of this document is to help you build a broad and meaningful professional network, not simply to create an advisory board list. While the contacts you gather may ultimately support the development of an advisory board, this activity is not limited to that purpose. Expanding your person-centered resources strengthens your ability to design a CTE program that is responsive to students and aligned with community needs. For each contact, record the name, position, email, mailing address, phone number, and date contacted in the chart provided.

Name	Position, Title, and Affiliation	Email Address	Mailing Address	Phone	Date and Comment

MENTORSHIP

It is critically important that all teachers have a support network to be successful over the long term. As part of the requirements of a public school district, teachers will have a locally arranged mentor within the school district. The mentor should be assigned by a district administrator. Ideally, the mentor would be teaching in the same CIP Code. If no teacher is available in the same CIP Code, another CTE teacher or an experienced non-CTE teacher could be assigned. It is critically important that if a teacher is the only CTE teacher in their area in that district, they should seek out a mentor outside the district who teaches in the same CTE program area. Many CTE teachers find support and professional development opportunities through CIP-specific teacher associations.

To find teachers in the area who may work well as mentors, contact the Career Education Planning District (CEPD) Director or the state association for the CTE area (see the list below).

CTE State Association List:

1. Michigan Family and Consumer Sciences (MIFCS)
2. Michigan Association of Agriscience Educators (MAAE)
3. Michigan Association of Diesel Teacher Educators
4. Michigan Collision Repair Instructors Association
5. Michigan Automotive Teacher's Association (MATA)
6. Michigan Business Education Association (MBEA)
7. Michigan Educational Careers Association (MECA)
8. Michigan Collision Repair Instructors Association (MCRIA)
9. Michigan Health Science Educators (MiHSE)
10. Michigan Marketing Educators (MME)
11. Michigan Hospitality Foundation (MHF)
12. Michigan Construction Teachers Association (MCTA)
13. Michigan Cosmetology Instructors Association (MCIA)
14. Michigan Machine Tool Teacher Association (MMTTA)

FOUR COMPONENTS OF A CTE PROGRAM

Students enrolled in state-approved secondary CTE programs have an opportunity to acquire skills that prepare them for successful career entry, advancement, and/or continuing education. Each secondary state-approved program is required to integrate four key components.

- **Classroom Instruction:** Integration of academic and technical skills to support core knowledge needs. Focused on instruction, reinforcement, and additional depth on academic concepts that support technical skills.
- **Laboratory Learning:** Hands-on learning to develop technical skills. Simulation labs, project-based learning, and student skill demonstration.
- **Work-Based Learning:** WBL opportunities to further develop and apply skills. Sustained interactions with employers in real workplace settings that foster first-hand engagement with tasks required of specific careers.
- **Student Leadership:** Student leadership opportunities to support employability and Career Ready Practices. Intra-curricular activities that prepare students to become effective leaders, for example, participation in a Career and Technical Student Organization (CTSO).

CLASSROOM INSTRUCTION AND LABORATORY LEARNING

Classroom and laboratory learning are the first two components of a CTE program and can take place in a variety of forms. This is the basis for building student knowledge and hands-on demonstration of understanding. A sequence of courses is developed based on employment opportunities, community needs, advisory committee input, and teaching personnel.

The CIP Overview document contains an instructional design form specific to each CIP code. Standards have been associated to competencies, and the competencies are grouped into Perkins Course Competencies (PCCs). It is crucial that teachers work with their advisory committee to determine the order in which the program will cover the Perkins V courses. The CIP Overview documents are located on the MDE-OCTE website, under CTE Instructional Resources, by Career Cluster.

All programs are required to upload the completed instructional design form to the MDE CTE Portal for the CIP Self-Review.

STATE-APPROVED CREDENTIALS

Perkins V legislation increased the importance of recognized postsecondary credentials (industry-recognized certifications, educational certificates, licenses, educational degrees, and certification of completion of an apprenticeship program) attained by CTE students. Teachers should consult with their advisory committees to identify the appropriate credentials from the state-approved, recognized postsecondary credential list. Key factors in selecting these credentials should include value to students when applying for a job, alignment to the curriculum taught in the classroom, students' ability to earn the credential, and alignment to workforce needs. While it is essential that all students work toward earning a credential, it is important that students are ready before taking the assessment. The percentage of students who attain a state-approved, recognized postsecondary credential will be calculated and evaluated by OCTE. Currently, over 90% of the state-approved CTE programs have state-approved recognized postsecondary credentials identified. These programs must offer the opportunity for students to earn the credential.

Syllabus

All CTE programs are required to have a syllabus for each course. Each course syllabi must include:

- Course title
- Instructor's name and school contact information
- Course dates (example: fall 20XX)
- Course Length (example: 1 hour or 2-hour block)
- Course description (general summary of what the course will cover)
- Special features of the course (all that apply)
    - Academic Credits
    - Postsecondary Connections
    - Available Recognized Postsecondary Credentials
    - Off-Site Delivery
    - WBL
    - Safety Training
    - Student Leadership / CTSO opportunities
- Course outline with topics to be covered
- 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 B and C, which are provided as resources to work from when constructing your own program and district-specific syllabus.

Safety

Safety training is an important part of CTE program delivery. A template to record student safety training and other resources is available on the CIP Self-Review webpage. MDE-OCTE strongly recommends that teachers record all safety training. This record of safety training in the curriculum will need to be uploaded into the CIP Self Review. By adopting a strong "safety first" approach in the CTE program, a pattern of safety is established for students to follow throughout their career, reducing liability for the instructor, school, and future employers.

Completing this template provides a guide for the overall safety training in the CTE program. It is also strongly advised that teachers keep a record of individual student performance and safety training in their student information system or record book. See examples in Appendix D.

STUDENT LEADERSHIP AND CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)

All state-approved CTE programs are required to provide student leadership opportunities for each student. Because leadership is an integral part of a CTE instructional program and embedded throughout all experiences, students should have the opportunity to engage in multiple activities to demonstrate **self-improvement** over time. Initially, students will need to build confidence and take initiative. The goal is to move students from thinking as an individual to taking on team members, project manager, and stronger leadership roles. Use a continuous improvement lens to help students progress as leaders. Important concepts for building student leadership include:

Understanding Leadership

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. These experiences allow students to assess and shape their leadership abilities. 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

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 a professional work environment. Personal development skills include:

- Self-concept and personal assessment
- Beliefs and attitudes
- Ethical practices in the workplace

Career Success

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

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

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 that will assist them in developing their professional careers:

- Communication skills
- Prepared speaking
- Conducting meetings
- Using a non-biased personal voice

Managerial Leadership Skills

Working in a CTE program will give students insight into the type of managerial skills that 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
- Decision making
- Goal setting
- Time management
- Positive reinforcement and motivation
- Conflict resolution

"Moving from ME to WE"

The graphic below can be used as guidance when measuring the development of individual leadership.

Individual student leadership reporting realistically should look like a bell curve. In any CTE program, there may be students who are at the community leader level and students who are just gaining self-awareness and basic skills at the individual level. Most students will typically fall within the areas of team member, project manager, and local leader.

Using a CTSO for Leadership

A CTSO is an intracurricular student leadership organization option that *may* be utilized within the CTE program to provide leadership opportunities. As part of a CTSO, there are many components that can help make a program successful. First, it is important for the instructor to realize that they are not only the teacher of the CTE program but also the advisor of the respective CTSO.

Many of the competitions that are offered through CTSOs provide leadership opportunities. Please consult the particular CTSO website to identify which competitions fall within leadership.

Ideally, teachers will work with students, encouraging them to take on leadership positions and authority for participation in a CTSO.

A CTSO is the medium for students to learn and grow their leadership and personal growth skills. 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 may increase communication, interpersonal, and public speaking skills to provide the needed tools to become effective future leaders.

Students can learn and enhance personal development skills, such as how to select a job or 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 by speaking to groups, leading individuals and groups, developing managerial leadership skills, personal growth, 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 the course curriculum.

There are several organizations that 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	State Resource Link	National Resource Link
BPA	Michigan BPA	Business Professionals of America
DECA	Michigan DECA	DECA
FCCLA	Michigan FCCLA	Family, Career and Community Leaders of America
FFA	Michigan FFA	National FFA Organization
HOSA	Michigan HOSA	Future Health Professionals
Skills USA	Michigan Skills USA	Skills USA

Below is a suggested checklist that a teacher *may* use as a self-assessment for a student leadership organization or CTSO. A teacher can modify this list to fit the needs of the CTE program.

Help students:	**Yes ✓**
Create a Leadership/CTSO officer team	
Create a Leadership/CTSO constitution/bylaws	
Develop a Leadership/CTSO calendar of activities or program of activities for the upcoming year	
Develop a calendar that includes activities that build leadership capacity in ALL CTE program students	
Develop a calendar of activities that includes community development	
Determine appropriate ways to showcase their learned leadership skills	
Help administrators:	**Yes ✓**
Discuss experiential learning with school administrators to help them better understand the concepts of students becoming leaders.	
Utilize MDE-OCTE At-A-Glance materials, such as Perkins V CTE Student Leadership, to communicate the importance of working with students - both in and out of the classroom - to develop leadership skills and participate in activities that will assist them in their future careers.	

REPORTING LEADERSHIP IN THE CIP SELF-REVIEW

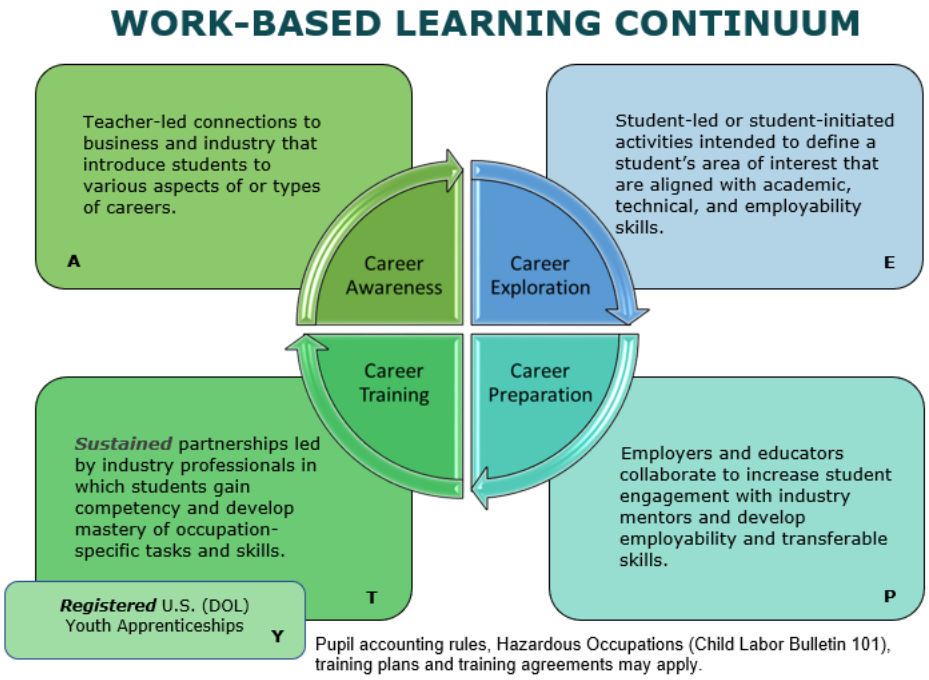
A template to record student leadership opportunities can be found under the CIP Self-Review Resources located on the MDE-OCTE website. Only program-level data should be uploaded to the CIP Self-Review.

WORK-BASED LEARNING (WBL)

The term **WBL** means **sustained interactions** with **employers** or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, first-hand engagement with the **tasks** required of a given career field, which are aligned to curriculum, instruction, and CTE program standards.

CTE programs must provide WBL experiences for each student related to the program area. High-quality WBL opportunities integrate academic concepts, technical standards, and employability skills. WBL is **not** simply a job.

WBL 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 identify all experiences 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 journal entry, portfolio, or presentation.



View a one-page, at-a-glance on Work-Based Learning or
a two-page, at-a-glance on WBL Myth vs. Fact.

THE WBL CONTINUUM

Career Awareness: (A)

Career awareness activities are connections to business and industry that introduce students to various aspects of, or types of, careers. The CTE student interaction with employers or community partners exposes the student to jobs and the tasks associated with those jobs that are related to their career cluster or program. Career awareness activities are typically organized and led by the teacher and allow groups of students to participate in the experience at the same time.

Career Exploration: (E)

Career exploration activities are interactions with business and industry that focus on defining a student's area of interest within a career cluster or pathway. They include closer examination of the academic and technical skills required, as well as career ready practices to allow the student to determine the compatibility of the occupation with specific career goals. Oftentimes, these activities are more amenable to small groups or individual students and can be initiated or led by the student.

Career Preparation: (P)

Career preparation activities are collaborative activities with business and industry that focus on guided, in-depth, and sustained real-world situational experiences. They may focus on various aspects of an industry, specific skill sets, or career-ready practices and transferable skills. Students may engage with industry partners in one-to-one or small group settings. Pupil accounting rules apply.

Career Training: (T)

Career training activities are collaborative activities with business and industry that focus on student competency and occupational skill mastery. They will focus on various aspects of an industry-related cluster, specific tasks monitored and coordinated through the program's sustained industry partnerships. Students will engage with industry partners in one-to-one or small group settings. Pupil accounting rules apply.

Youth Apprenticeship: (Y)

A United States Department of Labor (USDOL) Registered Youth Apprenticeship (RYA) experience is a collaborative venture with business and industry that focuses on student competency and occupational skill mastery within a credentialed apprenticeship program with qualified employers. Students will focus on various aspects of an industry's workforce skills specific to the business or cluster area through the program's sustained industry partnerships. They will be directly supervised by an expert in their field.

WBL Resources for Teachers

WBL information and resources are located on the CTE Instructional Programs page under the WBL heading. Those resources include presentations, guidance, and links to sample forms. More detailed information about the WBL Continuum can also be found on the MDE-OCTE website.

Please speak with the appropriate program consultant regarding WBL questions specific to the career cluster areas. Contact information is located on the Career Cluster and CIP Codes by Consultant list, which is available on the MDE-OCTE website.

A template to record WBL can be found under the CIP Self-Review Resources on the MDE-OCTE website.

WBL Rules and Regulations

Students participating in career preparation or career training WBL experiences at a work site may be subject to additional rules and regulations. WBL requirements are in place to provide guidance on protecting students from workplace dangers. Even though students are participating in these learning experiences through the CTE program, schools and employers are required to follow Federal and State Rules and Regulations set forth by:

- Perkins V
- Michigan Department of Education Pupil Accounting Manual
- Fair Labor Standards Act (Child Labor Bulletin 101) for Hazardous Occupations
- Office of Career and Technical Education Technical Review, Assistance, and Compliance (TRAC) Monitoring

A short list of WBL rules includes, but is not limited to:

- Laws governing when and how long a student can work when school is in session
- Specified dates and times of work allowable, which must be executed in the training agreement
- Safety instructions that must be provided prior to placement, including the date training occurred, and documentation of training kept on file
- Specific insurance coverage required to be held by the employer prior to student placement
- Documentation provided by teacher and employer to meet pupil accounting requirements

Please refer to the MDE-OCTE WBL Toolkit (Managing Your Risk) webpage for specific information on workplace safety.

Youth Employment

The Michigan Department of Labor and Economic Opportunity (LEO) encourages employers to invest in young talent. Visit the Youth Employment webpage for more information.

Teacher Certification for CTE WBL

The CTE program teacher may supervise his/her own students in a WBL placement, or the district may employ a WBL coordinator. Career and technical education WBL programs require an occupationally endorsed/vocationally certified teacher or coordinator employed by the district. Occupational endorsements may come in the form of an ACA, contracted instructors, or a Michigan teaching certificate. Please see section 5-P of the Pupil Accounting Manual and the MDE Work-Based Learning Manual for more specific information regarding guidelines for scheduling and supervising WBL placements.

Specific endorsement questions may be answered by the CTE/school administrator or should be directed to MDE-OEE. Please contact MDE-OEE at mde-educatorhelp@michigan.gov.

PROGRAM ADVISORY COMMITTEES

Although the individual school district or boards of education are ultimately responsible for all decisions regarding the programs, the program advisory committee assists in the decision-making process by giving advice. Complete direction on program advisory committees can be found in the CTE Program Advisory Committee Tool Kit.

A template to record needed information for program advisory committee work can be found under the CIP Self-Review Resources found on the MDE-OCTE website.

SECONDARY-POSTSECONDARY COURSE OF STUDY

The secondary–postsecondary course of study describes where the CTE program content could be delivered along a student's educational pathway. It outlines a CIP-specific recommended sequence of courses that may be taken from secondary through postsecondary education. This secondary–postsecondary course of study includes an example schedule that illustrates all courses a student might take at their district and how the CTE program could be integrated into their overall educational plan of that district. See examples in Appendix E.

APPENDICES

Appendix A	CTE Teacher Suggested Calendar of Activities
Appendix B	Syllabus Template
Appendix C	Syllabus Example
Appendix D	Safety Check List
Appendix E	Secondary-Postsecondary Course of Study

APPENDIX A - CTE TEACHER SUGGESTED CALENDAR OF ACTIVITIES

August

- Prepare the classroom for the upcoming year (Make sure it is clean and orderly)
- Purchase materials needed for the school year
- Determine program budget and how to access funds, including added cost dollars
- Develop a general calendar of important dates
- Talk with the administration about important dates, such as field trips with students. Complete the required paperwork for approval
- 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 teaching credentials
- Talk to CTE/school administration and plan professional development (locally, regionally, or statewide)
- Create a record of all hours of professional development attended for entry into the MOECS system

September

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

October

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Parent-teacher conferences
- Lesson plan for the next month
- Set the members and date for the first advisory committee meeting

November

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

January

- Visit and build relationships with community partners (potential advisory committee members)
- Visit students at their WBL placements
- Determine appropriate student leadership team/CTSO activities for the month
- Lesson plan for the next month
- Find out if the district holds an open house for the community
- Talk to counselors about student sign-ups for classes next year and how to promote the program
- Create a record of all hours of professional development attended to enter into the MOECS system
- Work with administration to build budget needs for the next school year

February

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

March

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

May

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

Note: The CEPD Director or local district CTE Administrator may have dates and deadlines different than the above suggestions. For a complete list of statewide CTE dates, please see the CTE and EMC Professional Events Calendar.

APPENDIX B – SYLLABUS SAMPLE TEMPLATE

District Name
Insert Department
Insert Address
Insert Address

CTE Director: First Name
Office:
Email:

Please feel free to use the sample for your syllabus – Remember to refer to local guidance regarding syllabus expectations. Items in red are for reference only and should be deleted.

CTE COURSE TITLE / LENGTH / ACADEMIC CREDITS EARNED
Title: **Course Dates:** (example: fall 20XX) **Course Length:** (example: 1 hour or 2-hour block) **Academic Credits Earned:**
TEACHER NAME & CONTACT INFORMATION
COURSE DESCRIPTION
PREREQUISITES/HELPFUL SKILLS
COURSE OBJECTIVES
COURSE OUTLINE (topics to be covered)
CLASS EXPECTATIONS FOR A SUCCESSFUL YEAR
Procedures & Rules

GRADING PROCEDURES/ASSESSMENTS/SCALE
Be sure to include information about your grading expectations, weighting, and remediation.
STUDENT HANDBOOK
A statement saying the student handbook will be followed regarding student issues.
REQUIRED SAFETY TRAINING / EQUIPMENT / CLOTHING / UNIFORM
REQUIRED TEXTBOOKS / RESOURCES

STUDENT LEADERSHIP / CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO) OPPORTUNITIES
Student Leadership is a required component of CTE courses for all students – Include opportunities you plan to offer.
CERTIFICATIONS / CREDENTIALS
Perkins V programs MUST offer an approved credential to all eligible students. Please be sure to include the certifications you're offering in addition to any expectations for students to be able to earn them.
COLLEGE CREDITS & ARTICULATION

WORK-BASED LEARNING (WBL) EXPERIENCES
WBL is a required component of CTE courses for all students – Include opportunities you plan to offer.

By signing this syllabus, I am giving permission for my student to participate in the activities that take place during the school day and outside of the classroom. This signature also serves as my permission for my student to participate in school-sponsored field trips and transportation for the entire school year. I understand that I will be notified in advance of each trip and may contact the teacher with any questions.

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 all pages of this syllabus for your records, except for the signature page, and return the signature page only by Monday, September 12th, 20XX.

APPENDIX C – SYLLABUS EXAMPLE

Health Science Health Occupations
Syllabus 20xx-20xx

Instructor: XXXXXXXXXXXXXXX

Contact Information: or XXXXXXXX@XXXXXX.XXX

State of Michigan CIP Code: 51.0000

Graduation Requirement

Meets credit for one of the following subjects: VPA one (1) credit, Math one (1) credit, Science one (1) credit, or World Language one (1) credit.

Course Overview

Health Occupations provide students with transferable skills to help meet the needs of the healthcare industry. This course is designed to help students explore the healthcare field and the variety of related careers that are available. Students will be introduced to human anatomy and physiology, medical terminology and abbreviations, communication skills, ethical and legal responsibility, infection control, safety, career planning, and employability skills. Students will earn an American Heart Association First Aid and CPR certification and EKG Technician (CET) credential if they meet the requirements. A two-week study of forensic science is also covered. Year 2 of this course (Medical Assisting) may be available pending successful completion of Year 1 (2.0 or higher) AND have an approved Year 2 Plan on file.

Textbook

Simmers DHO Health Science, 8th Edition. Simmers, Louise, BSN, Med, RN; Simmers-Nartker, Karen, BSN, RN; Simmers-Kobelak, Sharon, BBA. 2014. Cengage Learning.

Grading Policies & Attendance

Students must recognize that absences will interfere with their academic success. Students who are absent on test days will be given a test over the same material, but the **format will change** (i.e., from multiple choice to short answer, e-material). Parents are asked to contact the home high school **AND** the XXXXXXXXX Center at XXX-XXX-XXXX to excuse an absence. Parents may contact the attendance office at any time, day or night, within three days of the absence. Please check PowerSchool regularly.

Absences that are not excused within (3) days will result in a grade of (0) zero for all assignments and assessments assigned during the time the student was absent, even if the student makes up the work.

You must make up tests, quizzes, and labs within the amount of days missed

timeframe (ex: student misses 3 days of school, student has 3 days to make up work missed including tests and return day is counted as day 1).

Late assignments are considered late if not received by midnight on the day the assignment is due. For every day late, the student received a 5-point deduction each day late up until midnight on day 7, at which time the student will receive a 0 for the assignment. Exceptions: Excused absence due to illness, bereavement/funeral, and/or preplanned absence for personal reasons.

Weighted Grade Scale

The XXXXXXXX Center uses the district policy of using letter grades "A" through "F**".** See L'Anse Creuse Student Handbook for grading scale.

Student's quarter grades are based upon a cumulative effort of the following areas: tests, quizzes, practical assignments / daily work, and daily quiz (Essential questions and Induction activity). work habits (10% of Quarter grade).

Student's semester grades are based upon a cumulative effort of the following areas:

1st & 2nd quarter grade …..	80% (40% each)
Final Exam.....	20%
1st semester grade	**100%**
3rd & 4th quarter grade	80% (40% each)
Final Exam**	20%

2nd-semester grade

Grading Scale

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	63-66%
		D-	60-62%
		F	0-59%

Certification

This class provides the opportunity to obtain the AMCA for Certified Echocardiogram Technician (CET) certification through successful completion of the course and AMCA certification/accreditation test. Students also have the opportunity to become certified in CPR (BLS and First Aid) through the American Heart Association.

Work-Based Learning

Students will explore careers and have multiple opportunities to connect their educational decisions to career options. Career awareness, exploration, preparation, and training may also include externship, local college tours, field trips, guest speakers, job shadows, and job placements as part of this course.

Leadership Opportunities

Students are provided with the opportunity to be part of Health Occupation Students of America (HOSA). Students will develop leadership skills while also developing management, communication, public speaking, and teamwork skills. In addition, they will have the opportunity to plan and participate in events, activities, and competitions.

Safety

Safety is an integral part of a Career Technical Education (CTE) program. Students in this course will be completing safety training in class that includes asepsis, standard precautions, and safety training on all lab equipment. Students will also learn environmental, physical, and public safety skills.

Articulation Agreement

CIP 51.0000 has an articulation agreement with Ferris State University for this Health Occupations course. Ferris State University is able to provide statewide secondary articulated credit agreements to benefit Michigan high school students. Ferris State is proud to partner with the Michigan Department of Education, Michigan Office of Career and Technical Education, Michigan High Schools, and Michigan Career and Technical Education Centers.

CIP 51.0000 has an articulation agreement with Baker College for this Health Occupations course. The purpose of this agreement is to facilitate the transition of students from high school occupational and/or Career and Technical Education (CTE) programs to Baker College. This program is offered at all State-Approved Career and Technical Programs in Michigan. Baker College will award articulated credit to students for the secondary program according to the conditions/replacements as outlined in the attached individual articulation agreements. Articulated Credit applies to degrees and certificates.

Class Cell Phone Policy

Student cell phone use during class time causes major interference with learning. Phone must be placed in the appropriately numbered slot in the over-the-door hanging phone storage pouch for the duration of the class. This includes any earbuds, AirPods, headphones, etc.

The teacher may have designated times when a student may use their personal technology (cell phone, ear buds, etc.) for use of the phone for a class activity (Quizlet, Kahoot, etc.) Phones must be placed in the appropriate slot at the start of class. If the student doesn't place their phone in the over-the-door caddy in their assigned number, the student will be marked **UNV** for their attendance for that day, even if they are physically in class. If personal technology is not in the slot at the start of class, the student will be asked to place the phone in the compartment one time. If they choose not to comply, the student will be sent to the office to talk to the principal about the situation. Failure to comply with this policy will lead to suspension for insubordination.

Plagiarism/Cheating:

True learning can exist only in an environment of intellectual honesty. As future professionals, students have a particular responsibility to themselves and society to conduct their academic studies and (Career & Technical Education studies) with integrity. As an educator who cares about your child's learning experience, I will not allow plagiarism and cheating in my classroom, and a zero will be given for the particular document/assignment.

Course Outline

Semester One

Safety

History of Health Care & Trends Health Care Systems

Health Care Careers Professionalism & Employability Ethics in Health Care

Medical Terminology Anatomy & Physiology Diversity

Technology in Health Care Infection Control

Semester Two

Nutrition

Growth & Development Medical Math

Vital Signs

Skills needed for various Careers in Health Care CPR/First Aid Certification

EKG Certification/Cardiac Testing

STUDENT / PARENT
COURSE SYLLABUS INFORMATION CONFIRMATION
(Health Occupations 1 – XXXXXXX)

Due date: (Quiz grade)

I have read and understand the content of the Health Occupations 1 course syllabus.

If I am absent from school for any reason, I understand:

- My absence must be excused at my home high school AND by calling the XXXXXXXXX Center.
- All work must be made up according to the XXXXXXXXXX Attendance Policy.
- Skill labs will be made up by appointment with XXXXXXXXX before or after school when the skills lab lesson has been completed prior to the student's return to school.

Student Name: _

Student Signature:_ Date: _

Student Email: _

Parent Name: _

Parent Signature:_ Date: _

Parent Email: _

Parent Phone: _

Best way to reach you (parent) during the day _

APPENDIX D - SAFETY CHECKLIST

Not all items will be in all CTE Programs

Safety Plan:

1. Is there a safety plan for the use and operation of equipment? (i.e., a safety curriculum and safety exam with a 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 that lead out of the building?
3. Is there an unobstructed and clear way to the doors/exits?
4. Are the door/exit handles accessible to 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 unavailable, 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 the floors clean and dry?
5. Are signs posted for cleaning hands if appropriate?
6. Are hazardous signs posted where appropriate?
7. Is the area accessible to all students?

APPENDIX E – SECONDARY – POST SECONDARY PROGRAM OF STUDY

Section 61v Michigan Career and Technical Education (CTE) Expansion Grant - Program of Study
High School – Postsecondary

High School Program Serial Number (PSN):

Click or tap here to enter text.

Classification of Instructional Program (CIP) Name: Click or tap here to enter text.

CIP Code: Click or tap here to enter text.

Operating Agency: Click or tap here to enter text.

Building Name/Address: Click or tap here to enter text.

Postsecondary Institution: Click or tap here to enter text.

Program Name: Click or tap here to enter text.

Program CIP Name: Click or tap here to enter text.

Classification of Instructional Program (CIP) Name: Click or tap here to enter text.

CIP Code: Click or tap here to enter text.

Please Note: This is a possible course sequence; each student should seek the advice from the Counseling and Advising Center for their appropriate schedule

District leadership and the postsecondary partner must work collaboratively to complete the program of study, as required under state legislation (Michigan State School Aid Act, 2025, §61v).

The purpose is to

- enable a more seamless transition from middle school into high school career and technical education pathways (Michigan State School Aid Act, 2025, §61v(4)(b)(iv)); and
- integrate the flexibilities of the Michigan Merit Curriculum in a program of study from middle school through postsecondary education (Michigan State School Aid Act, 2025, §61v(4)(b)(ii)).

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V, 2018) defines a program of study as a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- incorporates challenging State academic standards,
- addresses both academic and technical knowledge and skills, including employability skills
- is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area
- progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction
- has multiple entry and exit points that incorporate credentialing; and
- culminates in the attainment of a recognized postsecondary credential.

High School

Freshman	**9th grade**	**Sophomore**	**10th grade**	**Junior**	**11th grade**	**Senior**	**12th grade**
1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester

Postsecondary

Grade 13 Year 1			Grade 14 Year 2		
1st Semester	2nd Semester	3rd Semester	1st Semester	2nd Semester	3rd Semester

Grade 15 Year 3			Grade 16 Year 4		
1st Semester	2nd Semester	3rd Semester	1st Semester	2nd Semester	3rd Semester

Please insert your district's Notice of Nondiscrimination statement here: