

Course Syllabus
Ferris State University
College of Education and Human Services
School of Education

- **Course Prefix & Number:** ECTE 694 ERA and ERB
- **Course Name:** CTE Learning that Works 1 and 2
- **Course Credit(s):** 1 or 3
- **Course Delivery Format:** Hybrid
- **Semester:** Spring 2017
- **Class Time & Location:** Michigan Career Education Conference attendance is required, plus meeting on Monday, January 30, 2017 from 4:30 to 6:30 pm. Remaining assignments completed via internet
- **Instructor Name:** Dr. Kathleen Szuminski, Adjunct Professor
- **Office Location:** No physical office location.
- **Office Hours:** No formal office hours, but instructor is available week-days from 4:30-9 pm and weekends via email or cell phone
- **Telephone:** 810-334-3236 (cell)
- **Fax:** N/A
- **Email:** szuminski@msn.com
- **Required Textbook(s):** No required textbooks. However, there is a comprehensive list on this course syllabus. Students are allowed to select reading content most relevant to their professional position
- **Recommended Textbook(s):** None (see above)
- **Prerequisite Course(s):** None
- **Course Description:** This course is designed specifically to corroborate the sessions of the Michigan Career Education Conference with practical learning. These two days will provide many opportunities to “**CTE: Learning that Works**”. The conference goals are: (1) discover critical connections between rigor, relevance, and relationships that lead to strong CTE programs; (2) provide conference participants with an opportunity to learn new and innovative strategies to improve student outcomes for college and careers; (3) learn from the experience of other education, business and community partners who have developed successful partnerships in their schools and communities; and (4) access resources, products, and services to assist with achieving positive outcomes for students.
- **Course Goal:** The primary goal is to offer participating educators the opportunity to take back to their educational environments tools that will enhance and translate job market needs, effective instructional practices, and partnership opportunities into effective and rewarding curriculum.

- **Course Objective(s):**

There are three primary objectives for participation in this workshop:

1. To provide the opportunity to connect with best practices in the career and technical field in Michigan.
2. To provide networking opportunities to other Michigan CTE educators.
3. To link conference concepts with current literature in the CTE field.

- **Course Content/Schedule(s):**

There are five required assignments. You may submit these assignments electronically via e-mail to Dr. Szuminski, mail them to the address listed.

Assignment 1: Outstanding Lesson Learned Log based on conference sessions and using the form provided in the introductory email.

Due Date: **Tuesday, February 7, 2017**

Assessment Criteria for #1 – This assignment is weighted as 20% of the final course grade based on 20 points distributed as follows: Wednesday lessons = 5 pts., Wednesday strategies = 5 pts., Thursday lessons = 5 pts., Thursday strategies = 5 pts. This Log is based upon the conference sessions and may be handwritten as it will be completed on a day-by-day basis.

Assignment 2: One to two page written reflective summary of the conference presentations.

Due Date: **Tuesday, February 7, 2017**

Assessment Criteria for #2 – This assignment is weighted as 20% of the final course grade based on 20 points distributed as follows: title page=3 pts., Section 1-5 pts., Section 2-5 pts., Section 3-5 pts., and overall writing = 2 pts. This one to two page reflective paper is based upon what you learned from the conference sessions. It must be typewritten and include the following sections, each one clearly labeled.

Title page is to include your name, school/professional company, professional position, and date.

Section 1-One to four paragraphs describing your current professional environment—i.e. school, district, classroom level, primary teaching areas, school size, etc.

Section 2-Three to five paragraph summary of the each day's presentations, describing your most significant learnings—i.e. what stands out in your mind as the most significant learning and why. What impact does this have on your classroom/students, or company?

Section 3-One to three paragraphs describing networking opportunities which you will follow-up with and how they will change your current professional environment—i.e. school, district, classroom level, primary teaching areas, school size, etc.

***ONE CREDIT STUDENTS ARE REQUIRED TO COMPLETE ONLY ASSIGNMENTS 1 AND 2.**

Assignment 3: Conduct a review one of the following websites. Twenty-five points are assigned for this assignment.

- National Center for Innovation in Career and Technical Education. ctecenter.ed.gov/
- National Association of State Career & Technical Education Directors. www.careertech.org/
- College and Career Academy Support Network. www.casn.berkeley.edu/
- Center on Great Teachers & Leaders at American Institute for Research. www.gtlcenter.org/
- Association of Career and Technical Education. www.acteonline.org/

Due Date:

Tuesday, March 21, 2017

Assessment Criteria for #3 – This assignment is weighted as 20% of the final course grade based on 25 points.

Points are assigned as follows:

Summary 1= 5 points: 2-3 sentences about the organization, purpose, partners, etc.

Summary 2= 10 points: List of each of the main headings/buttons and 1-2 sentence description

Summary 3= 5 points: Review of a research, policy, or paper which you find interesting and related to your work. 1-2 paragraphs describing how this paper relates to your position.

Summary 4=5 points: Overall rating of this website for use related to the field of CTE—i.e. how could you, your teachers, your organization use this website.

Assignment 4: Read, synthesize, and react to two recent CTE publications selected from the list below. Submit a written reaction to the journal, report, or other reading source. If you choose the *Techniques* articles, all three must be read to “equal” one selected publication.

Due Date: **Tuesday, April 11, 2017**

Achieve. (2015). Building a Strong Relationship Between Competency-Based Pathways and Career Technical Education. Achieve & National Association of State Directors of Career Technical Education Consortium (NASDCTEC). Retrieved from: <https://creativecommons.org>

American Educator. (Fall 2014). Branching Out: The Benefits of a Reimagined Career and Technical Education, p. 4-39.

Austin, J. (2015). Reaching for Opportunity: An Action Plan to Increase Michigan’s Postsecondary Credential Attainment. Prepared for the Michigan Postsecondary Credential Attainment Workgroup. Retrieved from: <http://mitalentgoal2025.org/>

Brizard, J.C. (2013). Toward a Common Model of Career-Technical Education. Phi Delta Kappan Supplement, September, 2013. http://blog.careertech.org/wp-content/uploads/2013/10/PDK_CollegeBoardSupp.pdf

Cahill, C & Jackson, S. (2015). Not as Hard as You Think: Engaging High School Students in Work-Based Learning. Pathways to Prosperity Network. An Initiative of Jobs for the Future and the Harvard Graduate Schools of Education. Retrieved from: www.JFF.org.

Council of Chief State School Officers. (2014). Opportunities and Options: Making Career Preparation Work for Students. A Report of the CCSSO Task Force on Improving Career Readiness. Washington, D.C. Retrieved from: www.ccsso.org/documents/2014/CCSSOTaskForceCareerReadiness120114.pdf

DeRenzi, B. & Wilson, B. (2015). Sector Partnerships Policy Toolkit. Skills in the States. National Skills Coalition. Retrieved from: <http://www.nationalskillscoalition.org/state-policy/sector-partnerships>

Guha, R., Casparly, K., Stites, R., Padilla, C., Arshan, N., Park, C., Tse, V., Astudillo, S., Black, A., & Adelman, N. (2014). *Taking stock of the California Linked Learning District Initiative. Fifth-year evaluation report*. Menlo Park, CA: SRI International. Retrieved from: <http://www.sri.com/sites/default/files/publications/year5linkedlearningevaluationreportdec2014.pdf>

Hoffman, N. (2015). Let's Get Real: Deepening Learning and the Power of the Workplace. Deeper Learning Research Series. Retrieved from: www.studentsatthecenter.org

Holzer, H. J., Linn, D., & Monthey, W. (2013). The Promise of High-Quality Career and Technical Education: Improving Outcomes for Students, Firms, and the Economy. New York City, NY. The College Board. http://www.careertechnj.org/wp-content/uploads/2013/11/Georgetown.BR_CB-CTE-report-11.2013.pdf

Independent Advisory Panel of the National Assessment of Career and Technical Education (2014). *Putting "career" in college and career ready": The report of the Independent Advisory Panel of the National Assessment of Career and Technical Education*, Washington, D.C. Retrieved from: <http://www2.ed.gov/rschstat/eval/sectech/nacte/career-technical-education/independent-advisory-panel-report.pdf>

Jackson, S. (2015). A New Era of Alignment in Massachusetts: Advanced Manufacturing Industry. Pathways to Prosperity Network. An Initiative of Jobs for the Future and the Harvard Graduate Schools of Education. Retrieved from: www.JFF.org.

Jacques, C. & Potemski, A. (2014). 21st Century Educators: Developing and Supporting Great Career and Technical Education Teachers. Special Issues Brief. American Institutes for Research. Washington, D.C. Retrieved from: <http://www.gtlcenter.org/sites/default/files/21CenturyEducators.pdf>

Meeder, H. & Suddreth, T. (2012). Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness. Washington, D.C. Achieve. Retrieved from:

<http://www.achieve.org/files/CCSS-CTE-BridgingtheDivide.pdf>

National Association of State Directors of Career Technical Education Consortium. (2013). *The State of Career Technical Education: An Analysis of State CTE Standards*. Silver Spring, MD. Retrieved from: <http://www.careertech.org/sites/default/files/State-CTE-Standards-ReportFINAL.pdf>

Pathways to Prosperity Network. (2014). *The Pathways to Prosperity Network: A State Progress Report, 2012-2014*. Jobs for the Future, Washington, D.C., Boston, MA. Retrieved from: <http://www.jff.org/sites/default/files/publications/materials/Pathways-to-Prosperity-for-Americas-youth-072314.pdf>

Patrick, S. & Sturgis, C. (2013). *Necessary for Success: Building Master of World-Class Skills. A Competency Works Issue Brief*, iNACOL. Vienna, VA. Retrieved from: http://www.competencyworks.org/wp-content/uploads/2013/02/inacol_cw_issuebrief_building_mastery_final.pdf

Purnell, R. (2014). A Guide to Launching and Expanding Dual Enrollment Programs for Historically Underserved Students in California. Berkeley, CA: Research and Planning Group for California community Colleges in collaboration with the California Community Colleges Chancellor's Office and the San Joaquin Delta Community College District, Stockton, CA. Retrieved from: <http://rpgroup.org/sites/default/files/DualEnrollmentGuideJune2014.pdf>

Recovery: Job Growth and Education Requirements Through 2020. C(June 2013). Center on Education and the Workforce, Georgetown University, Washington, D.C. Retrieved from: <http://cew.georgetown.edu/recovery2020/>

Southern Regional Education Board. (2015). Credentials for All: An Imperative for SREB States. The Report of the SREB Commission on Career and Technical Education. Retrieved from: http://publications.sreb.org/2015/CCT_ExecSummary.pdf

State of Michigan, Department of Technology, Management, and Budget, Bureau of Labor Market Information and Strategic Initiatives. (2014). Youth and Young Adults and the Michigan Labor Market. Retrieved from: http://milmi.org/admin/uploadedPublications/2157_Youth_and_Young_Adults_and_the_Michigan_Labor_Market_Final.pdf

Techniques. (September 2014). Key Themes in CTE. Retrieved from: <http://acteonline.org/>

Techniques. (November/December 2014). Integrating the Common Core in the CTE Classroom. Retrieved from: <http://acteonline.org/>

Techniques. (January 2015). The Power of Work-Based Learning. Retrieved from: <http://acteonline.org>

The School Administrator. May 2013. <http://www.pageturnpro.com/AASA/49904-School-Administrator-May-2013/index.html#1>

United States Department of Education: Office of Vocational and Adult Education. (2012). Investing in America's Future: A Blueprint for Transforming Career and Technical Education. Washington, D.C. <http://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education.pdf>

Assessment Criteria for #4 – This assignment is weighted as 20% of the final course

based on 25 points distributed as follows: title page=1 pts., Sections 1-4 20 pts., and overall writing = 4 pts. It must be typewritten and include the following sections, each one clearly labeled.

Title page is to include your name, school/professional company, professional position, and date.

Section 1-Two to four paragraphs synthesizing the first article.

Section 2-Two to four paragraphs describing your reaction to the articles to your own school/CTE environment.

Section 3-Two to four paragraphs synthesizing the second article.

Section 4-Two to four paragraphs describing your reaction to the articles to your own school/CTE environment.

Assignment 5: There are three choices for completing a final assignment for this course as indicated on the Guidesheet. You may choose #1-SREB Advanced Career Course review, #2-NCICTE Career Pathway Training Modules webinar review, or #3-Creating an Action Plan using data to improve student achievement based on models in a book which you must purchase. Please review the Guidesheet and select a project by April 1, 2016. You will need to email Kathleen of your project selection by this date.

Due Date: **Tuesday, April 25, 2017**

Assignment Criteria for #5: This assignment is weighted at 20% of the final course grade and further criteria will be provided.

- **Hallmark Assignments:**

Foremost, students must attend the two days (9 sessions including 2 lunch sessions) and participate enthusiastically. **Students must attend ALL sessions in their ENTIRETY in order to earn an “A” in this course AND one of the introductory sessions to be held on Monday, Jan. 30, 2017, from 4:30-6:30 p.m.** (The location will be specified on the conference announcement board by the registration area). Deductions will be made for any time missed.

- **Course Policies on attendance, cellphone/mobile tech, academic dishonesty, special needs/disability, complaint, etc.**

Students enrolled in this course must attend all sessions of the two-day MCEC conference in their entirety. Specifically, this is all 9 sessions which includes 2 lunch sessions.

- **Evaluation:** Exams, discussion board threads, philosophy of education, research paper, participation and attendance

- **Grading Scale:**

Based on 600 points

94-100 A	90-93 A-	87-89 B+	84-86 B	80-83 B-
77-89 C+	74-76 C	70-73 C-	67-69 D+	64-66 D

In order to calculate your grade, you would divide the points earned on assignments by the possible points to determine a percentage value.

- **Other Relevant Instruction/information:** None