

EEA 560: Leadership for Career and Technical Education

School of Education and Leadership

3 Credits

Effective Date 10/1/2021

Pre-requisite or Co-Requisite: none

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and course Team* in the online course menu.

Contact Information

Contact information for instructors and course managers is found under *Syllabus, Schedule, and course Team* in the online course menu.

Course Description

This course develops the candidate's capacity for leadership in career and technical education (CTE) with the technical skills and ability to make equitable decisions related to state and federal compliance and implementation of high quality CTE programs. Candidates learn the knowledge and skills to meet part two of the Career and Technical Education (CTE) Director Competencies as published by the Washington State Professional Educator Standards Board

(PESB). Candidates apply these skills through project-based assignments within a CTE program in a public school or district.

Course Resources

Resource Title	Resource Description	Resource Link
OSPI CTE Website	<p>Comprehensive CTE resources website. Contains information and links to information regarding:</p> <ul style="list-style-type: none"> - CTE Graduation Pathways - CTE webinars - Pathways and Programs of Study - Certification requirements - Course equivalencies - Course and program approval resources - Leadership and extended learning resources 	https://www.k12.wa.us/student-success/career-technical-education-cte
Career and Technical Education Program Standards	<p>Career and Technical Education programs must meet standards established by the Office of Superintendent of Public Instruction. These CTE standards are designed to ensure high quality, consistent, and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI approval guidelines for CTE courses and guide the development and continuous improvement of CTE programs in local school districts.</p>	https://www.k12.wa.us/sites/default/files/public/careertech/pubdocs/CTE%20Program%20Standards.pdf
Perkins V Application Resource Guide	<p>This guide provides information and guidance on what is required in the 2020-21 application for eligible school districts. It also provides a page-by-page overview of application requirements as well as some relevant parts of the Perkins V Act for reference as they relate to understanding this year's application</p>	https://www.k12.wa.us/sites/default/files/public/careertech/pubdocs/2020-21%20Perkins%20V%20Application%20Resource%20Guide.pdf
V-Codes and CIP Codes	<p>Vocational (V) Codes are tied to the certification code and dictates the courses that a teacher is certified to teach.</p> <p>Classification of Instructional Programs (CIP) Codes are federally accepted course codes that identify courses taught throughout the United States, including CTE courses. CIP codes are</p>	https://www.k12.wa.us/student-success/career-technical-education-cte/cte-resources/cip-codes

	aligned to V-codes that clarify which courses the teacher has been certified to teach. CIP codes are also used for reporting purposes from the district to OSPI.	
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Course Outcomes

This course will prepare students to:

- Apply best practices and state and federal compliance to develop, review, and evaluate high quality CTE programs
- Apply best practices and state and federal compliance to advocate for and promote high quality CTE programs

Core Concepts, Knowledge and Skills

- CTE and program budgets
- Projection of FTE enrollment and alignment to revenue and expenditure requirements
- Federal and state compliance
- Data collection and analysis
- Evaluation of program effectiveness
- Perkins, CEDARS, P223, P210 reporting
- Consolidated Program Review
- Labor market data analysis
- CTE advisory committees
- Business and industry partnerships
- Advocacy and marketing of CTE programs
- Alignment of CIP and V codes
- Grant completion

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric

for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Comprehensive Local Needs assessment (CLNA)	40%
State Competitive Grant Application	40%
Instructor Determined Assignments (Including Participation)	20%
TOTAL	100%

Assignment #1 (40% of Final Grade)

Comprehensive Local Needs Assessment (CLNA)

The candidate gathers and analyzes data to determine whether progress toward the goal of equal access to high-quality career and technical education courses and programs of study is being made within the specified pathway of a school district's CTE department and program. If the candidate's own district does not currently provide course options within the specified pathway, the candidate is to select a pathway not already identified within other sections on the template. CTE administrators are expected to develop strategies and lead initiatives that enable students to overcome barriers that result in lower rates of access to opportunities and/or performance gaps. CTE administrators ensure that students are provided activities that prepare them for high-skill, high-wage, or in-demand industry sectors or occupations in competitive settings.

The candidate evaluates student performance in his/her school district, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. The candidate reflects upon the size, scope, and quality of the district's CTE program to meet the needs of all students served in the district. The candidate analyzes the level of alignment of the CTE program to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state or local workforce development board. Based on the analysis, reflection, and evaluation, the candidate completes the CLNA template by assessing the current and desired state of the district's CTE program. The candidate utilizes

the gathered data, along with his/her assessment of the program, to create action plans for each area of the CLNA.

Course Outcomes Addressed in Assessment

- Apply best practices and state and federal compliance to develop, review, and evaluate high quality CTE programs

Assessment Resource

Title	Link
Perkins V Comprehensive Local Needs Assessment (CLNA) - Washington Template	https://k12.wa.us/sites/default/files/public/careerteched/pubdocs/2019-2020%20Perkins%20V%20CLNA%20Template.docx

Components	% of Grade
Knowledge of CTE Compliance	40%
Use of Data to Identify and Develop Plan	40%
Communication	20%
TOTAL	100%

Assignment #2 (40% of Final Grade)

State Competitive Grant Application

The candidate gathers, evaluates, and reports data to prepare a grant application for funding for a new CTE program of study not currently offered in the candidate’s school district. CTE administrators are expected to gain the knowledge, skills, and abilities necessary to be able to develop course opportunities that offer youth consistency and rigor, and are aligned to career opportunities in related industries. CTE administrators create structured pathways to employment in relevant industries, provide professional development to instructors with the goal of delivering comprehensive instruction, and pursue funding to defray the costs of consumables, maintenance, and professional development related to courses and programming. The candidate demonstrates knowledge of CTE programming and pathways, and identifies course sequences included within full-program implementation. The candidate applies knowledge of CTE advisory boards and local community college and technical program offerings and connections to address the needs of under-served youth. The candidate analyzes the gathered information to be able to determine and communicate a realistic budget for program implementation. Using knowledge of program implementation requirements, the candidate

completes the State Competitive Grant Application in support of implementing a new CTE program in the district.

Course Outcomes Addressed in Assessment

- Apply best practices and state and federal compliance to advocate for and promote high quality CTE programs

Assessment Resource: Grant Application Example

Components	% of Grade
Knowledge of CTE Compliance	40%
Use of Data to Identify and Develop Plan	40%
Communication	20%
TOTAL	100%

Instructor Determined Assignments (20% of Final Grade)

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include: collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class. Descriptions are provided by the instructor in the course.

Course Policies

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard 22-item survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/> .

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.