

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Education, Human Services, Criminal Justice

Submitter

First Name: Laurette
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Course Prefix and Number: ED - 220

Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Foundations of Career Technical Education

Course Description:

Provides an introduction to the field of Career and Technical Education (CTE). Examines the historical and legislative foundations of CTE in the United States. Discusses the role of special populations in CTE programs. Provides an overview of CTE programs, teacher certification, and student organizations. Addresses current trends and issues in the field.

Type of Course: Lower Division Collegiate

Reason for the new course:

A foundations course in Career and Technical Education is required by the Oregon Department of Education for continued licensure for CTE teachers. Due to the suspension of other CTE teacher preparation programs, there is currently no course available at the undergraduate level in Oregon. Megan Helzerman with C-TEC at the Clackamas Educational Service District approached the CCC Education department with the request to develop an online course in foundations of CTE to meet this need for licensed, secondary CTE teachers throughout the state. CESD used Perkins Grant funds to pay for development of this course. We hope to include this course in certificate and associates degree programs for secondary CTE educators in the future.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

Yes

Check which General Education requirement:

Writing

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. summarize the historical development of career and technical education in the American public school system,
 2. outline the major legislation involving career and technical education including those addressing the needs of special populations in CTE,
 3. describe CTE programs, CTE teacher preparation, and Career Technical Student Organizations (CTSOs);
 4. identify current issues impacting career and technical education.
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**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- P** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- P** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- P** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Early CTE in the U.S. and Influential Leaders.
2. Factors Influencing CTE Development.
3. Legislation and CTE.
4. Underrepresented Students and Equity in CTE.
5. Special Needs Populations in CTE.
6. CTE Programs and Teachers.
7. CTE Student Organizations.
8. Globalization and CTE.
9. Issues and Trends in CTE.
10. CTE Agents of Growth.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

Provide evidence of transferability: (minimum one, more preferred)

First term to be offered:

Next available term after approval

:
