

EDCT COURSE STUDENT LEARNING OUTCOMES

EDCT 301 - Career and Technical Education and Leadership Foundations

Students will be able to correctly define the purpose of career and workforce education in secondary and post-secondary education and industry training programs.

Students will be able to apply principles and practices of career education, advising, and guidance to workforce education and leadership as it pertains to workforce and classroom leadership.

Students will be able to compare and contrast current and future issues in career and workforce education and leadership using define research criteria.

Students will be able to define their training philosophy as a leader or supervisor in private industry by writing a position statement on leadership and supervision.

EDCT 302 - Instructional Facility Design

Students will be able to analyze flow, space, and activity relationships as well as layout alternatives by designing and drawing a plan of a career and technical area and incorporating a legend.

Students will be able to apply standards of professional, ethical and legal safety requirements by completing a facility handbook to include the topics listed.

Students will be able to demonstrate design planning skills by expanding on the first facility design plan and facility handbook to include ADA and OSHA legal and safety requirements, and storage for materials, equipment, and develop an Safety Data Sheet (SDS) book and safety plan.

EDCT 304 - Assessment and Instruction in Career and Technical Education and Leadership

Students will be able to create a list of tasks for a specific job or course topic and design a rubric for assessment.

Students will be able to develop objectives, learning outcomes and measures using the rubric designed for job or course task list.

Students will be able to analyze the task analysis rubric containing tasks, objectives, outcomes and measures, and add an assessment component to include: curriculum relevance and effectiveness and changes to be implemented.

EDCT 305 - The Global Workforce

Students will be able to create a literature review comparing the United States and another country on a globally significant issue specified by the instructor.

Students will be able to analyze cross-cultural differences on key leadership capabilities and produce a checkoff list of tasks and abilities.

Students will be able to compare and contrast legal, political, religious and ethical aspects of the workforce in the United States with that of other countries in a specific industry within the global workforce.

Students will be able to examine the concepts of enculturation and acculturation in formal education and workforce training and produce a written paper/presentation to the class. The student must identify the resulting challenges encountered by workers, teachers and leaders/managers.

EDCT 306 - Teaching Diverse Learners in Career and Technical Education and Leadership

Students will be able to demonstrate the ability to analyze and articulate research through the writing of papers on selected topics of diversity. The student will use peer-reviewed research to inform the audience of the history, background, or general introduction to this diversity and reflect any accommodations a teacher/supervisor may make to assure inclusion in the classroom or workplace.

Students will be able to synthesize personal experiences to write a personal cultural history paper to include culture, language, native land, religious and family dynamic and relate the information to teaching, bias and inclusion.

Students will be able to formulate a list of learning technology and computer-based learning strategies that promote a culture of inclusion, and relate the manner by which the technologies address language, culture, age, race and gender for students and workers.

EDCT 402 - Teaching Students with Disabilities or Special Needs

Students will be able to differentiate between the various aspects of specific learning disability or challenges by creating a ppt. slide presentation including information required as listed on assignment rubric.

Students will be able to analyze specific learning challenges and create a list of appropriate teaching/learning modifications and accommodations.

Students will be able to evaluate assessment methods used to assess students/workers with diverse abilities and discuss the role assessment plays in curriculum review and planning to include appropriate modifications/accommodations.

EDCT 403 - Career and Technical Education and Workforce Leadership

Students will be able to select methods of prevention or resolution for specific behavior and management issues related to the classroom and workplace.

Students will be able to analyze techniques for conflict resolution and apply them using research and a case study on a selected topic.

Students will be able to synthesize the benefits of community collaboration by developing a brief survey to implement as a means to gather information from relevant industry about workforce needs to determine how best to work together as community partners.

EDCT 411 - Supervised Classroom Internship in Career Technical and Workforce Education

Students will be able to prepare a lesson plan incorporating curriculum instructional design techniques.

Students will be able to determine various teaching methods and resources appropriate for content and audience.

Students will be able to implement communication techniques congruent with obtaining feedback from students to enhance student learning and understanding.

Students will be able to synthesize assessment principles and integrate techniques to assure curriculum design and delivery is meeting student needs.

EDCT 413 - Advanced Program Evaluation and Leadership

Students will be able to formulate a problem-solving process that can be implemented in the classroom, lab or workplace.

Students will be able to summarize methods of post-graduate assessment and relate importance to industry and program improvement. Compare and contrast purpose of methodologies and outline findings.

Students will be able to construct a written model outline for student recruitment and a manual detailing the intern experience.

EDCT 416 - Instructional Leadership and Coordination I

Students will be able to create a budget for a career and workforce program to include specified line items and funding sources.

Students will be able to synthesize the grant process for career and workforce education by writing a grant proposal using criteria specified on project assignment sheet.

Students will be able to summarize the relationship between student/workforce staff achievement and instructor/leadership professional development in a written article review.

EDCT 426 - Instructional Leadership and Coordination II

Students will be able to construct a program coordinator handbook to include specific skills and content as defined in the project assignment criteria.

Students will be able to synthesize supervision/leadership skills as they relate to career and technical education and the workplace by completing a template to compare the two.

Students will be able to prepare a manual for curriculum management to include objectives for tasks listed in the project criteria.

EDCT 439 - General Methods of Teaching Career and Technical Education

Students will be able to relate the type of instructor competence required in the classroom and workplace.

Students will be able to analyze methods of teaching and management techniques for relevancy to application in the class and workplace by writing an article review on the subject.

Students will be able to select the resources and instructional items for specific learning needs or outcomes to be implemented in the classroom or workplace to promote student learning and success.

Students will be able to design a rubric for a written assignment and a performance based skills assessment rubric.

Students will be able to synthesize instructional strategies as they relate to learning in the classroom and workplace and write a research paper on the subject.

EDCT 447 - Curriculum Development in Career and Technical Education

Students will be able to create a unit curriculum plan that makes content meaningful to students and reflect on understanding of the course concepts and structure of education.

Students will be able to apply multiple methods of instructional approaches to promote higher order critical thinking, understanding and application of knowledge by developing a list of teaching modalities and identifying an appropriate use for each method.

Students will be able to apply skills to design a curriculum review process to include a rubric listing criteria to establish curriculum relevancy, delivery, and a mechanism for driving revision.