

Career Technical Education Courses (CTE)

Courses

CTE 4110/5110. Methods for Career and Technical Education — 2 hrs.

This online course is designed for those wanting to learn more about teaching a Career and Technical Education in a K-12 setting. The course will include innovative teaching strategies and novel ways to keep students engaged in the classroom. You will become familiar with planning and assessing CTE programs as well as promoting your program within your school. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4120/5120. Assessment and Evaluation in Career and Technical Education — 2 hrs.

Assessments and Techniques for evaluating student learning and programs in career and technical education. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4130/5130. Curriculum Design for Career and Technical Education — 2 hrs.

Designing curriculum that aligns with a post-secondary course of study, academic standards, and local program of study needs and constraints. Emphasis on authentic learning and programs of study. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4140/5140. Foundations of Career and Technical Education — 2 hrs.

Foundations of Career and Technical Education provides a historical perspective of how career and technical education has evolved in society and education. This course looks at the different influences and factors that have contributed to CTE and how CTE has changed throughout the years. Topics include federal and state legislative initiatives, CTE organizations, and the impact of educational reform on Career and Technical Education and workforce development. Prerequisite(s): junior standing. (Fall, Spring, Summer)

CTE 4150/5150. Implementation of Work-based Learning Programs — 2 hrs.

This course is designed to fulfill the requirement of work-based learning coordinator techniques for MOC licensure in Iowa (required under approved career and technical education programs) and for secondary endorsements in special education. Students learn the basics of planning, organizing, and implementing work-based learning to address two goal areas: specific occupational skill development and standard work-behavior development. Primary areas of study include how to implement training plans and agreements; develop liaison relationships with the community; evaluate student performance; provide relevant classroom instruction; involve parents and guardians; and counsel students for job application, work performance and transition into work/post-secondary training. Federal and state employment laws and other primary resources to assist in the coordination process will be identified and utilized in developing a local plan for implementing work-based learning. Prerequisite(s): junior standing. (Fall, Spring, Summer)