ADLTED 610 Course Outline as of Summer 2022

CATALOG INFORMATION

Dept and Nbr: ADLTED 610   Title: CE TEACHING STRATEGIES
Full Title: Career Education Teaching Strategies
Last Reviewed: 8/27/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	2	Lecture Scheduled	0
Minimum	0	Lab Scheduled	4.00	1	Lab Scheduled	8.00
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	8.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00   Total Student Learning Hours: 8.00

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
This course provides an overview of Career Education (CE) programs and expectations to content area experts in private industry and governmental positions to apply for adjunct teaching jobs in Adult Education and Career Education departments. Topics focus on strategies for teaching in CE areas as well as understanding Non-credit Adult Education CE learners.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of ADLTED 601

Limits on Enrollment:

Schedule of Classes Information:
Description: This course provides an overview of Career Education (CE) programs and expectations to content area experts in private industry and governmental positions to apply for adjunct teaching jobs in Adult Education and Career Education departments. Topics focus on strategies for teaching in CE areas as well as understanding Non-credit Adult Education CE learners. (Non-Credit Course)

Prerequisites/Corequisites:
Recommended: Course Completion of ADLTED 601
Limits on Enrollment:
Transfer Credit:
Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:		Effective:		Inactive:
UC Transfer:		Effective:		Inactive:

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Create an effective lesson plan using the learning modalities and proper format for a particular
    Career Education course in their area of expertise.
Objectives:
At the conclusion of this course, the student should be able to:
1. Prepare to apply to teach in Non-Credit Adult Education or Non-Transfer Career Education
2. Explain the learning modalities and effective teaching formats that are crucial to teaching Career Education (CE) courses
3. Design and present an effective lesson for a specific industry area topic

Topics and Scope:

I. What is Non-credit Adult Education Career Education
   A. Non-credit vs. Credit Career Education
   B. Similarities and differences
   C. Challenges of teaching Non-credit Adult Education CE

II. Structuring the Course and Class Time in Career Education (CE)
   A. Lecture/Lab balance and organization
   B. Work-based learning

III. Learning Modalities and Class Format for Adult Learners of CE
   A. Reading as homework
      1. Anticipating comprehension difficulties
      2. Explaining how to read a text and which items are more important for the

lecture/discussion, demonstration, and practice
- B. Lecture/Discussion
- C. Demonstration
- D. Practice
    1. Equipment procedures
    2. Setting up the assignment
- E. Written documentation or report

IV. Successive Lessons
- A. Building on previous knowledge and experience aka recursion and remediation
- B. Written assignment or reports
    1. Describe what happened
    2. Describe the hands-on problem-solving process
    3. Analyze the process and make conclusions about how to improve in the future

V. Choosing Assessment and Evaluation Timing and Instruments
- A. During and after practice assessment in order to provide guidance for improvement
- B. Summative evaluations and assessments to test for competency or mastery
    1. Periodic
    2. End of unit
    3. Final assessment

VI. Training vs. Teaching
- A. Training is almost strictly informative
- B. Teaching is a process of moving a student toward competency or mastery

Assignment:

1. Reflective writing on learning a new skill (1 page)
2. Small group discussions about the challenge of learning a particular skill or job (1 to 2)
3. Group lesson plan and presentation on a specific topic e.g. cooking a dish, painting a fence, setting up and using equipment
4. Draft of a lesson plan for a particular class (1)
5. Revision of lesson plan (1)

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflective writing	Writing 10 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Group lesson plan; individual lesson plan; revised lesson plan	Problem solving 60 - 60%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Active participation and attendance; small group discussion; presentation

Other Category 20 - 30%

Representative Textbooks and Materials:
Instructor prepared materials