

**­­­­Module 2: Developing a High-Quality Internationalized CTE Program**

**A Future-Ready Workforce: Preparing Community College Students for a Global Economy**

Faculty Module 2:

Developing a High-Quality Internationalized CTE Program

Faculty Guide

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CTE is the most proactive approach to address the mismatch between the skills demanded by employers and the skills of our current workforce. To do so, CTE needs to evolve to better align to these shifting workforce demands and provide students with both specific occupational skills, as well as broader and transferable knowledge, skills, and dispositions that position them as adaptable workers and lifelong learners. This module provides an overview of learning needs of today’s diverse community college students, [ACTE’s Quality CTE Framework](https://www.acteonline.org/wp-content/uploads/2019/01/HighQualityCTEFramework2018.pdf), and tools to connect global competence to career fields.

**Module Objectives:**

* Recognize the need to prepare students for today’s diverse workforce;
* Utilize ACTE’s Quality CTE Program of Study Framework for program improvement; and
* Evaluate how a quality CTE program can meet student needs and prepare a globally competitive workforce.

**Audience:**

This module is geared towards community college administrators and faculty to gain a greater understanding of how to support global competence integration efforts.

**Module Outline:**

* Overview of global workforce needs
* U.S. Department of Education Employability Skills Framework
* Overview of internationalizing high-quality CTE community college programs
* Ivy Tech Community College Global Learning: Example
* Longview Foundation Internationalizing CTE Programs Self-Reflection Tool: Resource for CTE program administrators
* Austin County Community College Internationalization Efforts: Example

Your next steps are:

1. Review the U.S. Department of Education [Employability Skills Framework](https://cte.ed.gov/initiatives/employability-skills-framework). Consider how it aligns with global competence development.
2. Consider how to improve CTE programs with ACTE’s [Quality CTE Program of Study Framework](https://www.acteonline.org/professional-development/high-quality-cte-tools/high-quality-cte-development/).
3. Evaluate your CTE program and institution with the Longview Foundation’s Internationalizing CTE Programs [Self-Reflection Tool](https://asiasociety.org/education/administrator-resources).
4. Consider how ACTE’s Quality Program of Study Framework and the Longview Self-Reflection Tool can help strengthen the internationalization efforts in your program. Then use the [Global Social Justice Education Framework](https://asiasociety.org/sites/default/files/inline-files/Global%20Social%20Justice%20Framework%20FINAL032021.pdf) improvement process to put your ideas into action.
5. Be sure to check the Asia Society Global CTE [Toolkit](https://asiasociety.org/education/global-cte-toolkit) for free tools and resources.

When you have completed these activities, you will be ready for “Faculty Module 3: Engaging Diverse Students.”