

DIVERSIFIED CAREER PREPARATION

By definition innovative courses are locally developed and should represent local needs and circumstances. The following information represents portions of an approved application for Diversified Career Preparation course, which may be helpful to other districts choosing to submit an approval request.

A. Description of the course and its essential knowledge and skills

1. Diversified Career Preparation education refers to an instructional arrangement, not a course or training area. This work-based instructional arrangement develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technology-specific training area that has already been approved and assigned a course number. Students will receive general employability skills as a group; however each student will have an individual training plan that will address their job specific knowledge and skills. Approved training sponsors will employ each student. The training sponsor will assist the teacher in providing the necessary skills and knowledge for the student's specific work training. Students will be given job specific training assignments in the classroom or participate in job shadowing or internship.

This course will be most effectively utilized if it is part of the student's coherent sequence of courses. The recommended prerequisite is two semesters of technical training prior to or during this course of study.

Grade Level: 11-12

2. Essential knowledge and skills – See essential knowledge and skills on attached pages.

B. Rationale and justification for the request in terms of student need

This section should be locally developed. The justification should be based on local circumstances.

C. Description of activities, major resources, and materials to be used

This section should be locally developed.

Major resources and materials:

It would be well to reference use of curriculum materials from the various curriculum centers in Texas that serve career and technology education programs. The centers are sources of instructional materials and other resources that contain guidelines for instruction and teaching activities for this course.

The Curriculum Center for Family and Consumer Sciences
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
Source of materials for Family and Consumer Sciences

Texas A&M University
Instructional Materials Service
2588 TAMUS
College Station, TX 77843-2588
Source of materials for Agricultural Science and Technology Education; Trade and Industrial Education

University of North Texas
Department of Technology and Cognition
PO Box 311337
Denton, TX 76203-1337

Source of materials for Health Science Technology Education
University of Houston
Dr. Andrea Hendon Busch
BE/ME TEKS Curriculum Project
309 College of Technology Building
Houston, TX 77204-4023
Source of materials for Marketing Education; Business Education

Activities:

Each student will receive occupationally specific training through an approved training sponsor.

Each student will receive instruction that addresses the TEKS for each occupational area.

Job shadowing and/or internship may be used to supplement the student's occupationally specific training.

A variety of teaching methods will be used in Diversified Career Preparation. Some examples include individualized study; group centered learning; viewing videos and other visual media presentations; role playing; guest speakers, panels, and/or field trips; lectures; discussions; instructional computer software programs; and Internet research.

D. Methods of evaluating student outcomes

This section should be locally developed.

E. Qualifications of the teacher

The teacher will be certified to teach the cooperative education/career preparation instructional arrangement under any career and technology education program area. Those program areas include Agricultural Science and Technology Education; Business Education; Health Science Technology Education; Vocational Home Economics Education/Family and Consumer Sciences Education; Marketing Education; and Trade and Industrial Education.

F. Amount of credit requested

Students who are in the 11th and 12th grades are eligible to enroll in Diversified Career Preparation. Each student, while enrolled in Diversified Career Preparation, must receive instruction by participating in occupationally specific classroom instruction and worked-based learning experiences in one of the approved occupations listed under the appropriate program of career and technology education. To receive 2 units of credit, a student must be in work-based training 10 hours per week. To receive 3 units of credit, a student must be in work-based training 15 hours per week. Training stations shall be in business, industry, and governmental agencies and shall provide each student with a broad range of curriculum-related training experiences. The approved training plans shall be based on competency statements which address the State Board of Education approved Texas Essential Knowledge and Skills for each of the career and technology education areas. In instances where students are using job shadowing or internship, the above guidelines and criterion will be followed.

Students must be a minimum age of 16 in order to enroll in career preparation work-based learning experiences that have a paid career preparation component.

G. School years for which approval is requested

Request the course for a five year period of time. 20 ____ through 20 ____

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Essential knowledge and skills

The student is expected to:

1. Complete the Texas Essential Knowledge and Skills designed for the student's occupational training area chosen from those approved for Career and Technology Education in Texas.
2. Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
3. Demonstrate effective methods to secure, maintain, and terminate employment.
4. Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.
5. Evaluate the relationship of good physical and mental health to job success and achievement.
6. Demonstrate appropriate grooming and appearance for the workplace.
7. Demonstrate appropriate business and personal etiquette in the workplace.
8. Exhibit productive work habits and attitudes.
9. Determine preparation requirements for various levels of employment in a variety of careers in their respective occupational area.
10. Analyze the future employment outlook in their respective occupational area.
11. Describe entrepreneurial opportunities in their respective occupational area.
12. Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.
13. Compare rewards and demands for various levels of employment in a variety of careers.
14. Determine continuing education opportunities that enhance career advancement and promote lifelong learning.
15. Summarize the rights and responsibilities of employers and employees.
16. Exhibit ethical practices.
17. Determine good money management and financial planning techniques.

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