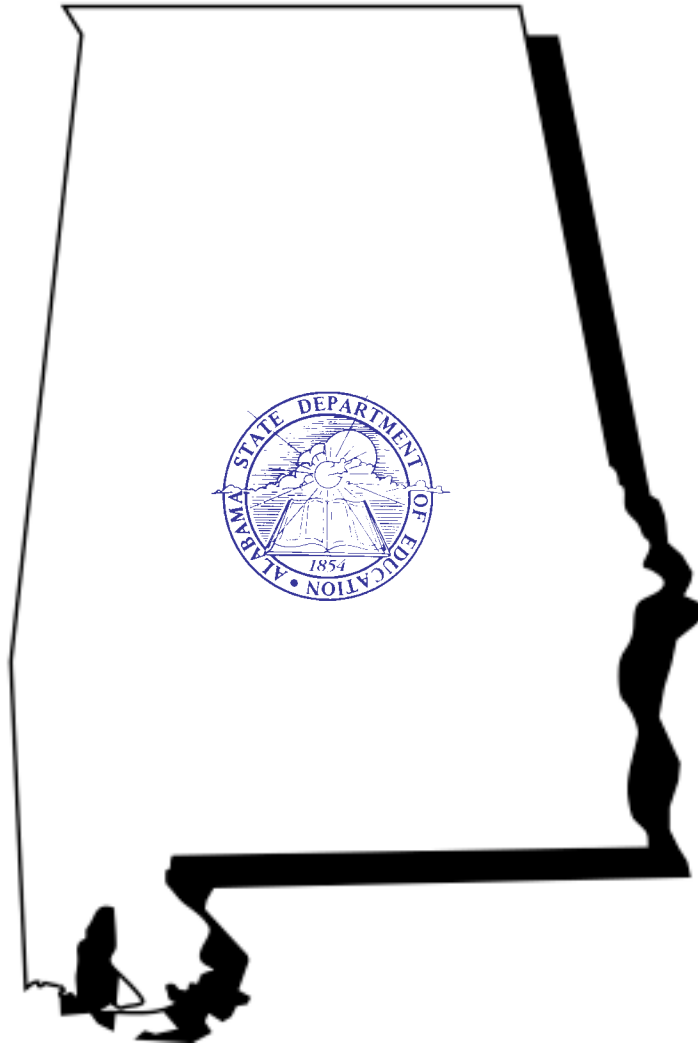


Alabama Courses of Study

Career/Technical Education



Ed Richardson
State Superintendent of Education
ALABAMA DEPARTMENT OF EDUCATION
Bulletin 2002, No. 20



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the *Alabama Courses of
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Education* and other
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**STATE SUPERINTENDENT
OF EDUCATION'S MESSAGE**

Dear Educator:

The *Alabama Courses of Study: Career/Technical Education* (Bulletin 2002, No. 20) is designed to provide students with a rigorous school- and work-based curriculum that will equip them with the knowledge and skills to enter four-year or two-year postsecondary education institutions, apprenticeships, the military, or employment. This curriculum is flexible, innovative, and student-centered, allowing for selection of career pathways that integrate academic and career/technical education courses directed to students' career interests.

Local school system teachers and administrators will find that this document contains a challenging set of standards to be mastered by students. I encourage each school system to develop local curriculum guides using these standards that outline what students should know and be able to do and add local decisions regarding how students are to meet or exceed these standards.

Local system leadership, school leadership, which includes teachers, administrators, other support services, and guidance counselors, along with effective classroom instruction are the keys to students' success. Important local decisions include how students will accomplish these standards, in what sequence teachers will address them, and how much time will be given to the various components. These decisions are as significant as the identification of what students need to know and be able to do.

I sincerely support the Career/Technical Education curriculum goals for students. These goals address the needs and interests of students and provide students the opportunity to become responsible learners; stress the need for a collaborative instructional approach on the part of parents, students, educators, and employers; emphasize the use of technologies to support instruction; and strive to broaden the learning environment. I believe this document gives direction to a strong Career/Technical Education program that provides students the opportunity to become successful and productive citizens.

ED RICHARDSON
State Superintendent of Education

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Alabama Courses of Study: Career Technical Education

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PREFACE

The *Alabama Courses of Study: Career/Technical Education* (Bulletin 2002, No. 20) provides the framework for Career/Technical Education in Alabama's public schools. Content standards in this document define the minimum requirements *Code of Alabama* (1975), §16-35-4). They are fundamental and specific but not exhaustive. When developing local curriculum, school systems may include additional content to reflect local philosophies and may add implementation guidelines, resources, and/or activities.

The 2001-2002 Alabama Career/Technical Education Courses of Study Committees and Task Force made extensive use of national and industry standards and other states' curricula. In addition, members read articles in professional journals and other publications. They attended state and national conferences, listened to and read statements from interested individuals and groups throughout Alabama, used each member's expertise in the profession, and discussed each issue and standard among themselves. Finally, members reached consensus and developed what they believe to be a sound and rigorous Career/Technical Education curriculum for Alabama's students.

ACKNOWLEDGMENTS

This document was developed by the 2001-2002 Career/Technical Education Courses of Study Committees and Task Force composed of Career/Technical Education classroom teachers; local school system Career/Technical Education directors, supervisors, and other administrators; and college educators appointed by the Alabama State Board of Education as well as business and professional persons appointed by the Governor of Alabama (*Code of Alabama* (1975), §16-35-1). The Committees and Task Force began work in March 2001 and submitted the document to the State Board of Education for approval at the February 2002 meeting.

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CAREER/TECHNICAL COOPERATIVE EDUCATION PROGRAM

The Career/Technical Cooperative Education program is a structured component of the Career/Technical Education curriculum that integrates classroom instruction and learning with productive, supervised work-based experiences in fields related to students' career objectives. Cooperative Education partners students with school faculty and employers to provide students with progressive school and work-based experiences that integrate theory and application.

Cooperative Education work-based experiences and student organization leadership activities provide many opportunities to enhance classroom instruction and career development.

Students eligible for participation in the Career/Technical Cooperative Education program must meet **one** of the following criteria:

- The student has achieved concentrator status, indicating completion of two Career/Technical Education credits in a sequenced program of study related to the student's career objective or the student is concurrently pursuing concentrator status while enrolled in Coordinated Studies. (A student must achieve concentrator status prior to participation in the work-based component of cooperative education.)
- The student has earned two Career/Technical Education credits (one credit from two different programs of study). Both credits must be related to the student's career objective.
- The student has earned one Career/Technical Education credit and has earned one academic credit at a higher level than the minimum core course requirements specified for the *Alabama High School Diploma*; for example, Advanced English 11 or Calculus. Both courses must be related to the student's career objective.

To successfully complete the Career/Technical Cooperative Education program, students must demonstrate **all** of the following:

- Achievement of work-based experience related to a selected career field
- Achievement of regular and continuing current employment
- Achievement of a progression of increasingly difficult work-based tasks

COORDINATED STUDIES

Coordinated Studies is a required component of the Career/Technical Cooperative Education Program. This one-credit course provides students with the opportunity to evaluate and develop a career plan and prepare/update a career/employment portfolio. Students build on prior knowledge, strengths, interests, and needs that enhance preparation for future employment and continuing education/training. The Career/Technical Cooperative Education Program requires students to successfully complete 140-clock hours of instruction to earn one unit of credit.

Students will:

Evaluating an Occupation/Career

1. Analyze the economy and assets of a community regarding improvement of personal and community economics to determine career opportunities as related to the student's career objective.
 - Surveying area workplaces
 - Examples: type of survey—mail, phone, personal visit, E-mail;
 - type of business—service, production;
 - type of ownership—corporation, partnership, sole proprietorships, number of employees;
 - job classification—skills required; training available; Dictionary of Occupational Titles (DOT);
 - products and/or services produced
 - Interpreting community demographics
 - Examples: population, socioeconomic status, ethnicity/diversity
 - Determining employment trends
 - Example: Alabama Career Information Network (ACIN)
 - Assessing the impact of technology
 - Evaluating geographic location
 - Identifying educational opportunities
2. Determine the overall impact of the expansion, downsizing, or closing of a company.
 - Economic
 - Social
 - Political
3. Develop a plan for addressing personal needs in the event of a company layoff, downsizing, or closing.
 - Finances
 - Examples: bank, bills
 - Relocation
 - Unemployment compensation
 - Severance pay
 - Career modification
 - Example: upgrading or developing new skills

4. Analyze the lifestyle desired and resources necessary to support the selected lifestyle.
 - Geographic area
 - Cost of property
 - Cost of home/mortgage
 - Clothing cost
 - Vehicle cost/payments
 - Food cost
 - Utilities

5. Analyze a specific occupation or career.
 - Positive and negative aspects
 - Educational qualification requirements
 - Education/training expenses
 - Educational training for maintaining employment and advancement
 - Access to educational institutions

Developing an Employment Plan

6. Develop an effective career plan based on the student's current career objective.
 - Short-term/long-term goals
 - Career research
 - Earnings
 - Work conditions
 - Entry requirements
 - Education requirements
 - Employment outlook
 - Advancement possibilities
 - Personalities
 - Physical, emotional, and mental requirements
 - Skill development
 - Strategic plan
 - Examples: tactics, time-line

7. Project financial requirements based on the student's career objective.
 - Employee
 - Start-up cost
Examples: loans, clothing, tools and equipment, supplies, license
 - Financial management
Example: budget
 - Employer costs
Examples: benefit package, training, workers' compensation, social security, utilities, production cost, rent, payroll
 - Taxes
Examples: property, income
 - Insurance
Examples: health, liability, personal
 - Employer
 - Start-up cost
Examples: loans, clothing, tools and equipment, supplies, license
 - Account management
Examples: profit and loss statement, balance sheet, cash flow
 - Employee costs
Examples: benefit package, training, workers' compensation, social security
 - Taxes
Examples: property, income, business, depreciation
 - Fixed and variable costs
Examples: utilities, production cost, rent, payroll
 - Insurance
Examples: fire, liability, unemployment

8. Analyze workplace issues as related to the student's career objective.
 - Conflict resolution
 - Workplace ethics
 - Teambuilding
 - Mentoring
 - Personal networking
 - Diversity
 - Labor relations
 - Academic skills
 - Technology skills
 - Employee/employer expectations

9. Demonstrate personnel selection, evaluation, and development based on the students career objective.
 - Job description
 - Applications
 - Résumé
 - Interview skills
 - Hiring practices
 - Example: Equal Employment Opportunities Commission (EEOC)
 - Accepting employment
 - Examples: W4, insurance, selection of employment benefit options
 - Evaluation process
 - Discipline
 - Examples: appropriate actions, steps towards positive discipline
 - Termination procedures
 - Examples: exit interviews, letter of resignation, severance package
 - Wages and benefits
 - Advancement
10. Apply occupational, leadership, and interpersonal skills in a variety of situations.
 - Student organization conferences and workshops
 - Competitive event programs
 - Community and school activities
11. Interpret legal aspects of an occupation/career.
 - Employer/employee rights and responsibilities
 - Consumer protection laws
 - Credit laws
 - Labor laws
 - Labor unions
 - Contractual agreements
 - Occupational Safety and Health Administration (OSHA)
 - Environmental Protection Agency (EPA)
 - Equal Employment Opportunities Commission (EEOC)
12. Maintain a safe and healthy work environment as related to the student's career objective.
 - Identifying hazardous or unhealthy work conditions
 - Participating in safety training exercises
 - Following first aid procedures using universal precautions
 - Following fire prevention procedures
 - Using and maintaining proper tools and equipment
13. Demonstrate the ability to report required documentation.
 - Example: wage and hour report

Preparing Career/Employment Portfolio

14. Prepare/update the student's career/employment portfolio.
 - Career/educational plan and objective
 - Résumé
 - Transcripts
 - Honors, awards, and commendations
 - Employment credentials
 - Example: career profile
 - Work evaluations
 - Copies of completed job and/or college applications
 - List of references
 - Letters of recommendation
 - Work samples
 - Examples: photographs, documentations, drawings

COORDINATED STUDIES SEMINAR

After earning one credit in coordinated studies, students enrolled in the Cooperative Education Program are required to participate in the Coordinated Studies Seminar equivalent to one class period per week. Participation in the seminar is required for students to be able to continue in the career/technical cooperative education work-based experience.

1. Update a career/employment portfolio.
 - Career/educational plan and objective
 - Résumé
 - Transcripts
 - Honors, awards, and commendations
 - Employment credentials
 - Example: career profile
 - Work evaluations
 - Copies of completed job and/or college applications
 - List of references
 - Letters of recommendation
 - Work samples
 - Examples: photographs, documentations, drawings
2. Submit documentation of required reports.
 - Examples: wage and hour report, work schedules
3. Critique workplace issues.
 - Examples: conflict resolution, workplace ethics, diversity in the workplace, mentoring, networking, legal issues, attendance, interpersonal skills, liability issues
4. Participate in a work-based learning experience as related to the student's career objective.

