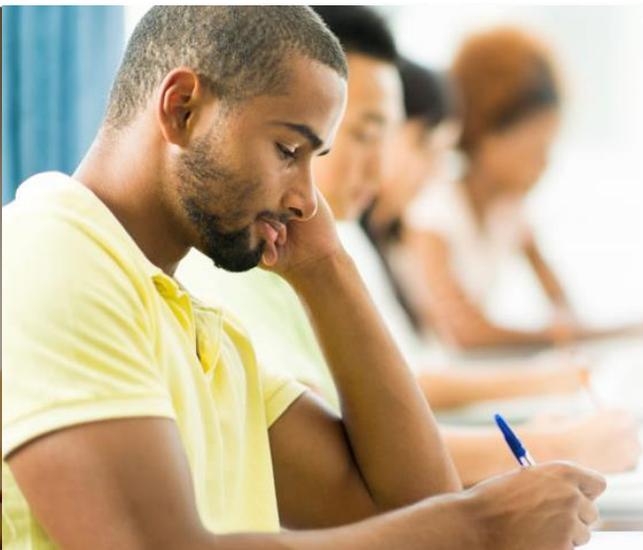# Course Outline

Program: Career Technical Education (CTE)

Course of Study: Career Technical Education (CTE)

70-01-50

CTE/Education and Career Planning

Credits: 0* **Hours:** 12

Prerequisites:

None.

The course number **70-01-50** is used for reporting hours students generate through pathway counseling.

* Not eligible for Perkins reporting.

Course Description:

This competency-based course informs students about career planning and assists in the preparation of an individual career plan. It provides information and guidance in identifying vocational interests. Choosing an occupation, determining job requirements, and planning necessary vocational training, applying employment techniques, meeting employment performance standards, resolving conflicts on the job, and achieving career advancement. This course is aligned with the Performance Standards of the California Department of Education.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Couseling Services Unit
Adult Curriculum Office
www.wearedace.org

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ACKNOWLEDGMENTS

Thanks to WENDY HEARD for editing and preparing this course outline as competency based.

Thanks to ERICA ROSARIO for the cover page of this course.

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COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES   Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES   p. 7

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

(continued)

Course Outline Components

INSTRUCTIONAL STRATEGIES   p. 11

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT   pp. 6-9

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES   p. 10

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT   Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

USING the CAREER TECHNICAL EDUCATION and

CAREER PLANNING COURSE

Research shows that programs that provide students with an orientation have higher levels of student persistence and retention.

This course is intended to provide an orientation for Career Technical Education students who are entering the adult-school system. Optimally, it should be taught before students are placed in and Career Technical Education class. Orientations can be provided at the time of registration, at orientation sessions offered weekly or bi-monthly, or in the Career Technical Education classroom.

By participating in this course, students will learn what courses of Career Technical Education are most appropriate to their needs and what they will learn in these classes. They will learn what the entry requirements are for a chosen occupation. They will understand the school system they are entering, know the schedule of classes and layout of their school site and be familiar with the various programs offered through adult and career technical education. Students will also be able to articulate their long and short-term educational goals and be prepared to study in a classroom environment.

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	Recommended Materials and Activities
I. Personal and School Information (1 hour)	1. Define career planning. 2. Discuss how the career planning process includes identifying vocational interest, choosing an occupation, determining job requirements, applying employment techniques, meeting employment performance standards, and achieving career advancement. 3. Follow instructions to complete a variety of forms with personal information including Student ID number. 4. Identify strategic school personnel (principal, assistant principal, counselor, pathway advisor, WIOA navigator, security personnel, etc.). 5. Identify days, times, and locations of class offerings using the school schedule. 6. Identify school rules regarding attendance, parking, smoking, dress, etc. 7. Recognize student rights and responsibilities. 8. Identify appropriate behavior and actions in public facilities. 9. Recognize the function of and respond appropriately to emergency drills. 10. Identify important rooms, buildings, and services such as office, bookstore, restrooms, lunch truck, etc. 11. Identify child care if available. 12. Identify students attending adult school (i.e, minors, concurrently enrolled high school students, etc.).	Registration form TOPS intake form List of School Personnel List of School Rules School Map
II. Vocational Interests and Requirements (1 hour)	13. Assess one's interests, abilities, work habits and goals in areas of vocational interest. 14. Discuss the importance of developing the habit of goal setting and planning. 15. Use online and print sources for additional information on career options. 16. Identify key personnel (counselors, worksource partners, WIOA navigators, persons working in fields of interest, etc.) as additional source of career options. 17. Make a sound occupational choice selecting a suitable occupation which will fulfill individual needs and provide personal satisfaction to be revised as necessary.	Interest List (Student Portfolio) Online Career Planning Resources

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	Recommended Materials and Activities

III. Pathway Planning
 	
(2 hours)
	18. Review forecasts for future employment and opportunities in chosen occupation.
	
	19. List salary ranges, medical/dental/life insurance benefits, and vacation policy of a chosen occupation.
	
	20. Describe promotional opportunities available.
	
	21. Determine the requirements of a chosen occupation, such as (but not limited to):
	
	    a. An apprenticeship or journeyman status
	    b. Physical requirements
	    c. Licenses
	    d. High school education, college education, or vocational training.
	
	22. Determine the location of facilities offering required vocational training for chosen occupation.
	
	23. Determine the length of required vocational training needed for chosen occupation.
	
	24. Develop an Individualized Student Plan
	
	25. Complete the Test of Adult Basic Education and other entrance examinations as appropriate to field of study.
	
	26. Determine the fees for required vocational training needed for chosen occupation and research financial aid and scholarship opportunities if needed and/or available.
	
	27. Determine the competencies needed for a Proficiency Certificate, if appropriate.
		Job Forecast Data, Employment Projections
		
		Test of Adult Basic Education
		
		Pathways/ Transitions Presentation
		
		Individualized Student Plan

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	Recommended Materials and Activities

IV. Learner Persistence and Time Management
 	
(2 hours)
	28. Identify appropriate classroom behavior
	
	29. Identify personal support system necessary to maintain regular attendance and progress (e.g., child care, transportation, etc.). Discuss and source assistance needed to reduce individual barriers.
	
	30. Define time management as the ability to use one's time efficiently or productively.
	
	31. Discuss the benefits of time management skills for the adult student.
	
	32. Create a calendar that correlates personal schedule (e.g., work, family, etc.) with school schedule.
	
	33. Identify time management strategies to facilitate school attendance for the following situations:
	
	    a. Doctor's appointments
	    b. Illness
	    c. Childcare
	    d. Family emergencies
	    e. Personal vacations
	
	34. Identify the effects of absenteeism on the learning process.
	
	35. Identify ways to create a home environment conducive to studying.
		Student Created Calendar (Student Portfolio)

V. Employment Techniques (2 hours)	36. Use the Employment Development Department, internet tools, Civil Services announcements, personal contacts, WIOA Navigators, worksource centers, and job placement agencies as employment sources. 37. Describe employee civil rights and anti-discrimination laws regarding employment. 38. Define payroll terms of gross/net pay. 39. Identify payroll federal/state income taxes. 40. Identify payroll State Disability Insurance (SDI) taxes. 41. Identify payroll Federal Insurance Contributions Act (FICA) taxes. 42. Explain payroll W-4 form (Federal). 43. Describe the steps in a job search; understand job skills, employee benefits, legal and hiring practices, and payroll terms.	Sample W-4 List of Workforce Development Partners

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	Recommended Materials and Activities

VI. Steps on the Career Ladder
 	
(2 hours)
	44. List the requirements for entry level, intermediate, and top level positions within the company/occupation.
	
	45. List the steps on the career ladder.
	
	46. Describe the steps necessary for advancement on the career ladder, including (but not limited to):
	
	    a. Certificate programs
	    b. Education
	    c. Workshops and seminars
	    d. Vocational training
	    e. Apprentice training
	    f. Employer-sponsored training
	    g. Volunteer service
	    h. Work experience
	
	47. Discuss the need to demonstrate soft skills on present job.
	
	48. Discuss the need to demonstrate ability to handle greater responsibilities.
		Online career planning resources

VII. Resume, Application, and Related Letters (2 hours)	49. Know correct format, style, and placement in preparing a resume. 50. Organize personal data, educational information, work experience information, and reference information for a resume. 51. Demonstrate procedure for completing online and paper applications. 52. Explain the correct format and content of a cover letter, follow-up letter/email, and thank-you letter/email. 53. Prepare a resume, application, and related letters.	Sample Resume Sample Letters Sample Application

INSTRUCTIONAL STRATEGIES and EVALUATION

METHODS AND PROCEDURES

    A. Demonstration and discussion

    B. Whole group, small group, and individualized instruction and activities

    C. Cooperative learning strategies

    D. Multimodal and multimedia presentations

    E. Internet research

    F. Interviewing of key personnel

EVALUATION

    A. Portfolio containing completed sample documents relevant to a student's pathway such as:

        a. W-4

        b. Application

        c. Cover letter

        d. Resume

        e. Interest/abilities inventories

        f. Interview transcripts and notes

        g. Printed information from online research

        h. Handbooks from surveyed programs and schools

        i. Notes and journals as appropriate

    B. Formative verbal assessments checking for student understanding throughout course

SUGGESTED INSTRUCTIONAL RESOURCES

TEXTBOOKS

Briedenbach, Monica E. Career Development: Taking Charge of Your Career, 2nd edition. Devry Institute of Technology, Prentice Hall, 1992.

Travers, Alfred W. Interpersonal Relations, Career Skills and Motivation. Indiana Vocational Technical College--North Central, Prentice Hall, 1994.

Kimbrell, Grady and Ben Vineyard. Succeeding in the World of Work, 5th edition. Glencoe, 1992.

Levitt, Julie G. Your Career: How to Make it Happen, 2nd edition. South-Western, 1991.

Busse, Rodger. Planning for Success on the Job. Orange, CA: Career Publishing, Inc., 1993.

SUPPLEMENTAL MATERIALS

A. Duplicator Masters

> Basic Skills on the Job. CEBCO Standard Publishing, 9 Kublick Rd., Fairfield, N.J. 07006.
> Career Awareness Activity book. Denison & Co., Inc. Framingham, MA.
> Getting Applications Right; Getting and Keeping the Job. Scope Visuals, Scholastic Book Co., Englewood Cliffs, N.J.
> How to Get a Job; Preparing for Interviews. Visual Materials, Inc.

B. Workbooks

Benson, Carlson & Larsen Pub. Co., St. Paul, MI.

> 1. How to Study Occupations
>
> 2. Exploring Careers
>
> 3. Why People Work
>
> 4. Competency Tests

> > Competency-Based Live Ability Skills. Clovis
> > Janus Book Publishers, Hayward, CA.

> > > 1. Don't Get Fired!
> > > 2. Get Hired!
> > > 3. Janus Job Interview Guide
> > > 4. Janus Job Planner
> > > 5. My Job Application File

ONLINE RESOURCES

Career Interest Inventories, such as (but not limited to):

www.cacareerzone.org

www.cacareercafe.com

www.princetonreview.com/quiz/career-quiz

www.educationplanner.org

www.whatcareerisrightforme.com

www.mbtionline.com

www.myplan.com

www.16personalities.com

www.truity.com/test/holland-code-career-test

www.predictiveindex.com

Employment/Worksource Resources, such as (but not limited to):

www.caljobs.com

www.edd.ca.gov

www.calcareercenter.org

www.labormarketinfo.edd.ca.gov

www.americasjobcenter.ca.gov

www.workforceinvestmentworks.com/california

www.careeronestop.org

www.dir.ca.gov

http://ewddlacity.com

RESOURCE PERSONS

- A. Campus personnel
- B. CTE/Pathways Advisor
- C. Counselor
- D. Administrator
- E. Teacher
- F. WIOA Navigator
- G. Worksource center personnel

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____   Date _____

School _____   Contact Number _____

Feedback

Course Number and/or Title of Course

_____

Directions: Please respond to these statements. If you choose a "No" or "Sometimes" response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?

2. What is the most helpful section or feature of this course outline? Why?

3. What section or feature of this course outline do you use the least? Why?

4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum and Instruction, Wendy Heard, Advisor (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 114.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.