



Innovative Course Application 2007-2008

Instructions:

1. Complete this application with care, remembering that if the course earns state approval, this application will be made available on the internet and may be accessed and referenced by the public.
2. Obtain the approval of your local board of trustees prior to submitting your application.
3. Submit your application via email as an attachment. Use "Innovative Course Application" as your subject line, and address the email to curriculum@tea.state.tx.us. **Submit your 2007-2008 application no later than February 27, 2007.** Expect a receipt confirmation within 5 business days.

Name of applying district or organization: College Station ISD

Complete mailing address: 1812 Welsh College Station, TX 77840

Contact person: Judy McLeod, Director of Career/Technology and Community Education

Contact person's email address: jmcleod@csisd.org

Contact person's phone number, area code first: 979764-5465

County District Number (if applicant is a Texas school district): 021901

Superintendent (if applicant is a Texas school district): Dr. Eddie Coulson

Date of local board of trustees' approval of this innovative course application:



Name of innovative course(s): Diversified Career Preparation II

Number of credits that may be earned: 2-3

Brief description of the course (150 words or less):

Diversified Career Preparation II (DCP II) 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 technical training area that has already been approved and assigned a PEIMS Work-Based Learning number. Students will receive general life long learning skills, employability skills leadership, management skills, free enterprise system, work ethics safety, mathematics, financial transactions, and communications 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 provide paid (or unpaid) occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific work-based training. Students will continue with specific occupational training assignments in the classroom. This instructional arrangement will be most effectively utilized if it is part of the student's coherent sequence of courses.

The recommended prerequisite is Diversified Career Preparation I.

Essential Knowledge and Skills of the course:

All students will complete the Texas Essential Knowledge and Skills designed for the student's occupational training area chosen from those approved for Career and Technical Education in Texas

(1) Employability skills. The student utilizes and evaluates employability skills to maintain a position in a company. The student is expected to:

- (A) create an appropriate professional electronic portfolio to include a five year individual career plan of study, revised resume, cover letter; awards, commendations, and thank you letter;
- (B) explain process for obtaining letters of recommendation;
- (C) develop personal communication skills; and
- (D) understand and enhance interview skills.

(2) Concepts and skills associated with success at the workplace. The student develops skills for success in the workplace. The student is expected to:

- (A) demonstrate appropriate grooming and appearance for the workplace;
- (B) demonstrate dependability, punctuality, and initiative;
- (C) develop positive interpersonal skills including respect for diversity;
- (D) demonstrate appropriate business and personal etiquette in the workplace;
- (E) exhibit productive work habits, attitudes and ethical practices; and
- (F) demonstrate knowledge of personal and occupational safety practices in the workplace; and
- (G) prioritize work to fulfill responsibilities and meet deadlines.

(3) Work ethics. The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:

- (A) illustrate how personal integrity affects human relations on the job;



TEA

- (B) demonstrate characteristics of successful working relationships, for example, teamwork, conflict resolution, self-control, teamwork; and ability to accept criticism;
- (C) analyze employer expectations;
- (D) exhibit productive work habits and attitudes;
- (E) communicate effectively via oral, written, and electronic channels;
- (F) identify ethical standards; and
- (B) analysis, compare and evaluate organizational policies and procedures.

(4) Integration of academics. The student applies and integrates math, science, English language arts, and social studies in DCP II. The student is expected to:

- (A) apply and analyze critical and creative thinking;
- (B) apply math to business transactions ;
- (C) apply and analyze data from tables, charts, and graphs to estimate and find solutions to problems;
- (D) apply listening skill and memory techniques;
- (E) demonstrate skills in researching and writing business reports and summaries electronically;
- (F) identify and understand individual learning styles; and
- (G) demonstrate effective verbal, nonverbal, written, and electronic communication skills.

(5) Standards and legal responsibilities. The student knows ethical behavior standards and legal responsibilities of the profession. The student is expected to:

- (A) understand the guidelines for appropriate use of company property
- (B) compare published professional codes of ethics;
- (C) identify and explain responsible and ethical behavior
- (D) summarize provisions of the Fair Labor Standards Act
- (E) describe the legal consequences of breach of confidentiality; and
- (F) research and describe laws governing the different professions.

(6) Identity theft traits. The will develop knowledge and understanding the traits of identity theft. The student is expected to:

- (A) research and identify various methods criminals use to information; and
- (B) understand how to avoid becoming a victim.

(7) Self development and interpersonal skills. The student applies the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to:

- (A) identify and practice effective interpersonal and team-building skills involving situations with co-workers, managers and customers; and
- (B) participate in leadership and career development activities (CTSO)

(8) Concepts and skills related to safety at the workplace. The students shall be provided opportunities to:

- (A) identify and apply safe working practice to all training stations;
- (B) identify and list unsafe work practices and attitudes;
- (C) explain the role of OSHA in the workplace;
- (D) understand the importance of applying safety rules in all situations; and
- (E) analyze health and fitness practices that influence job performance.



(9) Acquire the academic and technical skills for future education and employment. The students will develop the stigma and desire for future growth and employment. The student is expected to:

- (A) research and identify high skill, high wage, or high demand occupations in current or emerging professions
- (B) analyze the future employment outlook in the high demand occupations;
- (C) describe entrepreneurial opportunities in high demand occupations;
- (D) compare rewards and demands for various levels of employment in high demand occupations;
- (E) summarize the rights and responsibilities of employers and employees; and
- (F) apply good money management and financial planning techniques.

(10) Professional advancement. The student identifies skills and attributes necessary for professional advancement. The student is expected to:

- (A) evaluate and compare employment options, for example, salaries, benefits, and prerequisites;
- (B) compare rewards and demands for various levels of employment in a variety of careers;
- (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning;
- (D) determine preparation requirements for various levels of employment in a variety of careers in their respective occupational area;
- (E) determine how interests, abilities, personal priorities, and family responsibilities affect career choice; and
- (F) demonstrate effective methods to secure, maintain, and terminate employment.

Description of the specific student needs this course is designed to meet:

Students will receive personal social development, educational achievement and lifelong learning and career management employability. The work-based learning program will assist students with the transition from school to work or post-secondary program. Students will have the opportunity to develop higher-order thinking skills such as analysis, evaluation and technical skills.

The Diversified Career Preparation II exists for a program that encompasses jobs not including in the current program offerings of Agriculture Science and Technology Career Preparation, Business Education Career Preparation, or Marketing Dynamics and Management. Many students are interested in other areas of work-based learning such as construction, auto technology, industrial technology, computer repair, law enforcement, electrical trades, communications, and medical or allied health fields. More diversity of training stations will provide students with global work skills that will transfer to all areas of employment and provide the transition from school to work to post secondary to a high demand, high wage, and high technical opportunities.

Major resources and materials to be used in the course:

Curriculum materials from the following curriculum centers in Texas that serve career and technical education programs will be utilized

University of North Texas \Department of Technology and Cognition
PO Box 311337-1337
Denton, TX 76203-1337
Telephone: 940-565-2293
Fax: 940-369-8650



Web Address: <http://www.texashste.com>
Source of materials for Health Science Technology Education

The Curriculum Center for Family and Consumer Sciences
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
Telephone: 806-742-3029
Fax: 806-742-3034
Web Address: <http://www.hs.ttu.edu/ccfcs>
Sources of materials for Family and Consumer Sciences

Texas A&M University
Instructional Materials Service
2588 TAMUS
College Station, TX 77843-2588
Telephone: 979-845-6601
Fax: 979-845-6608
Web Address: <http://www-ims.tamu.edu/>
Source of materials for Agricultural Science and Technology Education and
Trade and Industrial Education

University of Houston
College of Technology
4800 Calhoun
Houston, TX 77204-4083
Telephone: 713-743-4087
Fax: 713-743-4032
Web Address: <http://www.tbmeccdc.tech.uh.edu>
Source of materials for Marketing Education and Business Education

University of Texas At Tyler
Ingenuity Center
3900 University Blvd.
Tyler, Texas 75799
Telephone: 903-566-7379
Fax: 903-566-7369
Web Address: <http://www.texastechnology.com>
Source of materials for the following Career clusters: Manufacturing; and Science, Technology,
Engineering and Mathematics

From School to Work. J.J. Littrell, James H. Lorenz, and Harry T. Smith. The Goodheart-Willcox
Company, Inc., Tinley Park, Illinois. 1996

Textbooks, videos, computer software, guest speakers, assessment system instruments and field trips.

Required activities and sample optional activities to be used:

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.



- Group will develop a business plan for a specific business of their choice

Sample optional activities include:

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

Methods for evaluating student outcomes:

Students will be evaluated using the following methods:

- develop a rubrics to evaluate student activities and project
- classroom assignments
- daily work
- research assignment
- written and oral presentations (group/individual)
- classroom exams, state accountability assessments,
- teacher coordinator observations at student's training station
- employer evaluation of student trainee completed by supervisor every six weeks
- work timesheets
- student self assessments
- electronic portfolio

Required qualifications of teachers:

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