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ABSTRACT

The general objective of this study guide is that the education student will understand the principles of career education and the issues related to the concept, be familiar with operational education models, and be able to plan and integrate activities into his teaching that will foster career development. The course is organized into five modules which represent the goals of the study in career education. The modules are: (1) forces giving impetus to career education; (2) identification of concepts, issues, problems, and trends in career education; (3) analysis of acceptance of career education; (4) study of operational career education models; and (5) development of techniques and materials for teaching career education. The first four modules are studied as background for the final module, and it is expected that at least half of the effort of this study will be expended in achieving the competencies for the final module. Each module includes an outline rationale, prerequisites needed, a preassessment, enabling objectives for the module, a discussion of the module concept and the issues which should be considered, learning alternatives for the student, and a postassessment. Appended to each module are resource materials. (Author/BP)

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A Student's Guide for the Instructional Component

COMPETENCIES IN CAREER EDUCATION
I.E. 164 - CCE 001 (NSC)
2 Semester Credits

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March 29, 1974

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A Student's Guide for the Module Cluster:
Competencies in Career Education

General Objective of Module Cluster:

As a result of this study the successful education student will understand the principles of career education and the issues related to the concept, be familiar with operational career education models, and be able to plan and integrate activities into his teaching that foster career development.

CCE-001.01(NSC)	Forces Giving Impetus to Career Education
CCE-001.02(NSC)	Identification of Concepts, Issues, Problems, and Trends in Career Education
CCE-001.03(NSC)	Analysis of Acceptance of Career Education
CCE-001.04(NSC)	Study of Operational Career Education Models
CCE-001.05(NSC)	Development of Techniques and Materials for Teaching Career Education

Module Enabling Objectives:

.01-1. Recounts the major factors which caused the emergence of the career education concept.

.01-2. Compares the stated rationale of career education to those objections raised about the effects of career education.

.02-1. Recalls the basic components of the career education concept.

.02-2. Recalls problems in implementation that are predicted will confront career education.

.02-3. Analyzes various educational trends which are emerging as a consequence of the efforts for career education.

.03-1. Analyzes opinions on career education by leaders in education.

.03-2. Generalizes on the amount of commitment toward career education on the national, state, and local level.

.04-1. Identifies the goals of operational career education models now being tested.

.04-2. Describes the structure of the models studied and identifies the major elements.

.04-3. Recounts techniques designed to achieve career development including emphasis on self-awareness, career-awareness, and decision-awareness.

.05-1. Identifies methods of delivering information to students for career development.

.05-2. Locates and uses reference material that is used for classification of occupations.

.05-3. Locates and uses reference material that facilitates understanding of the total spectrum of careers in his major field of study.

.05-4. Designs activities which will require students to

a. recognize occupational and educational alternatives

b. makes decisions based on personal interest with regard to occupational and educational alternatives, and

c. improve self-concept.

.05-5 Selects instructional materials that utilize the most effective educational technology available to the teacher for teaching career development.

.05-6 Determines what support is available from school guidance and counseling services and other agencies and then seeks appropriate support for students.

.05-7 Keeps abreast of current developments in career education.

This study of career education is designed to be a competency-based teacher education study for students in any field of education. The competencies of knowledge, skills and behavior to be demonstrated by the students were arrived at through a study of the types of roles that the students will assume as teachers. Student performance is the primary means by which the student will be evaluated. When the student has satisfied the criteria of the enabling objectives through the specified assessment procedures, he will be certified for those competencies.

The material presented herein is a result of an extensive review of the literature, investigation of state and local education agencies such as the Virginia State Board of Education and the Portsmouth City Schools, visitation to one of the six sites where a major USOE effort is being exerted to erect a career education model, and telephone and written correspondence

to school systems in Virginia and other parts of the country where there are organized efforts regarding career education.

This guide is organized by means of modules which represent the goals of the study in career education. Each module includes a rationale for its selection. Specific enabling objectives are also listed for each module. Following the objectives is a brief summary of some of the salient points concerning the goal. These thoughts are only intended to serve as an introduction to the reference materials. After the discussion there are a number of issues which should be considered or noted in the reading. Then learning alternatives and means of assessing the achievement of the objectives is given.

The first four modules are studied as background for the final module, and it is expected that at least half of the effort of this study will be expended in achieving the competencies for the final module. This module will give the students practice in the types of study and activity involved in integrating career education into the school curriculum.

Procedures for using this Guide:

1. Module Goals and Rationales: Read these components to determine the general nature of the module and why it is necessary.

2. Prerequisites: Will inform you of the necessary background to begin the module.

3. Pre-assessments: These are used to evaluate if the

student has already mastered the competencies of the module or to diagnose possible deficiencies required by the module. The student must take these (unless indicated as optional) before beginning the learning alternatives.

4. Learning alternatives: After reading the module enabling objectives, discussion, and issues, the student has a variety of means for accomplishing the module enabling objectives. The instructor will indicate what combination of learning alternatives can be used to achieve the objectives. It is intended that the learning alternatives will allow students to pursue activities of their own interest and at their own pace within the scope of this course.

5. Post-assessment: This is the final step that the student will follow in order to be certified for the module competencies. Upon satisfactorily completing all post-assessments the student will have completed the module cluster.

Module CCE-001.01(NSC) Forces Giving Impetus to Career Education

Module Goal:

Identifies forces which gave impetus to the career education concept.

Rationale:

In order to place a proper perspective on concepts taught, educators should be aware of the historical, social, and educational needs that caused an emergence of the concepts. Also, because of the trust delegated to education, it is vital that teachers be aware of influences on curricula so that they may check for a consistency with the child's interest and the interest of mankind.

Prerequisites:

None, however this course will have more meaning for upperclassmen.

Pre-assessment:

"An Attitudes Survey to Assess Beliefs Toward Career Education", and students who feel they possess most of the enabling objectives in this module may take an oral quiz given by the instructor to demonstrate those competencies.

Module Enabling Objectives:

.01-1 Recounts the major factors which caused the emergence of the career education concept.

.01-2 Compares the stated rationale of career education to those objections raised about the effects of career education.

Discussion

The concept of career education is not entirely new to American education. In fact, there are few facets of the concept which have not been advanced at some time in the history of American education. For example, Benjamin Franklin was interested in preparing youth for occupations when he founded the Philadelphia Academy; and most statements of the purpose of education in this country include preparation for the world of work as a basic function. This includes the Cardinal Principles of Secondary Education. While a topic for an involved historical study is not within the scope of this paper, it is apparent that the precipitous impact now being felt by the push for career education came from several factors:

1. disenchantment with the inability of education to retain the large numbers of students who were dropouts.

2. accusations that the general education curriculum or college preparatory programs are irrelevant for eight out of ten

students who do not receive the proper training for the careers they enter, and

3. appointment of Sidney B. Marland, Jr. as United States Commissioner of Education.

Because of the first two factors and many more, there was a proper climate for Dr. Marland to enter the scene as he did in 1971, and use the mighty power of USOE to officially christen the career education concept with a very good prospect that it would receive recognition throughout the country.

It is difficult to define career education, because it has taken on many meanings. When large amounts of federal funds became available for career education, many existing programs donned the rubric of career education, and some received slight, if any, modifications. Commissioner Marland wanted a complete restructuring of education from preschool through higher education so that all education for all people was in preparation for a life in a career. It was proposed that all education would be designed around the study of certain job clusters. At preschool and through elementary education, students would be made "aware" of the various jobs and, gradually, they would be moved to "make decisions" of their personal interest in a particular career. Through a progressive process, the student in early high school would have job entry skills that would make him or her employable.

Two features of the concept received very favorable response. First, the idea of receiving greater meaning to subjects studied in school would be accomplished by using careers as a central theme, and second, every student would have "salable skills" early in high school in the event that he or she decides to leave prior to graduation or post-secondary education.

Issues

1. What specific sociological problems exist today for which the shortcomings of education are given the major responsibility?

2. What are some of the undelivered promises of our American education system?

3. What are the major rationale for career education?

4. What objections have been raised to career education?

Learning Alternatives:

From the references at the end of this module, read those cited by the instructor for the following activities:

1. Develop a list with explanations of at least five major factors that caused the emergence of career education.

2. Make a presentation to the class which will describe the social ills found in our society for which career education is supposed to help cure. Explain some of the possible solutions available through career education.

3. Take a stand on either the pros or cons of career education in a debate. Be prepared with facts and your sources to support your stand.

4. Write an essay that reveals the strengths and weaknesses of career education.

5. Interview some high school dropouts (the younger the better) and determine their reasons for dropping out and ask their suggestions for improving the school environment. Report the findings to the class.

6. Write a two or three page paper which either supports or refutes the idea of social promotion in the public schools. Be ready to defend your position in class.

7. Determine what are some of the concerns held by the black community about the career education movement. Explain them to the class.

8. Choose one of the articles which present opposition to the career education concept and write positions to counter each of their arguments against career education.

9. Write a brief position paper on why many of the high school counselors seem unable to give sound advice to students other than those on the traditional college preparation track.

10. Study the various surveys that reflect attitudes toward career education. Write a paper that reveals the major shortcomings

seen in our present educational structure as reflected in the surveys.

11. Design your own activity to accomplish the objectives of this module. Write objectives and criteria for evaluating the activity and gain approval before beginning.

Post-assessment:

Competencies for this module will be certified by the instructor if the material presented reflects the student's ability to recall the basic concepts of the readings. Letter grades will be assigned on subjective criteria with regard to form and objective criteria as stated in your objectives.

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Module CCE-001.01(NSC) Identification of Concepts, Issues, Problems and Trends in Career Education

Module Goal:

Identifies concepts, issues, problems, and trends related to career education.

Rationale:

It is necessary for a student to comprehend the elements that undergird an educational approach so that he will know how the elements operate as he studies various paradigms.

Prerequisites:

Completion of Module CCE-001.01.

Pre-assessment:

Students may elect to demonstrate module competencies to the instructor through an oral assessment.

Module Enabling Objectives:

.02-1. Recalls the basic components of the career education concept.

.02-2. Recalls problems in implementation that are predicted will confront career education.

.03-3. Analyzes various educational trends which are emerging as a consequence of the efforts for career education.

Discussion

Initial proposals for career education involved unifying the entire structure of education to develop "economic independence" for youth and to improve "appreciation for the dignity of work." The USOE proposed a K-12 program to be developed as a

1. school-based career education model (there are guidelines for establishing)

2. home-based models that would be similar to programs in Japan and European nations which rely on television and other non-campus instructional techniques

3. employer-based models that use business establishments in consortia as the focal point for career training, and

4. residential-based models aimed at relocating disadvantaged individuals or families at educational centers.

Of the four proposed models, the school-based is getting the major emphasis.

Because of the multiplicity of job titles that can be taken from the Dictionary of Occupational Titles, the cluster approach is generally accepted as the effective method of studying most careers. There are different systems of clustering but all attempt to place every known job title into one cluster of broad grouping. For example, the construction group would include such categories as builders, managers, designers, office workers, utility workers, and others. Some clustering systems have been built around subject

matter areas such as mathematics, biology, business, and other areas of study found in the school. The validity of this system is questionable, especially in light of the emphasis on inter-disciplinary studies which views traditional subject matter organization as artificial. The attached diagrams of the Cluster for Health Occupations is a sample taken from USOE orientation materials. It is one of fifteen cluster groups. The first two diagrams show branching of the subclusters of Medical Science and Services and the Health Services and Administration subcluster. The third diagram illustrates the way in which a student might pursue an interest in the transportation career cluster.

In restructuring all education so that the theme is career study, children at preschool and elementary school are oriented to careers so that they study the roles of various occupations in the community. For example, they would be introduced to lawyers, policemen, judges, and others in law enforcement to show the relationships of the law group within the public service cluster. While study of the policemen or firemen are traditional, the paradigm of the career does not stop at merely defining the role of the local policeman but ties together the many other occupations involved in law enforcement and public services. At the middle school level, students are engaged in occupational exploratory activities which

require decision-making regarding the types of jobs which appeal to them. Counseling efforts are applied as at all levels. Exploratory activities could involve a student in the study of graphic arts in which he works with printing equipment and engages in other activities common to graphic arts. The high school level student begins specialized study in an occupation of his interest. Job entry skills are developed at the ninth or tenth grade, with increased sophistication coming in advanced grades. Skills would be developed in work-study arrangements that place the student into the community for employment. Employment and classroom study are alternated. The design is intended for a student to be able to exit school anytime in high school, but return when he desires upgrading in his field. The concept includes going to community colleges or other post-secondary education if an individual wishes to continue upgrading.

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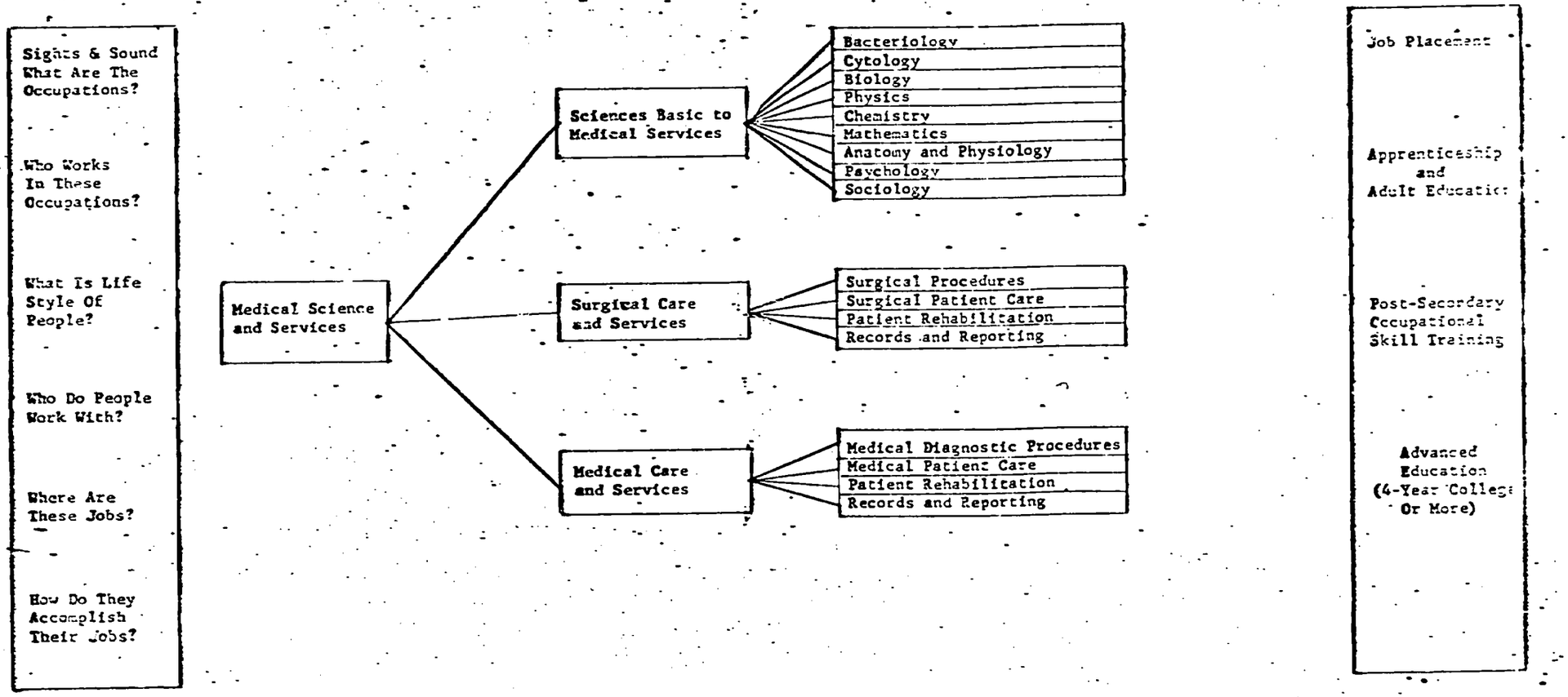
Draft
Revised
DATE 4-1-71

Cluster for Health Occupations

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	



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Developed By: USOE/BVTE
Draft
Revised
DATE 4-1-71

Cluster for

Health Occupations

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

- Sights & Sound What Are The Occupations?
- Who Works In These Occupations?
- What Is Life Style Of People?
- Who Do People Work With?
- Where Are These Jobs?
- How Do They Accomplish Their Jobs?

Health Services Administration

- **Public Health Administration**
  - Enforcing Health Regulations
  - Public Health Education
  - Health Related Information
  - Research
- **Institutional Administration**
  - Health-Testing and Referral
  - Health-Care
  - Sick-Care
  - Preventive-Maintenance
- **Private Health Services**
  - Developing and Maintaining Facilities
  - Medical and Health - Related Services
- **Health Maintenance Systems**
  - Health Insurance
  - Cooperative Health and Medical Services
  - Data Collection and Dissemination

- Job Placement
- Apprenticeship and Adult Education
- Post-Secondary Occupational Skill Training
- Advanced Education (4-Year College Or More)

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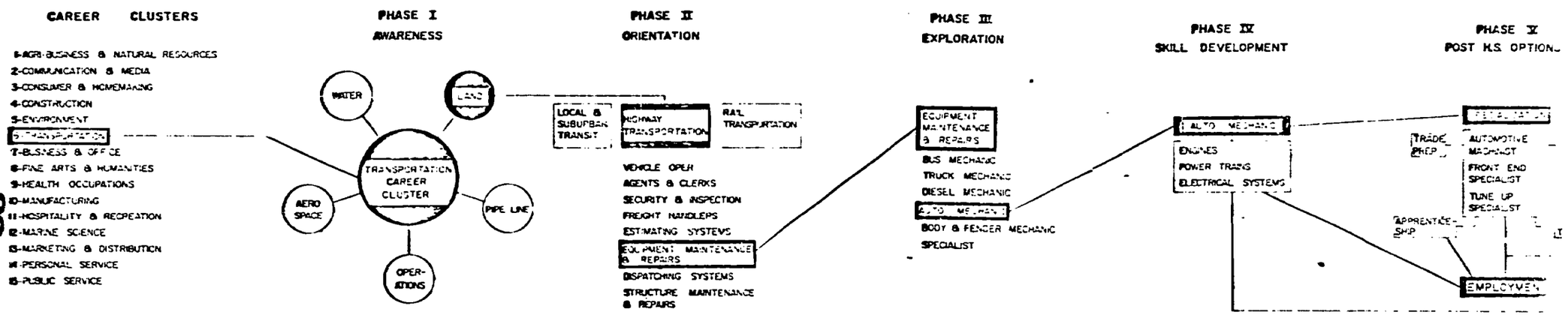

Issues:

1. What are the student outcomes expected in career education and what specific techniques are proposed to achieve the outcomes?

2. How will the counseling function be accomplished?

3. Assuming that most teachers beyond elementary school are basically subject-matter oriented, how will their roles be changed, and what kind of reorientation will be required?

4. Are most existing facilities and equipment in our schools capable of meeting the needs of career education? If not, what are some practical solutions to meeting the special needs that arise in career education?

5. Major change in education is normally a relative slow evolutionary process. Career education does have implications for some changes developing more quickly than others. What developments in career education seem to hold promise for quick adoption?

Learning Alternatives:

1. From the references, outline what seems to be the basic components of career education and the meaning of each component. Cite your sources.

2. Explain in two or three pages what is involved in clustering.

3. Pick one of the components of career education and state

the rationale for that component and some strategies that can be used to accomplish the component.

4. Outline how career education will develop new roles for guidance personnel and how other members of the education community will become involved in guidance.

5. Choose any of the issues for this module and respond to it with support of the references cited here.

6. Choose several positions in the public schools such as counselors, teachers, or teachers aides, and outline their role in planning and implementing career education.

7. Study the schematic breakdown of the USOE cluster (see the instructor's copy) and Career Clusters Concepts. Explain the system to the class.

Post-assessment:

Same as Module CCE-001.01.

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Module CCE-001.03(NSC) Analysis of Acceptance of Career Education

Module Goal:

Evaluate the degree of acceptance of career education through analysis of policy statements and opinions issued by agencies and individuals involved with education and by study of funding for career education.

Rationale:

In order for a student to gain a proper perspective on the possible impact of new concepts in education, it is appropriate for him to determine the amount of commitment on the part of agencies and individuals that are in a position to promote acceptance and ensure implementation.

Prerequisites:

Completion of Module CCE-001.02.

Pre-assessment:

Same as CCE-001.02.

Module Enabling Objectives:

.03-1 Analyzes opinions on career education by leaders in education.

.03-2 Generalizes on the amount of commitment toward career education on the national, state, and local level.

Discussion

The power held by the office of the Commissioner of Education through control of the federal-support dollars can be a strong persuader for acceptance of those ideas deemed cogent by the Commissioner, at least as long as he holds office. Consequently, when Sidney Marland, with the strong backing of President Nixon, set career education as "the priority" of USOE, there was the expected acceptance by many educators. The question of continuing acceptance now that Dr. Marland has left USOE remains to be seen. However, he was able to make some long-term obligations during his tenure. For the fiscal year 1972, $114 million was funded for career education with an additional $54 million for 1973. The Comprehensive Career Education Model that is being engineered, tested, and installed in six local educational agencies is a long-range development project which was begun in 1971 and has a long target date. It is to be tested and validated, and manuals readied for installation throughout the country beginning on December 31, 1979. Fifty-two "mini-models" have been funded under the "exemplary programs" section of the Vocational Education Act and are in operation throughout the country.

The powerful American Vocational Association (AVA) has formulated a position on career education which is aimed at lobbying

for all facets of career education, including research, development, instructional material production, and implementation. The AVA is an extremely effective organization when it sets its sights on specific goals. This effectiveness is evident in the increase in federal support to vocational education from the 1963 Vocational Education Act of $50 million to the 1968 Amendments that brought $500 million. While vocational education is receiving increasing support from all levels including the present federal administration, vocational educators feel career education is the vehicle to fuse vocational education into the total education program and, thus, gaining a new and long deserved respect.

In Virginia there has been a cautious approach to career education. There is no official state policy directed at career education. Discussions with staff of the Virginia State Board of Education revealed an ongoing interest in the concept with recommendations by some of the staff for greater state support. Those staff members talked to were of the opinion career education support is implicit in the Standards of Quality for Public Schools in Virginia 1972-74 which is a major legislative effort to improve education in the state. This act establishes objectives that include ensuring every child has the knowledge and skills for post-secondary education or employment. The State Master Plan has made several provisions to achieve various components of career education.

The attached questionnaire was mailed to each curriculum director of twenty-five selected school districts which were chosen in an effort to obtain an adequate cross-section of opinions on career education from various Virginia localities. Four districts which are developing phases of career education in Virginia supplied information and materials on their programs which reflected their policy and efforts. While all respondents to the questionnaire agreed on the value of career development for students, the actual commitment of the school districts to the concept is obviously lacking as revealed in the absence of formally organized programs.

There is some activity at the state level, even in absence of an official policy. The Trade and Industrial Services of the State Department of Education has conducted conferences in Virginia to encourage and offer assistance; the Virginia State Advisory Council on Vocational Education in its "Call for Redirection" is guidance and counseling; and in an in-service program that was conducted the summer of 1973 by the state Industrial Arts Education Service.

Writing the "Editor's Stand" for Industrial Education, John Feirer (see reference #6) saw a need for less talk and more action on career education. He cites evaluations of the USOE projects which predict the projects will not be effective in making a marked improvement in career orientation on a national scale.

Date

Name of Person Responding | Title

Address | Phone Number

1. Does your system have an organized program in career education? (3) Yes; (8) No

2. If the answer is no to #1, does your system have plans for any activities involving career education? (6) Yes; (3) No

   (If the answer to #1 or #2 is yes, please send literature or give a description which explains school board policy on career education, the structure of the program, and sample materials used in the program.)

3. If yes to #1 and #2, what disciplines are involved in developing and presenting material on education?

   _____

   _____

   _____

   Of the following statements please indicate whether you agree, disagree, or are undecided.

4. It is desirable to start children to thinking about careers in elementary school.

11		
Agree	Disagree	Undecided

   Comment

5. Students should be told about different jobs and job requirements during the study of every subject in every grade.

5	5	1
Agree	Disagree	Undecided

   Comment

6. Present guidance practice in your system does a sufficient job of career education.

2	9	
Agree	Disagree	Undecided

Comment

7. The present high school vocational courses teach students enough about the world of work.

3	8	
Agree	Disagree	Undecided

Comment

8. Students going to college should not make their career plans while in high school.

1	9	1
Agree	Disagree	Undecided

Comment

9. All students leaving high school should have saleable skills.

6	3	2
Agree	Disagree	Undecided

Comment

10. Career education emphasis will die now that Sidney Marland has left the U.S.O.E.

1	7	3
Agree	Disagree	Undecided

Comment

These questions are not intended to restrict your response. If you would prefer another format for expressing your views on career education, please do.

He saw two major shortcomings:

1. the "all talk, little action approach" has not sold many school administrators or teacher preparatory institutions, and

2. a lack of funds has prevented those interested in the concept from instituting programs.

One faction that may have an impact on bringing support to career education is the National Commission on Reform of Secondary Education. This group, which completely endorses career education, is making the "...first comprehensive examination of the American high school in fifty-five years ...(and) its recommendations (may) supersede the Seven Cardinal Principles" according to a report from the Los Angeles News Service.

Issues:

1. There is skepticism about genuine support for career education. What are some good indicators to observe in determining the current state of support?

2. Are there forces set into action because of the career education thrust that will have lasting effect on preparation of youth for the world of work? If so, what are these forces?

Learning Alternatives:

1. From the material you have studied in this and previous units, take a stand on the following statement either agreeing or disagreeing with it, outline your argument, and be prepared to defend it in class.

The career education concept is viable.

2. Conduct a telephone survey of educators in our area to determine how they regard the career education concept. (a) Prepare the questionnaire and the list of people to call. (b) Have it approved by the instructor. (c) Conduct the survey. (d) Report the results to the class.

3. Using current periodical data (within the past year), develop a picture of the efforts to finance career education. Cite your sources.

4. Using current periodical data (within the past year), develop a paper that indicates how national leaders in education and government. Cite your sources.

5. From the assigned readings, write a discussion of those components of career education that seem most likely to succeed. Cite your sources.

6. (a) Develop a questionnaire similar to the one in this module. (b) Have the questionnaire approved along with a list

of school board administrators (e.g. directors of counseling, directors of instruction). (c) Mail the questionnaire. (d) Compile the results and report them to the class.

7. Examine the various studies on attitudes toward career education and explain to the class what type of support seems available from such sectors as public school personnel, the business community, parents, and other such groups.

8. Design your own activity to accomplish the objectives of this module. Specify the objectives and criteria for evaluation and an outline of the activity. Have it approved before proceeding.

Post-assessment:

Same as CCE-001.01.

RESOURCE REFERENCES

1. Advisory Council on Vocational Education in Virginia. "A Call for Redirection" July 31, 1971. (Reprint.)

2. "Attitudes Toward Career Education," Reports submitted by the Institute for Educational Development, Princeton, New Jersey.

3. Burkett, Lowell A. "AVA Formulates Position on Career Education," American Vocational Journal, January, 1972, pp. 9-10.

4. Current periodicals consulted:
   American Vocational Journal
   Education Digest
   Industrial Education
   School Shop
   Also, other education periodicals.

5. Current reports from the National Commission on the Reform of Secondary Education.

6. Frier, John L. "Can Career Education Be Saved?" Industrial Education, February, 1973, p. 21.

7. Goldhammer, Keith, and Robert Taylor. Career Education Perspective and Promise. Columbus, Ohio: Charles Merrill, 1972, pp. 295-96.

8. Industrial Arts Education Service. "Career Education: A Continuing and Expanding Responsibility for Industrial Arts." Richmond, Virginia: State Department of Education, 1973.

9. Marland, Sidney P. "Career Education 300 Days Later," American Vocational Journal, February, 1972, pp. 14-17.

10. Muirhead, Peter P. "Federal Initiatives and Career Education." Proceedings of the Conferences on Career Education, May, 1972. Princeton, New Jersey: Educational Testing Service, pp. 3-9.

11. State Department of Education. Manual for Implementing Standards of Quality and Objectives for Public Schools in Virginia, 1972-74. Richmond, Virginia: State Department of Education, 1972.

12. "Summaries of Discussion on Career Education in the Regional Conferences of Local Directors, Supervisors, Principals, and Teacher Educators in Virginia," February, 1972.

13. Van Koughnett, B. C., and T. B. Justig. "Pontiac: Career Education Community," American Vocational Journal, March, 1972, pp. 37-38

Module CCE-001.04(NSC) Study of Operational Career Education Models

Module Goal:

Recognizes methods of integrating career education into teaching

Rationale:

The many efforts being undertaken to provide sound career development programs provide an excellent experience to a person seeking understanding and techniques of the concept.

Prerequisites:

Completion of Module 001.03 and ability to write behavioral objectives

Pre-assessment:

Written test on behavioral objectives. Students may elect to demonstrate module competencies to the instructor through an oral assessment.

Module Enabling Objectives:

.04-1 Identifies the goals of operational career education models now being tested.

.04-2 Describes the structure of the models studied and identifies the major elements.

.04-3 Recounts techniques designed to achieve career development including emphasis on self-awareness, career-awareness, and decision-awareness.

Discussion

Comprehensive Career Education Model (CCEM)

The major effort for developing a career education model that can be used nationally is the school-based model which is being engineered and tested by the Center for Vocational and Technical Education (CVTE). It is known as the CCEM and is being developed by CVTE at six local education agencies. The contract to CVTE by USOE is to develop the curriculum, instructional materials, and secure evaluation. The following are required by USOE:

To develop an educational program for grades K through 12 around the career development for each student which:

(1) Restructures the entire educational program around the real life developmental needs.

(2) Integrates the academic knowledges and skills with occupational training.

(3) Assures that each exiting student will be prepared for further career development and for immediate employment.

(4) Provides for each student a program relevant to his becoming a self-fulfilled, productive, and contributing citizen.

(5) Incorporates community resources and non-school educational opportunities.

The following pages are taken from orientation materials distributed by CVTE staff members when they speak on the CCEM venture. The diagrammed model shows how a student will progress from pre-school to employment. A glossary of terms is presented to interpret the model and the matrix. Examples of the activities used to accomplish the desired terminal characteristics reveal the techniques used for advancing from job awareness to job entry skills. To ensure coverage of the tens of thousands of jobs found in the Dictionary of Occupational Titles, published by the federal government, the CCEM cluster system uses a twelve-cluster breakdown seen in the diagram.

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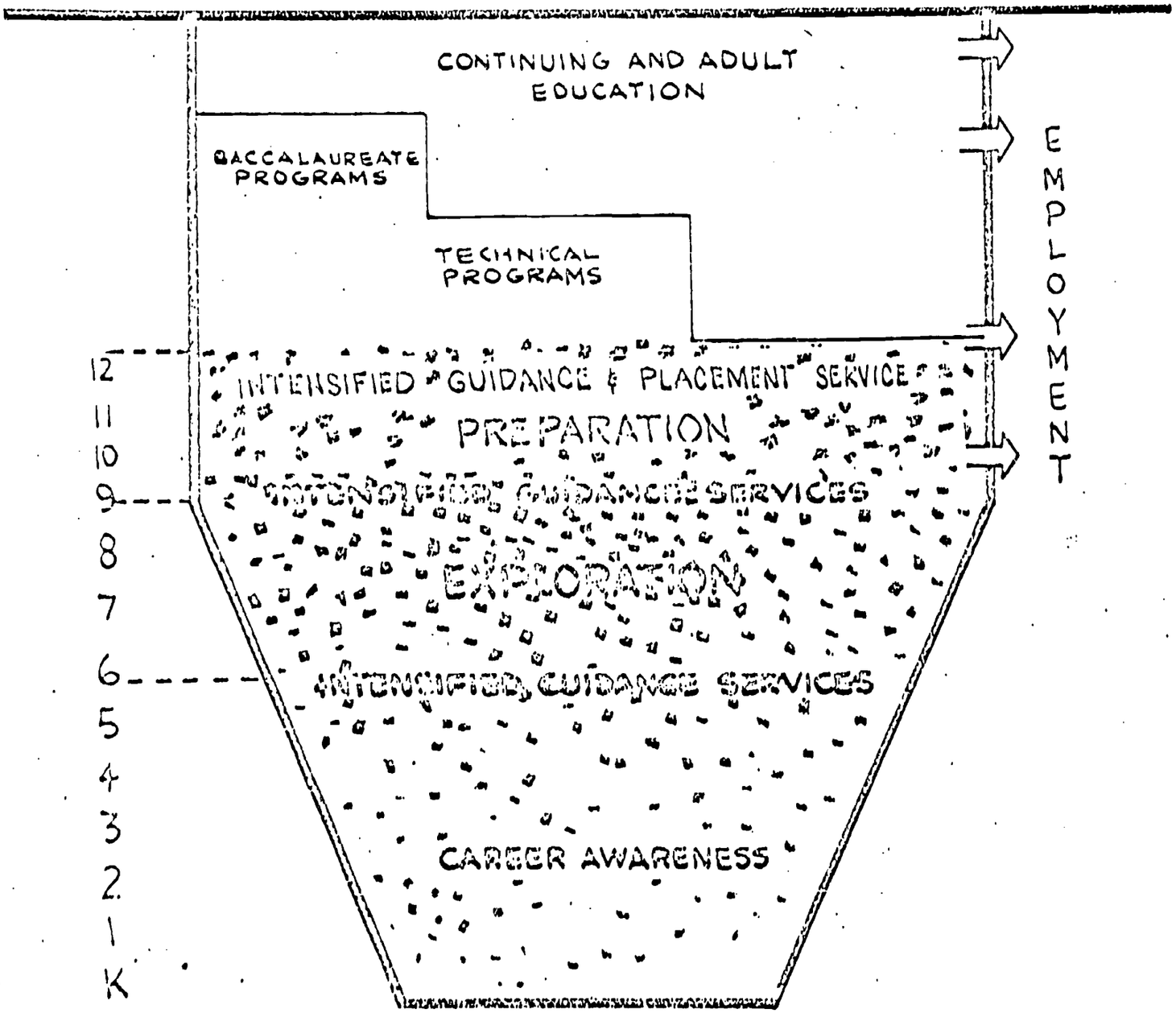
COMPREHENSIVE CAREER EDUCATION MODEL



GLOSSARY

Career Awareness
Knowledge of the total spectrum of careers

Career Identity
Role or roles within the world of work

Self Awareness
Knowledge of the components that make up self

Self Identity
Know himself--consistent value system

Appreciations, Attitudes
Life roles--feeling toward self and others in respect to society and economics

Self Social Fulfillment
Active work role satisfying work role

Career Decisions
Career direction, has a plan for career development

Decision-making Skills
Applying information to rational processes to real decisions

Economic Awareness
Perceives processes in production, distribution and consumption

Economic Understanding
Solve personal and social problems in an economic environment

Skill Awareness and Beginning Competence
Skills--ways in which man extends his behaviors

Employment Skills
Competence in performance of job-related tasks

Employability Skills
Social and communication skills appropriate to career placement

Career Placement
Employed in line with career development plan

Educational Awareness
Perceives relationship between education and life roles

Educational Identity
Ability to select educational avenues to develop career plans

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ELEMENTS OF CAREER EDUCATION	K-3	4-6	7-8	9-10	11-12	TERMINAL CHARACTERISTICS
CAREER AWARENESS	Examples - Goals - Ga Strategies - Sa Indicators - Ia	Ga1 Ga1 Ga1	Ga2 Sa2 Ia2	Ga3 Sa3 Ia3	Ga4 Sa4 Ia4	CAREER IDENTITY
SELF AWARENESS	Gb Sb Ib	Gb1 Sb1 Ib1	Gb Sb Ib	Gb Sb Ib	Gb4 Sb4 Ib4	SELF-IDENTITY
APPRECIATIONS ATTITUDES	Gc Sc Ic	Gc1 Sc1 Ic1	Gc2 Sc2 Ic2	Gc3 Sc3 Ic3	Gc4 Sc4 Ic4	SELF-SOCIAL FULLFILLMI
DECISION MAKING SKILLS	Gd Sd Id	Gd1 Sd1 Id1	Gd2 Sd2 Id2	Gd3 Sd3 Id3	Gd4 Sd4 Id4	CAREER DECISIONS
ECONOMIC AWARENESS	Ge Se Ie	Ge1 Se1 Ie1	Ge2 Se2 Ie2	Ge3 Se3 Ie3	Ge4 Se4 Ie4	ECONOMIC UNDERSTAN
TOOL AND PROCESS APPLICATIONS	Gf Sf If	Gf1 Sf1 If1	Gf2 Sf2 If2	Gf3 Sf3 If3	Gf4 Sf4 If4	EMPLOYMENT SKILLS
EMPLOYABILITY SKILLS	Gg Sg Ig	Gg1 Sg1 Ig1	Gg2 Sg2 Ig2	Gg3 Sg3 Ig3	Gg4 Sg4 Ig4	CAREER PLACEMENT
EDUCATIONAL AWARENESS	Gh Sh Ih	Gh1 Sh1 Ih1	Gh2 Sh2 Ih2	Gh3 Sh3 Ih3	Gh4 Sh4 Ih4	EDUCATIONAL IDENTITY

MATRIX

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-EXAMPLES-

Ga - Student able to relate content of occupational role playing to things the person does in his occupation.

Sa - Reading about occupations, workbook series, tool use associated with people in different occupations.

Ia - Student can "role play" some occupational roles and identify elements associated with an occupation.

Gb1 - Child concieves self with capabilities and limitations that contribute to the unique nature of the individual. Considers future choices on basis of this understanding.

Sb1 - Child presented with variety of problems varying from tool using to artistry.

Ib1 - Child can verbalize why people do one thing better than others and relate these differences as individual capabilities and limitations.

Gd2 - Student realized that choices involve alternates of equal value; decision making involves risk-taking

Sd2 - Student arrives at a first choice selection and performs positive, introductory, alternate planning. Introduce stock market as value to risk-taking techniques.

Id2 - Determine relationship of alternate choice to first choice, determine logic in choices and analysis of student attitude towards risk.

Ge3 - Possess ability to use basic concepts of production distribution and consumption as it relates to the labor force and economic structure.

Se3 - Investigate and discuss ways in which management, labor, government and public dynamics interact with work life.

Ie3 - Student demonstrates through personal purchasing power and job acquisition procedures the ability to select rational methods of procurement and distribution.

Gg4 - Student will understand the hierarchy of skill levels that exist in each career cluster. Student will have developed interests, values and needs related to occupati

Sg4 - Jobs within clusters would be aligned with opportunities and skills necessary. Day to day activities would provide tests of these criteria

Ig4 - Students discuss and indicate knowledge of the hierarchy that exists. Demonstrate day to day situations, in and out of class.

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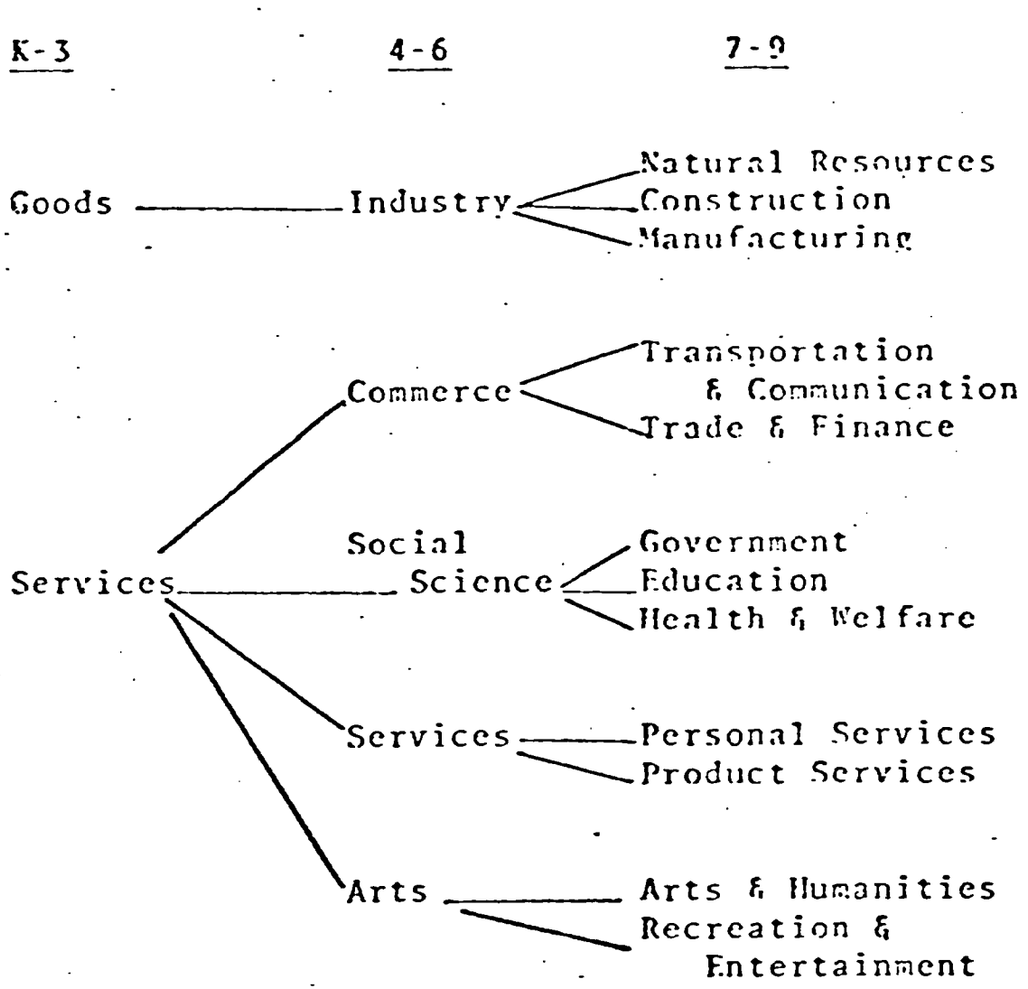
CCEM CLUSTERS



12 Clusters
(209 Industries from DOT)

The writer had the opportunity to visit the Atlanta local education agency site for CCEM shortly after the staff had been prepared to begin introducing materials into the schools. This afforded the opportunity to secure several boxes of surplus materials that had been used in staff orientation and in-service activities. These are invaluable aids for students to examine.

Other Local Programs:

The following references give an account of several career programs which are in operation:

Goldhammer, Keith, and Robert Taylor. "Emerging Career Education Programs in the Public Schools," Career Education Perspective and Promise. Columbus, Ohio: Charles Merrill, 1972, pp. 209-71.

Parnell, Dale P. "Developing a Career Education Program in Oregon." Proceedings of the Conferences on Career Education, Beverly Hills, California, May, 1972.

Estes, Nolan. "Developing a Career Education Program in Dallas." Proceedings of the Conferences on Career Education, Beverly Hills, California, May, 1972.

Exemplary Programs in Virginia:

Through correspondence with the State Department of Education for the Commonwealth of Virginia, it was determined that four localities in the state were developing "mini-models" with USOE

funding. They are Bedford County, Carrol County, Petersburg, and Radford. Each of the school systems supplied a wealth of material for this study, which included copies of the proposals used to gain funding, statements of school board policy on career education, narrative reports of the project, guidebooks for implementation, and sample materials used in teaching. The following summaries of each project are taken from material supplied and telephone conversations.

The Bedford County program is entitled "Career Education through Instructional Television," and is funded for $575,736. over a three-year period. The program is designed to implement career education in grades K through eight with instructional television and is one phase of the total commitment to a comprehensive career education program in Bedford County. The program is "compatible and complementary" of the previously discussed Standards of Quality. The effort is producing thirty two-inch television tapes for grades K-3 and fifteen tapes for grades 4-6, plus fifteen in-service training tapes for teachers. The tapes are being produced with assistance of the Blue Ridge ETV Association which will broadcast them in the second year (1973-1974). Also, in the second and third years, another fifty tapes will be made. At the end of the project, the tapes will be distributed to the

school divisions that comprise the ETV Association.

Carrol County has the only guidance-based career model that is being developed in Virginia. The scope is K-Adult, with attention to "attitudinal and methodological changes of instructional staff" through in-service programs. Implementation is being handled by four school counselors with support of a director, a home economics specialist, an industrial arts specialist, and two para-professionals. A Student Career Development Information Center has been established to provide occupational information for the entire school system which includes adult continuing education programs. The project has relied heavily on the entire community for resources. In a multitude of activities aimed at most facets of the community, there has been an emersion into career development. A major product was the Career Tasks Learning Resource Packets for classroom use.

The Research and Development Project in Career Education in Petersburg was funded for $121,000. from January 3, 1972 to June 30, 1973, and they give the following purposes of the program:

1. Develop and implement a program at the elementary school level and the eighth grade level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

2. Improve the guidance and counseling services at all grade levels, but especially at the elementary level.

3. Establish a placement service to ensure the placement of all exiting students in either a job, a post-secondary occupational program, or in an advanced educational program.

The program places emphasis on individualized instruction, the combined efforts of all the resources of the school district in interdisciplinary approaches, utilization of multimedia to cover concepts, and career awareness as the vehicle for teaching basic skills. With total infusion into all elementary subject matter areas, career awareness as the theme and focal point is intended to make the subject matter more meaningful and relevant, and career awareness is designed to "provide opportunity for all students to engage in activities which will foster success and improve self-concepts." The coordinator of the project supplied a copy of the "Petersburg Career Awareness Program" guide for the use by Norfolk State College students. The guide, with over four hundred pages, is an extremely useful collection of all program objectives, rationale, activities, resources (multi-media) and other material being used to implement the project. The Petersburg system is now in the second stage of development (June 15, 1973 to December 15, 1974) which will extend the career education project to upper grades and develop more

materials and facilities.

The Radford City Schools Career Education Program which began in March, 1972, has the following objectives taken from their brochure:

1. to develop a comprehensive career education program for kindergarten through the seventh grade,

2. to develop a teacher preparation program for career education,

3. to improve curriculum materials and to develop new curriculum materials,

4. to develop a career education resource center,

5. to develop an elementary career guidance program,

6. to develop and disseminate materials and techniques to other school systems,

7. to eventually expand the program to form a continuum of career education from kindergarten through the twelfth grade and beyond, and

8. to develop evaluative techniques for career education.

During the 1972-1973 year, one elementary school was totally involved in the initial stage of the project. The program included teachers, an elementary school counselor, students, parents, and the community

at large. The second stage (during the 1973-1974 school year) expanded the program to all elementary schools and the eighth and ninth grades. Thirty-nine career units for grades K-3, forty-two units for grades 4-7, and eighteen units for special education were developed. The project coordinator supplied sample units for students at Norfolk Stage College to study.

Emphasis

The major emphasis of this module is on observing how the career education concept has been transformed into operational models. The material obtained from a number of these projects supplies concrete examples for student study.

Learning Alternatives:

1. Students will study the various abstracts and samples of material which the instructor has obtained from the CCEM and other operational career education programs.

2. Choose one career education model or program and (a) give a presentation to the class using the overhead projector, including (b) a listing of behavioral objectives written in your own words that reveal what the model or program is supposed to accomplish, (c) the setting of the program, and (d) strategies to achieve the objectives.

3. Compare and contrast the following: self-awareness, educational awareness, career awareness, career identity, self-identity, self-social fulfillment, and educational identity.

4. Choose an approach to career education being used that relates to your major and develop the four steps given in alternative #2 of this module.

5. Design your own activity per alternative #8, CCE-001.03.

Post-assessment:

The instructor will assign letter grades and certify competency based on the ability of the student to clearly depict the program or model that he has chosen to study.

Module CCE-001.05(NSC) Development of Techniques and Materials for Teaching Career Education

Module Goal:

Explores resource materials used for career education and develops activities and sample materials for use in teaching career education.

Rationale:

The main concern of career education is that of adding relevance to education so that students will be prepared to function in the world of work. The main concern for a study devoted to career education which is offered to education students should be to prepare them to integrate career development into their teaching whenever it is appropriate.

Prerequisites:

Successful completion of CCE-001.04(NSC).

Pre-assessment:

Same as post-assessment.

Module Enabling Objectives:

.05-1 Identifies methods of delivering information to students for career development.

.05-2 Locates and uses reference material that is used for classification of occupations.

.05-3 Locates and uses reference material that facilitates understanding of the total spectrum of careers in his major field of study.

Learning Alternatives:

Write (a) behavioral objective(s) for your selected activities and obtain the approval of the instructor before proceeding. Check Module Enabling Objectives .05-4 through .05-7 in the event that you wish to tie all of the activities in this module into one instructional package.

1. Using the Dictionary of Occupational Titles and other reference from this module, choose one of the U.S.O.E. clusters and develop information on a career group within that cluster including (a) necessary education and training for entry, (b) job titles hiearchy, (c) working environment, (d) general nature of the work, (e) employment outlook, and (f) earnings. Use a table format to illustrate (a), (b), and (f). Teach a segment of this unit to the class.

2. Using the DOT, develop a chart to display the table of organization for one U.S.O.E. cluster. Represent the entire

range of jobs in that cluster which relate to your major. Make a presentation to the class using the chart.

3. Aimed at elementary level students, develop a graphical display that will allow the students to relate people in the working world to the U.S.O.E. clusters. Make arrangements to display the material in a local elementary school.

4. Visit one of the exemplary programs in career education to study the "mini model". Obtain available materials, determine what delivery systems are being used and the opinions of those involved on the strengths and weaknesses of their approach. Report the visit to the class.

5. Plan activities that will involve elementary students in role playing. Write a skit that will involve as many students as possible in various roles which represent each of the U.S.O.E. clusters, e.g. take a common product and determine roles from each of the clusters to show how the occupations would have a part in manufacturing, selling, servicing, and consumption of the product. With fellow students or preferably in an elementary classroom, act out a portion of the play.

6. Using reference from this module, design your own activity which accomplishes objectives .05-1 through .05-3.

7. Attend the presentation of the Engineering Technology Career Lattice and write a summary of the program.

8. View the tape-cassette program, Discovery - A Career Education Program. Write a summary of the program.

9. Contact a local school and seek permission to examine or view materials used in their career education efforts.

10. Produce a sound-on-slide presentation to depict examples of jobs representing the various U.S.O.E. clusters.

Post-assessment:

Competencies will be certified if the presentation or package shows completeness and quality for achieving your stated objectives. Evaluators will include peers, cooperating teachers, and the instructor.

Module Enabling Objectives:

.05-4 Designs activities which will require students to:

a. recognize occupational and educational alternatives

b. make decisions based on personal interest with regard to occupational and educational alternatives, and

c. improve self-concept.

.05-5 Selects instructional materials that utilize the most effective educational technology available to the teacher for teaching career development.

Learning Alternatives:

Using the references for this module, develop a series of activities and appropriate instructional materials to accomplish objectives .05-4 and .05-5.

(1) Prior to developing the material gain approval for the task by presenting (a) Educational goal (b) Rationale, and (c) Behavioral Objectives.

(2) Once the activity is approved, develop the activities using the format given on the next page.

(3) Teach a phase of the activity package to a class. Study the three attached "Carroll County Career Development Project Activity Plans" as models to aid you designing your activities.

Post Assessment:

Same as for objectives .05-1 to .05-3.

Unit Title: (include grade level)

Educational Goal:

Rationale: (Why is this activity important to the students who will receive the instruction?)

Behavioral Objectives: (Include the setting, behavior, and evaluation criteria)

Activity:	Instructional Materials:	Time:
(What the teacher will do and what the student will do)	(Complete information on required references media, tools, etc. to accomplish the activity)	(Approximate number of minutes, hours, or classes to teach the concept)

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CARROLL COUNTY CAREER DEVELOPMENT PROJECT
ACTIVITY PLAN

UNIT: THE ASSEMBLY LINE/PRODUCTION OF CHRISTMAS CANDLES

GRADE: DATE TAUGHT: TIME - FROM: TO:

LESSON CONCEPT: To explore the world of work by studying the interdependence of the workers of an assembly line.

PERFORMANCE OBJECTIVES/PROCESS OBJECTIVES: To use "hands-on experience" to increase awareness of the world of work.

MATERIALS:
1. wax
2. old crayons
3. empty milk cartons
4. string
5. crushed ice
6. newspapers
7. index cards
8. tape

TOOLS:
1. scissors
2. electric fry pan
3. bowls
4. knife

PRESENTATION CONTENT:	TEACHER AND PUPIL ACTIVITIES:
1. There are many steps that must be taken in an assembly line to produce a finished product.	1. The students will be divided into two groups; one group will perform t jobs at the different stations, the other group will act as a conveyor system to move the cartons from station to station. 2. The teacher will identify the different stations needed to produce a candle and set up a work station for each one.
2. Each step of the assembly line is necessary and must be completed in order to produce a finished product.	1. The teacher will explain each station of the assembly line and ma the path to be followed through the line. All the materials needed wil be placed at each work station. 2. The students will be assigned to the work stations and begin their work. 3. The other students will move alo the line.

EVALUATION: Student will write a simple essay explaining the assembly line as they understand it.

STATION 1
Break up wax
.
.
.
Melt wax
.
.
.
Pour wax in carton
.
.

STATION 2
Cut string
.
.
.

STATION 3
Wax the string
.
.
.

STATION 4
Distribute cartons

STATION 5
Open boxes

STATION 6
Place wick in carton

STATION 7
Put ice in carton

STATION 8
Stack cartons
.
.
.

STATION 9
Pour out water

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CARROLL COUNTY CAREER DEVELOPMENT PROJECT
ACTIVITY PLAN

ACTIVITY: PRODUCTION OF FELT BOOKMARKS

GRADE: 3-5 DATE TAUGHT: TIME: From: To:

NO. OF STUDENTS: SCHOOL: TEACHER:

LESSON CONCEPT:
1. To develop an awareness of the work that parents are involved in
2. To develop awareness of the processes and materials involved in working in textiles

PERFORMANCE OBJECTIVE: To develop knowledge of what mothers and fathers do in their jobs

MATERIALS:
1. felt
2. thread
3. small hair clips

TOOLS:
1. needles
2. scissors
3. thimble

AUDIO VISUAL MEDIA: Samples of the product partially complete to each stage
Parent employment chart

PRESENTATION CONTENT:
1. Mothers and fathers work at many different jobs.
2. Working with textiles means working with fabrics and sometimes uses the skill of sewing.
3. Two skills which are involved in sewing are threading a needle and sewing a running stitch.

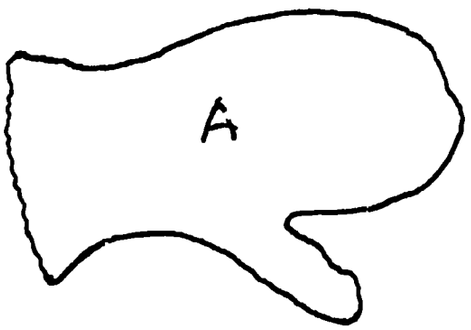
TEACHER AND PUPIL ACTIVITIES:
1. Each child will ask their paren where they work and what their job is.
2. The class will compile the answers in a chart on the black board with the aid of the teach
3. Each child may be given or may cut out from felt 2 mittens of Type A (pattern given below) an two of Type B.
4. Each child will be instructed o threading a needle.
5. The two A parts will be placed together with thumbs matching a sewn together at the top.
6. A type B will be placed on eith side of these with thumbs match ing.

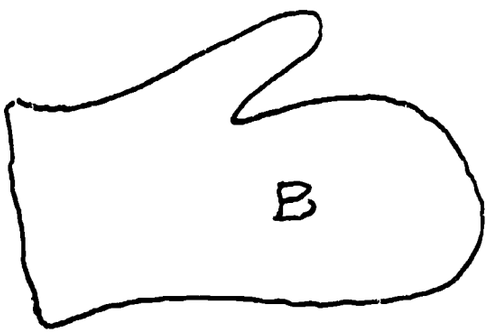
TEACHER AND PUPIL ACTIVITIES:

7. An A and a B will be stitched together around the edges.
8. One side of a hair clip will be inserted into each mitten forming a bookmark.

EVALUATION:

1. The teacher will check to see that each child completes the bookmark in such a way that it will stay together in use.





CARROLL COUNTY CAREER DEVELOPMENT PROJECT
UNIT PLAN
"THE NORTHEAST GROWS & CHANGES," THE CHANGING NEW WORLD

Teacher's note: The activities listed below are only suggestions. They are listed in the order that they are mentioned in the textbook. Some of these activities will last for more than one day. The teacher might like to let the students choose one activity for each person as a unit project.

DAY 1 Topics discussed: census, types of colonial vocations, fishing, shipping goods to Europe, salt making, windmills, by-products of fishing, whalling.

Activities: 1. dehydrate saltwater to make salt
2. construct a model of a windmill

DAY 2 Topics discussed: the fishing villages, shipbuilding, seaports

Activities: build a miniature fishing village

DAY 3 Topics discussed: discussion of various trades

Activities: 1. Choose a trade or craftsman of the period and write a paper on it. Each student will give a brief talk or demonstrate something about the trade he chose. Include in the activity a period to draw and/or make a model which is related to the subject.

DAY 4 Topics discussed: farming, methods used by the Indians, tools of the pioneers, progression of farm growth.

Activities: 1. Build small soil boxes and grow some plants which pioneer farmers grew. Class will research to find the type of soil needed to grow each type of plant. Suggested plants are: pop corn, Indian corn, squash, tomato, peanuts, wheat.

DAY 5 Topics discussed: cotton mill, water power

Activities:
1. Make a bulletin board showing the stages raw cotton goes through from the field to yarn.
2. Construct a miniature cotton gin.

DAY 6 Topics discussed: Eli Whitney's demonstration of interchangeable parts, mass production, steam engine

Activities:
1. Build a water wheel
2. Set up a simple assembly line

DAY 7 Topics discussed: highways into the west, cobblestone streets, dirt roads to Macadam turnpikes, National roads.

Activities:
1. Draw a chart on the different types of highways.
2. Build a miniature highway in a pan of dirt to show a cut-a-way view.

DAY 8 Topics discussed: Conestoga wagon, stagecoach. Could bring in discussion of modern trucking industries.

Activities:
1. Make a model of a Conestoga wagon.
2. Make a model of a stagecoach.
3. Make a poster showing the stages of development of transportation from the wheel to modern jet.

DAY 9 Topics discussed: the building of the Erie Canal, trade on the canal.

Activities:
1. Make a model of a freight barge.
2. Construct a model of a canal showing the lock system.
3. Make a study of the different workers involved with the construction of the canal. A bulletin board could be set up to show the different people at work on their jobs.

DAY 10 Topics discussed: railroad, steam locomotive

Activities:
1. Make a study of the evolution of the railroad.
2. Make a study of the different ways the railroad is involved today.
3. Make a study of the different types of transportation and the jobs associated with each.
4. A field trip to a transport company or other similar activity might close the unit.

Module Enabling Objectives:

.05-6 Determines what support is available from school guidance and counseling services and other agencies then seeks appropriate support for students.

.05-7 Keeps abreast of current developments in career education.

Learning Alternatives:

1. Using the career development learning activities that you have developed in this module, (a) develop a list of resource people and agencies that would be useful in supplementing your activities. These resource people should include such categories as (1) guidance counselors, (2) college professors or college students, (3) community resources (e.g. social agencies, workers, health agencies, business owners or managers), (4) governmental agencies (e.g. H.E.W. or Virginia Department of Labor and Industry), (5) major corporations (e.g. General Motors, Vepco, or IBM), (b) give several samples of the type of activity and the specific resource person or agency that you will use. (c) Write letters to some of these agencies to obtain materials which are listed as being available from the agencies (see the resource books listed in the reference section of this module).

2. Design your own activity to accomplish objectives .05-6 and .05-7. Write (a) behavioral objective(s) for the activity with criteria for evaluation.

3. (a) Read a minimum of two current articles (within past six months) on career education which reflect the status of the career education movement. (b) Either write an abstract of each article or compare and/or contrast the articles. (c) Present your material orally to the class and in writing to the instructor.

Post-assessment:

Competencies will be certified for the learning alternative #1 if the completed material reflects a wide enough range of resources to indicate that you have identified appropriate resource to support your particular area of emphasis, i.e. at least one for each of the five types listed. The sample activities will be evaluated on the basis of complete information to indicate the why, what, and how to accomplish the objectives of the activity. A minimum of two letters should be written. For alternative #2, you will write your own criteria for evaluation. For alternative #3, you will be evaluated on good composition and lucidity.

SOURCES OF REFERENCE, INSTRUCTIONAL AIDS, AND ACTIVITIES

Bibliographies listed and activities in materials supplied from the exemplary programs in Virginia, the CCEM project in Atlanta, and the Guides from Broward County, Florida.

(1) Denues, Celia. Career Perspective: Your Choice of Work, Worthington: Charles A. Jones, 1972. (HF 5381.D444).
Written at a secondary level, gives explanation of world of work, factors in career choice, and activities for exploring careers.

(2) Drier, Harry N., Jr., and Associates. K-12 Guide for Integrating Career Development in Local Curriculum. Worthington, Ohio: Charles A. Jones, 1972. (LC 1045.D75).
Lists references, instructional materials, and activities for career education.

(3) Drier, Harry N., Jr. (ed). Career Development Resources. Worthington, Ohio: Charles A. Jones Publishing. 1973. (LC 1045.D75 1973).
A guide to audiovisual and printed materials for K-12. Listed by grade levels unit topics of study of the student's self, the world of work, and for planning and preparation of activities.

(4) _____, Edwin L. Herr, Stanley B. Baker. An Orientation to Career Education. Columbus, Ohio: The Center for Vocational and Technical Education. 1972. (J. A. Jacobs library).
A text used for in-service preparation of teachers for career education. Has numerous strategies for various components of career education.

(5) Duckat, Walter. A Guide to Professional Careers. New York: Julian Messner, 1970.
Gives description of duties, income, training, outlook, and sources of more information on more than one hundred professional careers. (HD 8038.U5).

(6) Ferguson, J. G. Publishing Company. Career Opportunities. 1970.
Series of books that give detailed information on careers under groups such as Career Opportunities--Community Services and Related Specialists.

(7) _____. Encyclopedia of Careers. J. G. Ferguson Publishing, 1972. (Ref, HF 5381.E52, 1972).
Covers seventy-one major fields and 650 individual careers.

(8) Forrester, Gertrude. Occupational Literature--An Annotated Bibliography. New York: H. W. Wilson, 1971. (Ref, 27164.V6, F67, 1971).
Lists job titles from Dictionary of Occupational Titles and then gives sources of information on the occupation plus the cost of the material and abstract.

(9) Freeman, John and Dick Lidz. Discovery - A Career Education Program - Career Log. New York: Scholastic Book Services, 1973. (Irdustrial Ed. Library).
A filmstrip-cassette tape presentation with workbooks and text aimed at career awareness for a wide range of occupations.

(10) Gysbers, Norman C., Harry N. Drier, Jr. and Earl J. Moore. Career Guidance - Practice and Perspective. Worthington, Ohio: Charles A. Jones Publishing, 1973. (LC 1045.G8).
Discussions of various approaches to career counseling.

(11) Ressler, Ralph. Career Education: The New Frontier. Worthington: Charles A. Jones. 1973. (LC 1043.R4).
Offers a variety of strategies for career education including traditional and innovative approaches.

(12) Stevenson, John B. An Introduction to Career Education. Worthington: Charles A. Jones. 1973. (LC 1043.S7).
General coverage of career education including coverage of several models and the DOT.

(13) University of Minnesota, College of Education. "Suggested Teaching--Learning Approaches for Career Development in the Curriculum." ERIC Document ED-053289, 1968. (On reserve under J. A. Jacobs).

Results of a pilot training project on occupational experience and career development that gives goals, objectives, rationale, innovative teaching and learning approaches, and sources for career education.

(14) U. S. Department of Labor. Dictionary of Occupational Titles. Washington: Government Printing Office, current issue. (Ref, HF 5381.0622-1970).

Provides a reliable means for standardized terminology. Through a numerical coding system, jobs are broken down to reveal the nature of the worker's job, type of occupational group, and abilities and qualifications required.

(15) U. S. Department of Labor. Occupational Outlook Handbook. Washington: Government Printing Office, current issue.

The Handbook is published every two years and gives job descriptions, salaries, and trends for more than seven hundred occupations and thirty major industries, including estimates of the job openings for the future.

(16) _____. Occupational Outlook Quarterly. Washington: Government Printing Office, current issue.

A quarterly periodical which updates the Occupational Outlook Handbook.

(17) Wernick, Walter. Teaching for Career Development in the Elementary School - A Life-Centered Approach. Worthington: Ohio: Charles A. Jones Publishing, 1973. (LB 1027.5.W44).

Gives information on organizing activities for career development with emphasis on people's roles in the working world and community life.

(18) _____. "Careers Research Monographs Rep-52-Rep 79," Chicago: The Institute for Research. (Vertical file, ask reference librarian).

Twenty-eight volumes of current descriptions of occupations and related information.

(19) _____. "Information Analysis Series" in 78-95. Columbus, Ohio: The Center for Vocational Technology. (Vertical file - ask reference librarian).

Eighteen volumes that cover many aspects of career education including coverage of occupations within clusters, strategies for delivering career education and resources.

APPENDIX C

An Attitudes Survey to Assess Beliefs Toward Career Education

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An Attitudes Survey to
Assess Beliefs Toward Career Education*

A. PERSONAL INFORMATION

1. Student Number (last 3 digits only) ____
2. Approximate Grade Point Average ____
3. Marital Status: single ____ married ____ ages of children _____
4. Male ____ Female ____ 5. Age (Nearest birthday) ____yrs.
6. Student teaching completed, Yes ____ No ____ Grade Level _____
   Subject Area _____
   Current teaching position _____
7. Types of Occupational Experience:

Job Title & Duties (e.g. Clerk-general office duties)	Duration (wks) & Time (full, 3/4, 1/2, 1/4) (e.g., 1 yr. – 1/2 time)

8. Have you received any kind of vocational education or training. Yes ____ No ____ If Yes, indicate type of training _____
   _____
9. Type of High School program you were in. Academic ____; General ____; Vocational ____; Business ____; Other _____
   _____(Describe)
10. Predominent type of community in which you grew up. Metropolitan Core:____ (one or more adjacent cities with a population of 50,000 or more which served as the economic focal point of these environs); City: ____ (community of 10,000 to 50,000 that serves as the economic focal point of its environs); Town: ____ (community of 2,500 to 10,000 that serves as the economic focal point of its environs); Urban Fringe: ____ (a community of any population size that has as its economic focal point a metropolitan core or a city); Rural: ____ (a community of less than 2,500).

*Developed by Cornelius Sullivan, EPDA fellow in Vocational Education, Michigan State University.

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10. Our schools have long faced the dilemma which results from the disparities between the basic objectives and programs of the schools and the concerns, problems, needs, and aspirations of the youth who are in attendance.
    SA ____: ____: ____: ____: ____: ____: ____ SD
11. The instructional programs within our schools are related specifically to the needs of the academically able students.
    SA ____: ____: ____: ____: ____: ____: ____ SD
12. Children are permitted to move through the educational system without showing any substantial gains in knowledge or skill from the academic subject matter to which they are subjected.
    SA ____: ____: ____: ____: ____: ____: ____ SD
13. The compartmentalized curriculum does not necessitate the student's application of the knowledge outside of the classroom.
    SA ____: ____: ____: ____: ____: ____: ____ SD
14. Educators have failed to develop truly viable individualized programs and instructional strategies.
    SA ____: ____: ____: ____: ____: ____: ____ SD
15. Educators have never succeeded in adapting programs of instruction to the socio-economic, cultural and ethnic differences of children.
    SA ____: ____: ____: ____: ____: ____: ____ SD
16. Contemporary schools emphasize the custodial functions of maintaining discipline and control of the school at the expense of its educational functions.
    SA ____: ____: ____: ____: ____: ____: ____ SD
17. True legitimization has never been given to any educational programs other than the college preparatory.
    SA ____: ____: ____: ____: ____: ____: ____ SD

Note: Please indicate below any comments, reactions, or questions you may wish to state.

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____ 21. Career education encompasses all types of education.

____ 22. Vocational educators have the primary responsibility for career education.

____ 23. Implementation of career education requires a revision of the complete instructional program.

____ 24. Career education places emphasis upon an early selection of a life-long career.

____ 25. Teachers at every level have a meaningful role in the career education concept.

E. Rate your reaction to the statement according to how you perceive it or feel towards it at the moment by placing an "X" somewhere along each of the seven point scales from strongly agree SA to strongly disagree SD. Space is provided at the end of this section for any comments you may feel are appropriate to make concerning any of the statements.

1. Career choice is being forced upon youth at too early an age.
   SA ____: ____: ____: ____: ____: ____: ____ SD
2. The subjects and grade levels at which I teach or will be teaching can contribute toward a students career goal.
   SA ____: ____: ____: ____: ____: ____: ____ SD
3. For most students a career choice should be made by the tenth grade.
   SA ____: ____: ____: ____: ____: ____: ____ SD
4. Students whose families can provide their support after high school can afford to postpone their career choice.
   SA ____: ____: ____: ____: ____: ____: ____ SD
5. The present curriculum in our schools to quote a noted educator is "neither fish nor fowl, neither truly vocational nor truly academic . . .," therefore we should modify it.
   SA ____: ____: ____: ____: ____: ____: ____ SD
6. Most of the influential elements of our society have been guilty of promoting the idea that the only good education is an education capped by a college degree.
   SA ____: ____: ____: ____: ____: ____: ____ SD
7. This idea expressed in the previous statement (no. 6) has been transmitted by our values, our aspirations and our silent support. It is snobbish, undemocratic, and a revelation of why schools fail so many students.
   SA ____: ____: ____: ____: ____: ____: ____ SD
8. Our education has not been spaced out to periods which are more timely for its use thus causing an unrealistic separation of school from work.
   SA ____: ____: ____: ____: ____: ____: ____ SD
9. Schools are irrelevant to the real world for most students.
   SA ____: ____: ____: ____: ____: ____: ____ SD

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2. The stages of Career Education are referred to as:
   ____ (a) career exploration
   ____ (b) career preparation
   ____ (c) career awareness

D. Indicate whether you think the following statements are true or false by placing "T"—true or "F"—false in the space to the left of the statements.

____ 1. The teenage unemployment rate in this country is the highest of any western nation.
____ 2. For black teenagers, the unemployment rate approximates one out of three.
____ 3. Nearly all students leave school in the United States each year with adequate preparation for careers.
____ 4. Over 30% of the elementary and secondary school students in the United States become dropouts.
____ 5. Many of the dropouts consider school to be irrelevant.
____ 6. General curriculum high school students who graduate are well prepared for their future endeavors.
____ 7. A large number of students who enter college or specialized training programs do not graduate or complete their training.
____ 8. The Federal Government has been spending large sums of money in manpower programs for youth unable to find their place in the labor market.
____ 9. Employers, especially those in large-scale industries, are usually willing to hire youth under 21 years.
____ 10. Our schools, as they exist today, have demonstrated their ability to prepare individuals for life's role.
____ 11. A person normally spends most of his life pursuing a career.
____ 12. Career education is the same as vocational education.
____ 13. Career education relates all education to the world of work.
____ 14. Career development is a life-long process.
____ 15. Elementary teachers need not be concerned with career education.
____ 16. Career education places limits on the educational and occupational options of individuals.
____ 17. Career education places low emphasis on intellectual pursuits.
____ 18. Career education's objectives are the preparation for and the development of a life-long productive career.
____ 19. Career education excludes preparation for professional careers such as those in medicine, engineering or education.
____ 20. There is satisfaction among leading educators with the public schools as they presently are operating.

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11. The size of your high school graduating class was: less than 100 ____; 100-199 ____; 200-299 ____; 300 or more ____.
12. What is your racial derivation?_____
13. Please place an "X" in the space corresponding to the income range which most closely approximates that of the home in which you were raised.
    A. Under $4,000 ____; B. $4,000 to $5,999 ____; C. $6,000 to $7,999 ____; D. $8,000 to $9,999 ____; E. $10,000 to $14,999 ____; F. $15,000 and over ____.
14. Indicate the types of experience you have had with children, other than teaching

_____

_____

_____

B. Place an "X" in the spaces which correspond to the item or items which describe the subject.

1. Career Education is: (a) a major modification of our current education system which deals with what is wrong with the way in which youth move from school to work, (b) an idea for helping to make school curricula realistic, by unifying fragmented programs, (c) a way of providing useful education for all students, whether they plan to enter the world of work or to continue their education, (d) a means of building a bridge between school and work for both youth and adults, (e) all of these.
   (a) ____, (b) ____, (c) ____, (d) ____, (e) ____.
2. Vocational Education is: (a) training for employment, (b) career education, (c) a part of career education, (d) includes career education, (e) none of these.
   (a) ____, (b) ____, (c) ____, (d) ____, (e) ____.

C. Indicate the order in which you feel the items following the statements should occur. Begin with the number 1 (one) for the earliest and consecutively number each item.

1. The following are stages of an individual's career development from early childhood to adult life.
   ____ (a) orientation to occupational clusters (jobs) and associated life style.
   ____ (b) preparation to employability level and for some, preparation for career or advancement.
   ____ (c) simple economic awareness of "people at work."
   ____ (d) in-depth occupational exploration and associated development of cluster core skill and knowledge.
   ____ (e) self-awareness related to occupational exploration experience with "people, data, and things."