

## INTRODUCTION

### DIVERSIFIED EDUCATION

Diversified Education is a critical, challenging discipline of study based upon a partnership between the school, the business community, and the student. Its successful performance depends on the mastery and application of mathematics and language arts principles, the integration of social studies philosophies, the use of scientific problem-solving, and the application of computer technologies to problem-solving, decision-making, and creative-thinking.

The mission of Diversified Education is to deliver a curriculum of academic challenges, transferable skills development, and career-related learning, as well as prepare graduates who are flexible and committed to technical competence.

Diversified Education prepares students for a variety of career opportunities in a diversity of occupations. Diversified Education is a method of enabling students to develop a variety of workplace competencies and transferable skills as well as developing caring, responsible, life-long learners. Most of the occupations for which the Diversified Education programs prepare students to set educational and training goals of high skill/high wage positions.

Florida is committed to providing the necessary rigor in the Diversified Education curricula to ensure students a smooth transition into both their chosen field and into postsecondary education. The premises of the Diversified Education curricula include:

1. Solving problems related to the globalization of commerce and industry.
2. Enabling students to understand and use a variety of technologies.
3. Encouraging students to identify, organize, plan, and allocate resources.
4. Stressing the importance of interpersonal skills in diverse societies.
5. Acquiring, evaluating, organizing, maintaining, interpreting, and communicating information.
6. Encouraging students to think creatively and critically, set goals, make decisions, solve problems, visualize, prioritize, and reason.
7. Stressing the integration of and articulation with academics.
8. Being sequenced so that broad-based understandings and skills provide a foundation to support advanced studies.
9. Enabling students to acquire broad transferable understandings and skills.
10. Displaying responsibility, self-esteem, sociability, self-management, integrity, and honesty.
11. Fostering a realistic understanding of work.
12. Fostering an understanding and appreciation of business ethics.
13. Utilizing a variety of interactions with team members and the business and industry community.

Diversified Education includes two major programs as well as numerous electives designed to (1) prepare individuals for employment in selected occupations utilizing the cooperative method of instruction; (2) motivate the potential school leaver to remain in school by providing a variety of supervised, occupational on-the-job experiences combined with general human relations and employability skills; and (3) reinforce the basic skills in English, mathematics, science, and social studies appropriate for the job preparatory program in which the student is enrolled.

For the Middle and Secondary levels, Exploration of Career and Technical Occupations and Orientation to Career and Technical Occupations are available for those students seeking initial exposure to the skills and attitudes associated with occupations in a diverse range of careers. Also available are Practical Arts General, Work Experience, and Workplace Technology Applications. Work Experience is a program designed to provide support to the potential school leaver through instruction in the methods of acquiring the necessary human relations skills, work attitudes, and common knowledge required for successful employment and for the selection of a vocation and/or career and technical training program.

Diversified Career Technology (DCT) is a secondary and postsecondary program for students interested in preparing for a career. This program is based upon the belief that students, through the cooperative efforts of home, school, business, and the community will have the opportunity to become contributing citizens. The students will attain career and technical competencies and develop interests, abilities, and attitudes through coordination of directed study and supervised occupational skill development.

Diversified Directed Study, available at the secondary level, is for those students who have completed the DCT program but wish to still remain in the program. Also available for both the secondary and postsecondary students are Cooperative Diversified Education (CDE) and Guided Workplace Learning.

Workplace Essentials, available at the Middle, Secondary, and Postsecondary levels, is a practical arts course designed to provide students with the essential skills necessary for successful employment.

For the Postsecondary level only, Career and Technical Related Basic Skills is available. The purpose of this course is to provide students enrolled in career and technical job preparatory programs with the needed supportive instruction in math, science, and communications in an applied setting, in order to complement the instruction provided by the career and technical job preparatory instructors.

In all of the diversified courses, programs, and activities the appropriate basic skills in English, mathematics, science, and social studies will be reinforced. The

cooperative education (OJT) component of the educational program must include a training agreement; a training plan including instructional objectives as well as a list of the on-the-job and in-school learning experiences; and a workstation which reflects the equipment, skills, and tasks relevant to the occupation the student has chosen.

The Career and Technical Student Organization (CTSO), Cooperative Education Clubs of Florida (CECF)/Business Professionals of America (BPA), is the appropriate method for providing leadership training experience and for reinforcing specific knowledge and skills in the Diversified Education programs. The activities of the organization, when provided, can be an integral part of the specific program and complement its objectives.

Student performance standards are presented for each curriculum framework intended outcome. These are minimum standards on which program completers will be evaluated. School districts may add to these minimum standards as the particular area needs for employer requirements are considered as long as competencies do not infringe on regulated scopes of practice.

The Florida Sunshine State Standards have been added to most of the Diversified Education programs and are included in the frameworks after the matching student performance standard. The following subject area codes have been used: LA = Language Arts, MA = Math, SC = Science, SS = Social Studies, VA = Visual Arts, PE = Physical Education, HE = Health Education. Following the subject area code is a letter designating the strand, a number indicating the standard, a second number indicating the level, and a third number designating the benchmark.