

## FOREWORD

Section 1003.01 Florida Statutes defines "Career education" as education that provides instruction for the following purposes:

- (a) At the elementary, middle, and secondary school levels, **exploratory courses** designed to give students initial exposure to a broad range of occupations to assist them in preparing their academic and occupational plans, and **practical arts courses** that provide generic skills that may apply to many occupations but are not designed to prepare students for entry into a specific occupation. Career education provided before high school completion must be designed to enhance both occupational and academic skills through integration with academic instruction.
- (b) At the secondary school level, **job-preparatory instruction** in the competencies that prepare students for effective entry into an occupation, including diversified cooperative education, work experience, and job-entry programs that coordinate directed study and on-the-job training.
- (c) At the postsecondary education level, courses of study that provide vocational competencies needed for entry into specific occupations or for advancement within an occupation.

Section 1004.02(26) Florida Statutes defines workforce education as "adult general education or career education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a technical certificate, an applied technology diploma, or a career degree."

Workforce Development Education includes:

- (1) CAREER PROGRAM - a group of identified competencies leading to occupations identified by a Classification of Instructional Programs (CIP) number. (s. 1004.02 (25))
- (2) CONTINUING WORKFORCE EDUCATION - instruction that does not result in a technical certificate, diploma,

associate in applied science degree, or associate in science degree. Continuing workforce education is for:

- (a) Individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body;
- (b) New or expanded businesses as described in chapter 288;
- (c) Business, industry, and government agencies whose products or services are changing so that retraining of employees is necessary or whose employees need training in specific skills to increase efficiency and productivity; or
- (d) Individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to upgrade employment.  
(s.1004.02(13))

(3) OCCUPATIONAL COMPLETION POINT (OCP)-

- (a) Sets of competencies that qualify a person to enter an occupation that is linked to a career program (s.1004.02(22)).
- (b) Appear in curriculum frameworks by alpha designation.
- (c) Students exiting a program at an OCP do not have to meet the basic skills requirement (but still must be tested according to Rule 6A-10.040, FAC and provided with remediation).

(4) TECHNICAL CERTIFICATE PROGRAM - a course of study that leads to at least one occupational completion point. The program may also confer credit that may articulate with a diploma or technical degree career education program, if authorized by rules of the State Board of Education. Any credit instruction designed to articulate to a degree program is subject to guidelines and standards adopted by the Department of Education pursuant to s.Chapter 1007. The term is

interchangeable with the term "certificate career education program." (s.1004.02(21))

- (5) ADULT GENERAL EDUCATION - comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages (ESOL), vocational-preparatory instruction, and instruction for adults with disabilities.  
(s.1004.02(3))
- (6) APPLIED TECHNOLOGY DIPLOMA PROGRAM - a course of study that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An applied technology diploma program may consist of either technical credit or college credit. A public school district may offer an applied technology diploma program only as technical credit, with college credit awarded to a student upon articulation to a community college. Statewide articulation among public schools and community colleges is guaranteed by s.1007.23, and is subject to guidelines and standards adopted by the State Board of Education pursuant to s.1007.24 and 1007.25.  
(s.1004.02(8))
- (7) TECHNICAL DEGREE EDUCATION PROGRAM - a course of study that leads to an associate in applied science degree or an associate in science degree. A technical degree program may contain within it one or more program progression points and may lead to certificates or diplomas within the course of study. The term is interchangeable with the term "degree career education program." For licensure purposes, the term "associate in science degree" is interchangeable with "associate in applied science degree." (1004.02(14))

This document contains workforce education program courses standards (curriculum frameworks and student performance standards) for the career education programs offered at the secondary or postsecondary level as a part of Florida's comprehensive workforce education program. Career education program course standards are established pursuant to Section 1004.02, Florida Statutes, for school districts and community colleges. State Board of Education Rule 6A-6.0571, Criteria for Qualification of Special Vocational-

Technical Education Program Courses, provides the basis for the development and dissemination of this document.

Each program courses standard is composed of two parts: a curriculum framework and the student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome.

The standards do not prescribe how instruction should be delivered. Local school districts and community colleges within the context of local conditions must make decisions relative to the delivery of instruction. The Office of Workforce Education, Florida Department of Education, supports the belief that competency-based career education is the most effective means of providing programs and courses that conform to these established standards.

Program course standards are based upon competencies required for entry, advancement, and upgrading in occupations in the career program areas of Agriscience and Natural Resources, Business Technology, Diversified Career Technology, Family and Consumer Sciences, Health Science, Industrial, Marketing, Public Service, and Technology Education. Standards for courses designed for students with disabilities, disadvantaged students, limited English proficient students, and youth and/or adults in correctional facilities are also provided. The standards are reviewed annually and revised as needed based upon changes in occupations. The recommended changes are obtained from a variety of sources including professional associations, state technical advisory committees, and other representatives from the private sector.