

**OCCUPATIONAL EDUCATION REGULATIONS**

Career awareness should be woven into early childhood and elementary school programs to develop and enlarge children's understanding of the working world, to promote a positive attitude about the personal and social significance of work, and to help children think about their own interests and abilities and aspirations. Only after children develop self-awareness can they begin to think about themselves in relation to work and careers.

Career exploration should begin in the middle school and may continue much longer. Students should be provided with information about careers and some first-hand experiences in the world of work. Learning experiences should include examination of careers, observation of work and the actual work experiences; and then evaluation by the individual of his or her own interests, abilities and aptitudes in relation to those experiences.

Career preparation begins in high school. Students should be prepared to move more deeply into their career choice and to leave the school system for entry into a program of further education and training or with an entry-level employment skill. This can be accomplished through various educational programs and occupational/vocational training. Students should be given an opportunity to participate in work study experience programs designed to give on-the-job training.

Career decision-making takes place when the student has examined the career information and experiences provided and has considered them in the context of his/her own values, interests, abilities and aptitudes. At this time students should feel ready to make some tentative choices and consider alternatives as to their career and/or career area.

Career guidance and counseling should be an ongoing part of career education in order to give adequate assistance to students involved in making a decision about careers. Counseling should help the student combine a knowledge of self, a knowledge of work opportunities, and a knowledge of alternatives for education and training. Guidance should involve the participation of teachers, professional counselors and the parents.

Career placement, follow-up, and advancement are critical in career education. Along with the traditional function of guidance counselors in placing students in colleges, job placement services should be provided for students who desire either part-time employment while attending school or full-time employment after graduation. Efforts must be made to follow-up our students to discover how well their schooling has served them in their jobs and career preparation. Through adult programs, the schools should provide retraining and career advancement, for advances in technology continually require new skills and society continually demands new services. We can only make guesses about jobs needs in the future-but change is certain. Therefore, students should be encouraged to view career education as a lifelong process requiring continuing study and training.

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