

CAREER PROGRAMS IN HUMAN SERVICES

| CAREER CLUSTER | Human Services | Human Services | Human Services | Human Services | Human Services | Hospitality and Tourism | Manufacturing | Education and Training | Education and Training |
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| CIP | 19.1001 | 19.0702 | 19.0709 | 44.0701 | 19.0501 | 19.0601 | 19.0901 | 13.0101 | 13.1210 |
| PROGR AM TITLE | WORK AND FAMILY STUDIES | ADULT DEVELOPMENT AND AGING | CHILD CARE PROVIDER | SOCIAL WORK | FOODS, NUTRITION AND WELLNESS STUDIES | HOUSING AND HUMAN ENVIRONMENTS | APPAREL AND TEXTILE | EDUCATION, GENERAL | EARLY CHILDHOOD EDUCATION AND TRAINING |
| GROUP 1: ORIENTATION COURSES (Minimum Selection: One course from Group 1 or 2) | | | | | | | | | |
| ORIENTATION COURSES | Career Exploration | Career Exploration | Career Exploration | Career Exploration | Career Exploration | Career Exploration | Career Exploration | Career Exploration | Career Exploration |
| | Human Services Career Exploration | Human Services Career Exploration | Human Services Career Exploration | Human Services Career Exploration | Human Services Career Exploration | Human Services Career Exploration | Human Services Career Exploration | Human Services Career Exploration | Human Services Career Exploration |
| GROUP 2: INTRODUCTORY COURSES | | | | | | | | | |
| INTRODUCTORY COURSES | Introduction to Family and Consumer Science Careers | Introduction to Family and Consumer Science Careers | Introduction to Family and Consumer Science Careers | Human Growth and Development | Introduction to Family and Consumer Science Careers | Introduction to Family and Consumer Science Careers | Introduction to Family and Consumer Science Careers | Foundations to Teaching | Foundations to Teaching |
| | Work and Family Relationships | Work and Family Relationships | Work and Family Relationships | Work and Family Relationships | Work and Family Relationships | Textiles and Design I | Fashion, Apparel, and Textile Service Occupations | Human Growth and Development | Human Growth and Development |
| | Human Growth and Development | Human Growth and Development | Human Growth and Development | Child Development and Parenting | Nutrition and Culinary Arts I | Work and Family Relationships | Work and Family Relationships | Work and Family Relationships | Work and Family Relationships |
| | Child Development and Parenting | Child Development and Parenting | Child Development and Parenting | | | | Textiles and Design I | Child Development and Parenting | Child Development and Parenting |
| | Nutrition and Culinary Arts I | | Care and Learning Services Occupations | | | | | Diversity in Education | Diversity in Education |
| | Textiles and Design I | | | | | | | | |
| Family and Career Relationships | | | | | | | | | |
| GROUP 3: SKILLS COURSE (Minimum Selection 1) | | | | | | | | | |
| SKILLS COURSE | Family and Consumer Sciences | Elder Care | Child Care | Counseling and Mental Health | Nutrition and Wellness | Interior Design | Textile and Design Occupations | Educational Methodology | Early Childhood Education |
| | | | Care and Learning Services Management | | | | Textiles and Design II | | |
| GROUP 4: ADVANCED COURSES | | | | | | | | | |
| ADVANCED COURSES | Family and Consumer Sciences Communications | Geriatric Aide* | | Community Protection | Food Science | Home Furnishings Production | Fashion Merchandising | Instructional Technology | Instructional Technology |
| | Consumer Economics/Personal Finance | Home Health Aide* | | | Food Preparation and Health Management | Facilities Planning and Management Services | Clothing/Textile Maintenance | Classroom Management | Classroom Management |
| | Community Protection | Community Protection | | | | | | | |
| GROUP 5: WORKPLACE EXPERIENCE COURSES | | | | | | | | | |
| WORKPLACE EXPERIENCE | Human Services Workplace Experience | Human Services Workplace Experience | Human Services Workplace Experience | Human Services Workplace Experience | Human Services Workplace Experience | Hospitality and Tourism Workplace Experience | Manufacturing Workplace Experience | Education and Training Workplace Experience | Education and Training Workplace Experience |
| | Work and Family Studies Workplace Experience | Elder Care Workplace Experience | Child Care Workplace Experience | Social Work Workplace Experience | Nutrition and Wellness Workplace Experience | Interior Design Workplace Experience | Apparel and Textile Workplace Experience | General Education Workplace Experience | Early Childhood Education Workplace Experience |

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A quality CTE program delivers all required elements of Illinois' definition of Size, Scope, Quality. CTE program elements include: a sequence of courses, each educational entity offering approved courses provides assurance that the course content includes at a minimum the State course description, meets the State's minimum requirements for course offerings by program, curriculum aligned to state recognized learning standards & industry standards, career pathway guidance, resources to support program/course delivery (licensed & qualified staff, appropriate facilities, adequate equipment, instructional materials, work-based learning experiences, special populations support services, an active affiliated CTSO chapter), articulation/dual credit agreements, documentation of state agency certification or licensing requirements for occupations regulated by law or licensure, & content which prepare students for reflective of current labor & opportunity for workplace experience or a structured capstone course. ***Orientation courses are suggested to be taught at the prior-to-secondary or 9th grade levels. Introductory level courses are suggested to be taught at the 9th-11th grade level. Skill level courses are suggested to be taught at the 10th – 12th grade levels. Workplace Experiences Courses are suggested to be taught at the 12th grade level.***

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| Group | State Course Code | State Course Title | State Course Description |
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| Group 1 | 22151A001 | Career Exploration | Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills. |
| Group 1 | 19001A001 | Human Services Career Exploration | Human Services Career Exploration courses introduce and expose students to the career opportunities pertaining to the provision of personal and consumer services for other human beings. Course topics vary and may include (but are not limited to) caring for others, education, cosmetology, apparel/textiles, entrepreneurship, labor laws, and customer service. Course activities depend upon the careers being explored. |
| Group 2 | 19251A001 | Introduction to Family and Consumer Sciences Careers | This course introduces students to the field of family and consumer sciences and the many career opportunities available in this broad field. The course includes theory and laboratory experiences in the following content areas: Nutrition and culinary arts; textiles and design; family, career, and community leadership development; resource management; human development and life-long learning; facility design, care, and management; and interpersonal relationships and life management skills. |
| Group 2 | 19259A001 | Work and Family Relationships | Work and Family Relationship is a project-based course that emphasize building and maintaining health interpersonal relationship among families, communities, society, and workplace. These courses often emphasize (but are not limited to) topics such as balancing the responsibilities of a family and career, human sexuality and reproduction, parenthood and the function of the family unit, the family life cycle, life stages, and social interactions and interpersonal relationships. The course uses communication, leadership, and management methods to develop knowledge and behaviors necessary for individuals to become independent, contributing, and responsible participants in family, community, and career settings. analyzing personal standards, needs, aptitudes and goals; roles and responsibilities of living independently and as a family member; demonstrating goal-setting and decision-making skills; identifying and utilizing community resources; and developing effective relationships to promote communication with others. The course provides students content to identify resources that will assist them in managing life situations. |
| Group 2 | 19261A001 | Human Growth and Development | This course focuses on the development and wellness of individuals and families throughout the life cycle. Topics include human development and wellness theories, principles, and practices; life cycle expectations and issues, including biological, physiological, social, and psychological needs and concerns of aging adults; community services, agencies, and resources; roles, responsibilities, and functions of families, family members and caregivers; family issues, including ethics, human worth and dignity, change, stress, neglect and abuse, and care of the care -giver; individual and family wellness planning; and fostering intergenerational relationships. Practical experiences related to these topics are included through a variety of activities such as volunteer experiences, service learning, and intergenerational event planning opportunities. Information on a variety of human and family services careers is incorporated throughout the course. |
| Group 2 | 19052A001 | Child Development and Parenting | Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The focus is on research - based nurturing and parenting practices and skills, including brain development research, that support positive |

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| | | | development of children. Students will explore opportunities in human services and education-related careers and develop a career portfolio. |
| Group 2 | 19054A001 | Care and Learning Services Occupations | This course provides students with information and practical experiences needed for the development of competencies related to child/adult care, day care, and other education services occupations. Laboratory experiences, either in a school -based or worksite learning facility, are included throughout the class. Students meet standards in developing programs and assisting with children's and/or adult's activities. Classroom study includes the philosophy and management of care centers and the state and local regulations governing care-giving operations. The learning experiences will involve working with children /adults simulating those found in business and industry, as well as preparation for developing and facilitating these activities. |
| Group 2 | 16054A001 | Nutrition and Culinary Arts I | This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompass ' : food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning/preparing/preserving/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts, including entrepreneurship investigation. |
| Group 2 | 16054A002 | Nutrition and Culinary Arts II | Nutrition and Culinary Arts II provides principles of application into the hospitality industry, including nutrition, culinary, and entrepreneurial opportunities. Course content includes the following: selection, purchase, preparation, and conservation of food, dietary needs and trends, regional & international cuisine, safety and sanitation, and careers in food service industries. All these concepts can be interpreted through laboratory experiences. |
| Group 2 | 19151A001 | Foundations to Teaching | This course introduces students to the principles underlying teaching and learning, responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information. A combination of classroom and field experiences will enable the student gain skilled knowledge and understanding of the education profession. Course content includes projects to develop an understanding of the learner and the learning process, instructional planning, the learning environment, assessment and instructional strategies, career opportunities in the field of education, and Illinois regulations and licensing requirements. |
| Group 2 | 19154A002 | Diversity in Education | The Diversity in Education course prepares future teachers to effectively serve and teach children from diverse backgrounds. The course topics could include: methods of creating an environment of respect and rapport; recognizing the need for cultural competence to support all students for success; acknowledging, responding to, and celebrating diverse cultures; identifying, reflecting on, and countering students' own identities and implicit biases; and teaching students to recognize their own agency and develop the needed skills to advocate effectively within a school community. |
| Group 2 | 19204A001 | Fashion, Apparel, and Textile Services Occupations | This course prepares students for employment and higher education programs of study related to the broad spectrum of careers encompassed in fashion, apparel, and textile industries. This course provides students with opportunities to: analyze the influences of social, cultural, and environmental diversity in the fashion, apparel, and textile industry; investigate applicable regulatory and policy issues; assess product quality; develop a design portfolio; refine and develop industry skills necessary to employment in fashion, apparel, and/or textiles; model proper safety procedures; communicate with potential customers/clients using industry terminology; perform operational functions; and research current industry employment opportunities, including the investigation of entrepreneurship. |

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| Group 2 | 19201A001 | Textiles and Design I | This course is designed to provide basic knowledge and understanding of the design, development, and production of textile products. Through hands-on and project-based learning experiences students will discover fiber characteristics, fabric construction methods, elements of science and design in textiles and apparel, and basic construction skills used in interior furnishings and apparel industries. This course emphasizes awareness and investigation of careers and industry trends in textiles. |
| Group 2 | 19203A001 | Textiles and Design II | This project-based course focuses on the implementation and recognition of design principles in selecting, constructing, altering, and remodeling textile products. Project management skills, including efficient use of time, materials, technique, and tools are incorporated throughout the course. Topics include: engineered fabric constructions; fiber and textile trends; color theory; principles of design; fabric finishes; industry construction techniques; use of industry tools, equipment, and terminology; knowledge of resources and vendors; research and evaluation of textile products for special needs populations; impacts of technology; construction, alteration and re-design skills; and simple flat pattern design and recognition. |
| Group 3 | 19251A002 | Family and Consumer Sciences | Family and Consumer Sciences courses help students to develop the knowledge and skills that are used to manage one's family and career efficiently and productively. Course topics typically include foods and nutrition; apparel; childcare and development; housing, interior design, and maintenance; consumer decisions; personal financial management; interpersonal relationships; and careers available in family and consumer sciences. |
| Group 3 | 19053A002 | Elder Care | Elder Care courses emphasize the care of human beings as they grow older. These courses involve the study of the biological, physiological, social, and psychological needs and concerns of the elderly, and deal with the aging process, death, and dying in a realistic manner. Elder Care courses may cover work and personal habits appropriate to the field and may also offer the opportunity to explore various careers. |
| Group 3 | 19051A001 | Child Care | Child Care courses provide students with knowledge about the physical, mental, emotional, and social growth and development of children from birth through pre-school age. Main topics include the fundamentals of working with infants, toddlers, and older children; providing healthy environments; evaluating childcare settings; and examining the practices, regulations, and opportunities in the childcare industry. Often Child Care courses provide students with practical experience, including observation time in a childcare center. Advanced topics may include various learning theories; development of activities; operation of a childcare center; recognition of childhood diseases, abuse, and neglect; and first aid/emergency training. |
| Group 3 | 19055A001 | Care and Learning Services Management | This course emphasizes the skills associated with the administration of the infant, child and adult care facilities and education centers. Skills, strategies, and issues related to caring for infants and special needs children and adults, where applicable, are included. Emphasis is placed on career opportunities, communication skills, human relations, and the service needs of clients in the occupational area. The major learning experiences will involve actual work with children and /or adults in facilities simulating those found in the workplace/industry, and discussion of the situations and problems that arise during the learning experiences. State licensing and certification requirements and regulations related to all-aspects of care and education are stressed throughout the course. Careers in the occupational area will be investigated, including entrepreneurship. |
| Group 3 | 19301A001 | Counseling and Mental Health | Counseling and Mental Health courses provide students with the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. These courses allow students to apply their knowledge of ethical and legal responsibilities, the limitations of these responsibilities, and the implications of their actions. |

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| Group 3 | 19253A001 | Nutrition and Wellness | Nutrition and Wellness courses focus on how physical, mental, social, psychological, and emotional wellness are related to food, food selection, and health. Topics typically include dietary needs across one’s lifespan, stress management, special dietary issues, and eating disorders as well as societal and genetic health issues that are addressed through the prevention education component of the class. Other topics covered range from healthy food selection, label reading, and diet analysis to understanding additives, making wise food choices, and dealing with food allergies. |
| Group 3 | 19152A001 | Educational Methodology | This course provides opportunity for students to develop skills to teach and guide others. Coursework includes opportunity for students to create and develop teaching objectives, design lesson plans, and experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. Students will explore opportunities in education careers and develop/expand their career portfolio. |
| Group 3 | 19153A001 | Early Childhood Education | This course prepares students to guide the development of young children in an educational setting through classroom and job shadowing experiences. Course content includes child development, care, and education issues. Project-based learning experiences include planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements of teaching young children. Students will research the requirements of early childhood education careers and develop/expand their career portfolio. |
| Group 3 | 19204A002 | Textile and Design Occupations | The Textile and Design Occupations course focuses on the study and application of functional and aesthetic design, human factors research, production planning, manufacturing processes, quality assessment, and distribution systems of textile products. Additional topics include: consumer and industry textile trends; industry specific terminology; advanced design applications; project development, management, and supervision; safety codes and procedures; portfolio development and presentation; client relationships; and individualized mastery of textile/design skills. |
| Group 3 | 05193A001 | Interior Design | Interior Design courses emphasize applying the fundamental processes of artistic expression to design an interior living or working space. Students analyze and apply a variety of media, techniques, and processes in their interior design work. Courses may also include an understanding of aesthetic issues associated with interior design. Students study the art or process of designing the interior of a room or building and focus on enhancing the interiors of a space to achieve a healthy and more aesthetically pleasing environment. Students will study interior designs from historical, contemporary, and world cultures. Students engage in critique of their interior designs, the designs of others, and designs by professional interior designers for the purpose of reflecting on and refining work for presentation. |
| Group 4 | 19299A001 | Family and Consumer Sciences Communications | This course provides the opportunity for students to investigate and analyze current family and consumer sciences issues and determine how they affect people on all sides of the issue. Students will participate in projects and activities that will reinforce goal-setting, character development, parliamentary procedure, and other leadership traits to become successful in life and the workplace. The students will develop and enhance their written and verbal communication skills through presentations of their views and opinions. Students will demonstrate their ability to arrange and present information through a variety of experiences, including but not limited to written, debate, testimonial, and interviews. Participation in Family, Career, and Community Leaders of America (FCCLA) student organization programs and activities are an integral course component for leadership development, career exploration, and reinforcement of academic concepts. Community service |

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| | | | projects and opportunities to practice communication and leadership skills will be an integral part of this course. |
| Group 4 | 19262A001 | Consumer Economics/Personal Finance | Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. These courses emphasize lifespan goal-setting, individual and family decision-making, and consumer rights as well as topics that are commonly associated with personal finance so that one can become a financially responsible consumer. Topics may include savings and investing, credit, insurance, taxes, and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also investigate the effects of the global economy on consumers and the family. |
| Group 4 | 15202A001 | Community Protection | Community Protection courses provide students with information regarding the personnel and agencies concerned with protection of the home, city, state, and nation. Topics covered typically include civil defense and disaster preparedness; crime prevention; pollution control; fire prevention and control; legal and social systems and principles; and public health. These topics may be explored from the viewpoint of a community resident and citizen using these services or of that of one interested in pursuing a public service career. |
| Group 4 | 14059A001 | Geriatric Aide | Geriatric Aide courses provide students with knowledge and understanding of the processes of adult development and aging. The geriatric aide course is composed of a combination of subject matter and learning activities designed to prepare a person to perform simple tasks involved in the personal care of elderly individuals receiving nursing services. These tasks are performed under the supervision of a licensed practical nurse or registered nurse. Topics covered may include the study of the biological, economic, psychological, social, health, and special nutritional needs; fitness and maintenance of body processes; aspects of the aging process; activities of daily living; rehabilitation activities; diagnostic and treatment procedures; patient /client care procedures; and special nursing care needs of the elderly. |
| Group 4 | 14053A001 | Home Health Aide | The course is composed of a combination of subject matter and learning activities designed to prepare a person to care for individuals within their homes. The student learns competencies needed to perform simple tasks involved in the personal care of ill or handicapped individuals under the direction of the attending physician, registered professional nurse, and /or licensed practical nurse. The home health agency assigns a registered nurse to provide continuing supervision of this health care. The home health aide is employed in private homes, hospitals, long-term care facilities, and health care institutions. Course content relates health care practices and procedures to the home environment, and typically includes patient care, comfort, observing, recording, reporting, and safety; process of aging; personal care and daily living activities; family relationships; behavior patterns; home management; the prevention of disease and infection; nutrition and meal preparation; human relations; and first aid and CPR. The student must be a certified nurse assistant before becoming a home health aide. |
| Group 4 | 19254A001 | Food Science | The scientific method is used to study foods as a combination of chemical, physical, and biological sciences. Laboratory skills in measuring, recording, and analyzing data are used to explore the interrelationship of food science to the other sciences; the scientific evaluation of food, matter, electrolyte solutions, energy, nutrition; food safety; and food chemistry. Experimental methods are used to analyze food mixtures, food microbiology, fermentation, sensory processes, the preservation of foods and complex food systems. Technology is studied as it relates to product development, consumer needs and experimental designs. Emphasis is placed on emerging careers in food science and biotechnology and the application of food science in food service, nutrition, dietetics, and product development. |

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| Group 4 | 19252A001 | Food Preparation and Health Management | Formerly known as Food and Nutrition, Food Preparation and Health Management courses provide students with an understanding of food's role in society, instruction in how to plan and prepare meals, and information about the nutritional and health benefits of minimizing processed and prepared food and prepackaged/prepared meals from one's diet. These courses not only build on the basic skills of food preparation but also address financial considerations and recipe conversion to make foods healthier. Some courses place a heavier emphasis on a balanced diet, while others concentrate on specific types of food preparation (such as low sodium, low fat, or increased whole foods). These courses will also address current issues such as organic foods and vegan cooking. |
| Group 4 | 19155A001 | Instructional Technology | Instructional Technology courses address the implementation of technical devices and processes that are used to improve and facilitate learning. Content includes, but is not limited to, productivity tools, interactive multimedia, communications, educational software and hardware, instructional applications, and ethical, legal, social, and professional issues. |
| Group 4 | 19154A001 | Classroom Management | Classroom Management courses presents best practices in classroom and behavior management. Topics will include: organizing time, instruction, materials, and classroom space; strategies for managing individual and large group student behaviors; developing relationships with students, staff, and parents; managing transitions, lab activities, and other arrangements for classrooms in general and special education. |
| Group 4 | 12153A001 | Fashion Merchandising | Fashion Merchandising focuses on the application of research techniques to understand the cultural, environmental, and psychological aspects of textile products as related to the customer needs. This course develops skills to research and apply knowledge of a product for the textile and design industry through hands-on, problem-based learning experiences and projects. Topics include: product knowledge and promotion; industry trends and style; industry specific terminology; marketing campaigns; current technology; and visual merchandising displays. Emphasis is placed on the development of a variety of communication techniques necessary in the promotion of products and the formation of client relationships |
| Group 4 | 19202A001 | Clothing/Textile Maintenance | Clothing/Textile Maintenance courses provide students with the knowledge and skills to clean, care for, and maintain clothing and textiles. Course topics typically include dry cleaning and laundering techniques, identifying fabrics and the optimal cleaning agents and processes, instruction in altering and repairing garments, and the safe use of the equipment, tools, and agents. |
| Group 4 | 19206A002 | Home Furnishings Production | Home Furnishings Production courses enable students to plan, select, and construct upholstery, slipcovers, draperies and other window treatments, and other home accessories. Some courses may emphasize upholstery exclusively. Course content typically includes proper use of equipment, interior decorating principles, and employability skills. |
| Group 4 | 16103A001 | Facilities Planning and Management Services | This course focuses on strategic workplace and facility planning and prepares individuals to function as facility and event managers and workplace consultants. Instruction includes the following: principles of aesthetic and functional design; environmental psychology and organizational behavior; real estate planning; principles of occupational health and safety; event planning and management; operations management; and applicable regulatory and policy issues. |
| Group 5 | 19998A003 | Human Services Workplace Experience | Human Services Workplace Experience courses provide work experience in fields related to the Human Services cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL |

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| | | | educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 19198A003 | Education & Training Workplace Experience | Education & Training Workplace Experience courses provide work experience in fields related to the Education & Training cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 13998A002 | Manufacturing Workplace Experience | Manufacturing Workplace Experience courses provide work experience in fields related to the Manufacturing cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 19298A001 | Work and Family Studies Workplace Experience | Work and Family Studies Workplace Experience courses provide students with work experience in a field related to family and consumer sciences. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 19098A001 | Elder Care Workplace Experience | Elder Care Workplace Experience courses provide students with work experience in fields related to caring for the elderly. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; |

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| | | | Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 19098A002 | Child Care Workplace Experience | Child Care Workplace Experience courses provide students with work experience in fields related to caring for children. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 19998A001 | Social Work Workplace Experience | Social Work Workplace Experience courses provide students with work experience in the social work field. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 19998A002 | Nutrition and Wellness Workplace Experience | Nutrition and Workplace Experience courses provide students with work experience in a field related to the provision of human services. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 19198A001 | General Education Workplace Experience | General Education Workplace Experience courses provide students with work experience in fields related to general education. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |

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| Group 5 | 19198A002 | Early Childhood Education Workplace Experience | Early Childhood Education Workplace Experience courses provide students with work experience in fields related to early childhood education. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 19248A001 | Apparel and Textiles Workplace Experience | Apparel and Textiles Workplace Experience courses provide students with work experience in fields related to apparel and textiles. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 19248A002 | Interior Design Workplace Experience | Interior Design Experience courses provide students with work experience in fields related to interior design. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |