

## Law, Public Safety, Corrections and Security: Correction Services Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Correction Services Pathway of the Law, Public Safety, Corrections and Security Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Correction Services Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> <li>Introduction to Law, Public Safety, Corrections and Security Careers</li> </ul>	<ul style="list-style-type: none"> <li>▶ Case Manager</li> <li>▶ Community Correction Practitioner</li> <li>▶ Corrections Educator</li> <li>▶ Corrections Officer</li> <li>▶ Corrections Trainer</li> <li>▶ Detention Deputy</li> <li>▶ Facility Maintenance Worker</li> <li>▶ Jail Administrator</li> <li>▶ Maintenance Worker</li> <li>▶ Mid-level Manager</li> <li>▶ Probation/Parole Officer</li> <li>▶ Program Coordinator and Counselor</li> <li>▶ Public Information Officer</li> <li>▶ Transport Officer</li> <li>▶ Warden</li> <li>▶ Youth Services Worker</li> </ul>
	10	English/ Language Arts II	Geometry	Biology	U.S. History Psychology		<ul style="list-style-type: none"> <li>Criminal Justice I</li> <li>Information Technology Applications</li> </ul>	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		<ul style="list-style-type: none"> <li>Criminal Justice II</li> <li>Introduction to Corrections</li> </ul>	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>						<ul style="list-style-type: none"> <li>Careers in Criminal Justice</li> </ul>	
12	English/ Language Arts IV Technical Writing	Statistics or other math course	Physics or Forensic Science	Sociology				
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
POSTSECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. Physical Education courses and/or activities are critical in this career pathway.	<ul style="list-style-type: none"> <li>Law, Public Safety, Corrections and Security Communications</li> <li>Correctional Ethics and Legal Responsibilities</li> </ul>	
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	American History Sociology		<ul style="list-style-type: none"> <li>Correctional Policies and Procedures</li> <li>Safety, Health and the Correctional Environment</li> </ul>	
	Year 15				Political Science Geography Economics		<ul style="list-style-type: none"> <li>Continue Courses in the Area of Specialization</li> </ul>	
	Year 16	Continue courses in the area of specialization.						

### *Creating Your Institution's Own Instructional Plan of Study*

**With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.**

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=93>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=55>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

**Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.**

**The following course is based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=93>. These skills are reinforced through participation in student organization activities.**

#1

*Introduction to Law, Public Safety, Corrections and Security Careers:* This course is designed to give students an overview and history of careers in the field of Law, Public Safety, Corrections and Security. Areas of study include but are not limited to corrections services, emergency and fire management services, security and protective services, law enforcement services and legal services. A job-shadowing component is included, and this course gives the student a strong foundation for the Law, Public Safety, Corrections and Security pathways. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

**The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=55>. These skills are reinforced through participation in student organization activities.**

#2

*Criminal Justice I:* Students will study social life, social change, and the social causes and consequences of behavior. Students will use a social science research model to investigate contemporary American issues of social inequality, patterns of behavior, forces for social change and resistance, and also learn how social systems work. Students will study people in their interactions with others and practice interpersonal skills. They will discuss self-concept, develop an understanding of how people function as individuals and members of groups, and understand the impact of social institutions. Content includes introductions to criminology, ethics as applied to correction services, legal responsibilities, teamwork, constitutional law, use of force and conflict resolution.

#3

*Information Technology Applications:* Students will practice ethical use of technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail and Internet applications to communicate, search for and access information.

**The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=55> and should include appropriate student activities. Appropriate concepts may be added as needed to meet various certification standards.**

#4

*Criminal Justice II:* Students will use standard operational procedures used in the criminal justice system, apply psychology principles to deal with erratic human behavior, apply anger management techniques to resolve conflicts and reduce anger, evaluate the surrounding environment for signs of potential problems and/or danger, and take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects and work activities in the correctional environment.

#5

*Introduction to Corrections:* This course outlines corrections in a systematic process showing the evolving changes within institutional and community-based corrections. Course content includes the history of corrections, the influence of social thought and philosophy on the development of corrections, the rights of the incarcerated inmate, and the duties of the correctional officer. Students will explore and prepare employment application information for correctional careers, plan continuing education and other positive pursuits to promote career advancement, and further develop information technology applications used in corrections including the tracking of offenders.

#6

*Careers in Criminal Justice:* Students will learn the structure of state and federal legal systems, how the various agencies work together, and their areas of jurisdiction. This course provides entry-level training in ethics, investigations, traffic investigations, officer survival, use of force, rules of evidence, constitutional law, felony and misdemeanor arrests, community relations, forensic science, tactical communications, witness interview and suspect interrogation. A work-based experience component is provided.

#7

*Law, Public Safety, Corrections and Security Communications:* Students will develop listening and verbal skills to obtain and clarify information provided in oral communication, use conflict resolution skills and knowledge to resolve conflicts among individuals, interpret non-verbal communication messages to discern facts from fabrication, and write effective correspondence and materials related to law, public safety, corrections and security.

#8

*Correctional Ethics and Legal Responsibilities:* Students will apply constitutional laws and the laws of arrest to execute official correctional service duties while respecting citizen rights. Students will study the U.S. legal system and the implications for correction services; analyze appropriate techniques used to manage crisis situations to protect individuals and society; and gain knowledge of mental disorders, physical disabilities, communication disorders and unusual behaviors to select the appropriate method and procedure to use with individuals requiring correctional officer assistance. Additional content includes learning how to interact with inmates/offenders to promote concern for persons with disabilities and other special groups, perform duties to reduce or address sexual harassment or abuse and select appropriate times to use deadly force.

#9

*Correctional Policies and Procedures:* Students will learn advanced operational procedures used in the criminal justice system, apply psychology principles to deal with erratic human behavior, apply anger management techniques to resolve conflicts and reduce anger, evaluate the surrounding environment for signs of potential problems and/or danger, and take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects and work activities in the correctional environment.

#10

*Safety, Health and the Correctional Environment:* Students will become certified in first aid and CPR in order to apply those skills in emergencies. Students will also research appropriate laws and documents to ensure compliance with federal and state laws in situations such as handling hazardous materials, working with persons with disabilities and using appropriate restraint without violation of personal rights and safety.

# Notes

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A large area for taking notes, consisting of alternating horizontal stripes of light blue and light yellow.