

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

This Career Pathway Plan of Study (based on the Law Enforcement 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 Law Enforcement 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.	• Introduction to Law, Public Safety, Corrections and Security Careers	<ul style="list-style-type: none"> ▶ Animal Control Officer ▶ Bailiff ▶ Bomb Technician ▶ Criminal Investigator and Special Agent ▶ Evidence Technician ▶ Federal Marshall ▶ Game Enforcement Officer ▶ Gaming Investigator ▶ Highway Patrol Officer ▶ Immigration and Customs Inspector ▶ Park Ranger ▶ Police and Patrol Officer
	10	English/ Language Arts II	Geometry	Biology	U.S. History Psychology		• Criminal Justice I • Information Technology Applications	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		• Criminal Justice II • Introduction to Law Enforcement Services	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>							
	12	English/ Language Arts IV Technical Writing	Statistics or other math course	Physics or Forensic Science	Sociology	• Careers in Law Enforcement Services	<ul style="list-style-type: none"> ▶ Highway Patrol Officer ▶ Immigration and Customs Inspector ▶ Park Ranger ▶ Police and Patrol Officer 	
<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.	• Courts and the Judicial Process • Procedural Criminal Law	<ul style="list-style-type: none"> ▶ Police Detective and Criminal Investigator ▶ Police, Fire and Ambulance Dispatcher ▶ Private Detective and Investigator ▶ Sheriff and Deputy Sheriff ▶ Training Officer ▶ Transit and Railroad Police ▶ Unemployment Fraud Investigator
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	Juvenile Justice Criminology		• Law Enforcement Administration and Management • Law Enforcement Field Services • Ethics and Social Issues	
	Year 15				Political Science Sociology Economics		• Continue Courses in the Area of Specialization	
	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=58>) 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=58>. 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=58> 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 Law Enforcement Services: This course provides an overview of the history, development and philosophies of crime control within a democratic society. It examines the criminal justice system with an emphasis on law enforcement, prosecution and defense, the courts and correctional agencies. Students will develop communication strategies including use of body language in interpersonal communication, note-taking and report-writing skills. Students will study various equipment used to communicate, learn to apply anger management techniques to resolve conflicts, and display integrity and a commitment to ethical behavior in the performance of duties of law enforcement personnel.

#6

Careers in Law Enforcement Services: This course presents an overview of law enforcement services including careers, ethics, regulation, trial procedures, criminal law, administrative law, legal interviewing, and legal investigation. A work-based experience component is provided.

#7

Courts and the Judicial Process: Students will study and apply constitutional laws and laws of arrest to assure zero errors in performance and demonstrate ability to present testimony in legal proceedings as a law enforcement officer.

#8

Procedural Criminal Law: Students will develop advanced problem-solving and critical-thinking skills. They will learn when to use deadly force, identify duties of a law enforcement officer while protecting the rights of offenders, use fingerprint technology and properly protect and document an investigation. Students will learn steps to investigate and document a motor vehicle accident and investigate crimes. Students will apply juvenile and civil law enforcement procedures to serve writs, warrants and summons.

#9

Law Enforcement Administration and Management: Students will use appropriate resources to demonstrate knowledge and understanding of the use of the Constitution's protection regarding search and seizure, the U.S. legal system and the implications for law enforcement services. Students will practice procedures needed to deal with explosive and hazardous material incidents, apply the Hate Crime Statistics Act of 1990 to perform law enforcement duties, identify policies and procedures for safely transporting a person in custody and properly conduct interviews and/or interrogations.

#10

Law Enforcement Field Services: Students will become familiar with the philosophy and concepts of community policing and managing crisis situations. Students will develop a program to enforce crime prevention and loss-prevention activities, learn crowd management skills, perform duties to reduce or address domestic violence, and effectively and safely respond to crimes in progress.

#11

Ethics and Social Issues: Students will identify laws and procedures related to alcohol and beverage control including DUI/DWI cases and investigations related to narcotics and dangerous drugs. Students will gain knowledge of individuals with disabilities and unusual behaviors to ethically select the procedures to identify, assist and communicate with individuals requiring officer assistance.

Notes

