

# Criminal Justice Practicum

<b>Primary Career Cluster:</b>	Law, Public Safety, Corrections, & Security
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C30H03
<b>Prerequisite(s):</b>	<i>Criminal Justice I (C30H00), Criminal Justice II (C30H01), Criminal Justice III (C30H02)</i>
<b>Credit:</b>	1
<b>Grade Level:</b>	11-12
<b>Focused Elective Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, and Security courses.
<b>POS Concentrator:</b>	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
<b>Programs of Study and Sequence:</b>	This is the fourth course in the <i>Law Enforcement and Correction Services</i> program of study.
<b>Aligned Student Organization(s):</b>	SkillsUSA: <a href="https://www.skillsusatn.org/">https://www.skillsusatn.org/</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="https://www.tn.gov/education/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/career-and-technical-education/work-based-learning.html</a>
<b>Promoted Tennessee Student Industry Credentials:</b>	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html</a>
<b>Teacher Endorsement(s):</b>	590, 750
<b>Required Teacher Certifications/Training:</b>	Work-Based Learning
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html">https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html</a>  Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21<sup>st</sup> century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

### Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list. Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management

- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com>.

### Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- Internship required for credential or entry occupation
- Apprenticeship
- On-the-job training

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

## Course Description

*Criminal Justice Practicum* is a capstone course in the *Law Enforcement and Correction Services* program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the *Law Enforcement and Correction Services* program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

## Program of Study Application

This is the fourth course in the *Law Enforcement and Correction Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections, and Security website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>.

## Course Standards

### Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
  - a. Application of academic and technical knowledge and skills (embedded in course standards)
  - b. Career knowledge and navigation skills
  - c. 21st Century learning and innovation skills
  - d. Personal and social skills

### Postsecondary and Career Preparation

- 2) Create a career development timeline outlining activities that will increase employment opportunities for a criminal justice candidate; include educational opportunities, entry-level job experiences, and volunteer plans for the time between high school graduation and the law enforcement job application at twenty-one years of age.
- 3) Research the range of credentials one can earn within the Criminal Justice (CJ) system. Investigate both in-state and out-of-state postsecondary programs in a variety of CJ fields. Synthesize research conducted in previous Law Enforcement and Corrections Services

program of study courses to update the portfolio career plan to achieve post-high school goals.

- 4) Search for the resumes of CJ professionals retrieved from the websites of systems, companies, organizations, or professional networks. Discuss what is typically included in the resumes of these professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- 5) Research and select a CJ system for a project in the CJ field. Cite specific textual evidence from the organization's literature, as well as independent news articles, to summarize:
  - a. The mission and history of the organization
  - b. Headquarters and organizational structure
  - c. Services provided
  - d. Credentials required for employment and how they are obtained and maintained
  - e. Policies and procedures
  - f. Reports, newsletters, and other documents published by the organization
  - g. Website and contact information
- 6) Simulate the experience of conducting a job search by researching local employment options. In preparation for a future career in CJ, complete an authentic job application form and compose a cover letter following guidelines specified in the vacancy announcement.
- 7) Participate in a mock interview. Prior to the interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific skills attained in the program of study. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.

### **Professionalism and Ethics**

- 8) Research a case study involving an ethical issue related to criminal justice. Examine a variety of perspectives surrounding the issue, then develop an original analysis explaining the impact of the issue on those involved, using persuasive language and citing evidence from the research.
- 9) Investigate current issues surrounding professionalism in criminal justice. Examine a variety of perspectives surrounding the professionalism of officers, then develop an original analysis explaining the impact of the issue on those involved, using persuasive language and citing evidence from the research.

### **Transferring Course Concepts to Practicum**

- 10) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based project. Develop a plan to demonstrate skills outlined in previous courses.

- 11) Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:
- a. Tasks accomplished and activities implemented
  - b. Positive and negative aspects of the experience
  - c. How challenges were addressed
  - d. Team participation in a learning environment
  - e. Comparisons and contrasts between classroom and work environments
  - f. Interactions with colleagues and supervisors
  - g. Personal career development
  - h. Personal satisfaction

## Portfolio

- 12) Update materials from coursework to add to the portfolio started in *Criminal Justice I* to illustrate mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of criminal justice and corrections skills. The following documents will reside in the career portfolio:
- a. The career plan developed and revised in prior courses
  - b. Resume
  - c. List of responsibilities undertaken through the course
  - d. Artifacts of project outcomes
  - e. Periodic journal entries reflecting on tasks and activities
  - f. Feedback from instructor and/or supervisor based on observations
  - g. Transcripts or other evidence of certifications obtained throughout the program of study

## Communication of Project Results

- 13) Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, videos, and photographs. Prepare the presentation in a format that could be presented to both a health care professional and non-health care professional audience, as well as for a career and technical student organization (CTSO) competition.

## Standards Alignment Notes

\*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.