



Pre-Law Practicum

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H19
Prerequisite(s):	<i>Pre-Law I (C30H08), Pre-Law II (C30H09), and Pre-Law III (C30H10)</i>
Credit:	1
Grade Level:	11-12
Focused Elective Graduation Requirements:	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.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition requirements when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth course in the <i>Pre-Law</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	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 https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	Work-Based Learning
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st 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

Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. 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 <https://www.skillsusatn.org/>.

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/educators/career-and-technical-education/work-based-learning.html>.

Course Description

Pre-Law Practicum is a capstone course in the *Pre-Law* program of study that provides a practicum experience for students as they develop an understanding of professional, legal, and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the *Pre-Law* 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 *Pre-Law* 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/educators/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) Compare the range of credentials one can earn within the legal system. Investigate both in-state and out-of-state postsecondary programs in a variety of legal fields. Compile a list of activities that will increase employment opportunities for a legal candidate; include educational opportunities and entry-level job experiences.
- 3) Research and select a legal professional organization to summarize the following:
 - 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
- 4) Simulate the experience of conducting a job search by researching local employment options. In preparation for a future career in the law, complete an authentic job application form and compose a cover letter following guidelines specified in the vacancy announcement.
- 5) Analyze the resumes of legal 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.
- 6) Complete an authentic job application as part of a career search or work-based learning experience. 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

- 7) Collect Codes of Ethics from work-based learning placement. Analyze what the statements say about the work culture at the particular organization to the actual climate in the workplace of the business. Synthesize principles from the written code of ethics and the workplace climate to create a personal code of ethics, to be included in a career portfolio compiled throughout the course.
- 8) Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients. Demonstrate the ability to listen attentively, speak courteously and respectfully, discuss client ideas/vision, resolve conflicts, and respond to client objections or complaints to the client's satisfaction.
- 9) Research the organizational chart and job descriptions for each of the positions within the work-based learning placement. For each, identify desirable employability skills and character traits for professionals working in that position, including specific technical skills as well as soft skills.
- 10) Collaboratively, develop a professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:
- a. Attendance/punctuality
 - b. Professional dress and behavior
 - c. Positive attitude

- d. Collaboration
- e. Honesty
- f. Respect
- g. Responsibility
- h. Appropriate technology use

Transferring Course Concepts to Practicum

- 11) 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.
- 12) Create and continually update the personalized learning plan 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

- 13) 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

- 14) 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.