

Public Education Department's College and Career Readiness Bureau:

Career Pathways Project Programs of Study

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The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study. In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career.



The Common Career Technical Core

The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education. The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers.

The CCTC includes a set of standards for each of the 16 Career Clusters and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study.

National Career Cluster® Knowledge and Skills Statements

- ❖ As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways.
- ❖ It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options.

Note that the Next Step Plan State template is being updated with the work from this Project.

Scope of Work

- ❖ Map Programs of Study in all Career Pathways based Career Technical Education (CTE) and general education course sequencing and development of model programs
- ❖ Examine STARS Courses and suggest edits and additions as needed
- ❖ Identify and organize Industry Certifications or Credentials

Program of Study

Defining a Course Sequence:

- ❖ The POS models defined in this report in the are displayed in table format, shown from a student's entry into the POS (assumed as a freshman – ninth grader) and exiting as a senior taking the capstone course.
- ❖ The sequence shown in the “Career and Technical Courses” fields are the minimum course experiences necessary to complete the capstone and be responsibly considered a “completer” in that POS.
- ❖ Courses shown in the “Core Requirement 2” fields are complimentary courses holding high value to the POS's learning outcomes and containing Dual Credit or Advanced Placement opportunities where applicable.
- ❖ It is recommended that recorded completion of the POS is based upon successful completion of Career and Technical Courses, in sequence, culminating in the identified capstone course

Suggested Priority Cluster Area: Government
NM Job Council's 13 Economic Sectors Primary Alignment: Government
CAREER CLUSTER™: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

Pathways and related Programs of Study in this career cluster address careers in Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Program Learning Outcomes from the NASDCTE Common Career Technical Core:	
1.	Analyze the nature and scope of the Law, Public Safety, Corrections and Security Career Cluster™ and the role law, public safety, corrections and security play in society and the economy.
2.	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.
3.	Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.
4.	Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.
5.	Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.
6.	Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections and Security Career Pathways.

Workforce Certification:	

The Pathways for this Career Cluster™ are:

- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Correction Services

Program Learning Outcomes from the NASDCTE Common Career Technical Core:

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| 1. | Evaluate the correctional environment for signs of potential problems and/or danger. |
| 2. | Demonstrate leadership roles, responsibilities and collaboration in correctional environments. |
| 3. | Analyze the impact of federal, state and local laws on correctional facilities. |
| 4. | Describe the various roles and impacts of forensics and computer forensics in the resolution of crime in the correctional environment. |
| 5. | Describe the legal, regulatory and organizational guidelines governing the correction services. |
| 6. | Compare and contrast different career fields in the correction services. |
| 7. | Demonstrate effective communication skills (e.g., writing, speaking, active listening and nonverbal communication) in the correctional environment. |
| 8. | Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments. |
| 9. | Demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment. |
| 10. | Analyze situations that require the use of force, including deadly force, to determine when varying degrees of force should be utilized in correctional facilities. |
| 11. | Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment. |
| 12. | Apply the ethical and legal responsibilities of correctional staff to various situations in the correctional services. |
| 13. | Describe the knowledge and technical skills needed to carry out the day-to-day operations at a correctional facility. |

Correction Services

POS Course Sequence:				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	2501 Exploration of Public Service Careers	<i>Criminal Justice I</i> 0302 General Computer Applications 2503 Community Protection	<i>Criminal Justice II</i> Introduction to Corrections 2513 Criminal Justice Assisting	<i>Careers in Criminal Justice</i> 2595 Public, Protective, & Social Services



26. Public, Protective, and Social Services – 2501-2599

This subject area encompasses courses that concern serving and protecting the public in a non-military fashion— public management, justice administration, fire protection, education, and civil engineering.

2501 Exploration of Public Service Careers - Course exposes students to the duties, responsibilities, requirements, and career opportunities within public service. Course topics vary and may include (but are not limited to) the following: education; protective services; correction, judicial, and probation services; fire protection and fire fighting; public administration; and social work. Course activities depend upon the career clusters explored.

2503 Community Protection - Course provides students with information regarding the personnel and agencies concerned with protection of the home, city, state, and nation. Topics may 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 as a community resident and citizen using these services, or as one interested in pursuing a career in public service.

2504 Public Administration - Course provides an overview of the structure, roles, and duties of public governments and associated agencies. These courses explore the foundation and evolution of the public service sector, issues related to the provision of services by governmental bodies, and the missions and constraints of various departments within local and state governments. In addition, students may explore a particular topic of public administration (such as the tax base and structure, the legislative process, selection of public servants, resource management, and so on) in greater detail.

Emergency and Fire Management Services

Program Learning Outcomes from the NASDCTE Common Career Technical Core:	
1.	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) while utilizing communications equipment and platforms common to emergency and fire management services.
2.	Manage an incident scene as the first responder using emergency response skills.
3.	Utilize up-to-date technology equipment and applications to facilitate the management of emergency and fire management situations.
4.	Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services.
5.	Execute safety procedures and protocols associated with local, state and federal regulations.
6.	Develop an organizational professional growth plan including the development of team building and leadership skills within the emergency and fire management environment.
7.	Describe the legal, regulatory and organizational guidelines governing emergency and fire management services.
8.	Compare and contrast the different career fields in fire and emergency management services.
9.	Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents.
10.	Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services.
11.	Implement an appropriate Incident Command System to effectively manage an incident scene.
12.	Use common codes and icons to properly handle and transport potentially hazardous substances in fire and medical emergency scenes.
13.	Implement public relations plans to enhance public awareness and safety in fire and emergency situations.
14.	Describe the elements and issues involved in using the preparedness and response systems available to manage large-scale disasters.
15.	Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters.

Emergency and Fire Management Services

POS Course Sequence:				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	2501 Exploration of Public Service Careers	0302 General Computer Applications <i>Principles of Emergency and Fire Services</i> 2523 Fire Fighting	<i>Safety, Health and Environmental Issues</i> 2503 Community Protection	<i>Careers in Emergency and Fire Management Services</i> Firefighter / EMT Training
Core Requirement 2				

Law Enforcement Services

Program Learning Outcomes from the NASDCTE Common Career Technical Core:

1. Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
2. Demonstrate proficiency in the operation of communications equipment used in an emergency telecommunications center.
3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.
4. Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.
5. Analyze the impact of federal, state and local laws on law enforcement procedures.
6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.
7. Manage crime and loss prevention programs in collaboration with the community.
8. Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
9. Evaluate for the signs of domestic violence, child abuse and neglect.
10. Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.
11. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.
12. Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.
13. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.
14. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.

Law Enforcement Services

POS Course Sequence:				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	2501 Exploration of Public Service Careers	<i>Criminal Justice I</i> 0302 General Computer Applications 2503 Community Protection	<i>Criminal Justice II</i> <i>Introduction to Law Enforcement Services</i> 2513 Criminal Justice Assisting	<i>Careers in Law Enforcement Services</i>
Core Requirement 2				

Legal Services

Program Learning Outcomes from the NASDCTE Common Career Technical Core:

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| 1. | Demonstrate effective communication skills (writing, speaking, listening and nonverbal communication) in the legal services environment. |
| 2. | Interpret nonverbal communication cues in order to discern facts from fabrication. |
| 3. | Produce written legal materials using writing strategies applicable to the legal services environment. |
| 4. | Apply information technology tools to perform daily tasks assigned to legal services professionals. |
| 5. | Analyze the role forensics play in preventing and solving crimes. |
| 6. | Use legal terminology to communicate within the legal services community. |
| 7. | Compare and contrast different career fields in the legal services. |
| 8. | Analyze the influence of the three branches of the U.S. Government (Judicial, Legislative, and Executive) on the legal services. |
| 9. | Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services. |

Legal Services

POS Course Sequence:				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	2501 Exploration of Public Service Careers	<i>Criminal Justice I</i> 0302 General Computer Applications 2503 Community Protection	<i>Criminal Justice II</i> 2513 Criminal Justice Assisting 2761 Law Studies	<i>Careers in Legal Services</i> 0223 Business Management
Core Requirement 2				

Security and Protective Services

Program Learning Outcomes from the NASDCTE Common Career Technical Core:	
1.	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.
2.	Utilize conflict resolution skills to resolve conflicts among individuals.
3.	Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.
4.	Describe the legal, regulatory and organizational guidelines governing the security and protective services.
5.	Analyze the impact of federal, state and local laws on the security and protective services field.
6.	Apply ethical and legal responsibilities of security and protective services personnel to various situations in the security and protective services field.
7.	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the security and protective services.
8.	Compare and contrast the different career fields in the security and protective services.
9.	Evaluate the application and relevance of crime prevention concepts and security assessments to security and protective services functions.
10.	Explain the application of risk management principles to the protection of assets in various settings.
11.	Describe the importance of utilizing good public relations techniques and building relationships in security and crisis situations.
12.	Describe the role of security systems in an overall security strategy.
13.	Explain the duties of security and protective services personnel in terrorism, homeland security and disaster preparedness.
14.	Apply basic management principles for the effective supervision and management of a security force or an organization's security program.
15.	Perform the roles and responsibilities of a security officer, including basic incident response.
16.	Compare types and techniques of security approaches within the public and private sectors.
17.	Demonstrate the concepts and techniques used to ensure the security of information-based and intangible assets.
18.	Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.

Security and Protective Services

POS Course Sequence:				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	2501 Exploration of Public Service Careers	<i>Criminal Justice I</i> 0302 General Computer Applications 2503 Community Protection	<i>Criminal Justice II</i> <i>Introduction to Security and Protective Services</i> 2513 Criminal Justice Assisting	<i>Careers in Security and Protective Services</i> 0223 Business Management
Core Requirement 2				

What are the Programs of Study we can develop and document?

Correction Services

Emergency and Fire Management Services

Law Enforcement Services

Legal Services

Security and Protective Services

Our Work

Task One: What are the existing classes ready to go into this Program of Study?

Task Two: Are there gaps in the Program of Study?

Task Three: Are there courses missing that when added will form a complete POS Course Sequence Chart for your Pathway?

Task Four: What should students in the Career Pathway be able to do?

Task Five - What are the Industry Certifications that are available for students in the Pathway:

Education Technology Project

The Carl Perkins Act expects the effective education technology and distance learning approaches and strategies. What does the the research say and what are the national best practices while providing examples of best practices across the state of effective integration of technology.

*Please send me an email with a brief description of Wow!
examples of technology use in your Programs of Study*

Thank you for your participation!

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http://www.stantonconsultingservices.com/Career_Pathways_POS_Project.html