# Scope & Sequence

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| Course Name: Practicum in Law, Public Safety, Corrections, and Security/Extended Practicum in Law, Public Safety, Corrections, and Security **TSDS PEIMS Code:** 13030105 (First Time Taken)  13030115 (Second Time Taken) | | **Course Credit:** 3.0  **Course Requirements:** Grade Placement: 11 -12.  **Prerequisites:** None.  **Corequisites:** Practicum in Law, Public Safety, Corrections, and Security. |
| **Course Description:** Extended Practicum in Law, Public Safety, Corrections, and Security is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course must be taken concurrently with Practicum in Law, Public Safety, Corrections, and Security and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. | | |
| **NOTE 1:** The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.  **NOTE 2:** Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).  **NOTE 3:** The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster. | | |
| **Practicum Plan** | **TEKS Covered**  **130.342. (c) Knowledge and skills.** | |
| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety and emergency procedures, teamwork and conflict-management skills, effective problem-solving strategies, positive interpersonal skills, teamwork and conflict-management, ethical conduct, and effective communication skills. Students will also discuss appropriate technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including time management, attendance, on-time arrival, ethical use of technology and ethical decision-making, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and practices, such as applying active listening skills to obtain and clarify information, critical-thinking skills, and demonstrating respect and sensitivity for individuals such as those from different cultures, genders, and backgrounds.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.  (2) The student demonstrates professional standards as required by business and industry. The student is expected to:  (A) adhere to policies and procedures;  (B) demonstrate positive work behaviors and attitudes such as punctuality, time management, initiative, and cooperation;  (C) accept constructive criticism;  (D) apply ethical reasoning to a variety of situations in order to make ethical decisions;  (E) complete tasks with the highest standards to ensure quality services;  (F) describe professional standards in law, public safety, corrections, and security careers such as dress, grooming, and personal protective equipment as appropriate; and  (G) comply with practicum setting safety such as rules and regulations to maintain safe and healthful working conditions and environments.  (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) analyze elements of a problem to develop creative and innovative solutions;  (B) critically analyze information to determine its value for the problem-solving task;  (C) compare and contrast alternatives using a variety of critical-thinking skills.  (4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:  (B) demonstrate teamwork skills through working cooperatively with others to achieve tasks;  (D) demonstrate responsibility for shared group and individual work tasks;  (E) maintain effective working relationships in order to accomplish objectives and tasks;  (F) demonstrate effective working relationships using interpersonal skills;  (G) apply positive interpersonal skills to work cooperatively with others;  (H) demonstrate respect for individuals such as those from different cultures, genders, and backgrounds; and  (I) demonstrate sensitivity to and value for diversity.  (5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:  (A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;  (B) employ verbal skills when obtaining and conveying information;  (C) access information sources for occupational tasks using technical materials and informational texts such as Internet websites;  (D) evaluate the reliability of information from technical materials, resources, and informational texts such as Internet websites;  (E) interpret verbal and nonverbal behaviors to enhance communication;  (F) apply active listening skills to obtain and clarify information; and  (G) use academic skills to facilitate effective written and verbal communication such as emails, texting, and written documents.  (6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:  (C) accept critical feedback provided by the supervisor.  (7) The student documents technical knowledge and skills. The student is expected to:  (A) update a professional portfolio reflecting items such as work quality and productivity; technical skills; problem solving; creativity and innovation; communication skills; teamwork and flexibility; initiative and self-direction; accountability and integrity; attendance; licensures or certifications, including awards and scholarships, extended learning experiences, community service, and active participation in career and technical student and professional organizations; abstract of technical competencies mastered during the practicum; updated and current resume; samples of work; and evaluation from the practicum supervisor. | |
| **Section 2: TEKS Checklist Components: Practicum in Law, Public Safety, Corrections, and Security**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.  (2) The student demonstrates professional standards as required by business and industry. The student is expected to:  (A) adhere to policies and procedures;  (B) demonstrate positive work behaviors and attitudes such as punctuality, time management, initiative, and cooperation;  (C) accept constructive criticism;  (D) apply ethical reasoning to a variety of situations in order to make ethical decisions;  (E) complete tasks with the highest standards to ensure quality services;  (F) describe professional standards in law, public safety, corrections, and security careers such as dress, grooming, and personal protective equipment as appropriate; and  (G) comply with practicum setting safety such as rules and regulations to maintain safe and healthful working conditions and environments.  (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) analyze elements of a problem to develop creative and innovative solutions;  (B) critically analyze information to determine its value for the problem-solving task;  (C) compare and contrast alternatives using a variety of critical-thinking skills.  (4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:  (B) demonstrate teamwork skills through working cooperatively with others to achieve tasks;  (C) demonstrate teamwork processes that promote skills such as team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;  (D) demonstrate responsibility for shared group and individual work tasks;  (E) maintain effective working relationships in order to accomplish objectives and tasks;  (F) demonstrate effective working relationships using interpersonal skills;  (G) apply positive interpersonal skills to work cooperatively with others;  (H) demonstrate respect for individuals such as those from different cultures, genders, and backgrounds; and  (I) demonstrate sensitivity to and value for diversity.  (5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:  (A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;  (B) employ verbal skills when obtaining and conveying information;  (C) access information sources for occupational tasks using technical materials and informational texts such as Internet websites;  (D) evaluate the reliability of information from technical materials, resources, and informational texts such as Internet websites;  (E) interpret verbal and nonverbal behaviors to enhance communication;  (F) apply active listening skills to obtain and clarify information; and  (G) use academic skills to facilitate effective written and verbal communication such as emails, texting, and written documents.  (6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:  (C) accept critical feedback provided by the supervisor. | |
| **Section 3: Critical Thinking and Problem-Solving: Practicum: Check-In 1**  Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what technical knowledge and skills they will need to for a successful practicum experience as well as a successful career in a LPSCS-related field.  Supervising instructors and students will also discuss professional portfolio requirements for the practicum as well as a timeline for completion of all portfolio and practicum components/requirements. | (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) analyze elements of a problem to develop creative and innovative solutions;  (B) critically analyze information to determine its value for the problem-solving task; and  (C) compare and contrast alternatives using a variety of critical-thinking skills.  (6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:  (A) develop advanced technical knowledge and skills related to the student's occupational objective; and  (B) evaluate strengths and weaknesses in technical skill proficiency.  (7) The student documents technical knowledge and skills. The student is expected to:  (A) update a professional portfolio reflecting items such as work quality and productivity; technical skills; problem solving; creativity and innovation; communication skills; teamwork and flexibility; initiative and self-direction; accountability and integrity; attendance; licensures or certifications, including awards and scholarships, extended learning experiences, community service, and active participation in career and technical student and professional organizations; abstract of technical competencies mastered during the practicum; updated and current resume; samples of work; and evaluation from the practicum supervisor. | |
| **Section 4: Check List Progress and Leadership Activities: Check-In 2**  During this check-in, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students will describe how they have applied or will apply critical-thinking and problem-solving skills as well as interpersonal skills in groups and individually to solve problems they may have encountered or may still encounter. Students will also discuss and analyze alternative solutions to problems they have faced or are likely to face in the field.  As part of the practicum, students will use appropriate and reliable resources and technology to research and discuss decision-making, leadership characteristics, and teamwork as well as the benefits of participating in extracurricular, civic, and community activities in order to enhance these skills. Students will also research leadership opportunities and other benefits offered by CTSO and/or other extracurricular activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.  (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) analyze elements of a problem to develop creative and innovative solutions;  (B) critically analyze information to determine its value for the problem-solving task;  (C) compare and contrast alternatives using a variety of critical-thinking skills; and  (D) conduct technical research to gather information necessary for decision making.  (4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:  (A) analyze leadership characteristics such as trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation.  (5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:  (A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;  (B) employ verbal skills when obtaining and conveying information;  (C) access information sources for occupational tasks using technical materials and informational texts such as Internet websites;  (D) evaluate the reliability of information from technical materials, resources, and informational texts such as Internet websites; and  (G) use academic skills to facilitate effective written and verbal communication such as emails, texting, and written documents. | |
| **Section 5: Career Skills and Practicum Culminating Activities**  During their practicum experience, students will use appropriate technology and/or assigned materials to review and self-evaluate practicum learning activities as well as their own personal qualities, technical knowledge and competencies, training, education, and/or preparation for licensure, certification, or other relevant credentials.  Students will also update and present a professional portfolio, and demonstrate to their supervising instructor effective communications skills as they present their practicum- and self-evaluations and portfolios. | (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (D) conduct technical research to gather information necessary for decision making.  (5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:  (A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions; and  (B) employ verbal skills when obtaining and conveying information.  (6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:  (A) develop advanced technical knowledge and skills related to the student's occupational objective; and  (B) evaluate strengths and weaknesses in technical skill proficiency.  (7) The student documents technical knowledge and skills. The student is expected to:  (A) update a professional portfolio reflecting items such as work quality and productivity; technical skills; problem solving; creativity and innovation; communication skills; teamwork and flexibility; initiative and self-direction; accountability and integrity; attendance; licensures or certifications, including awards and scholarships, extended learning experiences, community service, and active participation in career and technical student and professional organizations; abstract of technical competencies mastered during the practicum; updated and current resume; samples of work; and evaluation from the practicum supervisor; and  (B) present the portfolio to interested stakeholders. | |
| **Extended Practicum Plan** | **TEKS Covered**  **130.343. (c) Knowledge and skills.** | |
| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety and emergency procedures, teamwork and conflict-management skills, effective problem-solving strategies, positive interpersonal skills, teamwork and conflict-management, ethical conduct, and effective communication skills. Students will also discuss appropriate technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including time management, to make ethical decisions, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and practices, such as applying active listening skills to obtain and clarify information and critical-thinking skills.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to law, public safety, corrections, or security;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency;  (D) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency;  (E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and  (F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information, data, and observations;  (C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication; and  (D) apply active listening skills to obtain and clarify information.  (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.  (4) The student understands and applies proper safety techniques in the workplace. The student is expected to:  (A) demonstrate an understanding of and consistently follow workplace safety rules and regulations; and  (B) demonstrate knowledge of procedures for reporting and handling accidents and safety incidents.  (5) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) apply ethical reasoning to a variety of situations in order to make ethical decisions; and  (C) comply with all applicable rules, laws, and regulations in a consistent manner.  (6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised law, public safety, corrections, or security experience; and  (B) develop advanced technical knowledge and skills related to the student's occupational objective. | |
| **Section 2: TEKS Checklist Components: Extended Practicum in Law, Public Safety, Corrections, and Security**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to law, public safety, corrections, or security;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency;  (D) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency;  (E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and  (F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information, data, and observations;  (C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication; and  (D) apply active listening skills to obtain and clarify information.  (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;  (B) analyze elements of a problem to develop creative and innovative solutions; and  (C) conduct technical research to gather information necessary for decision making.  (4) The student understands and applies proper safety techniques in the workplace. The student is expected to:  (A) demonstrate an understanding of and consistently follow workplace safety rules and regulations; and  (B) demonstrate knowledge of procedures for reporting and handling accidents and safety incidents.  (5) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) apply ethical reasoning to a variety of situations in order to make ethical decisions; and  (C) comply with all applicable rules, laws, and regulations in a consistent manner.  (6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised law, public safety, corrections, or security experience;  (B) develop advanced technical knowledge and skills related to the student's occupational objective;  (C) examine, understand, and articulate job-specific technical vocabulary;  (D) evaluate strengths and weaknesses in technical skill proficiency; and  (E) collect representative work samples. | |
| **Section 3: Critical Thinking and Problem-Solving: Practicum: Check-In 1**  Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what other critical-thinking and problem-solving skills will be necessary for a successful practicum experience as well as a successful career in a LPSCS-related field. | (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions; and  (B) analyze elements of a problem to develop creative and innovative solutions. | |
| **Section 4: Check List Progress and Leadership Activities: Check-In 2**  During this check-in, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students will describe how they have applied or will apply critical-thinking and problem-solving skills as well as interpersonal skills in groups to solve problems they may have encountered or may still encounter.  As part of the practicum, students will use appropriate technology to research and discuss decision-making and leadership skills as well as the benefits of participating in extracurricular, civic, and community activities in order to enhance these skills. Students will also research leadership opportunities and other benefits offered by CTSO and/or other extracurricular activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in. | (3) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;  (B) analyze elements of a problem to develop creative and innovative solutions; and  (C) conduct technical research to gather information necessary for decision making. | |
| **Section 5: Career Skills and Practicum Culminating Activities**  During their practicum experience, students will use appropriate technology and/or assigned materials to review and self-evaluate practicum learning activities as well as their own personal qualities, technical competencies, training, education, and/or preparation for licensure, certification, or other relevant credentials. Students will apply and demonstrate to their supervising instructor effective communications skills as they present their evaluations and discuss representative work samples. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to law, public safety, corrections, or security;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment; and  (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency.  (6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised law, public safety, corrections, or security experience;  (B) develop advanced technical knowledge and skills related to the student's occupational objective;  (D) evaluate strengths and weaknesses in technical skill proficiency; and  (E) collect representative work samples. | |