



Program of Study Guide: **Criminal Justice & Law Enforcement - DRAFT**

Comprehensive guidelines and course standards
for the Emergency Services Training/ High School
Cadet

Office of College and Career Pathways

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MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

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Office of Teaching and Leading

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Division of College and Career Pathways

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Samir Paul, Esq.

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Purpose

The Homeland Security and Emergency Preparedness – Criminal Justice / Law Enforcement Program of Study (POS) is designed to prepare students for careers in criminal justice and law enforcement services and related fields. This POS offers students a rigorous academic and technical education, equipping them with the skills, knowledge, and hands-on experience necessary to transition seamlessly into postsecondary education, training programs, or immediate employment.

In addition to academic standards, the Maryland State Department of Education (MSDE) has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

Sources of Standards

The Homeland Security and Emergency Preparedness – Criminal Justice / Law Enforcement Program of Study (POS) is informed by several authoritative sources that provide comprehensive guidelines and frameworks for service education. These sources collectively offer a robust foundation for developing comprehensive and industry-aligned standards for the program, ensuring that students acquire the necessary skills and knowledge to succeed in the fields of service and public safety.

Below is a list of these sources, along with descriptions, their applications in course development, and corresponding web links:

1. **Advance CTE's Career Clusters Framework**

- A. **Description:** The Advance CTE framework provides a nationally recognized structure for organizing career and technical education (CTE) into Career Clusters. Each cluster represents a grouping of occupations and industries, with the Public Service and Safety Career Cluster.
- B. **Use:** The framework serves as a foundational guideline for developing Emergency Services standards, ensuring alignment with industry-specific expectations, and highlighting essential knowledge and skills for each level of study.
- C. **Source:** Advance CTE Career Clusters: <https://careertech.org/career-clusters/>

2. **Maryland Police and Correctional Training Commissions (MPCTC)**

- A. **Description:** MPCTC provides training standards and certification programs for law enforcement and corrections personnel in Maryland.
- B. **Use:** Offers resources and standards for developing training modules.
- C. **Source:** MPCTC Official Site: <https://mpctc.dpscs.maryland.gov/>

3. **U.S. Department of Justice (DOJ) Community Policing Development (CPD)**

- A. **Description:** CPD promotes community-oriented policing strategies and provides training, tools, and technical assistance for law enforcement professionals.
- B. **Use:** Incorporates CPD's community policing principles into the curriculum to emphasize trust-building, community engagement, and problem-solving.
- C. **Source:** DOJ CPD Training: <https://cops.usdoj.gov/>

4. **Anne Arundel County Police Department (AACPD) Cadet and Youth Explorer Programs**

- A. **Description:** AACPD offers two key programs for students: Police Cadet Program and Youth Explorer Program.
- B. **Use:** These programs provide practical insights into law enforcement and serve as models for integrating work-based learning opportunities into the curriculum.
- C. **Source:** AACPD Career Opportunities: <https://www.aacounty.org/police-department/>

5. **Maryland State Police (MSP) Cadet Program**

- A. **Description:** The MSP Cadet Program is a preparatory initiative for individuals aged 18-20, designed to expose participants to the duties of Maryland State Troopers and prepare them for academy enrollment at age 21.
- B. **Use:** The program serves as a benchmark for aligning the curriculum with state law enforcement academy standards, emphasizing physical readiness, professionalism, and public service.
- C. **Source:** MSP Cadet Program: <https://mdsp.maryland.gov/Careers/Pages/Cadet.aspx/>

Course Descriptions

Course Level	Course Information	Description
Required Core: Course 1	Criminal Justice and Law Enforcement I SCED: <33-3051> Grades: 9-12 Prerequisite: None Credit: 1	This foundational course introduces students to the criminal justice system, emphasizing the roles of police, courts, and corrections. Topics include ethical responsibilities, community policing, and public safety.
Required Core: Course 2	Criminal Justice and Law Enforcement II SCED: <33-3051> Grades: 10-12 Prerequisite: course I Credit: 1	Builds on foundational knowledge, focusing on law enforcement techniques such as traffic stops, patrol procedures, and report writing. Includes legal concepts like constitutional law and search and seizure protocols.
Optional Flex: Course 1	Criminal Justice and Law Enforcement III SCED: <33-3051> Grades: 11-12 Prerequisite: course I, course II Credit: 1	Focuses on the principles of community, emphasizing trust-building, diversity, and problem-solving. Students will also explore crisis intervention techniques, mental health awareness, and conflict resolution. Community and Crisis Response.
Optional Flex: Course 2	Career Connected Learning I SCED: <33-3051> Grades: 11-12 Prerequisite: course I and course II Credit: 1	This flexible, work-based learning course introduces students to real-world applications of classroom knowledge and technical skills through on-the-job experiences and reflective practice. Students engage in career exploration, skill development, and professional networking by participating in youth apprenticeships, registered apprenticeships, pre-apprenticeships, internships, capstone projects, or other approved career-connected opportunities. Variable credit (1–3) accommodates the required on-the-job training hours and related instruction. By integrating industry standards, employability skills, and personalized learning goals, Career Connected Learning I equips students to make informed career decisions, develop a professional portfolio, and build a strong foundation for success in postsecondary education, training, or the workforce.

Course Level	Course Information	Description
Optional Flex: Course 3	Career Connected Learning II SCED: <XX> Grades: 11-12 Prerequisite: Career Connected Learning I Credit: 1	Building on the foundational experiences of Career Connected Learning I, this advanced work-based learning course provides students with deeper on-the-job practice, leadership opportunities, and refined career exploration. Students continue to enhance their technical and professional skills, expanding their industry networks and aligning personal goals with evolving career interests. Variable credit (1–3) remains aligned with the required training hours and related instruction. Through elevated responsibilities and skill application, Career Connected Learning II prepares students to confidently transition into higher-level postsecondary programs, apprenticeships, or the workforce.

Dual Enrollment and Career Connected Learning Experiences Must be Aligned to the CTE Core.

Industry-Recognized Credentials and Work-Based Learning

Industry-Recognized Credentials – The standards in this document are aligned to the following certifications:

By the end of Course I: CPR/First Aid Certification – American Red Cross or equivalent (Not on the IRC List), or Community Emergency Response Team (CERT)

By the end of Course II: National Incident Management System (NIMS) Certification

Optional Credentials (via the Flex Course options):

Community Emergency Response Team (CERT) Training

National Incident Management System (NIMS) Certification

Work-Based Learning Examples and Resources

Course I: Career Awareness	Course II: Career Preparation	Flex Courses: Career Preparation
<ul style="list-style-type: none"> • Industry Visits • Guest Speakers • Participation in Career and Technical Student Organizations • Postsecondary Visits – Program Specific Site Tours • Mock Interviews 	<ul style="list-style-type: none"> • All of Career Awareness plus the following: • Job Shadow • Paid and Unpaid Internships • Local Emergency Services Facility Visits 	<ul style="list-style-type: none"> • Paid and Unpaid Internships • Apprenticeships • Dual Enrollment Opportunities

Labor Market Information: Definitions and Data

Labor market information (LMI) plays a crucial role in shaping Career and Technical Education (CTE) programs by providing insights into industry demands, employment trends, and skills gaps. This data helps education leaders assess the viability of existing programs and identify opportunities for new offerings. By aligning CTE programs with real-time labor market needs, schools can better prepare students for in-demand careers and ensure that resources are effectively used to support pathways that lead to high-quality, sustainable employment.

Standard Occupational Code (SOC) and Aligned Industry:

Indicator	Definition	Pathway Labor Market Data
High Wage¹	<p>Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the state of Maryland, and/or leads to a position that pays at least the median hourly or annual wage for the DC-VA-MD-WV Metropolitan Statistical Area (MSA).</p> <p><i>Note: A 25th percentile hourly wage of \$24.74 or greater is required to meet this definition.</i></p>	<p>Standard Occupational Code:</p> <p>33-3051: Police and Sheriff's Patrol Officers</p> <p>23-2011: Paralegals and Legal Assistants</p> <p>Hourly Wage/Annual Salary: 23-2011</p> <p>25th Percentile: \$19.57 / \$40,720</p> <p>50th Percentile: \$24.58 / \$51,130.00</p> <p>75th Percentile: \$30.59 / \$63,630.00</p>

¹ Living Wage Calculator: <https://livingwage.mit.edu/states/24>

Indicator	Definition	Pathway Labor Market Data
High Skill	Those occupations located within the DC-VA-MD-WV Metropolitan Statistical Area (MSA) with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, bachelor's degree, or higher.	<p>Typical Entry-Level Education:</p> <p>Education: Police and Sheriff's Patrol Officers, High school diploma or equivalent. College Degree (Optional but preferred) in criminal justice, law enforcement, or a related field.</p> <p>Training: Must complete police academy.</p> <p>Certification: After training, candidates must pass the academy exam.</p> <p>Licensure: State-specific licensure is required to be an officer.</p> <p>Additional Requirements: Must pass written and physical exams, drug screenings, and background checks.</p> <p>Paralegals and Legal Assistants</p> <p>Education: Generally, you need a high school diploma or equivalent. Typically requires associate's degree or certificate in paralegal studies.</p> <p>Training: Legal research and writing, Civil & Criminal law, and Contract Law.</p> <p>Certification: (optional) Certified Paralegal (CP) or Certified Legal Assistant (CLA) by the National Association of Legal Assistants (NALA).</p> <p>Additional Requirements: Must pass written and physical exams, drug screenings, and background checks.</p>
In-Demand	Annual growth plus replacement, across all Maryland occupations, is <u>405</u> openings between 2024-2029.	Annual Openings

Labor Market Information Data Source

Lightcast Q4 2024 Data Set. Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry. Foundational data for the state of Maryland is collected and reported by the Maryland Department of Labor.

Methodology for High Wage Calculations

To combine labor market data across multiple Standard Occupational Classifications (SOCs), a weighted average approach was used to ensure accurate representation of the marketplace. Median wages for each SOC were weighted based on their respective employment levels, reflecting the relative demand for each occupation. This method ensures that occupations with higher employment contribute proportionately to the overall wage calculation. Additionally, job openings from all relevant SOCs were summed to determine the total projected demand. For example, if Mechanical Engineers account for 67% of total employment and Electrical Engineers for 33%, their respective wages are weighted accordingly, and job openings are aggregated to provide a comprehensive view of labor market opportunities. This approach delivers a balanced and accurate representation of both wages and employment demand for the program.

Methodology for In-Demand Calculations

The baseline for annual job openings, taking into account new positions and replacement positions, was determined by taking the average of all annual job openings between 2024 and 2029 across all 797 career sectors at the 5-digit SOC code level. For the 2024-2029 period, average job openings (growth + replacement) is 405.

Course Standards: Criminal Justice and Law Enforcement I

1. GENERAL REQUIREMENTS This course is recommended for students in Grades 9-10.

2. INTRODUCTION

- A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- B. The Public Service & Safety Career Cluster focuses on preparing students for careers in criminal justice, public safety, and legal services. This cluster emphasizes the skills needed to uphold laws, ensure community safety, and support the judicial system. Professionals in this field work across diverse settings, including police departments, corrections facilities, and legal institution.
- C. This program introduces students to foundational knowledge in policing, legal processes, and public safety protocols. Students will gain practical experience through structured coursework, and exposure to law enforcement scenarios.
- D. Course I introduces students to foundational topics such as law enforcement, the structure of the criminal justice system, ethical and legal responsibilities, and effective communication strategies in high-pressure situations.
- E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, such as attending guest lectures, job shadowing, or site visits with local or state agencies.
- F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTOSs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. KNOWLEDGE AND SKILLS

- A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 - 1. Identify and demonstrate positive work behaviors that enhance employability, including punctuality, professional appearance, and adherence to safety protocols.
 - 2. Exhibit effective communication and active listening skills when responding to scenarios and working within a team.
 - 3. Solve problems using critical thinking and decision-making skills, especially during time-sensitive situations.
 - 4. Demonstrate leadership and teamwork skills through group activities, drills, and role-playing exercises.
 - 5. Demonstrate an understanding of ethical and legal responsibilities in professions.

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- B. The student identifies various career pathways in public services safety. The student is expected to:**
1. Develop a career plan that outlines required education, certifications, and skills for roles in law enforcement, legal services, or public safety.
 2. Identify entry-level opportunities, including cadet programs and legal assistant positions, and define pathways to long-term career growth.
- C. The student develops technology and digital literacy skills. The student is expected to:**
1. Use technology as a tool for research, organization, communication, and problem-solving.
 2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
 3. Demonstrate proficiency in using emerging and industry-standard technologies, including skills and applying creative techniques to create visually appealing products.
 4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.
- D. The student integrates core academic skills into practice. The student is expected to:**
1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
 2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals.
 3. Apply mathematics skills, including measurement, ratios, and data interpretation, in the context of criminal investigations and law enforcement operations.
- E. The student demonstrates knowledge and skills for ensuring safety. The student is expected to:**
1. Understand and implement safety protocols to minimize risks during operations.
 2. Demonstrate knowledge of personal protective equipment (PPE) and its proper use in emergency situations.
 3. Recognize the importance of mental and physical fitness in emergency services careers.
- F. The student demonstrates effective communication and teamwork skills. The student is expected to:**
1. Practice clear verbal communication and active listening in high-stress environments.
 2. Collaborate effectively with peers and professionals during mock drills and team-based exercises.
 3. Collaborate effectively with peers and professionals during mock drills and team-based exercises.
- G. The student applies basic health and wellness principles in response. The student is expected to:**
1. Practice the importance of stress management and resilience in service careers.
 2. Recognize common health hazards in response and apply strategies for prevention.
 3. Apply basic first-aid techniques and possess knowledge relevant to law enforcement duties.
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Course Standards: Criminal Justice and Law Enforcement II

1. **GENERAL REQUIREMENTS** This course is recommended for students in Grades 10-11
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Public Service & Safety Career Cluster focuses on preparing students for careers in criminal justice, public safety, and legal services. This cluster emphasizes the skills needed to uphold laws, ensure community safety, and support the judicial system. Professionals in this field work across diverse settings, including police departments, corrections facilities, and legal institution.
 - C. This program introduces students to foundational knowledge in policing, legal processes, and public safety protocols. Students will gain practical experience through structured coursework, and exposure to law enforcement scenarios.
 - D. Course II expands on key topics such as the procedural aspects of law enforcement, in-depth study of the criminal justice system, ethical and legal responsibilities in policing, and effective communication strategies during criminal investigations and public safety operations.
 - E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, such as attending guest lectures, job shadowing, or site visits with local or state agencies.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student demonstrates advanced skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 1. Identify advanced communication skills, including the ability to give and receive clear instructions during scenarios.
 2. Solve complex problems using advanced critical thinking and decision-making techniques under high-pressure conditions.
 3. Demonstrate leadership by coordinating team efforts during mock responses.
 4. Understand and apply ethical and legal responsibilities specific to criminal justice and law enforcement operations.
 - B. **The student identifies various career pathways in public service safety. The student is expected to:**
 1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles.
 2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
 3. Demonstrate effective interview skills.

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- C. **The student develops management skills. The student is expected to:**
1. Recognize hazardous materials and unsafe conditions during investigations or patrols, applying the appropriate National Incident Management System (NIMS) and Incident Command System (ICS) protocols to ensure safety.
 2. Perform basic search-and-rescue techniques, during simulations, emphasizing public safety, scene stabilization, and assistance in situations such as community response and disaster response.
- D. **The student integrates core academic skills into practice. The student is expected to:**
1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
 2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals.
 3. Apply mathematics skills, including measurement, ratios, and data interpretation, in the context of criminal investigations and law enforcement operations.
- E. **The student enhances safety awareness and operational readiness. The student is expected to:**
1. Understand and demonstrate safety practices when responding to emergencies.
 2. Conduct safety inspections and identify potential hazards.
 3. Demonstrate situational awareness and effective decision-making.
- F. **The student develops physical and mental resilience for emergency services careers. The student is expected to:**
1. Execute Participate in physical fitness activities to maintain the strength and endurance required for public service safety.
 2. Understand strategies for managing stress and preventing burnout in high-stress environments.
 3. Practice mindfulness and coping techniques to improve focus and emotional regulation during emergencies.

Course Standards: Criminal Justice and Law Enforcement III

1. **GENERAL REQUIREMENTS** This course is recommended for students in Grades 11-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Public Service & Safety Career Cluster focuses on preparing students for careers in criminal justice, public safety, and legal services. This cluster emphasizes the skills needed to uphold laws, ensure community safety, and support the judicial system. Professionals in this field work across diverse settings, including police departments, corrections facilities, and legal institutions.
 - C. This program introduces students to foundational knowledge in policing, legal processes, and public safety protocols. Students will gain practical experience through structured coursework, and exposure to law enforcement scenarios.
 - D. Course III expands on Course II by diving into community engagement, law enforcement skills, and leadership development while maintaining a strong foundation in ethics and effective communication.
 - E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, such as attending guest lectures, job shadowing, or site visits with local or state agencies.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student demonstrates law enforcement and leadership capabilities. The student is expected to:**
 1. Demonstrate proficiency in using crime scene investigation kits, communication devices and humane design communication.
 2. Lead team efforts during simulated operations, such as understanding the rights of citizens in scenarios.
 3. Use leadership skills to manage personnel and resources during mock investigations, patrols, or emergency response exercises.
 - B. **The student develops advanced investigative skills and emergency response skills. The student is expected to:**
 1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in criminal justice and law enforcement services.
 2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
 3. Demonstrate effective interview skills.

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- C. **The student develops technology and digital literacy skills. The student is expected to:**
1. Use technology as a tool for research, organization, communication, and problem-solving.
 2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
 3. Demonstrate proficiency in using emerging and industry-standard technologies, including skills and applying creative techniques to create visually appealing products.
 4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.
 5. Interpret and apply GIS mapping for incident planning and resource deployment.
 6. Create data visualizations and dashboards using tools like Tableau or Excel for informed decision-making.
 7. Leverage project management software to schedule, monitor, and execute tasks.
- D. **The student integrates core academic skills into practice. The student is expected to:**
1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
 2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals.
 3. Demonstrate mathematical understanding and awareness with service decision-making.
- E. **The student demonstrates knowledge of health and wellness in emergency services careers. The student is expected to:**
1. Understand the physical and mental demands of criminal justice and law enforcement to develop strategies for injury prevention.
 2. Participate in fitness training programs to maintain physical readiness for emergency response tasks.
 3. Collaborate with emergency services professionals to gain firsthand insights into industry practice.
- F. **The student participates in extended learning opportunities to enhance career readiness. The student is expected to:**
1. Engage in apprenticeships with local departments, or state departments.
 2. Engage in internships with local departments, or state departments.
 3. Collaborate with professionals to gain firsthand insights into industry practice.
- G. **The student prepares for a work-based learning experience by demonstrating professional skills. The student is expected to:**
1. Develop a professional resume, portfolio, or skills showcase, highlighting competencies.
 2. Practice interview skills and demonstrate knowledge of workplace expectations in settings.
 3. Set career-related goals for a work-based learning experience, including specific skills to develop and refine.
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Course Standards: Career Connected Learning I and II

Career connected learning is an educational approach that integrates classroom instruction with real-world experiences, enabling high school students to explore potential careers and develop relevant skills before graduation. By participating in work-based learning opportunities—such as apprenticeships, internships, capstone projects, and school-based enterprises—students apply academic concepts in authentic settings, gain practical industry knowledge, and build professional networks. This hands-on engagement helps students connect their studies to future career paths, strengthens their problem-solving and communication skills, and supports a smoother transition into college, vocational programs, or the workforce.

All Career and Technical Education Programs of Study include aspects of work-based learning, and almost all of the programs include two Career Connected Learning (CCL) courses. Below are the course descriptions for CCL I and CCL II. [The CCL standards can be found via this link:](#)