



Law and Public Safety Education Network

Law, Public Safety, Corrections and Security Career Cluster Model

Standards and Accountability Development Project: Introduction Course

The standards described here are designed to give states guidance in the development of state Law and Public Safety programs, standards and courses.

In this introductory course, LAPSEN desired to design a broad range of standards. States can choose the standards that pertain to the program designs being implemented by the state. Time estimates can be adjusted to meet state program designs. Additionally, states may choose to have introduction courses in a single pathway, an introduction course pertaining to several pathways or an all-encompassing introduction course covering the whole of Law and Public Safety. This project is designed to give national guidance in each endeavor.

When creating a state introduction course, states may use as few or as many standards listed here as they choose. What matters most is that each state create an introduction course that builds a proper foundation for their intermediate and advanced courses.

Course Name: Introduction to Law & Public Safety		Abbreviation: ILPS: (Section #) - (Standard #) - (Competency)	
Course Credit: 1 Carnegie Unit	Content Hours: 120-150	Grade(s): 9-12	Prerequisites: None
Course Description: Students will begin acquiring foundational knowledge in the areas of Law, Legal Services, Law Enforcement, Homeland Security, Fire Science, Emergency Medical Response, Corrections, Dispatch, Forensics and Security. Students will explore career options in each of the fields. Students will master skills basic to each career area.			
Note: Each state should select the standards it chooses to adapt this list to its' need. It is not expected that a state would select all the standards provided here. States can use a single standard from a section, several standards or the whole section as needed.			
Section 1: Common Content		Career Area(s): all	
Standard	Time:	Competencies:	
Standard 1: Student will demonstrate skills required for success in the workplace	Integration into each unit	A. Interpersonal skills B. Communication skills C. Time management skills D. Leadership skills E. Problem-solving skills F. Social skills	

		<ul style="list-style-type: none"> G. Teamwork skills H. Organizational skills I. Personal work ethics and integrity J. Attitude and demeanor K. Willingness to learn
Standard 2: Student will explore career options and requirements and well as demonstrate how to get a job.	7 hours	<ul style="list-style-type: none"> A. Investigate Law and Public Safety job growth B. Explore a range of careers in Law and Public Safety C. Find a job D. List the education and training required for Law and Public Safety job of choice E. Complete applications, cover letters and resumes F. Participate in a mock interview G. Explain about career advancement and changing jobs H. List the physical agility requirements and create a preparation plan to meet them I. Explore the extent and scope of background investigations in Law and Public Safety jobs J. Complete a personal interest inventory K. Create a personal career plan
Standard 3: Student will be aware of the diversity of our nation and learn how to respectfully interact with a broad range of ethnicities, cultures and subgroups.	7 hours	<ul style="list-style-type: none"> A. Learn about the cultures of major immigrant groups to the United States B. Understand the basics of working with people with physical and mental disabilities C. Explain sensitivities in working with diverse groups within the United States
Standard 4: Develop professionalism by participating in a CTSO	5 hours	<ul style="list-style-type: none"> A. Research the history, mission, purpose and Framework of SkillsUSA B. Explorer other groups if available in the local community such as Explorers

		C. Develop a person leadership plan establishing goals to support career plan
Standard 5: Use appropriate techniques to resolve conflict and de-escalate situations	5 hours	A. Develop mediation skills B. Utilize steps of conflict resolution C. Research techniques used by professionals in Law and Public Safety
Standard 6: Demonstrate ability to communicate professionally and document information using commonly used law and public safety reports	9 hours	A. Actively listen, ask questions to extrapolate essential information and clarify information from a source B. Complete a field interview using proper techniques and compiling relevant facts C. Document a scenario using proper protocols in a narrative and using appropriate forms. D. Send and receive calls from dispatch using the phonetic alphabet, proper protocols and codes
Standard 7: Apply ethical standards to Law and Public Safety scenarios	4 hours	A. Compare the codes of ethics across Law and Public Safety B. Describe integrity C. Identify sexual harassment and discrimination in given scenarios D. Explore corruption in Law and Public Safety E. Discuss the impact of brutality and illegal actions by Law and Public Safety professionals on the community as a whole
Standard 8: Describe the management of law and public safety agencies and organizations	6 hours	A. Compare the core operational strategies of each of the Law and Public Safety areas B. Explain the National Incident Management System (NIMS) and Incident Command System (ICS) C. List the standard ranks used in Law and Public Safety agencies D. Explain protocols used when agency jurisdiction overlaps and how Law and Public Safety agencies resolve such issues

		E. Describe the ways local, state and federal components of the Law and Public Safety system work together and how they sometimes overlap
Standard 9: Explain how Law and Public Safety professional maintain safe work environments and stay healthy.		A. Explain how MSDS sheets are used B. Describe how to maintain a safe work environment C. Explain how Personal Protective Equipment protects workers D. List ways to reduce exposure to pathogens E. Reference Occupational Safety and Health Administration (OSHA) materials to find information on law and regulations in Law and Public Safety area F. Design plans to reduce stress, increase physical health and eat a balanced diet
Section 2: Community Emergency Response Training (CERT) Note: It is recommended this section is taught using CERT training materials available for free from FEMA online.		Career Area(s): Law Enforcement, Homeland Security, Fire Science, Emergency Medical Response, Corrections and Security
Standard	Time:	Competencies:
Standard 1: Discuss disaster preparedness/emergency management agencies, including but not limited to: Department of Homeland Security, Federal Emergency Management Agency, Citizens Corps, and local state emergency management agencies.	4 hours	A. Discuss the history of the most common national, regional, state and local disaster preparedness/emergency management agencies. B. Explore the focus of the Citizens Corps. C. Differentiate between the basic responsibilities of each of the following in an emergency/disaster situation: Citizens Emergency Response Team Member, Medical Reserve Corps Representative, First

		<p>Responders, and Emergency Medical Technicians.</p> <p>D. Describe the Incident Command System.</p> <p>E. Utilize appropriate personal protective equipment (PPE) and apply personal safety procedures based on OSHA (Occupational Health and Safety Administration and the Centers for Disease Control and Prevention (CDCP).</p> <p>F. Identify hazardous materials and describe the methods for handling them</p>
<p>Standard 2: Demonstrate the steps of Basic Life Support (BLS) and First Aid.</p>	<p>7 hours</p>	<p>A. Demonstrate cardiopulmonary resuscitation on an infant, a child, and an adult (simulate using manikins).</p> <p>B. Utilize up to date American Heart Association, American Red Cross or other nationally-recognized training agency standards to train in CPR, and first aid.</p> <p>C. Utilize personal protective devices and the use of standard precautions for disease prevention.</p> <p>D. Identify when cardiopulmonary resuscitation may be discontinued.</p> <p>E. Demonstrate the application, operation and maintenance of an automated external defibrillator (simulate using trainer).</p> <p>F. Identify the “killers” (airway obstruction, bleeding, and shock).</p> <p>G. Apply techniques for opening an airway, control bleeding, hypothermia and treating for shock.</p>

		<p>H. Conduct triage under simulated disaster conditions.</p> <p>I. Identify sanitation measures to protect the public health.</p> <p>J. Perform a simulated head to toe assessments.</p> <p>K. Apply appropriate first aid and employ basic treatments</p>
<p>Standard 3: Identify the types of hazards likely to affect homes and communities and describe steps to prepare for emergencies.</p>	4 hours	<p>A. Define disaster.</p> <p>B. Identify participants which make up the response workforce.</p> <p>C. Analyze the potential effect of extreme emergencies and disasters on infrastructures, including but not limited to transportation, electrical service, telephone communication, fuel, food, water, shelter, and emergency services.</p> <p>D. Identify potentially hazardous conditions on various types of structures and their contents during a disaster.</p> <p>E. Evaluate the steps to reduce the risk of damage from hazards that threaten local areas.</p> <p>F. Demonstrate preparing the home, school, workplace and community in advance to minimize disaster repercussions, including but not limited to assembling a disaster supply kit, developing a disaster plan, and designating a safe room.</p> <p>G. Describe the difference between evacuations versus sheltering in place.</p> <p>H. Identify laws that protect disaster workers from liability.</p>

<p>Standard 4: Describe the various origins of fires, classes of fires, and the correct means to extinguish each type of fire.</p>	<p>4 hours</p>	<ul style="list-style-type: none"> A. Explain the role that Law and Public Safety personnel and citizens play in fire safety. B. Identify potential fire risks in the home, school and workplace. C. Conduct a basic size-up for a fire emergency. D. Describe minimum safety precautions, including safety equipment and utility control. E. Identify locations of hazardous materials in the home. F. Categorize the origins of fires and the different classes of fires. G. Simulate how to extinguish small fires using an appropriate fire extinguisher.
<p>Standard 5: Analyze the components of search and rescue operations.</p>	<p>4 hours</p>	<ul style="list-style-type: none"> A. Identify size-up requirements for potential search and rescue operations. B. Describe the most common techniques for searching a structure. C. Distinguish between simple and complex access. D. Demonstrate the use of safe techniques for debris removal and victim extrication, including but not limited to the use of fulcrums and leverage, cribbing techniques, and victim transportation maneuvers. E. Describe methods to protect rescuers during search and rescue operations. F. Understand the role that maps and Global Positioning Systems (GPS) play in search and rescue operations. G. Demonstrate proper intercommunication with both

		emergency dispatch (911) and other rescuers.
Standard 6: Evaluate techniques for managing intrapersonal reactions to crisis situations.	2 hours	<p>A. Describe disaster and post-disaster emotional environment.</p> <p>B. Describe the steps that rescuers can take to relieve personal stress and the stress of disaster survivors.</p>
Standard 7: Examine common targets of terroristic attacks and the appropriate action following an attack.	2 hours	<p>A. Identify common terrorist goals and potential targets in the community.</p> <p>B. Discuss operating procedures for a terrorist incident.</p> <p>C. Identify the most commonly used terrorist weapons.</p> <p>D. Discuss the B-NICE indicators and the cues that help to identify when a terrorist attack has occurred.</p> <p>E. Describe the actions to take following a suspected terrorist incident.</p>
Section 3: Civics		Career Area(s): Law & Legal Services, Law Enforcement, Homeland Security, Corrections and Security
Standard	Time:	Competencies
Standard 1: Evaluate historical events that led to the United States Constitution.	4 hours	<p>A. Diagram the events, writings and people that influenced the creation of the U.S. Constitution starting with the Magna Charta</p> <p>B. Describe the development of the three branches of government</p> <p>C. Explain checks and balances</p> <p>D. Review the formation of the Bill of Rights</p>
Standard 2: Explain the rights given to citizens in the United States	3 hours	<p>A. Assess government action for violations of citizen rights</p> <p>B. Relate events since the U.S. Constitution was crafted that have established the rights citizens enjoy today</p>

		C. Explain how the Supreme Court expanded rights to all people
Section 4: The Court System		Career Area(s): Law & Legal Services, Law Enforcement, Homeland Security, Corrections and Security
Standard	Time:	Competencies
Standard 1: Evaluate historical events that led to the United States Court System today.	3 hours	A. Delineate between common law and statutory law. B. Timeline major historical influences in the court system
Standard 2: Differentiate the major parts of the court system.	3 hours	A. Illustrate the Dual Court System B. Diagram the trial process from pretrial through sentencing C. Categorize the participants of the court process explaining their purpose D. Define major court and trial related vocabulary such as jurisdiction, venue, felony, warrant, adversarial and similar E. Differentiate between civil and criminal courts
Standard 3: Recognize the importance of the Supreme Court of the United States	2 hours	A. Explain how a case goes before the court B. Review important case law to demonstrate the authority of the court
Section 5: The Criminal Justice System		Career Area(s): Law & Legal Services, Law Enforcement, Homeland Security, Corrections and Security
Standard	Time:	Competencies
Standard 1: Evaluate historical events that led to the development of the criminal justice system.	3 hours	A. Describe how the British system directly influenced the modern American criminal justice system B. Identify differences that formed in the American system after the Revolution

Standard 2: Explain the structure and purpose of the criminal justice system.	2 hours	A. Organize a chart showing a criminal act going through the system to punishment B. Identify each part of the system and explain the goals of each part. C. Apply common criminal codes to scenarios to determine the most applicable charge
Standard 3: Describe how different parts of the criminal justice system measure effectiveness.	2 hours	A. Calculate crime rates B. Distinguish between NIBRS and UCR C. Compare recidivism rates D. Assess how plea bargaining inflates conviction rates
Section 6: The Juvenile System		Career Area(s): Law & Legal Services, Law Enforcement, Corrections and Security
Standard	Time:	Competencies
Standard 1: Evaluate historical events that led to the nature of the American juvenile system.	2 hours	A. Discuss the movements that created the separation of juveniles from the adult systems B. Evaluate the Supreme Court cases that shaped the modern juvenile system
Standard 2: Critique the modern juvenile system.	2 hours	A. Differentiate between the adult and juvenile systems B. Explain the functions of the juvenile system that involve juveniles who have not committed a crime C. Diagram the juvenile system following a juvenile who has committed a crime D. Distinguish the differing punishment options and types of incarceration used in the juvenile system

Section 7: Law Enforcement		Career Area(s): Law Enforcement
Standard	Time:	Competencies
Standard 1: Evaluate historical events that led to the nature of law enforcement today.	4 hours	A. Describe the influence of the British system in the development of American law enforcement. B. Describe changes in American society that lead to changes in policing C. Identify major Supreme Court cases that impacted policing
Standard 2: Apply use of force options properly in given scenarios.	3 hours	A. Explain use of force models B. Describe use of force options C. Apply relevant case law to use of force situations
Standard 3: Demonstrate skills related to patrol activities.	4 hours	A. Perform basic self-defense B. Apply restraints properly C. Analyze a traffic stop and utilize proper techniques to approach and resolve D. Evaluate an environment and utilize proper search techniques
Standard 4: Apply basic traffic enforcement protocols	5 hours	A. Apply basic traffic codes to given scenarios B. Complete a basic accident report C. Describe specialized traffic units such as impaired driving enforcement
Standard 5: Identify issues in contemporary policing.	3 hours	A. Apply community policing concepts to given scenarios B. Examine the relationship between minority communities and the police C. Evaluate the reliance on police to impact social issues such as homelessness
Standard 6: Demonstrate basic forensic techniques	4 hours	A. Lift and classify a fingerprint B. Secure and record a basic mock crime scene C. Explain chain of custody D. Properly bag mock evidence

Section 8: Corrections		Career Area(s): Corrections
Standard	Time:	Competencies
Standard 1: Evaluate historical events that led to the correctional system today	4 hours	A. Describe the influence of the British system in the development of American corrections B. Describe changes in American society that lead to changes in corrections C. Identify major Supreme Court cases that impacted corrections
Standard 2: Describe the organization of jails and prisons from the local, state and federal levels.	3 hours	A. Compare types of detention from jails to various type of incarceration through community-based centers. B. Contrast the types of offenders found in local, state and national incarceration units
Standard 3: Identify the duties and responsibilities of correctional officers.	5 hours	A. Apply techniques for interacting with inmates. B. Analyze scenarios for potential prisoner rights issues. C. Describe a day in the life of a correctional officer D. Demonstrate basic self-defense techniques used by correctional officers
Standard 4: Identify issues in contemporary corrections.	4 hours	A. Discuss the privation movement B. Assess the impact of mental illness and addiction on the correctional system C. Evaluate the effect of the “War on Drugs” on the correctional system D. Evaluate how the correctional system has reacted to challenges such as HIV, LBQT inmates and similar changes

Section 9: Law and Legal Services		Career Area(s): Law and Legal Services
Note: Reference Section 4 and 5 for many fundamental standards for Law and Legal Services. Expand the depth covered as it applies to Law and Legal Services		
Standard	Time:	Competencies:
Standard 1: Differentiate between the key parts of a trial	4 hours	A. Diagram the plea-bargaining progress B. Explain voir dire C. Apply jury selection strategies to scenarios D. Compare the major parts of a criminal trial to that of a civil trial E. Discuss sentencing considerations F. Diagram the appeal process
Standard 2: Participate in a criminal mock trial	10 hours	A. Formulate a basic opening statement B. Create a direct examination C. Anticipate points to be made on cross examination and prepare possible questions D. Outline a closing argument E. Prepare for a role in the mock trial
Standard 3: Debate issues facing the court system today	3 hours	A. Compare various methods of representing indigent defendants B. Discuss ways the poor can access representation in civil legal actions C. Assess judicial activism
Section 10: Fire Science		Career Area(s): Fire Science, Homeland Security
Note: Reference Section 2 for many fundamental fire science standards		
Standard	Time:	Competencies:
Standard 1: Discuss history of fire science	4 hours	A. Diagram the origins of fire fighting B. Discuss the rise of professionalism in fire fighting C. Assess the impact of 9/11 on modern fire fighting
Standard 2: Describe safety issues that pertain to fire fighting	4 hours	A. Identify protection equipment firefighters use

		B. Identify hazardous materials fire fighters might encounter C. Discuss firefighter survival.
Standard 3: Demonstrate basic firefighting skills	6 hours	A. Demonstrate the use of portable fire extinguishers. B. Demonstrate fire hose and appliances. C. Demonstrate ropes and knots. D. Demonstrate ladders. E. Demonstrate Self Contained Breathing Apparatus (SCBA).
Standard 4: Discuss fire behavior	3 hours	A. Explain the fire triangle B. Describe how firefighting combats fire using ventilation and suppression methods
Standard 5: Examine fire prevention efforts	3 hours	A. Discuss fire prevention and public safety B. Create a pre-incident plan C. Discuss the importance of fire codes D. Research historical fire deaths including wildfire events.
Section 11: Emergency Medical Response		Career Area(s): Emergency Medical Response, Fire Science, Homeland Security
Note: Reference Section 2 for many fundamental emergency response standards		
Standard	Time:	Competencies:
Standard 1: Identify basic anatomy and bodily systems	10 hours	A. Diagram body systems B. Identify major organs, bones and muscles C. Utilize basic medical terminology
Standard 2: Describe safety concerns for medical responders	2 hours	A. Demonstrate proper use of personal protective equipment B. Use proper handwashing techniques C. Describe hazards to emergency medical responders
Standard 3: Demonstrate critical care interventions	10 hours	A. Explain patient assessment and triage

		B. Demonstrate airway clearance and airway management C. Demonstrate bleeding control methods D. Evaluate and treat for shock E. Explain causes, symptoms and treatment for cardiac arrest F. Apply treatment methods to given scenarios G. Demonstrate the use of an AED
Section 12: Security		Career Area(s): Security
Standard	Time:	Competencies:
Standard 1: Evaluate historical events that led to modern private security	3 hours	A. Explore historical origins of private security B. Discuss the professionalization movement C. Evaluate the impact of 9/11 on security
Standard 2: Assess the size and scope of private security.	10 hours	A. List all the various areas of private security and the role they play B. Explain the jurisdiction of private security C. Discuss how security plays a critical role in homeland security
Standard 3: Compare and contrast the roles and responsibilities of private security to other areas of law and public safety	6 hours	A. Diagram how areas of private security overlap other law and public safety agencies B. Diagram how areas of private security overlap other security areas C. Discuss how security works with other agencies regarding homeland security

Section 13: Forensics		Career Area(s): Forensics
Standard	Time:	Competencies:
Standard 1: Demonstrate basic forensic techniques	4 hours	A. Lift and classify a fingerprint B. Demonstrate swabbing techniques C. Properly bag mock evidence
Standard 2: Explain legal principles applied to forensics	5 hours	A. Explain chain of custody B. Describe the search warrant process C. Apply constitutional rights in given forensic scenarios
Standard 3: Process a crime scene	10 hours	A. Properly secure the scene B. Photograph the scene using standard protocols C. Diagram the scene using industry requirements D. Collect mock evidence
Section 14: Dispatch		Career Area(s): Dispatch
Standard	Time:	Competencies:
Standard 1: Select proper communication techniques for a given emergency	10 hours	A. Use proper radio codes and phonetic alphabet B. Receive a call and determine proper response C. Recognize information needed from caller D. Consider options and decide on which agencies would be needed in a given scenario E. Respond to emergency caller with needed information

Standard 2: Explain how critical incident responses are conducted	6 hours	A. Identify potential local critical incidents B. Identify resources available to guide dispatchers in such incidents C. Describe the dispatcher's role in critical incidents
Standard 3: Identify methods to reduce stress in dispatch work	4 hours	A. Identify stress in the dispatch environment B. Research stress reduction methods
Section 15: Homeland Security		Career Area(s): Homeland Security
Standard	Time:	Competencies:
Standard 1: Explain the history of homeland security	5 hours	A. Diagram historical threat to homeland security B. Describe the post 9/11 changes to the law and public safety community C. Explain modern homeland security functions
Standard 2: Diagram homeland security agencies and organizations	10 hours	A. Identify local, state and federal agencies that have responsibilities in the homeland security cluster B. Describe how the Department of Homeland Security is organized C. Explain what role the military plays in homeland security
Standard 3: Identify major threats to homeland security		A. Review the history of domestic terrorism

		<p>B. Explain the motivations, means and methods of trans-national terrorist groups</p> <p>C. Categorize by threat level the most dangerous groups</p>
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LAPSEN Board of Directors approving this course July 2019

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