

South Dakota Law and Public Safety

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Rapid City

Participants:

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Participants introduced themselves stating name, location, and curricular area of expertise.

An introductory video, *Success in the New Economy* written and narrated by Kevin Fleming and produced by Bryan Y. Marsh, was shared. This video (available on the Internet at <https://vimeo.com/67277269>), describes a fallacy in the traditional “college for all” model of education and encourages individuals to select career paths based on interests and skills.

It was noted that the purpose of the work was to develop South Dakota’s state standards for law and public safety to ensure that they:

- Are aligned with industry needs
- Prepare students to be successful in employment and in postsecondary training
- Establish a sequence of courses leading to completion of a program of study.

It was clarified that standards describe “what” is to be learned, not “how” it is to be learned.

Program of study was defined as:

- A nonduplicative sequence of both academic and technical courses
- Beginning no later than grade 11 and continuing for at least two years beyond high school
- Culminating in a degree, diploma or certification recognized as valuable by business/industry partners.

A program of study was viewed as the bridge connecting preparatory and advanced work in high school with further study at the postsecondary level through a collegiate program or advanced training through work.

A summary of a recent labor market analysis for South Dakota was presented, with separate slides shown identifying the 20 largest industry clusters, the fastest growing industry clusters by percentage growth and increase in employment demand, and the occupations with a projected demand of 50 or more.

Participants were asked to identify industry trends by describing what was new in the industry, what is emerging in the industry but not yet routinely practiced, and what is no longer done in the industry. It was intended that this information would guide discussion about where new standards were needed and where existing standards could be deleted. For law and public safety the discussion suggested:

New

- Decline in respect/parent is expert/balance of the power/perception of the field
- Cultural differences
 - Global enforcement
- Always being watched
- Relationships/community policing
- Partnerships
- Public information [and misinformation]
 - How information is disseminated
 - Twitter, etc.
 - Social media
 - Privacy
 - Speed of information flow

Emerging

- Video/body cameras
- Social ramifications
- Community policing
- Dealing with misinformation
- Privacy
- Alternative sentencing
 - Rehabilitation
 - JDAI
- Parental ramifications
- Family system challenges and failures
- Parenting/schooling responsibilities

No longer done

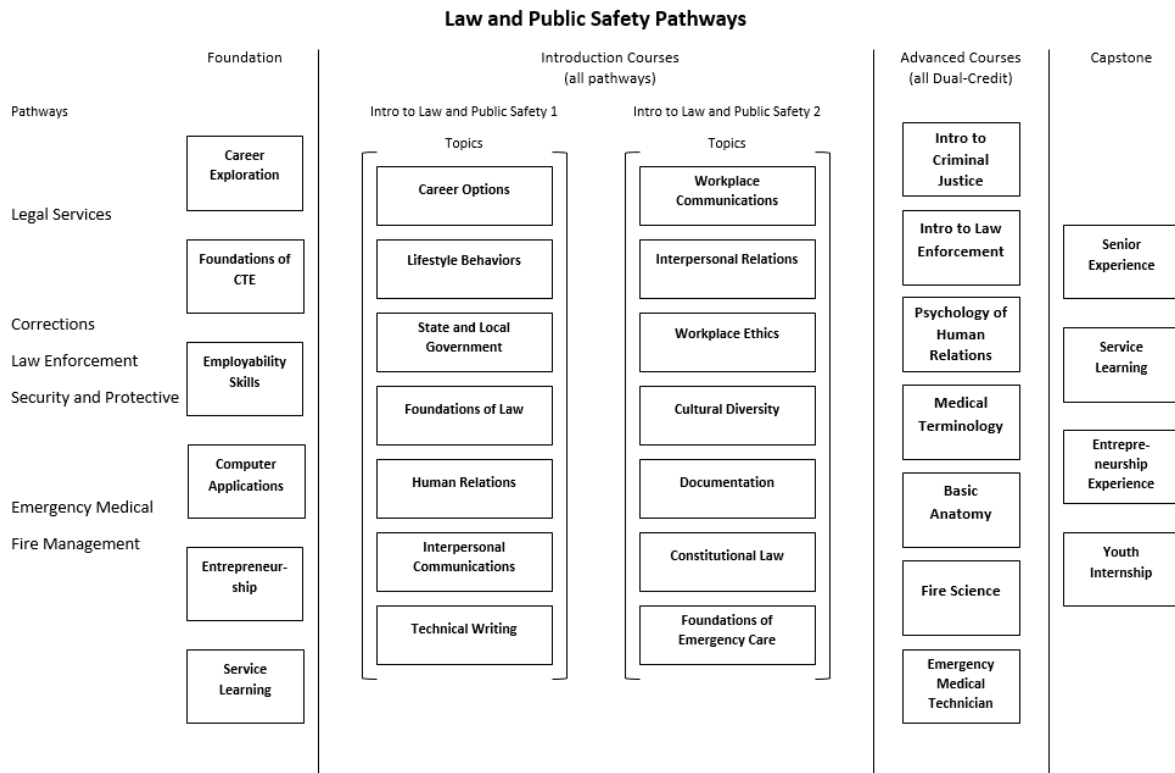
- More pro-active and less reactive [where response was only clean-up or follow-up afterwards]

Results of a recent survey of employers were shared. The survey was designed to ascertain if employers were having hiring difficulties, if applicants were deficient in either soft or technical skills, and options for a state response. 140 survey responses were included in the results with largest participation from hospitality and tourism (30), architecture and construction (19), manufacturing (15), agriculture, food and natural resources (14), and transportation, distribution and logistics (10). In general:

- Four out of five employers noted having hiring difficulties in the previous 12 months.
- Primary reasons for this hiring difficulty were:
 - Low number of applicants (97)
 - Lack of work experience (67)
 - Lack of technical or occupational skills (34)
 - Inability to pass drug tests or having a criminal record (30)
 - Unwillingness to accept offered wages (29)
- Occupational areas noting the greatest hiring difficulties were hospitality (20), architecture & construction (16) and manufacturing (14) though these results are skewed by the response rate from the individual sector
- The most highly noted soft skills lacking were:
 - Initiative (85)
 - Attendance/dependability (84)

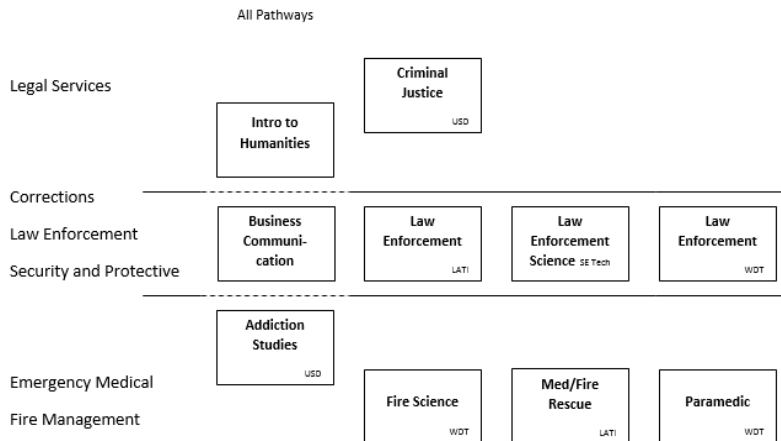
- o Communications (74)
 - o Customer service (64)
 - o Problem solving (55)
- Similarly, employers noted the highest needs for additional training in:
 - o Attendance/timeliness/work ethic (75%)
 - o Customer service (58%)
 - o Problem-solving (53%)
 - o Teamwork (41%)
- Two out of five employers noted that applicants lacked technical skills.
- Employers asked that the state response focus on:
 - o Promotion of opportunities (11)
 - o Teaching of ethics (11)
 - o Teaching soft skills (6)

With no current state program of study in law and public safety, participants were asked to chart out a new program of study incorporating course titles for which standards would be developed. The process involved placing course titles on post-it notes on the wall with an open process to place courses where deemed appropriate and add courses deemed necessary. Course titles prepared for this exercise were those available to high school students through dual-credit opportunities. Following several permutations, it was decided by the group that the most effective structure would show two introductory courses with content topics listed for each, followed by advanced coursework available as dual-credit opportunities and capstone experiences. The resulting structure is shown in the chart below and includes foundation courses, two introductory courses to the cluster, seven pathway courses available through dual-credit, and a capstone experience. The structure gives broad exposure to students through the two introductory courses and opportunities to specialize through dual-credit in any of three pathways: legal services, corrections/law enforcement/security and protective services, and emergency medical/fire management. The senior capstone experience is maintained.



The group gave special attention to the postsecondary programs for which study in law and public safety pathways would prepare learners. Work in the legal services pathway would be good preparation for students pursuing postsecondary work in the criminal justice program at the University of South Dakota (USD). Work in the corrections/law enforcement/security and protective services pathway would be good preparation for students pursuing postsecondary work in the law enforcement program at either Lake Area Technical Institute (LATI) or Western Dakota Technical Institute (WDT) or the law enforcement science program at Southeast Technical Institute. Work in the emergency medical/fire management pathway would be good preparation for students pursuing postsecondary work in the fire science program at Western Dakota Technical Institute (WDT), the medical/fire rescue program at LAKE AREA Technical Institute (LATI), or the paramedic program at Western Dakota Technical Institute (WDT). Work in any of the pathways would be good preparation for further studies in the humanities, business communications, or the addiction studies program at University of South Dakota (USD).

Postsecondary Programs



Information was provided about what makes good standards. These criteria included:

- Essential – does it define knowledge and skills that an individual must have to participate fully and effectively in programs that prepare them to enter careers with livable salaries, and to engage in career advancement in growing, sustainable industries?
- Rigorous – does it ask a student to demonstrate deep conceptual understanding through the application of knowledge and skills to new situations?
- Clear and specific – does it convey a level of performance without being overly prescriptive? Is it written in a way that the general public would understand?
- Teachable and Learnable – does it provide guidance to the development of curricula and instructional materials? Is it reasonable in scope?
- Measurable – Can it be determined by observation or other means that the student has gained the knowledge and skills to be demonstrated to show attainment of the standard?
- Coherent – Does it fit within the progression of learning that is expected for the program of study?
- Sequential – Does it reinforce prior learning without being unnecessarily repetitive? Does it provide knowledge and skills that will be useful as the student continues through the program of study?
- Benchmarked – Can the standard be benchmarked against industry or international standards? Does it prepare the student to be successful in the regional, state and global economies?

State agency staff met in May to review the processes to be used for standards review. During that session the staff identified other criteria to be considered when writing standards:

- Connections to postsecondary programs
- Relevant across the content area
- Compatible with virtual learning
- Reflects business/industry input
- Adaptable to change over time
- Allows for instructional creativity
- Appropriate for the target audience
- Aligned with relevant academic content
- Applicable to student organizations

- Recognizes unique features of CTE

These additional criteria were shared with participants for their consideration during standards development.

Participants were encouraged to identify a “big picture” concept statement describing what was to be accomplished within the course before developing standards. This “big picture” statement would eventually be revised to be an executive summary statement at the time that the standards were drafted.

A Standards Template was shared with the participants. A template was completed for each course. The elements of the template were reviewed with the group:

- The course title was inserted at the top.
- A grid of administrative information was completed to the extent the information was known. This grid included:
 - o The Career Cluster [Law and Public Safety]
 - o The Course Code [to be added by state staff]
 - o Any prerequisites or recommended prior coursework
 - o Credits [generally established by the individual school district]
 - o Graduation requirement [generally established by the individual school district]
 - o Program of study and sequence [a listing of the components of the program of study]
 - o Student organization
 - o Coordinating work-based learning [refer to spectrum of work-based learning activities]
 - o Industry certifications [if appropriate for the course]
 - o Dual-credit or dual enrollment
 - o Teacher certification requirements
 - o Resources
- Course description. Eventually this will be an executive summary describing the course, but in the process participants were encouraged to develop a “big picture” statement about the course to serve as a reminder when developing standards.
- Program of study application: a more detailed description of the elements within the program of study and where the particular course fits within a sequence.
- Course Standards and prods
 - o “Prods” is a list of topics to keep in mind when developing standards to see that related topics are included. The prods identified by state staff include:
 - Safety
 - Soft skills
 - Reinforcing academic concepts in math, language arts, science and social studies
 - Addressing all aspects of the industry
 - Trends [so that students are thinking of the direction that an industry is moving]
 - o Indicators – the main topics written in terms of a demonstration of knowledge and skills
 - o Sub-indicators – statements identifying in more detail how the indicator will be demonstrated
 - o Integrated content – A space that allows for examples, explanation, reference to credentials, alignment with other academic standards or other useful information to bring clarity to the understanding about the intent of the sub-indicator
 - o Notes – a place for additional information to clarify the intent and expectations of the indicator.

An example was shared to ensure understanding.

Working teams of 3 individuals were then established to write the standards. Each team selected a course to begin the work. Early drafts were reviewed by the consultants and participants were led with guiding questions so that they could refine their own work. Eventually, when standards had been developed for both courses, the participants did a final group review of all standards to give their approval. Final documents were then reviewed by the consultants for format and structure, and saved to the shared Dropbox. Participants were given two weeks to make any final comments or suggestions, at which time the Dropbox was put into a “read-only” status.

For Law and Public Safety, the following course standards were developed:

Introduction to Law and Public Safety 1

Career options

Identify career opportunity in the law and public safety fields

- Explore career paths open for people with legal degrees

- Explore career paths in the paralegal fields

- Explore career paths in law enforcement and corrections

- Explore career paths in security and protective services

- Explore career paths in fire management and Emergency Medical Services (EMS)

Analyze qualifications for careers in law and public safety

- Identify entry level educational standards for careers in law and public safety

- Compare and contrast the processes of hiring associated with the different career paths in law and public safety

- Identify different physical standards associated with career paths in law and public safety

Recognize career development and specialization

- Identify career advancement potential for each of the career paths

- Recognize the types of specialized opportunities within each career path

Lifestyle behaviors

Identify, summarize and analyze the intricacies that are included in lifestyle behaviors

- Analyze roles of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

- Identify and analyze the top six factors that influence a person’s mental health

- Synthesize the lifestyle expectations of those in law and public safety careers (e.g. expected income, time demands, work schedules, impact on personal and home life, etc.)

Social issues

Research social issues that impact law and public safety careers

- Research prominent deviant behaviors within our society that may involve law enforcement

- Research criminal behavior within our society

- Analyze the role of poverty in people and/or their families and the impact of poverty on personal and behavioral choices

State and local government

Differentiate the differences and similarities of state, county, local and tribal governments

- Explain the jurisdiction associated with each of the different layers of government

- Distinguish the constituent similarities and differences of each of the levels of government

- Identify the unique characteristics of tribal government

- Compare and contrast the structures of state, county, local and tribal governments

Examine the role of federalism in the United States

- Compare and contrast the forms of federalism
- Explain the role federalism plays in the division of power between governmental units
- Identify the executive, judicial and legislative branches of state, county, local and tribal government
- Recognize roles and responsibilities of the positions of governor, county commissioners, mayor and tribal chairperson
- Recognize the forms of legislature, city commissions and tribal councils
- Recognize the positions within the state unified judicial system and tribal court system
- Summarize how laws are made
 - Identify the steps of the legislative process in which laws or statutes evolve
 - Compare the legislative processes of state, county, local and tribal governments

Foundations of law

- Identify, analyze and evaluate constitutional law, common law, statutory law, court decisions and administrative law
 - Evaluate and analyze the US legal system from the origin of common law (legal tradition from English law) to our current system of law
 - Demonstrate an understanding of the basis, purpose and application of constitutional law
 - Demonstrate an understanding of the basis, purpose and application of statutory law
 - Demonstrate an understanding of the basis, purpose and application of common law as it applies to case law and precedent
 - Demonstrate an understanding of the basis, purpose and application of court decisions
 - Demonstrate an understanding of the basis, purpose and application of administrative law
 - Research and analyze components and possible outcomes of criminal law
 - Research and analyze components and possible outcomes of civil law

Human relations

- Understand the importance of human relations skills in the workplace and in personal life
 - Understand processes that guide human interactions
 - Understand that different settings require different types of behavior, communication styles and relationships
 - Understand effective human relations skills that can be utilized in the workplace and in personal life

Interpersonal communications

- Understand how to communicate effectively with peers, colleagues and the public
 - Understand the purposes of interpersonal communication with peers, colleagues and the public in workplace and social settings
 - Understand various modes of communication
 - Demonstrate effective interpersonal communication with peers, colleagues and the public in workplace and social settings
 - Analyze your interpersonal communication methods, as well as those of others, in order to understand how to effectively communicate in the workplace

Technical writing

- Understand the basics of technical writing for reports and for accurate and professional documentation in the law and public safety field
 - Understand why technical writing in the law and public safety field needs to be factual, non-biased, and without conclusion, as opposed to that exhibited in persuasive, personal narrative, critical analysis, research and compare/contrast styles of writing
 - Understand how to write a case report

Introduction to Law and Public Safety 2

Workplace communications

Communicate effectively through writing, speaking, listening and interpersonal abilities

- Differentiate between one-way and two-way communication and identify the role of non-verbal messages in the communication process

- Understand the term “active listening” and explain how it can be used to obtain and clarify job related information

- Recognize communication traits required for success in the workplace

- Analyze and synthesize technical written communications related to law and public safety

Interpersonal relations

Recognize that interpersonal relations at work serve a critical role in the development and maintenance of trust and positive feelings

- Identify work readiness traits required for success in the law and public safety workplace

- Compare and contrast strategies for managing anger in the workplace

- Apply conflict and anger management strategies to real-world situations

- Demonstrate ability to communicate and resolve conflicts within a diverse population

- Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices within the culture and among different cultures

Workplace ethics

Analyze ethical decisions and their implications in the workplace

- Identify ethical and legal responsibilities within the workplace

- Investigate personal and long-term consequences of unethical or illegal behaviors

- Apply ethical reasoning and decision making to a variety of workplace situations in compliance with industry code of conduct

- Develop strategies for responding to unethical and illegal actions in different workplace situations

Cultural diversity

Investigate the impact and influences of cultural diversity within Law and Public Safety career fields

- Identify basic influencing factors of diversity awareness including culture, ethnicity, race, racism, gender, stereotype, prejudice, sexual orientation, core values, oppression and discrimination

- Examine geographical and historical influences on cultural groups within the local and state community

- Analyze different social norms, communication norms; body language and non-verbal cues and values of cultural groups within the local and state-wide community

- Analyze differences in power and privilege related to people of culturally diverse backgrounds, beliefs and practices

- Describe how cultural and social groups are defined and the influences they have over their own group members and society

Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in South Dakota and the United States

Documentation

Apply appropriate skills in documentation

Describe the components of a police incident report and how it is used as a legal document

Describe tactics and tools used by police during criminal investigation

Demonstrate the ability to create a fire incident report

Demonstrate understanding of the documentation needed using appropriate medical terminology for emergency medical response

Identify and understand different forms of legal correspondence

Constitutional law

Become familiar with the US Constitution, Bill of Rights and other amendments which impact the Law and Public Safety profession

Analyze the impact of the Bill of Rights and constitutional amendments as they pertain to Law and Public Safety workplaces

Summarize the concepts and procedures related to due process

Analyze the impact of judicial interpretation of the Constitution and its legal ramifications

Foundations of emergency care

Demonstrate skills in first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED) to certification standards of the American Heart Association or the American Red Cross

Understand how to perform First Aid for Students and/or CPR for Students and/or how to use an AED

A cover letter has been drafted to guide business/industry feedback to the standards developed through this process. The seven standards documents will be reformatted with three columns for business/industry feedback at the sub-indicator level utilizing a 1 (low) to 5 (high) scale:

- Is the sub-indicator essential?
- Is the sub-indicator clear and specific?
- Is the sub-indicator measurable?

Business/industry partners are also asked if the standards reflect the preparation necessary for a student to enter her/his particular occupational field. A sample of the reformatted document follows.

Course Standards

Career Options

Identify career opportunity in the law and public safety fields

			Essential 1 (low) – 5 (high)	Clear and Specific 1 (low) – 5 (high)	Measurable (1 (low) – 5 (high))
Webb Level	Sub-indicator	Integrated Content			
One	Explore career paths open for people with legal degrees	Private practice opportunities Business law Family law Public defender Prosecution			
One	Explore career paths in the paralegal fields	Court Reporters Paralegal Legal assistants			
One	Explore career paths in law enforcement and corrections	Federal law enforcement positions			
		State law enforcement agencies Sheriff's offices Police officers Corrections officers Parole officers Probation officers			

Following business/industry review, state staff will revise the standards documents as necessary to incorporate business/industry suggestions. The revised documents will be shared with participants in the standards development process and, eventually, with teachers of law and public safety courses throughout the state for their feedback. Final documents will be taken through public hearings and delivered to the State Board of Education for adoption.