# Law Enforcement II Course No. 44201 Credit: 1.0

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| **Student name:**  |  | **Graduation Date:** |  |

Pathways and CIP Codes: Corrections, Security, Law, & Law Enforcement Services (43.0199) – Law Enforcement Strand

Course Description: The second of two courses designed to provide students with the skills and knowledge necessary to obtain entrance to the Law Enforcement or Highway Patrol Academy. This **application level** course is an exploration of the structure of judicial processes, law enforcement operations, and constitutional protections and rights. (Prerequisite: Law Enforcement I.)

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Demonstrate Knowledge and Understanding of the Nature of Crime, Law, and Criminal Justice

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Compare and contrast the different perspectives of crime control and the pros and cons of each perspective. |  |
| 1.2 | Indicate the various index crimes. |  |
| 1.3 | Differentiate between Part I Crimes (e.g. murder, non-negligent manslaughter, rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft, and arson) and Part II Crimes (less serious misdemeanors). |  |
| 1.4 | Indicate the differences between the NIBRS (National Incident Based Reporting System) and the NCVS (National Crime Victimization Survey). |  |
| 1.5 | Indicate how crime is collected for the National Incident Based Reporting System (NIBRS).  |  |
| 1.6 | Identify and analyze current crime trends and how they affect law enforcement’s approach to various police issues. |  |
| 1.7 | Explain the problems associated with measuring crime. |  |
| 1.8 | Identify factors that put young people at risk for gang involvement. |  |
| 1.9 | Discuss the differences between the juvenile justice system and the adult system. |  |
| 1.10 | Explain how substance abuse is linked to crime. |  |
| 1.11 | Indicate how social structure could lead to crime (poverty, middle class, wealthy). |  |
| 1.12 | Indicate the differences between white collar crime and organized crime. |  |
| 1.13 | Identify the contemporary forms of terrorism. |  |
| 1.14 | Distinguish between criminal justice and criminology. |  |
| 1.15 | Indicate and discuss the difference between sociological, psychological, and biological theories on why people commit crime (e.g. rational choice, trait theories of crime, social disorganization theory, strain theory, social conflict theories, learning theory, control theory life course theory, broken window theory, etc.). |  |
| 1.16 | Describe the different forms of deterrence and indicate how it applies to differing theories of criminal justice. |  |
| 1.17 | List strategies for reducing crime. |  |

## Benchmark 2: Identify and Describe Police Organization and Basic Operations

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Describe the following terms: beat, order maintenance, proactive policing, sting operation, vice-squad, broken windows model, community-oriented policing, foot patrol, and internal affairs. |  |
| 2.2 | Indicate the function of a patrol and how their activities help deter crime. |  |
| 2.3 | Demonstrate the information that should be given to dispatch/communications (e.g. CYMBALS). |  |
| 2.4 | Identify the different positions within the police organization and indicate their specific duties (e.g. Vice, Detective, Patrol, Community Policing, Traffic, Prevention, Juvenile). |  |
| 2.5 | Explain the rank system and identify the steps a police officer should take to advance in various police organizations. |  |
| 2.6 | Defend why proactive policing would be an effective way to deter crime. |  |
| 2.7 | Differentiate the basic styles of policing (e.g. the crime fighter, the social agent, the law enforcer, and the watchman). |  |

## Benchmark 3: Demonstrate Understanding of and Adherence to Individual Rights and Liberties

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Define an amendment to the U.S. Constitution and give examples of the first 10 Amendments. |  |
| 3.2 | Explain the three (3) basic Constitutional Law Principles: The rights are not absolute; Citizens are protected from certain actions by the government; and Enforcing one’s rights can be expensive and time consuming. |  |
| 3.3 | Discuss the importance of the First Amendment in regard to Freedom of Speech and Press (e.g. restrictions, censorship, forms of expression, etc.). |  |
| 3.4 | Defend symbolic speech citing Tinker v. Des Moines School District. |  |
| 3.5 | Research terrorist and hate groups (e.g. federal laws in regards to terrorism, classification of terrorist acts, domestic hate/extremist groups). |  |
| 3.6 | Explain the importance of the First Amendment in regard to Freedom of Religion (e.g. establishment clause and free exercise clause). |  |
| 3.7 | Discuss the importance of the First Amendment in regard to Freedom of Assembly (e.g. protest rights and crowd control elements). |  |
| 3.8 | Discuss state and federal laws regarding gun possession (e.g. Brady Act and Second Amendment). |  |
| 3.9 | Explain the Fourth Amendment: Right to Privacy (e.g. Patriot Act). |  |
| 3.10 | Compare and contrast procedural and substantive due process (14th Amendment). |  |
| 3.11 | Explain how the 13th, 14th, 15th, 19th, and 24th Amendments attempt to make equality a reality for Americans. |  |

## Benchmark 4: Demonstrate Knowledge and Understanding of Interpreting and Applying Statutes

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Identify the following statutes and their elements: Theft, Burglary, Robbery, Criminal Damage, Disorderly Conduct, Criminal Threat, Harassment, Assault, Battery, Aggravated Assault, Aggravated Battery, Rape, Sexual Battery, DUI, Transporting an Open Container, Forgery, Embezzlement, and Fraud. |  |
| 4.2 | Discuss how these statutes help law enforcement officers and prosecutors determine charges. |  |

## Benchmark 5: Identify and Explain Search and Seizure Procedures and Limitations

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Identify how the Fourth Amendment is applied to searches (e.g. vehicles, businesses, homes, lost property, administrative searches, pat downs, arrests of suspects, exceptions to search warrants, trash pulls, incident to arrest). |  |
| 5.2 | List important case law pertaining to searches (e.g. California vs. Greenwood, Terry vs. Ohio, Carroll vs. U.S., Mapp vs. Ohio, New Jersey vs. TLO, Katz vs. U.S.). |  |
| 5.3 | Explain the elements of a search warrant and the steps taken to obtain one. |  |
| 5.4 | Identify legal standards in practical scenarios. |  |
| 5.5 | Discuss the basic limitations on searches (e.g. exclusionary rule, inevitable discovery doctrine, fruit of the poisonous tree doctrine, good-faith exception).  |  |
| 5.6 | Explain justification for reasonable searches (e.g. search with a warrant [probable cause], use of informants, totality of circumstances, anticipatory warrant, inventory searches, K9 searches). |  |

## Benchmark 6: Understand and Demonstrate Knowledge of Criminal Investigation

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Discuss the brief history of criminal investigation (e.g. contributions from Henry Fielding, Francois Eugene Vidocq, Edward Henry, Alphonse Bertillon, FBI Behavioral Science Unit, etc.). |  |
| 6.2 | Define elements of a “successful” investigation (e.g. logical sequence is followed, physical evidence is legally obtained, witnesses are effectively interviewed, suspects are legally and effectively interrogated, leads are developed and investigated, elements of the cases are documented properly). |  |
| 6.3 | Explain the initial response the responding officers should take upon arriving at a scene. |  |
| 6.4 | Explain the basic elements to consider when setting priorities at the scene (e.g. handle emergencies first, secure the scene, and investigate). |  |
| 6.5 | Discuss the importance of field notes, what to record, and when to take notes.  |  |
| 6.6 | Explain the basic elements of documenting a crime scene (e.g. observe and plan, identify evidence and place evidence markers, photographing, measure distance of evidence in relationship to the perimeter and perimeter of area, document evidence in the evidence log, create a legend, draw sketch to scale). |  |

## Benchmark 7: Understand and Demonstrate Techniques for Obtaining Information and Intelligence

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Identify sources of acquiring information (e.g. local resources, state resources, federal resources, neighborhood canvassing, knock and talk, confidential informants, etc.). |  |
| 7.2 | Define characteristics of an effective interviewer (e.g. self-control, patience, confident, knowledgeable of the elements of crime, aware of individual rights, etc.). |  |
| 7.3 | Demonstrate effective questioning techniques (e.g. indirect questions, direct questions, closed-ended questions, opened-ended questions, leading questions). |  |
| 7.4 | Discuss how Fourth, Fifth, and Sixth Amendment rights need to be protected and adhered to during interviews. |  |

## Benchmark 8: Explain and Discuss Writing Effective Reports

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Explain the four different types of police reports (e.g. incident, complaint, supplemental, arrest): Type 1: Incident/Complaint reports (obtain/record the facts); Type 2: LEO takes actions (investigates/arrest); Type 3: LEO becomes part of the scenario (pursuing or subduing a suspect)Type 4: LEO initiates action (pre-textual stops) |  |
| 8.2 | Discuss the basic questions police reports should answer (e.g. who, what, when, where, why, and how). |  |
| 8.3 | Explain the components of a police report (e.g. names, locations, times, evidence, probable cause statement [legal standing for being there], narrative of the situation, element of the crime). |  |

## Benchmark 9: Demonstrate Career Exploration and Preparation Skills

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 | Explore career opportunities and education required in the field of Law Enforcement. |  |
| 9.2 | Create a cover letter and resume for internship or job interview panel. |  |
| 9.3 | Complete an application form and demonstrate professional attire and interview skills in a mock interview. |  |
| 9.4 | Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experiences in a career field. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

(785) 296-4908

pathwayshelpdesk@ksde.org



900 S.W. Jackson Street, Suite 102

Topeka, Kansas 66612-1212

[https://www.ksde.org](https://www.ksde.org/)

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