



Draft: Final Copy will be available on Standards Portal July 2011

Foundations of Law, Public Safety, Corrections, and Security

Course Description:

This course is designed for students wishing to pursue a career in public safety. Students will be exposed to the duties, responsibilities, requirements, ethical conduct and career opportunities within public safety. Course topics vary and may include (but are not limited to) protective services; correction, judicial, and probation services; fire science; private security; and human services.

Course Code:

Program(s) of Study to which This Course Applies:

Course Framework	Reference Standards	Academic Crosswalk
Standard 1. Students will explore various career opportunities in law and public safety.		[TBD by NDE]
Benchmark 1.1 Recognize personal interests, attributes, skills, and values. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Complete interest inventory. • Complete a personality inventory. • Identify possible career goals. 		[TBD by NDE]
Benchmark 1.2 Examine various career paths in public safety. <u>Sample performance indicators:</u>		

<ul style="list-style-type: none"> • Explore public safety careers in the following pathways: <ul style="list-style-type: none"> ○ Law Enforcement ○ Corrections ○ Courts ○ Private Security ○ Fire Science • Generate a personal learning plan based on career path interests. 		
<p>Standard 2. Students will know the requirements and desired attributes of successful public safety candidates.</p>		
<p>Benchmark 2.1 Explain minimum requirements for public safety careers.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • List local statutory requirements. • Identify the requirements to pass medical and physical agility exams. • Identify educational requirements. 		
<p>Benchmark 2.2 Explain desired attributes for public safety careers.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Summarize important character traits including morals and values. • Describe the importance of effective written and oral communication skills. • Recognize importance of critical thinking skills. • Explain the importance of personal conduct and life choices. 		
<p>Standard 3. Students will understand and embrace the importance of ethical conduct and behavior in public safety professions.</p>		
<p>Benchmark 3.1 Explain ethics as it relates to public safety professions.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Define ethics. • Differentiate between ethics and morality. • Identify the factors that influence judgment decisions. 	<p>CC CRIM 2030</p>	
<p>Benchmark 3.2 Describe the significance of ethics within public safety professions.</p> <p><u>Sample performance indicators:</u></p>	<p>KS-LWPC07.02.01</p>	

<ul style="list-style-type: none"> • Differentiate between ethical and legal responsibilities in professional and personal roles. • Explain various codes of conduct and ethical standards for public safety professions. • Examine case studies and real-life scenarios illustrating ethical and unethical conduct. 		
<p>Standard 4. Students will understand the characteristics of the hiring and interviewing process within public safety professions.</p>		
<p>Benchmark 4.1 Describe the application and hiring process for public safety professions.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Complete a sample application for a public safety profession. • Discuss the testing process for selection. • Explain possible tools of the pre-screening process. • Create a sample resume. 		
<p>Benchmark 4.2 Explain the interview process for public safety professions.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Identify the purpose and types of interviews. • Describe steps of the interview process. • Research successful interview techniques. • Participate in mock interview exercise. 		
<p>Standard 5. Students will devise a personal learning plan that aligns interests, skills, and opportunities.</p>		
<p>Benchmark 5.1 Plan for a future career in public safety.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Assess personal goals. • Research career choice. • Develop a personal learning plan. • Create a professional portfolio which may include resume, job application, and certificates of completion. 		
<p>Benchmark 5.2 Seek out enriching opportunities as relating to public safety professions.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Participate in job shadow, ride-along, or internship experience. 		

- Attend Career Opportunities & Professions Seminar (COPS).
- Research employment trends and hot careers.
- Research college degree programs in public safety.
- Examine career advancement and promotional opportunities.

Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- Community College Syllabus

Contributors

Secondary: Teresa Walters, Loup City High School

Postsecondary: Bobby Polk, Metro Community College; Faye Kilday, Central Community College

NCE Staff:

Other: Cynthia Baum, ESU 10

Creation date:

Approval date:

Revision date *(if changes made after final draft):*

Other Information

Suggestions for innovative teaching and learning strategies:

- Use case studies and real-life scenarios
- Develop career investigation portfolio
- Nebraska Career Connections Website (Student assessments, student electronic portfolio, and lesson plans)

Related assessments:

- Police Department Applications
- TABE Test
- Sample MMPI tests
- Personality Inventories
- Interest Inventories



Extended learning opportunities:

- ride-alongs,
- jail/prison face-to-face or virtual tours
- speakers
- Jr. Law Cadet
- Skills USA
- Police Explorer Programs

Recommended text:

Careers in Criminal Justice and Related Fields: From Internship to Promotion, J. Scott Harr & Karen M. Hess, Wadsworth Cengage Learning, 2010, 0-495-60032-6.

Draft: Final Copy will be available on Standards Portal July 2011

Introduction to Criminal Justice

Course Description

Provides an overview of the history, development, and philosophies of crime control within a democratic society. Examines the criminal justice system to include law enforcement, the courts and corrections.

Course Code:

Program(s) of Study to which This Course Applies

- Law, Public Safety, Corrections, and Security

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Student will understand the criminal justice system.</p>	Crim 1010	
<p>Benchmark 1.1 Define and contrast the criminal justice system and its three major components.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • List the major and auxiliary components of the criminal justice system. • Describe the functions and goals of the major and auxiliary components. • Define the role of the system in terms of the crime control and due process models. • Discuss the operations of the criminal justice system. 	KS-LWC01.01 KS-LWC02 KS-LWC03.01 KS-LWPE10.01	[TBD by NDE]
<p>Benchmark 1.2 Connect historical and philosophical foundations of the modern criminal justice system.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Describe early English common law. • Differentiate between crime control and due process. 	KS-LWC01.01 KS-LWC02 KS-LWC06	
<p>Benchmark 1.3 Develop an understanding of the need to balance the rights of the individual with the interest of society.</p>	KS-LWC01.01 KS-LWC02 KS-LWC03	

<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Describe the balance between individual rights and the power of government. Identify the impact of rioting and the fear of crime. Compare and contrast civil rights and war protest. Relate the war on drugs to the crime rate. 	<p>KS-LWPE10</p>	
<p>Standard 2. Student will understand crime and criminal law.</p>	<p>Crim 1010</p>	
<p>Benchmark 2.1 Explain the history of crime and criminological theories.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Explain the meaning of the elements of crime. Discuss theories of crime causation. Explain the origins of criminal law. Discuss white-collar crime. Identify crime as a social problem. Recognize the economic, political, and social impact of crime nationally. 	<p>KS-LWC01.01 KS-LWC02 KS-LWPE10</p>	
<p>Benchmark 2.2 Explain the relationship between the U. S. Constitution, U. S. Supreme Court decisions, and the components of the criminal justice system.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Relate case law to its application within the criminal justice system. Describe the uniform crime report. Explain the supreme court process. 	<p>KS-LWC01.01 KS-LWC02 KS-LWPE10</p>	
<p>Benchmark 2.3 Distinguish the Constitution from the Declaration of Independence.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Compare and contrast the differences between the Constitution from the Declaration of Independence. Formulate a historical context for the Constitution and the Declaration of Independence. 	<p>KS-LWC01.01 KS-LWC03 KS-LWC02 KS-LWPE10</p>	
<p>Benchmark 2.4 Identify the purpose of the Bill of Rights and its amendments.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Summarize the content of each of the amendments in the Bill of Rights. Identify the effect of the Bill of Rights on criminal law. 	<p>KS-LWC01.01 KS-LWC03 KS-LWC02 KS-LWPE10.02 KS-LWPE10.03 KS-LWPE10.04 KS-LWPE10.05</p>	
	<p>Crim 1010</p>	

<p>Standard 3. Student will explain the role of law enforcement in the criminal justice system.</p>		
<p>Benchmark 3.1 Recall the history of law enforcement in the criminal justice system.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify and understand certain historical precedents in the development of law enforcement. Identify the English heritage of American law enforcement. Recall the beginnings of law enforcement in colonial America. 	<p>KS-LWC01.01 KS-LWC02 KS-LWPD01 KS-LWPD02 KS-LWPD03 KS-LWPD04</p>	
<p>Benchmark 3.2 Illustrate the role of law enforcement in the criminal justice system.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify specific enforcement processes of the police. Identify the development of Municipal, County, and State Police. Describe the two basic roles of the police. Define the responsibilities and authority of federal law enforcement agencies. Summarize the origin, purpose, and contributions of the Law Enforcement Assistance Administration (LEAA). Assess INTERPOL and how it operates. Identify the different police operational styles along with their associated characteristics. Describe “CHANGE” and its effect on police agencies in general. Elaborate on issues and concerns over police productivity. Discuss the various forms of police corruption. Report on the issues surrounding the use of deadly force. Identify past discrimination within police agencies relating to hiring and promotional opportunities. Report various strategies designed to prevent fragmentation among police departments. 	<p>KS-LWC01.01 KS-LWC02 KS-LWC03</p>	
<p>Standard 4. Student will identify the role of the court in the criminal justice system.</p>	<p>Crim 1010</p>	
<p>Benchmark 4.1 List and define the sequence of the court process.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify the bail and bond process. Define the role of arraignment. Identify all the steps in the trial process. 	<p>KS-LWC01.01 KS-LWC02 KS-LWPE04</p>	

<ul style="list-style-type: none"> Define the role of an appeal. List the steps of the sentencing process. 		
<p>Benchmark 4.2 Define and describe each component and actor in the court process.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify features of court organization in the U.S. Recognize problems with court organization. Identify the accusatory process from the initial court appearance through the arraignment. Report on the historical development of state and local court systems. Interpret the Federal Courts including the types, their specific jurisdiction, and special characteristics. Define the dual system of courts. Recall the jury selection process. Distinguish among the various types of witnesses. Report the plea-bargaining process. Recall judicial selection. Describe the role of the judge, prosecutor, defense attorney, and other court personnel. Define the doctrines of judicial review, void for vagueness and selective incorporation. 	<p>KS-LWC02 KS-LWC01.01 KS-LWC03 KS-LWPEC04 KS-LWPEC01.02</p>	
<p>Benchmark 4.3 Compare and contrast the juvenile and adult court systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Trace the evolution of the juvenile court. Compare juvenile court procedures with those of adult criminal court. Cite examples of status offenses. 	<p>KS-LWC01.01 KS-LWC03 KS-LWC02</p>	
<p>Standard 5. Student will interpret the role of corrections in the criminal justice system.</p>	<p>Crim 1010</p>	
<p>Benchmark 5.1 Compare and contrast prisons and jails.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify the historical purposes of corrections. Explain the development and operations of the U.S. Bureau of Prisons. Compare and contrast the various types of correctional facilities. Describe characteristics of male and female correctional inmates. Identify roles and responsibilities of correctional staff members. 	<p>KS-LWC01.01 KS-LWC02 KS-LWC03</p>	<p>[TBD by ND E]</p>



Benchmark 5.2 Compare and contrast probation, community corrections, and parole.

Sample performance indicators:

- Identify the historical purposes of probations and parole.
- Compare and contrast probation and parole.

KS-LWC01.01
KS-LWC02
KS-LWC03

Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- (additional reference standards listed)

Contributors

Secondary: Shelly Tvrdy – Lincoln Public Schools, Lisa Groth – Boone Central School

Postsecondary: Matt McCarthy – Northeast Community College, Lauri Shultis – Central Community College

NCE Staff: [Firstname Lastname, Firstname Lastname, etc.]

Other: [Firstname Lastname, Firstname Lastname, etc.]

Creation date:

Approval date:

Revision date *(if changes made after final draft):*

Other Information

Suggestions for innovative teaching and learning strategies:

- Nebraska Traffic and Law Manual.

Related assessments:

- Interview a professional in the criminal justice field and write a paper on the interview.

Extended learning opportunities:

- Officer.com
- Corrections.com
- Thecrimereport.org

Draft: Final Copy will be available on Standards Portal July 2011

Introduction to Corrections

Course Description

Outlines corrections in a systematic process showing the evolving changes within institutional and community based corrections. Topics include, but are not limited to the history of corrections, the influence of social thought and philosophy on the development of corrections, the rights of the incarcerated inmate, and the duties of the correctional officer.

Course Code:

Program(s) of Study to which This Course Applies

- Law, Public Safety, Corrections, and Security

Course Framework	Reference Standards	Academic Crosswalk
Standard 1. Student will understand the influences of social thought and philosophy on the development of corrections.	Crim 1020	
Benchmark 1.1 Describe the historical development of corrections. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Describe primitive law regarding the control of wrong doers' behavior. • Cite the most common ancient codes and medieval justice. • Trace the emergence of contemporary criminal law. • Identify articles of the U.S. Constitution most relevant to the correctional process. 	KS-LWC01.01 KS-LWC02	[TBD by NDE]
Standard 2. Student will understand how historical events and social issues have helped shape today's correctional system.	Crim 1020	
Benchmark 2.1 Explain the relationship between jails and misdemeanors, prison and felonies.	KS-LCPC07 KS-LWPA05	

<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Differentiate among jails, lockups, stockades, prisons, and houses of correction. • Evaluate jail and prison operation and administration. • Distinguish among bail reform, release on one’s own recognizance, and preventive detention. • Describe the typical misdemeanor and felon. • Explain the legal processes governing misdemeanants and felons. 	<p>KS-LWPA09 KS-LWC08</p>	
<p>Benchmark 2.2 Compare and contrast the juvenile and adult corrections systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Trace the evolution of the juvenile court. • Compare juvenile court procedures with those of adult criminal court. • Evaluate the positive and negative impacts on youths of juvenile training schools. • Discuss community corrections programs for youths. • Compare aftercare for juveniles with parole for adults. • Cite examples of status offenses. • Critique the various youthful offender programs. 	<p>KS-LWC01.01 KS-LWC03 KS-LWC02</p>	
<p>Standard 3. Student will analyze the evolving changes within institutional and community-based corrections.</p>	<p>Crim 1020</p>	
<p>Benchmark 3.1 Identify the diversities within the correctional institutions.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Trace the historical development of prisons in the U.S. • Categorize correctional institutions according to the degree of security required. • Discuss the general characteristics of the prison population. • Cite institutional objectives. • Recognize the responsibilities of organization and administration. • Annotate the special problems of women’s prisons. • Evaluate the practicality of coed prisons. • Explain the organization within prison systems. • Appraise prison industries and employment. • Assess the pro’s and con’s of inmate self-government. • Analyze methods of prisoner processing/case management. 	<p>KS-LWC03 KS-LWPA09 KS-LWC01.01 KS-LWC06 KS-LWPA03</p>	
<p>Benchmark 3.2 Compare and contrast probation, community – based corrections, parole, and other release procedures.</p>	<p>KS-LWC01.01</p>	



<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Define probation and the methods of supervising probationers. • Assess the conditions of discharge from the revocation of probation. • Define community-based corrections and halfway house. • Describe parole clinics and work/study release programs. • Demonstrate the legal justification for prisoner vocational rehabilitation. • Identify “model” and “pilot” programs used within the institution. • Assess the problem of migrants in the institution. • Outline the problems associated with community-based corrections. • Define parole, the selection process for parole and the various pre-release programs. • Evaluate the effectiveness/ineffectiveness of parole and the mover to abolish / retain parole. • Define mandatory conditional release. • Contrast the impact of pardons on prisoners with that of society. 	<p>KS-LWC03 KS-LWC02</p>	
<p>Benchmark 3.3 Connect private corrections to the future of the corrections industry.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Defend the positive/negative aspects of private corrections versus public/government. • Classify the various types of private corrections. • Discern what probable improvements are likely in future prison construction. • Examine the fuller potential in utilizing community-based corrections. • Speculate on the anticipated improvements in the probation/parole process. • Assess the increased education requirements for corrections personnel in the future. • Describe the future impact of research, computers, and technology. • Evaluate the accreditation process in the steps toward overall industry professionalism. 	<p>KS-LWC01.01 KS-LWC02 KS-LWC03 KS-LWP09.04 KS-LWPC09.09 KS-LWC01 KS-LWPC03 KS-LWP04 KS-LWPA.3 KS-LWC06</p>	
<p>Standard 4. Student will understand the duties, rights, ethics, and responsibilities of the correctional staff, support staff and administration.</p>	<p>Crim 1020</p>	
<p>Benchmark 4.1 List institutional procedures and custody processes.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Define custody and court procedures. • Describe how control of the prison yard is maintained through searches, shakedown, tool and key control. • Describe how supervision of work assignments, property control, visiting and correspondence are achieved. 	<p>KS-LWPC03 KS-LWC01.02 KS-LWC01.01 KS-LWC03 KS-LWPA03 KS-LWPA07 KS-LWC06</p>	



<ul style="list-style-type: none"> Stress the importance of institutional rules, regulations, disciplinary procedures and escape precautions. Expound on how the length of sentence is calculated and the treatment function of custody. Evaluate the policy concerning riots and disturbances. 	KS-LWPA08 KS-LWPA10.01	
Benchmark 4.2 Explain the functional purpose of correctional administration. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> State the objectives of correctional administration and how it is implemented. Define supervisory responsibility, employee unions, and the administrative code. Examine precautions taken to protect the administration from litigation. Analyze the budget process and funding sources. Relate the problems encountered in programs and public relations. Explore the problems associated with interstate compacts. 	KS-LWC02 KS-LWC01.02 KS-LWC01.01 KS-LWC03 KS-LWPC01 KS-LWPC02 KS-LWPC05 KS-LWPC03 KS-LWC08 KS-LWC07	
Standard 5. Student will analyze inmate’s rights, treatment programs and the socialization process within a correctional setting.	Crim 1020	
Benchmark 5.1 Identify the correctional client. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> Analyze the criminological theories which contribute to the person becoming a correctional client. Assess the likelihood of recidivism among the several types of offenders. Classify correctional clients by the types of crimes committed. 	KS-LWC01.01 KS-LWC03	[TBD by ND E]
Benchmark 5.2 Describe the effects of institutional life and the impact of programs. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> Define institutionalization. Compare prisoners’ attitudes and values to those of non-prisoners. Describe the prison barter system. Analyze the informal methods of social control and prisoner’s union. Debate conjugal and family visits. Define treatment, education, counseling, casework, and recreation from the correctional perspective. Describe the prisoner classification system. 	KS-LWC01.01 KS-LWC03 KS-LWC02 KS-LWC05 KS-LWPA06.03 KS-LWC06 KS-LWPC03	

- Deliberate on how religion impacts inmates.
- Debate the pro's and con's of behavior modification, library, medical and dental care..
- Measure the legal impact of treatment/non-treatment.

Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- (additional reference standards listed)

Contributors

Secondary: Shelly Tvrdy – Lincoln Public Schools, Lisa Groth – Boone Central School

Postsecondary: Matt McCarthy – Northeast Community College, Lauri Shultis – Central Community College

NCE Staff: [Firstname Lastname, Firstname Lastname, etc.]

Other: [Firstname Lastname, Firstname Lastname, etc.]

Creation date:

Approval date:

Revision date *(if changes made after final draft):*

Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none"> • Read the book Fish: A Memoir of a Boys in a Man's Prison, T.J. Parsell, http://www.tjparsell.com/ • Go on a correctional tour which might include drug court, http://www.corrections.nebraska.gov/ • Guest speakers to include prior inmates and industry staff.
Related assessments:	<ul style="list-style-type: none"> • Interview a correctional employee and write a paper on the interview. • Assign students to visit the web site http://www.corrections.com/ for discussion topics and news articles •



Extended learning opportunities:

- Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.
-

Draft: Final Copy will be available on Standards Portal July 2011

Introduction to Private Security

Course Description: This course is an overview of the history, development and philosophies of private security with in a complex society. We examine the rich history, need for and diversity of security systems and techniques with an emphasis on the challenges facing the nation and the need to protect our employees, workers, manufacturing and business infrastructure.

Course Code:

Program(s) of Study to which This Course Applies:

Course Framework	Reference Standards	Academic Crosswalk
1. Standard 1. Students will define the basic goals and responsibilities of the private security system.	CC CRIM 2500 KS-LWPC04.02	[TBD by NDE]
Benchmark 1.1 Identify the key elements of private security. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Define security, safety, private security, proprietary and contract security. • Describe the functions of private security: deter, detect, delay, and deny (Four D's). • Distinguish between public law enforcement and private security. • Explain how the judicial process applies to private security. 	CC CRIM 2500	[TBD by NDE]
Benchmark 1.2 Discuss the duties of security personnel. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Discuss the professionalization of the private security industry. • Identify responsibilities of the different levels of organizational management: executive, managerial, and entry-level. • Describe the various levels of ASIS certification. • Demonstrate knowledge of the different career options and career paths in the Security 	CC CRIM 2500 KS-LWPC08.01 KS-LWPC09.06	

and Protective Services Career Field.		
<p>Benchmark 1.3 Explain how “risk management” principles can apply to security functions for the protection of assets in various settings.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Define threat, vulnerability, risk, and countermeasures from a security perspective. • Describe risk management strategies: spreading, transfer, reduction, acceptance, and avoidance. • Discuss the various ways to evaluate risk including probability, capability, and criticality. • Demonstrate the ability to conduct a simple risk analysis. • Explain the significance of cost-benefit analysis. • Complete a risk management report. 	CC CRIM 2500 KS-LWPC09.02	
Standard 2. Students will describe the evolution of private security.	CC CRIM 2500 KS-LWPC04.01	
<p>Benchmark 2.1 Identify the theoretical foundations for private security.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Identify historical influences on private security. • Explain early applications of private security in the United States. • List types of private security personnel and services. • Discuss the regulations and education of modern private security professionals. 	CC CRIM 2500	
<p>Benchmark 2.2 Identify the impact of globalization on the private security industry.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Describe the size and scope of the private security industry. • Identify the influence of the global market on private security. • Summarize how international, federal, state and local laws and regulations affect private security. 	CC CRIM 2500 KS-LWPC07.01.03	
Standard 3. Students will explain the challenges facing the private security industry.	CC CRIM 2500 KS -LWPC04.03	
<p>Benchmark 3.1 Discuss the importance of homeland security.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Define assets, infrastructure, homeland security, terrorism and Department of Homeland Security. 	CC CRIM 2500	

<ul style="list-style-type: none"> • Identify critical assets and key infrastructures in the public and private sector. • List possible threats to homeland security. • Describe the private sector's role in homeland security. 		
<p>Benchmark 3.2 Explain the impact resulting from the advancements in technology.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Summarize the most common threats to Information Technology systems in government and commercial settings. • Summarize the damage that could be caused in government and business operations by information leaks or theft of sensitive data. • Describe the various controls that may be set up to protect information technology systems. 	KS-LWPC09.13.01	
<p>Standard 4. Students will list and explain the ethical considerations of private security operations.</p>	CC CRIM 2500	
<p>Benchmark 4.1 Summarize various aspects and strategies used to encourage integrity and ethical behavior among security professionals.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze the causes of violations of public trust and identify strategies to enhance public trust. • Define moonlighting and describe the ethical concerns it raises between the public and private sectors. • Explain the dynamics of integrity as it relates to private security. • Identify strategies used to hold the security industry accountable. 	CC CRIM 2500 KS-LWPD02.01.01	
<p>Benchmark 4.2 Identify personnel security policies.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Outline the selection process for personnel. • Distinguish between law, policy, and ethics. • Acknowledge a professional code of conduct for security professionals. 	CC CRIM 2500	
<p>Standard 5. Students will describe the need for physical and procedural security controls.</p>	CC CRIM 2500	
<p>Benchmark 5.1 Explain physical security.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Identify outer and inner perimeter controls. • Discuss secondary and tertiary zones of protection. 	CC CRIM 2500 KS-LWPC09.04	

<ul style="list-style-type: none"> Describe the different types of countermeasures including: locking devices, alarms, biometric devices, lighting, closed-circuit television and access controls. 		
<p>Benchmark 5.2 Describe procedural security.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify standard operating procedures for security personnel. List basic elements of an investigative process. Discuss procedures for information gathering. Outline procedures for documentation. Compare and contrast overt and covert security. 	CC CRIM 2500	
<p>Benchmark 5.3 Examine crime prevention concepts to understand how they can be applied and how they relate to private security.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify the three elements of the crime triangle. Describe security strategies and apply the four “D’s”. Differentiate between proactive and reactive security measures. Explain how the concept of Crime Prevention Through Environmental Design (CPTED) can be used to enhance security. 	KS-LWPC09.01	
<p>Standard 6. Students will identify and prevent physical injury from natural disasters and catastrophic events.</p>	CC CRIM 2500	
<p>Benchmark 6.1 Identify three sources of threat involved in security settings.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Describe the three sources of threats: natural, intentional, and unintentional. Assign threats to one of the three source categories. Conduct a threat assessment. 	KS-LWPC09.03 KS-LWPC09.02.01	
<p>Benchmark 6.2 Identify key factors in preventing and mitigating loss from natural disasters and catastrophic events.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Describe the importance of good public relation techniques as they relate to security and crisis situations. Analyze and select techniques to prevent and respond to crisis situations. Discuss the concepts of preparedness and response to unforeseen events. 	KS-LWPC09.16	
<p>Standard 7. Students will be able to identify various operational security systems.</p>	CC CRIM 2500	



<p>Benchmark 7.1 Identify Operational Security Systems in the private sector.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Explain security concerns unique to the private sector. • Discuss the different types of institutional and commercial security. • Identify appropriate security measures to reduce risk and loss in the private sector. 	<p>CC CRIM 2500</p>	
<p>Benchmark 7.2 Identify Operational Security Systems in the public sector.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Describe the importance of securing our nation’s infrastructure. • Explain security concerns unique to the public sector. • Identify the role of private security in government operations. 	<p>CC CRIM 2500</p>	

Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- Community College Syllabus

Contributors

Secondary: Teresa Walters, Loup City High School

Postsecondary: Bobby Polk, Metro Community College; Faye Kilday, Central Community College

NCE Staff:

Other: Cynthia Baum, ESU 10

Creation date:

Approval date:

Revision date *(if changes made after final draft):*

Other Information

<p>Suggestions for innovative teaching and learning</p>	<ul style="list-style-type: none"> • Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.
---	--



strategies:	<ul style="list-style-type: none">•
Related assessments:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•
Extended learning opportunities:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•

Recommended text:

Hess, Karen M. Introduction to Private Security. Wadsworth Cengage Learning, latest edition. (Metro Community College).

Dempsey, John S. Introduction to Private Security. Wadsworth Cengage, 2011, 2nd ed. (Central Community College, Northeast Community College)

Draft: Final Copy will be available on Standards Portal July 2011

Courts & Judicial Process

Course Description

Examines legal aspects of investigative and arrest as well as rules governing the admissibility of evidence in court. It focuses primarily on police and correctional due process, application of the law, and civil liability concerns. Topics include search and seizure, arrest and interrogation, revocation and probation and parole, probable cause and other timely issues.

Program(s) of Study to which This Course Applies

- Listed here, bulleted list, Arial 11 – no effect

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Examine the history, evolution and structure of the American judicial processes and court process.</p> <p>Benchmark 1.1 Explain the purpose and function of the courts</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Describe courts and their purpose • Explain the dual court system • Describe the most important court functions • Define the role of courts in criminal justice today <p>Benchmark 1.2 Trace the history and evolution of American courts</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Explain the legal basis for today’s courts and the role of early legal codes, the common law and precedent in the development of courts • Explain the purpose of the courts being an adversarial system 	<p>CRIM1030 Courts & Judicial Process, LWPE04.01</p>	<p>[TBD by NDE]</p>

<p>Standard 2. Compare and contrast the types of law.</p> <p>Benchmark 2.1 Differentiate between public law and civil law</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Explain substantive law (criminal law) • Explain procedural law • Explain civil law 	<p>CRIM1030 Courts & Judicial Systems Course Outline, LWPE04.01, LWPE06.01</p>	
<p>Standard 3. Compare and contrast the types of courts.</p> <p>Benchmark 3.1 Explain the federal court process</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Describe how the federal courts developed • Explain how the U.S. Constitution and federal legislation influence the development of the federal courts • Describe the various types of federal courts in the U.S. • Analyze how the federal court system is structured • Describe what caseloads are characteristic at various federal court levels <p>Benchmark 3.2 Explain the state court process.</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Discuss state court development in the U.S. • Explain state court structure • Contrast how the structure of courts differs between states • Explain what caseloads are characteristic at various state court levels • Explain how state judiciaries may have become politicized <p>Benchmark 3.3 Explain the specialized courts.</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Define the various types of specialized courts in operation today (juvenile, drug, mental health, etc.) • Explain how specialized courts differ from other courts and explain how they 	<p>CRIM1030 Courts & Judicial Systems Course System, LWPE10.01.01</p>	

<p>developed</p>		
<p>Standard 4. Identify the persons in the courthouse work group and analyze their roles and responsibilities.</p> <p>Benchmark 4.1 Explain the role and responsibility of judges.</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Explain the process through which federal and state judgeships are occupied. • Discuss the qualifications needed to become a federal and state judge. • Analyze the role of ethical considerations for judges • Explain how judicial decisions are made • Identify the factors influence judges in their decision making. <p>Benchmark 4.2 Explain the role and responsibility of the prosecuting attorney.</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Discuss the various types of prosecutors that work at federal, state, county and city levels • Explain how the early American experience shaped the prosecution function in the U.S. • Understand how the prosecutor’s role evolved over time • Analyze prosecutorial discretion and how it affects charging decisions <p>Benchmark 4.3 Explain the role and responsibility of the defense attorney.</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Explain how the criminal defense bar developed in the U.S. • Identify and differentiate between the types of defense attorneys • Explain the effectiveness between public defenders and private attorneys • Outline the ethical standards that guide criminal defense attorneys <p>Benchmark 4.4 Explain the role and rights of the defendants and victims.</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Outline the rights of criminal defendants facing processing by the American justice 	<p>CRIM1030 Courts & Judicial Systems Course Outline, LWPE05</p>	

system and explain the origin of those rights

- Describe the role victims play in the courtroom and in the justice process as a whole
- Explain the rights crime victims have under current law

Standard 5. Identify the steps and elements in the court process.

Benchmark 5.1 Examine the arrest process.

Performance indicators:

- Examine the 4th, 5th, 6th and 14th Amendments
- Define arrest
- Define probable cause
- Differentiate between probable cause and reasonable suspicion
- Describe the requirements for a lawful arrest
- Define the exclusionary rule and explain why its controversial

Benchmark 5.2 Describe the various pre-trial procedures

Performance indicators:

- Examine the 6th, 8th & 14th Amendments
- Define due process
- Explain the purpose of an initial court appearance and describe what happens during an initial appearance
- Describe the purpose of pre-trial release
- Define and explain the purpose of bail
- Identify the factors that are considered in setting bail
- Identify the types of bail
- Compare and contrast an indictment and an information
- Compare and contrast a grand jury and a pre-trial hearing
- Explain the purpose of an arraignment

Benchmark 5.3 List and explain the types of pleas.

Performance indicators:

- Differentiate between a guilty plea, not guilty plea, *nolo contendere*

Benchmark 5.4 Explain the plea bargaining process

CRIM1030 Courts &
Judicial Systems Course
Outline, LWPE04.01,
LWPE06.01,
LWPE10.02.01, LPE10.02,
LWPE10.02.02,
LWPE10.03,
LWPE10.03.01,
LWPE10.03.02,
LWPE10.03.03,
LWPE10.04,
LWPE10.04.01,
LWPE10.04.02

Performance indicators:

- Explain plea bargaining
- Trace the historical development of plea bargaining and its use in courts today
- Outline the process and what happens once an agreement is reached
- Describe what is involved in the process of entering a guilty plea
- Discuss the consequences of entering a guilty plea
- Explain whether a guilty plea can be withdrawn

Benchmark 5.5 Explain the jury selection process

Performance indicators:

- Define venire
- Define voir dire
- Identify and explain the two types of challenges: challenge for cause and peremptory challenge

Benchmark 5.6 Explain the trial process

Performance indicators:

- Examine the 6th Amendment
- Differentiate between a jury trial and a bench trial
- Explain what constitutional rights criminal defendants have at trial
- Outline the order of events in a criminal trial

Benchmark 5.7 Explain the sentencing and appeals process

Performance indicators:

- Explain the goals of criminal sentencing
- Contrast how sentencing models vary by jurisdiction
- Explain the purpose of the criminal appeals process
- Describe the potential consequences of an appeal

Standard 6. Evaluate the current issues affecting the courts and their impact on the future.

Benchmark 6.1 Examine how differential treatment impacts the court process.

CRIM1030 Courts & Judicial Systems Course Outline, LWPE02, LWPE03.01

Performance indicators:

- Define differential treatment
- Explain how the concept of differential treatment applies to court processing
- Contrast why some cases and defendants are treated differently than others and describe how these differences are related to fairness in processing
- Explain how racial and ethnic disparities might affect the treatment of suspects and defendants by the courts
- Analyze gender inequality in the American court system and its fairness
- Cite how men are treated more harshly than women
- Evaluate how common wrongful convictions are under the American system
- Investigate methods of reducing the likelihood of wrongful convictions
- Evaluate exonerations and the reasons for them

Benchmark 6.2 Examine how technology has impacted the court process

Performance indicators:

- Identify the types advanced technologies that are used in today's courtrooms and how they are applied
- Outline alternatives to traditional adjudication and how they are applied
- Describe what American courts will be like in the future
- Evaluate the issues most relevant to courts of the future.

Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- CRIM2030 Police & Society Course Outline

Contributors

Secondary: [Ronita Jacobsen – Plainview Public School]

Postsecondary: [Rita Dondlinger, MFS – Southeast Community College, Chuck Fairbanks – Metro Community College]

NCE Staff: [Firstname Lastname, Firstname Lastname, etc.]

Other: [Firstname Lastname, Firstname Lastname, etc.]

Creation date: June 29, 2011

Approval date:

Revision date (if changes made after final draft):

Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none">• Invite speakers to the classroom (attorney, judge, bailiff, etc)• Visit a courtroom and observe a any court procedure (preliminary hearing, trial)• Conduct mock trials
Related assessments:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•
Extended learning opportunities:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•

Draft: Final Copy will be available on Standards Portal July 2011

Police & Society

Course Description

Examines the role of the police in relationship to law enforcement and American society. Topics include, but are not limited to the role and function of police, the nature of police organizations and police work, and the patterns of police-community relations..

Course Code:

Program(s) of Study to which This Course Applies

- Listed here, bulleted list, Arial 11 – no effect

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Student will trace the history of policing and police professionalism in American society.</p>	<p>CRIM2030 Police & Society Course Outline</p>	<p>[TBD by NDE]</p>
<p>Benchmark 1.1 Describe the events that have affected the development of American policing.</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> Explain the English heritage of American law enforcement Explain the beginnings of law enforcement in colonial America Explain American policing in the 19th Century Compare and contrast local, state, and federal policing 	<p>CRIM2030 Police & Society Course Outline,LWPD02.10</p>	<p>[TBD by NDE]</p>
<p>Benchmark 1.2 Describe the factors that have shaped modern American policing.</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> Explain the police crisis and turmoil of the 1960s Explain the major events in the 1970s, 1980s and 1990s to include Community-Oriented Policing (COP), zero-tolerance policing and problem-oriented policing Explain the impact of U.S. Supreme Court decisions on American policing 		

<ul style="list-style-type: none"> • Explain the impact of 9/11 on policing • Explain the impact of the development of Department of Homeland Security (DHS) and the subsequent major reorganization of federal law enforcement agencies <p>Benchmark 1.3 Describe the police professionalism movement in policing</p> <p><u>Performance indicators</u></p> <ul style="list-style-type: none"> • Explain the impact of August Vollmer and O.W. Wilson • Describe the impact of political influence and corruption on policing • Explain the effect of the International Association of Police Chiefs • Explain the issues of accreditation and standards • Discuss the impact of civil suits against the police • Discuss citizen oversight of the police 		
<p>Standard 2. Student will describe the organizational structures and management styles of police agencies.</p> <p>Benchmark 2.1 Describe the organizational methods in policing</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Explain the hierarchy in policing • Describe the history of the quasi-military style of policing • Explain seniority • Explain how shift/beat assignments are assigned • Explain the different work styles of police officers • Differentiate between “reactive” and “proactive” policing <p>Benchmark 2.2 Explain the management of police agencies.</p> <p><u>Performance indicators:</u></p> <ul style="list-style-type: none"> • Describe the police department as a bureaucratic organizations • Explain the impact and function of police unions • Discuss the impact of civil service on administration 		
	CRIM2030 Police &	

Standard 3. Student will develop an understanding for working in a multicultural society and examine diversity issues within policing.

Benchmark 3.1 Develop an understanding for working in a multicultural society and the problems facing law enforcement.

Performance indicators:

- Distinguish between discrimination and disparity
- Differentiate between race and ethnicity
- Identify the problems police encounter with persons of different culture
- Identify the problems of cultural and language barriers

Benchmark 3.2 Examine patterns of interaction between the police and the diversity population in American Society.

Performance indicators:

- Discuss the issues of women, African Americans, Latinos and GLBT (gays, lesbian, bisexual and trans-gender) in American policing
- Discuss the issues of race and gender in hiring
- Explain the Law of Equal Employment Opportunity
- Discuss Affirmative Action controversy

Standard 4. Student will examine the issues of discretion, ethics, decision-making and discuss the impact of corruption.

Benchmark 4.1 Examine the issues of discretion and its impact on decision-making.

Performance indicators:

- Define discretion in policing
- Explain how patrol officers, detectives, and managers use discretion
- Explain the underlying sources of discretion
- Explain the factors influencing discretionary decisions
- List the possible misuses of discretion
- Discuss methods for controlling discretion
- Explain some CALEA accreditation standards

Society Course Outline

CRIM2030 Police & Society Course Outline, LWPD02.01

Benchmark 4.2 Examine the issues of ethics.

Performance indicators:

- Define ethics
- Differentiate between ethics and morality
- Identify the factors that influence judgment decisions
- Describe the cultural effects on ethics within American policing

Benchmark 4.3 Analyze corruption in American policing

Performance indicators:

- Differentiate between “police corruption” and “abuse of authority”
- Delineate the different levels of police corruption
- Explain the various types of police corruption
- Explain the different theories on the causation of police corruption
- Explain the impact of corruption on the officers, agencies, society and within the criminal justice system
- Discuss strategies for controlling police corruption
- Explain the idea of early intervention systems
- Describe the “Internal Affairs” unit

Standard 5. Student will explain the concept of police culture and subcultures.

Benchmark 5.1 Examine the impact of police culture and subcultures in policing.

Performance indicators:

- Define police subcultures
- Recognize factors contributing to the police culture
- Explain the reasons for police alienation
- List the characteristics of the police personality
- Explain the “blue curtain of silence”
- Explain the problem of the “code of silence”
- Analyze the impact of the “code of silence” on policing and society

CRIM2030 Police & Society Course Outline

Standard 6. Student will describe the police recruitment and selection process.

Benchmark 6.1 Explain the requirements and selection process for police officers.

Performance indicators:

- Explain the existence of civil service systems
- Explain the requirements for becoming a police officer
- Explain the motivations for becoming a police officer
- Explain the selection tests, oral interviews and background investigations
- Discuss the qualities of a good police officer
- Demonstrate effective oral and written communication skills
- Explain the law of Equal Employment Opportunity and ADA
- Discuss the impact of Affirmative Action
- Discuss the issues of race and gender in hiring
- Explain the Law Enforcement Training Academy and the Field Training process

CRIM2030 Police & Society Course Outline, LWPD01.02.01

Standard 7. Student will analyze how special interest groups and politics affect the police.

Benchmark 7.1 Describe the impact of special interest groups and politics on policing.

Performance indicators:

- Identify the major special interest groups affecting police
- Discuss the relationship of anti-drunk driver advocates and police crackdowns on impaired driving
- Discuss the impact legislative changes on police discretion and response
- Discuss the impact of mandatory arrest in domestic violence cases
- Identify the problems of policing the homeless and mentally ill
- Explain the impact of child advocacy groups
- Discuss the impact of victim-witness advocacy groups
- Define “hate crime” and how it impacts policing
- Evaluate current legislation impacting police (i.e. texting & driving, computer crimes, etc.)

CRIM2030 Police & Society Course Outline, LWPD02.11, LWPD03.05, LWPD03.13, LWPD03.23



Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- CRIM2030 Police & Society Course Outline

Contributors

Secondary: [Ronita Jacobsen – Plainview Public School

Postsecondary: [Rita Dondlinger, MFS – Southeast Community College, Chuck Fairbanks – Metro Community College

NCE Staff: [Firstname Lastname, Firstname Lastname, etc.]

Other: [Firstname Lastname, Firstname Lastname, etc.]

Creation date: June 28, 2011

Approval date:

Revision date *(if changes made after final draft):*

Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none"> • Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list. •
Related assessments:	<ul style="list-style-type: none"> • Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list. •
Extended learning opportunities:	<ul style="list-style-type: none"> • Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list. •