

Law Enforcement Curriculum Framework



This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

Nevada State Board of Education

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Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



Introduction

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

This curriculum framework ensures the following:

- CTE course(s) and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, and/or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.
- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry standards.

**Nevada Department of Education
Curriculum Framework for
Law Enforcement**

Program Information

Program Title:	Law Enforcement
State Skill Standards:	Law Enforcement
Standards Reference Code:	LAW
Career Cluster:	Law, Public Safety, Corrections, and Security
Career Pathway:	Law Enforcement Services
Program Length:	2-year, completed sequentially
Program Assessments:	TBD
	Workplace Readiness Skills
CTSO:	HOSA: Future Health Professionals / SkillsUSA
Grade Level:	9-12
Industry Certifications:	See Nevada’s Approved Certification Listing

Program Purpose

The purpose of this program is to prepare students for postsecondary education and employment in the Law Enforcement industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Law Enforcement
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - English Language Arts
 - Mathematics
 - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

Career Clusters

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> and <https://www.air.org/sites/default/files/CTEClusters.pdf>

Program of Study

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

Program Structure

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

Law Enforcement

Required Core Course Sequence (R) with Complementary Courses (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Law Enforcement I	LAW ENFORCE I	43.0107	15	054	G	1.00	12	15054G1.0012
R	Law Enforcement II	LAW ENFORCE II	43.0107	15	054	G	1.00	22	15054G1.0022
C	Law Enforcement AS	LAW ENFORCE AS	43.0107	15	054	E	1.00	11	15054G1.0011
C	CTE Work Experience- Law, Public Safety, Corrections, and Security	WORK EXPER LAW	99.0012	15	998	G	1.00	11	15998G1.0011

State Skill Standards

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

Employability Skills for Career Readiness Standards

Employability skills, often referred to as “soft skills,” have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

Curriculum Framework

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

Career and Technical Student Organizations (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

Workplace Readiness Skills Assessment

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (d) of Subsection 1 of NAC 389.800)

End-of-Program Technical Assessment

An end-of-program technical assessment may be implemented for those programs with current industry validated standards to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (e) of Subsection 1 of NAC 389.800)

Certificate of Skill Attainment

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE Endorsement on a High School Diploma

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area; (2) completion of academic requirements governing receipt of a standard diploma; and (3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE College Credit

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

Academic Credit for CTE Coursework

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

Core Courses

Recommended Student Performance Standards

Course Information

Course Title:	Law Enforcement I
Abbreviated Name:	LAW ENFORCE I
Credits:	1
Prerequisite:	None
CTSO:	HOSA: Future Health Professionals / SkillsUSA

Course Description

This course will provide the foundations for students interested in careers in law enforcement and security. Areas of study include ethics, historical development of law enforcement, legal processes, and health and wellness. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Technical Standards

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 2.0: EXPLORE CAREER OPPORTUNITIES AVAILABLE

Performance Standard 2.1: Examine the Field of Emergency Communications

Performance Indicators: 2.1.1-2.1.4

Performance Standard 2.2: Understanding Civilian Support Positions

Performance Indicators: 2.2.1-2.2.4

Performance Standard 2.3: Examine Various Areas/Departments

Performance Indicators: 2.3.1-2.3.3

Performance Standard 2.4: Differentiate Agencies

Performance Indicators: 2.4.1-2.4.4

CONTENT STANDARD 3.0: COMPREHEND THE HISTORICAL DEVELOPMENTS OF LAW ENFORCEMENT

Performance Standard 3.1: Analyze the Social Requirements Imposed Upon Law Enforcement

Performance Indicators: 3.1.1-3.1.2

Performance Standard 3.2: Determine the English Roots of Modern Law Enforcement

Performance Indicators: 3.2.1-3.2.2

Performance Standard 3.3: Interpret the Impact of U.S. Law Enforcement on Society

Performance Indicators: 3.3.1-3.3.3

Performance Standard 3.4: Understand Local Law Enforcement History

Performance Indicators: 3.4.1

CONTENT STANDARD 4.0: IDENTIFY KEY ORGANIZATIONAL SYSTEMS

Performance Standard 4.1: Describe the Scope of Departmental Organizations

Performance Indicators: 4.1.1-4.1.2

Performance Standard 4.2: Identify Quality Control Systems and Practices

Performance Indicators: 4.2.1-4.2.2

CONTENT STANDARD 5.0: EXPLORING AGENCY SUPPORT ROLES

Performance Standard 5.1: Examine the Advantages of Law Enforcement Support

Performance Indicators: 5.1.1-5.1.5

Performance Standard 5.2: Identify Quality Control Systems and Practices

Performance Indicators: 5.2.1-5.2.3

CONTENT STANDARD 6.0: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY, AND ENVIRONMENT

Performance Standard 6.1: Recognize Personal and Departmental Safety Regulations

Performance Indicators: 6.1.1-6.1.3

Performance Standard 6.2: Employee Rights and Responsibilities

Performance Indicators: 6.2.1

CONTENT STANDARD 7.0: UNDERSTAND THE IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES

Performance Standard 7.1: Apply Ethical Reasoning to Workplace Situations

Performance Indicators: 7.1.1-7.1.4

Performance Standard 7.2: Interpret Written Agency Policies and Procedures

Performance Indicators: 7.2.1-7.2.3

Performance Standard 7.3: Applying Ethical Concepts

Performance Indicators: 7.3.1-7.3.6

Performance Standard 7.4: Distinguish Crimes Against Persons

Performance Indicators: 7.4.1-7.4.6

Performance Standard 7.5: Distinguish Property Crimes

Performance Indicators: 7.5.1-7.5.4

CONTENT STANDARD 8.0: DEMONSTRATE LEADERSHIP AND TEAMWORK

Performance Standard 8.1: Identify Leadership Skills

Performance Indicators: 8.1.1-8.1.3

Performance Standard 8.2: Analyze the Concept of Command Presence

Performance Indicators: 8.2.1-8.2.3

CONTENT STANDARD 9.0: DESCRIBE THE LAWS AND LEGAL PROCESS

Performance Standard 9.1: Connect the History of Law and the Application of the Legal Process

Performance Indicators: 9.1.1-9.1.2

Performance Standard 9.2: Interpret Constitutional Law

Performance Indicators: 9.2.1-9.2.5

Performance Standard 9.3: Describe Civil Liability Related to Law Enforcement

Performance Indicators: 9.3.1-9.3.4

Performance Standard 9.4: Apply Criminal Law to Law Enforcement

Performance Indicators: 9.4.1-9.4.6

Performance Standard 9.5: Apply Procedural Law to Law Enforcement

Performance Indicators: 9.5.1-9.5.7

CONTENT STANDARD 10.0: UNDERSTAND VICTIMIZATION AND LAW ENFORCEMENT RESPONSE

Performance Standard 10.1: Identify Victimization

Performance Indicators: 10.1.1-10.1.4

Performance Standard 10.2: Evaluate Personal Safety

Performance Indicators: 10.2.1-10.2.3

Employability Skills for Career Readiness Standards

CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

Alignment to the Nevada Academic Content Standards*

English Language Arts: Language Standards
 Reading Standards for Informational Text
 Reading Standards for Literacy in Science and Technical Subjects
 Reading Standards for Literature
 Speaking and Listening Standards
 Writing Standards
 Writing Standards for Literacy in Science and Technical Subjects

Mathematics: Mathematical Practices

*Refer to the Law Enforcement Standards for alignment by performance indicator.

Course Information

Course Title: Law Enforcement II
Abbreviated Name: LAW ENFORCE II
Credits: 1
Prerequisite: Law Enforcement I
Program Assessments: TBD
Workplace Readiness Skills
CTSO: HOSA: Future Health Professionals / SkillsUSA

Course Description

This course is a continuation of Law Enforcement I. This course provides intermediate law enforcement students with instruction in advanced techniques and processes. Areas of study will include basic functions of a law enforcement officer such as patrol functions, crisis intervention, investigations, interrogations, and introduction to the criminal justice system. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Technical Standards**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 11.0: EVALUATE THE CRIMINAL JUSTICE SYSTEM

Performance Standard 11.1: Comprehend the Components of the Criminal Justice System

Performance Indicators: 11.1.1-11.1.2

Performance Standard 11.2: Examine the United States Court Systems

Performance Indicators: 11.2.1-11.2.3

Performance Standard 11.3: Identify Courtroom Processes/Demeanor

Performance Indicators: 11.3.1-11.3.8

CONTENT STANDARD 12.0: EXAMINE THE APPLICATION OF USE OF FORCE

Performance Standard 12.1: Analyze Use of Force Concepts

Performance Indicators: 12.1.1-12.1.9

CONTENT STANDARD 13.0: ANALYZE PATROL FUNCTIONS

Performance Standard 13.1: Assess the Responsibilities of Patrol

Performance Indicators: 13.1.1-13.1.5

Performance Standard 13.2: Interpret Directed Patrol

Performance Indicators: 13.2.1-13.2.2

Performance Standard 13.3: Analyze Crime Prevention

Performance Indicators: 13.3.1-13.3.3

Performance Standard 13.4: Demonstrate Nonverbal/Verbal Communication

Performance Indicators: 13.4.1-13.4.4

Performance Standard 13.5: Evaluate Professional Appearance

Performance Indicators: 13.5.1-13.5.2

Performance Standard 13.6: Create Effective Police Reports

Performance Indicators: 13.6.1-13.6.6

CONTENT STANDARD 14.0: UNDERSTAND CRISIS INTERVENTION

Performance Standard 14.1: Evaluate Crisis Intervention

Performance Indicators: 14.1.1-14.1.6

Performance Standard 14.2: Employ Emergency Procedures and Disaster Response Plans

Performance Indicators: 14.2.1-14.2.4

Performance Standard 14.3: Analyze Community Policing

Performance Indicators: 14.3.1-14.3.5

CONTENT STANDARD 15.0: UNDERSTAND PROCEDURES IN DIVERSITY

Performance Standard 15.1: Employ Concepts of Diversity

Performance Indicators: 15.1.1-15.1.4

CONTENT STANDARD 16.0: APPLY CONCEPTS OF INTERVIEWS AND INTERROGATIONS

Performance Standard 16.1: Employ Effective Use of Communication

Performance Indicators: 16.1.1-16.1.4

Performance Standard 16.2: Demonstrate the Knowledge of the Basic Types of Interviews and Interrogations

Performance Indicators: 16.2.1-16.2.4

CONTENT STANDARD 17.0: APPLY CONCEPTS OF INVESTIGATIONS

Performance Standard 17.1: Apply Concepts of Crime Scene Investigations

Performance Indicators: 17.1.1-17.1.7

CONTENT STANDARD 18.0: APPLY EMERGENCY MANAGEMENT

Performance Standard 18.1: Evaluate Components of the National Incident Management System (NIMS)

Performance Indicators: 18.1.1-18.1.6

Performance Standard 18.2: Analyze Components of an Incident Command System (ICS)

Performance Indicators: 18.2.1-18.2.5

Employability Skills for Career Readiness Standards**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4**Alignment to the Nevada Academic Content Standards***

English Language Arts: Language Standards
Reading Standards for Informational Text
Reading Standards for Literacy in Science and Technical Subjects
Reading Standards for Literature
Speaking and Listening Standards
Writing Standards
Writing Standards for Literacy in Science and Technical Subjects

Mathematics: Mathematical Practices
Number and Quantity

*Refer to the Law Enforcement Standards for alignment by performance indicator.

Complementary Courses

Programs that utilize the complementary courses can include the following:

- Continuation course(s)
- Advanced Studies course
- Lab course(s)
- CTE Work Experience courses

Course Information

Course Title: Law Enforcement Advanced Studies

Abbreviated Name: LAW ENFORCE AS

Credits: 1

Prerequisite: Law Enforcement II

CTSO: HOSA: Future Health Professionals / SkillsUSA

Course Description

This course is offered to students who have achieved all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Technical Standards

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

Employability Skills for Career Readiness Standards

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

Sample Topics:

- Investigative Responsibilities
- Emergency Management
- Agency Support Roles

Course Information

Course Title: CTE Work Experience - Law, Public Safety, Corrections, and Security

Abbreviated Name: WORK EXPER LAW

Credits: 1

Prerequisite: Completion of Level 2 course in the qualifying program of study

CTSO: HOSA: Future Health Professionals / SkillsUSA

Course Description

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE experience that applies the processes, concepts, and principles as described in the classroom instruction. The course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.