



Law, Public Safety, Corrections, and Security

Law Enforcement IRC Procedures



Purpose:

In 2014 the program instructors developed a plan to implement a recommended curriculum. As this program has evolved and with the implementation of MSIP 5 Standards the Missouri Career Technical Education Criminal Justice Programs have worked to implement the Missouri Law Enforcement Skills and Knowledge (MOLESK) Industry Recognized Credential and (IRC) process. The IRC accomplishes two purposes: 1) Provides for credentialing of students performing at proficient levels on Industry Recognized assessments and 2) Meets Technical Skill Assessment requirements for completers of a program of study.

Definitions:

Industry Recognized Credential (IRC): A portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area, or a cluster of related occupational areas.

Technical Skill Attainment (TSA): A technical skill assessment measures skill proficiency of Career and Technical Education (CTE) students who are concentrators (a student who has earned three or more sequential credits in any state-approved CTE program grades 9-12) and has completed an approved CTE program. A TSA is not intended to be taken after every course.

IRC Process:

The implemented process will be two part:

- 1) Concentrators will first take a written test based on the standards provided by Precision Exams. The written assessment will be administered at the completer's school and proctored by the authorized person. A successful score of "80%" is required to continue to the performance assessment.
- 2) Concentrators will participate in the performance assessment based on Precision Exams standards if they have successfully achieved the required score on the written assessment. The performance assessment will be given regionally throughout the state at DESE approved testing sites. If the completer successfully meets/achieves the required objectives for the Skills Performance assessment they will obtain the MOLESK IRC Credential sponsored by the Missouri Peace Officers Association.

MOLESK Written Student Objectives:

Law Enforcement prepares students for careers in Law Enforcement and/or Homeland Security. Topics include; law enforcement history, crime awareness, causes of crime, criminal justice



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system, trial proceedings, corrections system, juvenile justice, arrest procedures, policies and ethics of law enforcement officers.

1. UNDERSTAND LAW ENFORCEMENT HISTORY, CRIME AWARENESS, AND CAUSES OF CRIME. (12% of Exam Blueprint)

- Objective 1: The police role in society.
- Objective 2: The philosophy of law enforcement.
- Objective 3: A brief history of law enforcement.
- Objective 4: Peace officer authority in the United States.
- Objective 5: Bill of Rights and the citizen and police.
- Objective 6: Uniform crime reports.
- Objective 7: Causes of crime:
 - 1. Biological
 - 2. Psychological
 - 3. Sociological
 - 4. Integration
 - 5. Typologies

2. UNDERSTAND THE LAW, CRIMINAL JUSTICE SYSTEM, AND TRIAL PROCEEDINGS. (36% of Exam Blueprint)

- Objective 1: General provisions.
- Objective 2: Principles of criminal responsibilities.
- Objective 3: Classification of criminal offenses.
 - 1. Crime against persons.
 - 2. Crimes against property.
 - 3. Offenses against the family.
 - 4. Crimes against governments and public order.
 - 5. Crimes against public order and decency.
 - 6. Offenses against public health, safety, welfare, and morals.
 - 7. Controlled substances.
 - 8. Local laws and ordinances.
- Objective 4: Criminal justice system
- Objective 5: Pre-trial proceedings
- Objective 6: Courts
- Objective 7: The jury
- Objective 8: Corrections and corrections history



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- Objective 9: Recidivism
- Objective 10: Typical courtroom layout
- Objective 11: Attorneys
- Objective 12: Plea Bargaining
- Objective 13: Costs of conviction
- Objective 14: Trial process

3. UNDERSTAND THE CORRECTIONS SYSTEM AND JUVENILE SYSTEM.

(10% of Exam Blueprint)

- Objective 1: Goals of corrections.
- Objective 2: Sentencing
- Objective 3: Prison life
- Objective 4: Future trends in corrections.
- Objective 5: Prisoner rights
- Objective 6: Death penalty
- Objective 7: The juvenile justice system

4. UNDERSTAND THE ARREST PROCEDURES, POLICIES AND ETHICS OF LAW ENFORCEMENT OFFICERS, AND LAW ENFORCEMENT ACTIVITIES.

(19% of Exam Blueprint)

- Objective 1: Laws of arrest
- Objective 2: Search and seizure
- Objective 3: Stop and frisk law
- Objective 4: Law, policy, and ethics
- Objective 5: Common laws on the duty, obligations, and ethical standards of police
- Objective 6: Discretion and civil liability
- Objective 7: Police discipline
- Objective 8: Law Enforcement Code of Ethics
- Objective 9: Report writing
- Objective 10: Basic police procedures

5. UNDERSTAND PROCEDURES RELATING TO TRAFFIC INVESTIGATIONS AND EVIDENCE COLLECTING AND HANDLING. (19% of Exam Blueprint)

- Objective 1: Traffic laws
- Objective 2: Traffic stop procedures



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- Objective 3: Accident investigation and report writing.
- Objective 4: D.U.I. investigations
- Objective 5: Physical evidence
- Objective 6: The chain of evidence
- Objective 7: Locating and collecting evidence
- Objective 8: Evidence analysis

6. UNDERSTAND PATROL TACTICS AND INVESTIGATIVE WORK. (1% of Exam Blueprint)

- Objective 1: Patrol tactics
- Objective 2: Field interviews
- Objective 3: Domestic disturbances
- Objective 4: Investigations
- Objective 5: Developing leads
- Objective 6: Interrogations

7. UNDERSTAND LAW ENFORCEMENT AS AN OCCUPATION. (3% of Exam Blueprint)

- Objective 1: Positive and negative aspects.
- Objective 2: Job opportunities.
- Objective 3: Becoming a police officer.

*Source: Precision Exams Law Enforcement (570) Exam Blueprint

MOLESK Performance Student Objectives:

The following performance skills are to be used in connection with the associated written exam. To pass the performance standard the student must attain a performance standard average of **8 or higher** on the rating scale.

Judges will be selected by the assessment coordinator prior to the assessment date. Prior to the assessments being administered the judges will be given instructions on how to properly assess each scenario (standard). A third party from the criminal justice industry will be on site to ensure the integrity and validity of the assessments being administered.

Each standard being evaluated are described and examples on the following pages.



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- Demonstrate an understanding of the current state of law enforcement along with the need, variety, and extent of police services.**

Assessment: Each student will pick an article from a selection of current police topics/events. The student should be able to articulate the justification/reasoning for the tactics or methods used in today's policing.

Grading: The following rubric example will be used for this assessment. Any changes in the rubric have to be agreed upon by the committee.

OBJECTIVES	4 pts. Excellent	3 pts. Good	2 pts. Needs Some Improvement	1 pt. Needs Much Improvement	N/A	Pts.
The writing has all required parts from introduction to conclusion in smooth transition.						
The writing is interesting, supportive, and complete.						
The writing demonstrates that the writer comprehends the writing process.						
Accurate spelling, grammar, and punctuation						
The content of paragraphs emphasizes appropriate points.						
The writer shows an understanding of sentence structure, paragraphing, and punctuation.						
All sources and references are clearly and accurately documented.						
TOTAL POINTS (28 pts)						



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2. Identify ten police functions.

Assessment:

Identify ten police functions: Function identified by student. <ul style="list-style-type: none"> • Judge will accept only first ten answers. • Repeat or answers similar as to be thought as the same answers will count as zero. • Answers can be specific i.e. report writing or general i.e. preventing the commission of crimes. • Can be verbal or written. • Time limit: <u> 10 </u> minutes 	Function relevant to police Yes or No Student may explain rational.	1 pt.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



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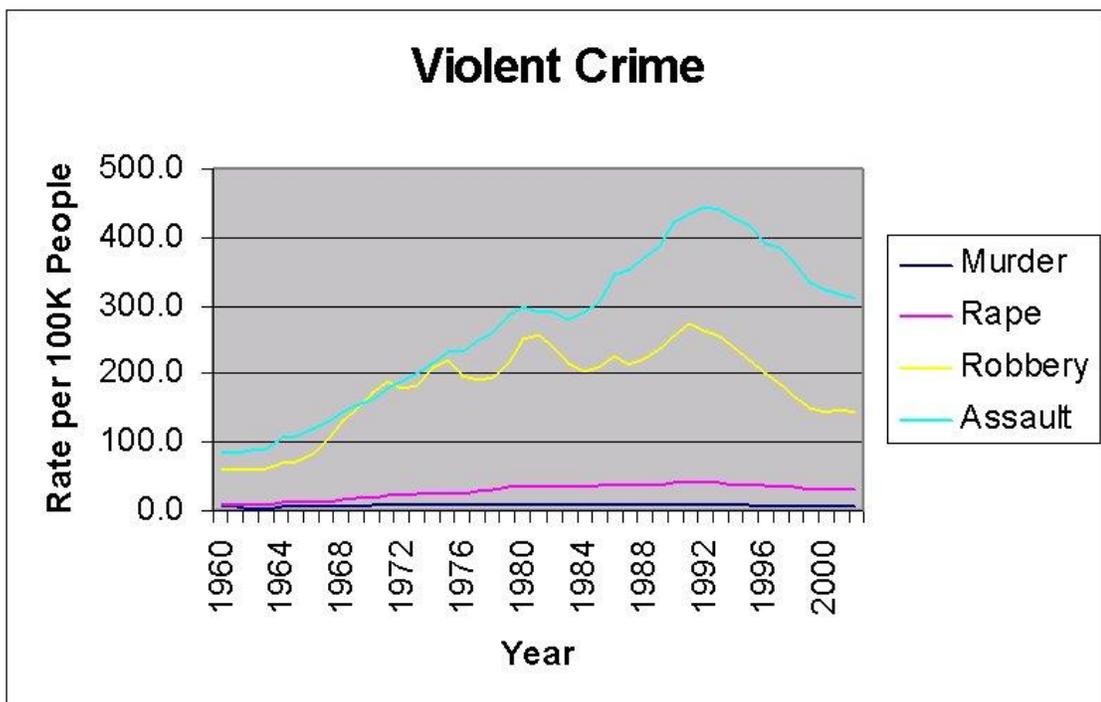
3. Costs and effects of society of crime:

- a. Understand the current costs and effect on society of specific kinds of crime.
- b. Apply the total crime index to compare/contrast the cost and effects between different areas or communities

Assessment:

Student will use data representing current crime trends with a crime index or crime mapping. The student will use the data to answer the questions attached. A scoring key would be used. The score would be adjusted and averaged in line with the overall assessment scoring guidelines.

Example:





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Table 3
January to June
Percent Change
 for Consecutive Years 2011–2015

Years	Violent crime ¹	Murder	Rape (revised definition) ²	Rape (legacy definition) ³	Robbery	Aggravated assault	Property crime	Burglary	Larceny-theft	Motor vehicle theft	Arson
2012/2011	+1.9	-1.7	-	-1.4	+2.0	+2.3	+1.5	+0.1	+1.9	+1.7	+3.2
2013/2012	-5.4	-6.9	-	-10.6	-1.8	-6.6	-5.4	-8.1	-4.7	-3.2	-15.6
2014/2013	-4.6	-6.0	-10.1	+4.6	-10.3	-1.6	-7.5	-14.0	-5.6	-5.7	-6.5
2015/2014	+1.7	+6.2	+1.1	+9.6	+0.3	+2.3	-4.2	-9.8	-3.2	+1.0	-5.4

¹The violent crime figures for 2013-2015 include the offense of murder, rape (revised definition), rape (legacy definition), robbery, and aggravated assault. See the data declaration for further explanation.

² The figures shown in this column for the offense of rape were reported using the revised Uniform Crime Reporting (UCR) definition of rape. See the data declaration for further explanation.

³ The figures shown in this column for the offense of rape were reported using the legacy UCR definition of rape. See the data declaration for further explanation.



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4. Simulate a traffic stop, search, and arrest procedures.

Assessment:

PROCEDURE

1. Utilizing two vehicles which are stationary and appropriately placed, the student will role play the part of a uniformed patrol officer conducting a traffic stop.
2. The student will utilize the radio, transmitting unit number, location, suspect license plate, vehicle description, number of occupants, any other relevant and appropriate information.
3. While observing the vehicle occupants and the surroundings, the student will approach the violator's car in a safe and appropriate manner that gives the student a tactical advantage.
4. The student communicates with the driver and other vehicle occupants in an effective and appropriate way, including
 - a. stating the legal basis for the stop;
 - b. asking for the driver's operator's license;
 - c. stating an action before taking it, as appropriate;
 - d. taking the stated action; and
 - e. explaining what the violator must do.
5. The student maintains appropriate visual contact, observing any furtive movements, as well as any weapons or contraband in plain view.
6. Student contacts dispatch, as appropriate, for wants, warrants, and license status.
7. When appropriate, the student requests an assisting officer.
8. When appropriate, the student conducts a search of the vehicle and its occupants.
9. When appropriate, the student places any violators under arrest, applying handcuffs.

Grading:

Example of rubric on next two pages.



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	EXCELLENT 4	GOOD 3	AVERAGE 2	BELOW AVERAGE 1	FAILING 0
Radio Procedures	Student advises unit number, location, vehicle plate and description, using codes as necessary. Student maintains radio contact as appropriate.	Student transmits most of the critical information to dispatch, omitting very little information. Student largely maintains radio contact as appropriate.	Student omits some information, but transmits correct unit number, location, and license plate. Student does not effectively maintain radio contact as appropriate.	Student confused by radio procedures and/or omits most of the critical information. Student does not maintain radio contact.	Student uses inappropriate radio procedures and fails to transmit critical information to dispatch. Student does not maintain radio contact.
Approach	Student cautiously and appropriately approaches suspect vehicle, is aware of surroundings, and observes vehicle occupants	Student cautiously approaches vehicle and is largely aware of the surroundings and any furtive movements.	Student approaches vehicle casually with a lack of regard for the surroundings and misses furtive movements of vehicle occupants.	Student has "tunnel vision" and focuses only on either surroundings or the vehicle	Student is oblivious to the surroundings and any furtive movements within the vehicle
Stance	Student maintains tactical advantage, with bladed body positioned behind drivers door post	Student largely maintains tactical advantage, but occasionally places self in harm's way (puts head in the swing of the door, places feet under the tire path of the vehicle, etc.	Student often loses tactical advantage by positioning self in harm's way	Student has no tactical advantage, squaring off with the driver, standing within the swing of the door, or advancing forward of the driver	Student's actions indicate an inability to safely conduct a traffic stop
Reasoning and Further Observations	Student states a legal basis for the stop and any subsequent actions to the driver, and/or other occupants,	Student can largely state an appropriate legal basis for his/her actions.	Student has some difficulty explaining a legal basis for his/her actions.	Student has great difficulty explaining a legal basis for his/her actions.	Student is unable to explain a legal basis for his/her actions.



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	indicating an understanding of applicable law				
Search (if applicable)	Student thoroughly and legally searches the vehicle and its occupants, maintaining tactical advantage.	Student conducts a legal and mostly thorough search of the vehicle and its occupants, maintaining tactical advantage.	Student conducts a legal but incomplete search of the vehicle and its occupants, largely maintaining tactical advantage.	Student's legal basis for the search is dubious, the search itself is incomplete, or the student is unable to maintain officer safety.	Student's search is illegal, is haphazard, or the student has no regard or understanding of officer safety.
Arrest (if applicable)	Student places suspect under arrest for a stated legal reason, applies handcuffs quickly and appropriately, conducts a thorough search incident to arrest, advises of rights when required.	Student places suspect under arrest for a stated legal reason, applies handcuffs appropriately, conducts a search incident to arrest, advises of rights when required.	Student places suspect under arrest for a stated legal reason, fumbles with handcuffs, conducts an incomplete search incident to arrest, advises of rights when required.	Student places suspect under arrest with no indication of a legal reason, applies handcuffs inappropriately, fails to conduct a thorough search of the suspect, or does not advise suspect of rights when required.	Student's statements and actions indicate a complete lack of understanding of arrest procedures.



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5. Conduct a mock crime scene investigation. Follow the steps of securing the scene, photographing and sketching, and chain of evidence protocols.

Assessment:

The students will process a mock crime scene individually. The mock crime scene should be no larger than 10' x 10'. The scene should contain one piece of evidence to be documented in a sketch. The student should photograph, measure, and properly collect and package the physical evidence.

Scoring rubric is attached along with the reference material (MSHP Forensic Evidence Handbook)

Grading: Rubric Example

	Excellent (20 pts)	Good (15 pts)	Fair (10pts)	Poor (0 pts)
Crime Scene Initial Response	Team is highly organized and prepared to process the scene immediately. An excellent plan was formed and followed well.	Team is well organized and prepared to process the scene. A plan was formed and followed.	Team is organized and somewhat prepared to process the scene. Either the plan or execution was lacking.	Team is not organized and is not prepared to process the scene. No plan was formed or executed.
Crime Scene Photography	Photos should include the area in which the crime scene actually took place. All adjacent areas/pieces of evidence related to the crime scene. Point of entry and exit.	Photos include the area in which the crime scene actually took place. Only some of adjacent areas/pieces of evidence related to the crime scene. Point of entry and exit.	Photos include the area in which the crime scene actually took place. Only some of adjacent areas/pieces of evidence related to the crime scene.	Photos did not include the area in which the crime scene actually took place.
Evidence (Located & Packaged)	All evidence was found during the search and properly packaged	Most evidence was found during the search and properly packaged.	Some evidence was found during the search but not properly packaged.	A minimal amount of evidence was found during the search and not properly packaged
Scene Sketch (Final)	The sketch was completed very well and included all required content.	The sketch was mostly completed and/or included most of the required content.	The sketch was adequately completed and/or included some of the required content.	The sketch was poorly done and/or included none of the required content.



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6. Identify potential job opportunities in law enforcement and the steps and training required.

Assessment:

Student must complete a job application, interview, and provide a completed resume.

Grading: Rubric Example next 2 pages

Criteria	1	2	3	4	Score
Appearance	<p>Overall appearance is untidy</p> <p>Choice in clothing is inappropriate for any job interview (torn unclean, wrinkled)</p> <p>Poor grooming</p>	<p>Appearance is somewhat untidy</p> <p>Choice in clothing is inappropriate (shirt untucked, tee-shirt, too much jewelry, etc.)</p> <p>Grooming attempt is evident</p>	<p>Overall neat appearance</p> <p>Choice in clothing is acceptable for the type of interview</p> <p>Well groomed (ex. Shirt tucked in, jewelry blends with clothing, minimal wrinkles)</p>	<p>Overall appearance is very neat</p> <p>Choice in clothing is appropriate for any job interview</p> <p>Very well groomed (hair, make-up, clothes pressed, etc.)</p> <p>Overall appearance is businesslike</p>	
Greeting	<p>Unacceptable behavior and language</p> <p>Unfriendly and not courteous</p>	<p>Used typical behavior and language – did modify behavior to fit the interview</p> <p>Attempts to be courteous to all in interview setting</p>	<p>Acceptable behavior, well mannered, professionalism lacking</p> <p>Courteous to all involved in interview</p>	<p>Professional behavior and language (handshake, “hello”, “thank you”, eye contact, etc.)</p> <p>Friendly and courteous to all involved in interview</p>	
Communication	<p>Presentation shows lack of interest</p> <p>Speaking is unclear – very difficult to understand message of what is being said (ex. mumbling)</p> <p>Facts about job not included</p> <p>Volume is inappropriate for interview (ex. Spoke too loudly, too softly)</p>	<p>Showed some interest</p> <p>Speaking is unclear– lapses in sentence structure and grammar</p> <p>Knowledge of job is minimal</p> <p>Volume is uneven (varied)</p>	<p>Showed interest throughout the interview</p> <p>Speaking clearly</p> <p>Minimal mistakes in sentence structure and grammar</p> <p>Knowledge and facts are included/shared</p> <p>Volume is appropriate</p>	<p>Very attentive</p> <p>Speaking clearly</p> <p>Appropriate use of sentence structure and grammar</p> <p>Commitment & enthusiasm for job is conveyed</p> <p>Volume conveys business tone</p>	
Body Language	<p>Fidgeted – ex. constant movement of hands and feet</p> <p>Lack of eye contact</p> <p>Slouching all the time</p>	<p>Fidgeted – ex. movement of hands and feet frequently</p> <p>Eye contact is made intermittently</p> <p>Occasionally slouching</p>	<p>Minimal fidgeting (ex. occasionally shifting)</p> <p>Occasional loss of eye contact</p> <p>Brief slouching, but quickly correcting self</p>	<p>No fidgeting</p> <p>Eye contact made</p> <p>Sitting straight in chair</p>	



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Responding to Questions	Inappropriate answers to questions Did not attempt to answer questions	Gives inaccurate answers Attempts to answer questions	Answers are acceptable and accurate Answers questions	Thorough answers to questions	
Asking Questions	No questions asked	Student asked questions that were not related to the job	Asked questions relating to the desired position	Asked questions relating to the desired position. (Evidence is shown that the applicant had researched the business or career field) Asked questions related to the business or career field	
Total					



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Location and Dates:

The performance assessments will be administered at predetermined geographical locations. The state will be divided up using the Missouri SkillsUSA districts already in place to better serve each career technical education center to provide for easier access to the assessment locations. Each CTE center will work with one another to arrange for the location of the performance assessment each year. A rotation should be established between the CTE centers to help ensure a joint effort to provide a high quality performance assessment event.

The written assessments should be administered in the first two weeks of April or earlier. The performance assessments will be administered in the last two weeks of April. This will ensure time for the written test to be completed and a count of how many students will be assessed during the performance assessment.

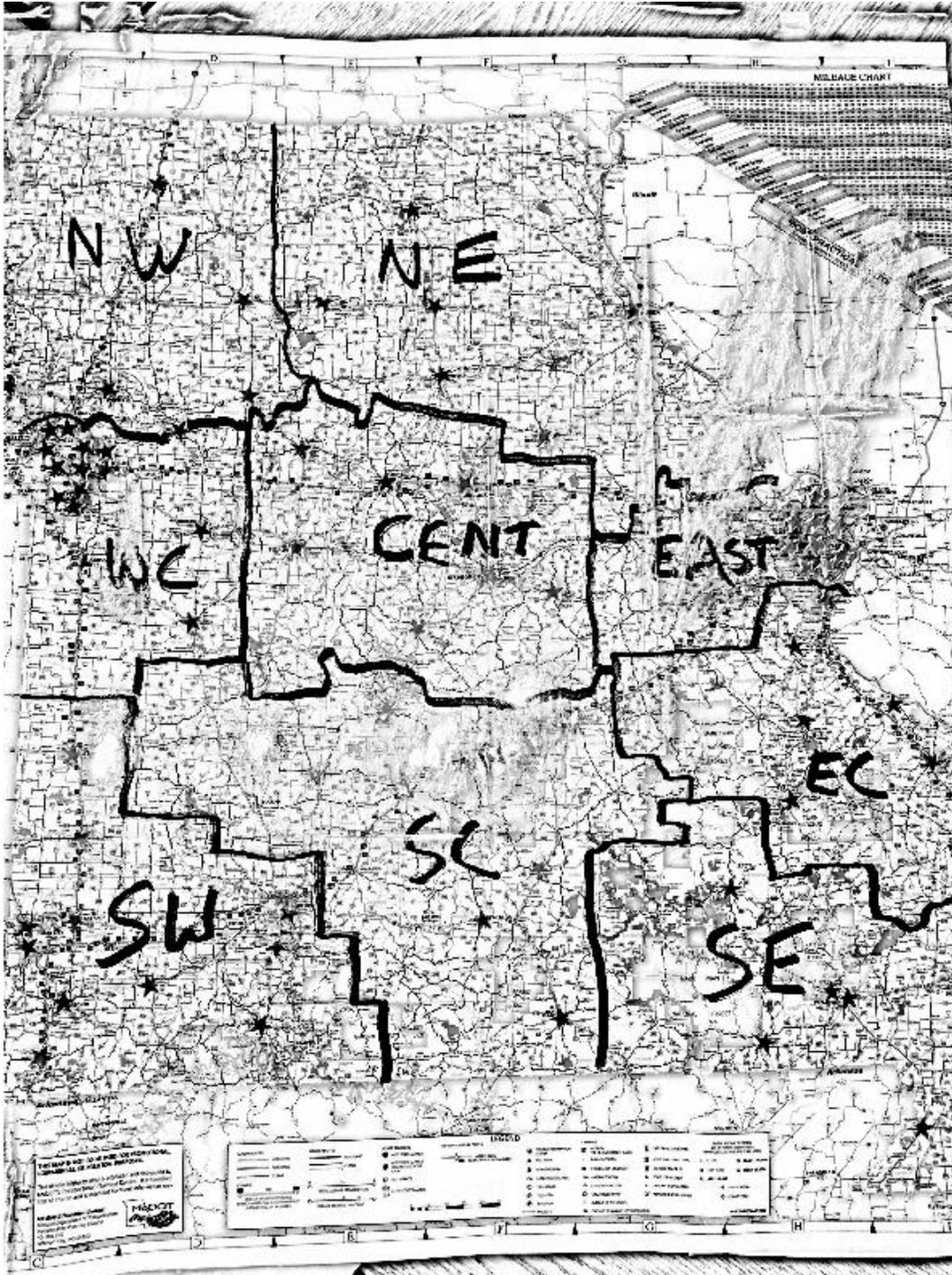


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Regional Areas:





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Resources:

The following are a list of website and documents used in the programs to develop the assessments.

Crime Scene Assessment -

<http://www.mshp.dps.missouri.gov/MSHPWeb/Publications/Handbooks-Manuals/documents/SHP-145.pdf>

Traffic Stops –

<http://data.cteunt.org/content/files/law/law-enforcement-1/unit-12-traffic-stops/12-01-basic-traffic-stops/12.01-le1-basic-traffic-stops.pdf>

Crime Statistics –

<https://www.fbi.gov/stats-services/crimestats>