

Pathway: Law Enforcement Services

Cluster: Law, Public Safety, Corrections, and Security

| CLUSTER/<br>PATHWAY/<br>PROGRAM   | CERTIFICATION /<br>ASSESSMENT<br>TITLE | TYPE                | ISSUING<br>ORGANIZATION | WEBSITE<br><a href="#">Please report broken<br/>web links</a>  | ELIGIBILITY<br>REQUIREMENTS /<br>PREREQUISITES   | ADMINISTRA-<br>TION<br>ELIGIBILITY<br>(Written, Oral,<br>Practical, etc.) | PASSING<br>SCORE | COST  | COMMENTS  |
|---|--|---------------------|-------------------------|--|--|---|------------------|---|---|
| <p>● For use at SECONDARY    For use at SECONDARY    For use at SECONDARY    For use at SECONDARY</p> |  |                     |                         |  |  |   |                  |   |   |
| Law Enforcement   | Criminal Justice                       | Academic Assessment | NOCTI                   | Criminal Justice Assessment Blueprint<br><a href="http://www.nocti.org/PDFs/JobReady/4081_Criminal_Justice.pdf">http://www.nocti.org/PDFs/JobReady/4081_Criminal_Justice.pdf</a>   | "Job ready" assessment that measures technical skills at the occupational level and include items which gauge factual and theoretical knowledge. | Online or written   | National Norm    | \$19 per post-test exam; \$31 for pre-test & post-test exam | Contact NOCTI directly to order assessments for your high school program; information is on their web site ( <a href="http://www.nocti.org">http://www.nocti.org</a> ). |
| Law Enforcement   | Protective Services                    | Academic Assessment | NOCTI                   | Protective Services Assessment Blueprint<br><a href="http://www.nocti.org/PDFs/JobReady/1480_Protective_Services.pdf">http://www.nocti.org/PDFs/JobReady/1480_Protective_Services.pdf</a>  | "Job ready" assessment that measures technical skills at the occupational level and include items which gauge factual and theoretical knowledge. | Online or written   | National Norm    | \$19 per post-test exam; \$31 for pre-test & post-test exam | Contact NOCTI directly to order assessments for your high school program; information is on their web site ( <a href="http://www.nocti.org">http://www.nocti.org</a> ). |
|   | NOCTI                                  | NOCTI               | TESTING AGREEMENT       | Each institution/ consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started:<br><a href="http://www.nocti.org/gettingstarted.cfm">http://www.nocti.org/gettingstarted.cfm</a> |  |   |                  |   |   |

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| <p>● For use at POSTSECONDARY      For use at POSTSECONDARY      For use at POSTSECONDARY</p> |  |                     |  |  |   |   |                  |   |   |
| Law Enforcement   | Minnesota Peace Officer License Exam   | State License       | MN Board of Peace Officer Standards and Training | <p>MN POST Home:<br/> <a href="https://dps.mn.gov/entity/post/becoming-a-peace-officer/Pages/peace-officer-how-to-become.aspx">https://dps.mn.gov/entity/post/becoming-a-peace-officer/Pages/peace-officer-how-to-become.aspx</a></p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Minnesota POST License<br/> <a href="http://www.ci.minneapolis.mn.us/police/recruiting/index.htm">http://www.ci.minneapolis.mn.us/police/recruiting/index.htm</a></p> </div> | Earn a two- or four-year degree from one of 21 POST-certified Peace Officer education programs or completion of PPOE program (out of state degrees) |   |                  | \$105 per exam  |   |
| Law Enforcement   | Criminal Justice                       | Academic Assessment | NOCTI  | <p>Criminal Justice Assessment Blueprint<br/> <a href="http://www.nocti.org/PDFs/JobReady/4081_Criminal_Justice.pdf">http://www.nocti.org/PDFs/JobReady/4081_Criminal_Justice.pdf</a></p>  | "Job ready" assessment that measures technical skills at the occupational level and include items which gauge factual and theoretical knowledge.    | Online or written   | National Norm    | \$19 per post-test exam; \$31 for pre-test & post-test exam | Contact NOCTI directly to order assessments for your high school program; information is on their web site ( <a href="http://www.nocti.org">http://www.nocti.org</a> ). |
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# Minnesota Common Core Competencies

1/1/2014

## Pathway: Law Enforcement Services

### Cluster: Law, Public Safety, Corrections, and Security

| PERFORMANCE INDICATOR   | PERFORMANCE MEASURE  | KEY: Y=Essential N=Not Essential O=Optional                             |               | COMMENTS  |
|---|--|---|---------------|---|
|   |  | COMMON CORE COMPETENCIES<br>- Consensus among work group -<br>Secondary | Postsecondary |   |
| <b>TOPIC 1: ACADEMIC FOUNDATIONS - Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the Law Enforcement Services career pathway.</b> |  |   |               |   |
| <b>INDICATOR 01.01</b> Demonstrate competence in applying Mathematics knowledge and skills in law, public safety, security and corrections careers.   | <b>MEASURE 01.01.01</b> Add, subtract, multiply, and divide mixed numbers, fractions, and decimals.      | Y   | Y             | Y - needed but not taught in class.                                 |
|   | <b>MEASURE 01.01.02</b> Mentally add, subtract, multiply, and divide, whole numbers.                     | Y   | Y             |   |
|   | <b>MEASURE 01.01.03</b> Apply basic methods of measurement.  | Y   | Y             |   |
|   | <b>MEASURE 01.01.04</b> Apply advanced methods of measurement.   | O   | O             |   |
|   | <b>MEASURE 01.01.05</b> Understand concepts of data and statistical analysis.                            | O   | O             | Not essential for law enforcement but other pathways under cluster. |
|   | <b>MEASURE 01.01.06</b> Apply measurements for distance.   | Y   | Y             |   |
|   | <b>MEASURE 01.01.07</b> Four basic accident formulas: minimum speed, accident factors, radius, distance. | O   | Y             |   |
| <b>INDICATOR 01.02</b> Demonstrate competence in applying problem-solving strategies.   | <b>MEASURE 01.02.01</b> State the problem in clear terms.  | Y   | Y             |   |
|   | <b>MEASURE 01.02.02</b> Distinguish between inductive and deductive reasoning.                           | Y   | Y             |   |
|   | <b>MEASURE 01.02.03</b> Research and analyze pertinent information.                                      | Y   | Y             |   |
|   | <b>MEASURE 01.02.04</b> Develop and evaluate alternative solutions.                                      | Y   | Y             |   |

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|   |   | Secondary  | Postsecondary |          |
|   | <b>MEASURE 01.02.05</b> Clearly communicate and support an alternative solution.  | Y  | Y             |          |
|   | <b>MEASURE 01.02.06</b> Identify and demonstrate key components of the SARA (Scanning, Analysis, Response, Assessment) problem solving model. | Y  | Y             |          |
|   | <b>MEASURE 01.02.07</b> Formulate strategies used in common situations to inform, persuade, or entertain.                                     | Y  | Y             |          |
|   | <b>MEASURE 01.02.08</b> Create arguments based on Constitution, laws, facts, and/or policies.   | Y  | Y             |          |
| <b>INDICATOR 01.03</b> Demonstrate competence in applying Language Arts knowledge and skills in law, public safety, security and corrections careers. | <b>MEASURE 01.03.01</b> Apply the reading process and strategies to directions or tasks involving various information sources.                | Y  | Y             |          |
|   | <b>MEASURE 01.03.02</b> Demonstrate competence in writing and editing documents, using correct grammar and punctuation.                       | Y  | Y             |          |
|   | <b>MEASURE 01.03.03</b> Demonstrate competence in speaking to provide, distribute, find information.  | Y  | Y             |          |
|   | <b>MEASURE 01.03.04</b> Demonstrate competence in making formal and informal oral presentations, including selecting and using media.         | Y  | Y             |          |
|   | <b>MEASURE 01.03.05</b> Apply active listening skills.  | Y  | Y             |          |

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|   |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               |          |
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| <b>TOPIC 2: COMMUNICATIONS - Use oral and written communication skills in creating expressing and interpreting information and ideas including technical terminology and information.</b> |  |  |               |          |
| <b>INDICATOR 02.01</b> Interpret expressions and gestures observed in both verbal and non-verbal communication.   | <b>MEASURE 02.01.01</b> Interpret eye contact, facial expressions, and body positioning.       | Y  | Y             |          |
|   | <b>MEASURE 02.01.02</b> Interpret gestures.  | Y  | Y             |          |
|   | <b>MEASURE 02.01.03</b> Provide feedback to the message received.                              | Y  | Y             |          |
|   | <b>MEASURE 02.01.04</b> Demonstrate active listening skills.                                   | Y  | Y             |          |
| <b>INDICATOR 02.02</b> Interpret voice quality and delivery to interpret verbal communication.  | <b>MEASURE 02.02.01</b> Receive and provide feedback to verbal communications.                 | Y  | Y             |          |
|   | <b>MEASURE 02.02.02</b> Analyze messages based on the combination of pitch, tone, and wording. | Y  | Y             |          |
|   | <b>MEASURE 02.02.03</b> Provide correct feedback to sender.                                    | Y  | Y             |          |
| <b>INDICATOR 02.03</b> Prepare a police incident report for submission using clear, concise and legible entries.  | <b>MEASURE 02.03.01</b> Solicit the appropriate information for a police incident.             | Y  | Y             |          |
|   | <b>MEASURE 02.03.02</b> Spell common words used in police reports.                             | Y  | Y             |          |
|   | <b>MEASURE 02.03.03</b> Explain the need for accurate documentation.                           | Y  | Y             |          |
|   | <b>MEASURE 02.03.04</b> Differentiate between public information and non-public information.   | Y  | Y             |          |

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|  |   | Secondary  | Postsecondary |          |
|  | <b>MEASURE 02.03.05</b> List purposes for use of an officer's field notes.  | Y  | Y             |          |
|  | <b>MEASURE 02.03.06</b> List six one-word questions that should be answered when developing field notes -- Who? What? When? Where? Why? | Y  | Y             |          |
|  | <b>MEASURE 02.03.07</b> Fill out the appropriate forms to report a police incident.   | Y  | Y             |          |
|  | <b>MEASURE 02.03.08</b> Explain the four uses of law enforcement reports.   | Y  | Y             |          |
|  | <b>MEASURE 02.03.09</b> Differentiate among an initial report, a continuation report, and a supplemental report.                        | Y  | Y             |          |
|  | <b>MEASURE 02.03.10</b> Write a narrative with appropriate use of passive tense and active tense.                                       | Y  | Y             |          |
|  | <b>MEASURE 02.03.11</b> Write a narrative with appropriate use of the third person and the first person.                                | Y  | Y             |          |
| <b>INDICATOR 02.04</b> Execute the steps involved in operating a radio system. | <b>MEASURE 02.04.01</b> Operate a mobile and hand-held radio system.  | O  | Y             |          |
|  | <b>MEASURE 02.04.02</b> Follow established radio communication protocol.  | O  | Y             |          |
|  | <b>MEASURE 02.04.03</b> Maintain radio contact while operating a motor vehicle.   | O  | Y             |          |
| <b>INDICATOR 02.05</b> Demonstrate effective conflict management skills.       | <b>MEASURE 02.05.01</b> Identify techniques to de-escalate conflict and anger.  | Y  | Y             |          |

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|                       |   | Secondary  | Postsecondary |          |
|                       | <b>MEASURE 02.05.02</b> Describe how body language plays a role in interacting with others. | Y  | Y             |          |
|                       | <b>MEASURE 02.05.03</b> Discuss predictable factors that signal potential conflict.         | Y  | Y             |          |
|                       | <b>MEASURE 02.05.05</b> Distinguish between passive, aggressive and assertive behavior.     | Y  | Y             |          |
|                       | <b>MEASURE 02.05.06</b> Identify factors that can contribute to a person's hostility.       | Y  | Y             |          |

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|   |   | COMMON CORE COMPETENCIES<br>- Consensus among work group -<br>Secondary | Postsecondary |   |
| <b>TOPIC 3: PROBLEM-SOLVING &amp; CRITICAL THINKING - Solve problems using critical thinking skills (analyze synthesize and evaluate) independently and in teams. Solve problems using creativity and innovation.</b> |   |   |               |   |
| <b>INDICATOR 03.01</b> Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.                                  | <b>MEASURE 03.01.01</b> Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. | Y   | Y             | Embedded throughout all other topics, in particular, Topic 8 and 10 |
| <b>TOPIC 4: INFORMATION TECHNOLOGY APPLICATIONS - Use information technology tools specific to the Law Enforcement career pathway to access, manage, integrate, and create information.</b>                           |   |   |               |   |
| <b>INDICATOR 04.01</b> State the basic techniques to identify criminal activity in relationship to cyber crime, the internet and internet trafficking.  | <b>MEASURE 04.01.01</b> List common cyber crimes.   | Y   | Y             |   |
|   | <b>MEASURE 04.01.02</b> List some prevention actions related to cyber crime.  | Y   | Y             |   |
|   | <b>MEASURE 04.01.03</b> Identify how one files a complaint if a cyber crime is suspected or has occurred.   | Y   | Y             |   |
|   | <b>MEASURE 04.01.04</b> Explain ways individuals can protect themselves from Identity theft.  | Y   | Y             |   |
| <b>INDICATOR 04.02</b> Execute the steps involved in the operation of a computer driven machine to accomplish common work tasks.  | <b>MEASURE 04.02.01</b> Operate equipment and machine with assistance.  | O   | O             | Embedded but not assessed - general computer literacy.              |
|   | <b>MEASURE 04.02.02</b> Secure needed supplies and resources.   | O   | O             |   |



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|                       | <b>MEASURE 04.02.03</b> Follow power-up and log-on procedures.                          | O  | O             |          |
|                       | <b>MEASURE 04.02.04</b> Interact with/respond to system messages using console device.  | O  | O             |          |
|                       | <b>MEASURE 04.02.05</b> Run applications/jobs in accordance with processing procedures. | O  | O             |          |
|                       | <b>MEASURE 04.02.06</b> Follow log-off and power-down procedure(s).                     | O  | O             |          |

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| <b>TOPIC 5: HEALTH AND SAFETY - Understand the importance of health and safety in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</b> |   |  |               |          |
| <b>INDICATOR 05.01</b> Demonstrate how to comply with protocols established for maintaining health and safety in the workplace.   | <b>MEASURE 05.01.01</b> Identify procedures necessary for maintaining a safe work area.                     | Y  | Y             |          |
|   | <b>MEASURE 05.01.02</b> Identify methods to correct common hazards.   | Y  | Y             |          |
|   | <b>MEASURE 05.01.03</b> Identify methods for disposing of hazardous materials.                              | Y  | Y             |          |
|   | <b>MEASURE 05.01.04</b> Demonstrate principals of safe physical movement to avoid slips, trips, and spills. | Y  | Y             |          |
|   | <b>MEASURE 05.01.05</b> Inspect and use protective equipment (PPE).   | Y  | Y             |          |
|   | <b>MEASURE 05.01.06</b> Identify the effect of hazardous materials on humans and the environment.           | Y  | Y             |          |
| <b>INDICATOR 05.02</b> Execute the procedures used to administer basic first aid for a variety of emergencies incorporating the elements of First Responder   | <b>MEASURE 05.02.01</b> Control bleeding.   | Y  | Y             |          |
|   | <b>MEASURE 05.02.02</b> Emergency aid procedures for burns.   | Y  | Y             |          |
|   | <b>MEASURE 05.02.03</b> Emergency aid procedures for treatment of shock.                                    | Y  | Y             |          |
|   | <b>MEASURE 05.02.04</b> Emergency aid procedures for broken bones and severe sprains.                       | Y  | Y             |          |
|   | <b>MEASURE 05.02.05</b> Emergency aid procedures for poisoning.   | Y  | Y             |          |

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|   | <b>MEASURE 05.02.06</b> Emergency aid procedures for treating exposure to the elements.  | Y  | Y             |  |
|   | <b>MEASURE 05.02.07</b> Explain the meaning of placards and sign shapes used to indicate hazardous materials.  | Y  | Y             |  |
|   | <b>MEASURE 05.02.08</b> Perform as first responder on scene of a hazardous material incident.  | Y  | Y             |  |
|   | <b>MEASURE 05.02.09</b> Use resources to identify and classify hazardous materials.  | Y  | Y             |  |
|   | <b>MEASURE 05.02.10</b> Explain how and why to set up a perimeter around a hazardous material area.  | Y  | Y             |  |
| <b>INDICATOR 05.03</b> Execute the procedures used to administer CPR in the event of an emergency   | <b>MEASURE 05.03.01</b> Demonstrate proper use of an AED.  | Y  | Y             |  |
| <b>INDICATOR 05.04</b> Summarize the roles of emergency/ first responders in Preparedness and Response Systems during and after disaster situations | <b>MEASURE 05.04.01</b> Summarize the roles of emergency/first responders in Preparedness and Response Systems during and after disaster situations. | Y  | Y             |  |
|   | <b>MEASURE 05.04.02</b> List the types of first responders one normally would find at a variety of disaster scenes and their roles.                  | Y  | Y             | May not be tested on POST--classroom assessment via FEMA online. |
|   | <b>MEASURE 05.04.03</b> Explain the typical command structure.   | Y  | Y             | May not be tested on POST.                                       |
|   | <b>MEASURE 05.04.04</b> Describe the role of fire and emergency services in the Incident Command System.   | Y  | Y             | May not be tested on POST.                                       |

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|                       | <b>MEASURE 05.04.05</b> Describe the role of law enforcement in the Incident Command System.              | Y  | Y             | May not be tested on POST. |
|                       | <b>MEASURE 05.04.06</b> Describe the role of federal agencies and how they relate to disaster situations. | Y  | Y             | May not be tested on POST. |

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| <b>Topic 6: ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.</b>                  |  |  |               |          |
| <b>INDICATOR 06.01</b> Summarize various aspects and strategies used to encourage integrity and ethical behavior among law enforcement individuals.       | <b>MEASURE 06.01.01</b> Explain the dynamics of integrity as it relates to law enforcement.  | Y  | Y             |          |
|   | <b>MEASURE 06.01.02</b> Explain the role of the United States Constitution to the development and implementation of the mission of law enforcement organizations.        | Y  | Y             |          |
|   | <b>MEASURE 06.01.03</b> Analyze the causes of violations of public trust.  | Y  | Y             |          |
|   | <b>MEASURE 06.01.04</b> Identify the responsibility to gain and retain public trust.   | Y  | Y             |          |
|   | <b>MEASURE 06.01.05</b> Explain the mission of law enforcement in defending a democratic society.  | Y  | Y             |          |
|   | <b>MEASURE 06.01.06</b> Understand and apply professional code of conduct.   | Y  | Y             |          |
| <b>INDICATOR 06.02</b> Compare and contrast the results achieved from implementing alternative strategies for responding to unethical or illegal actions. | <b>MEASURE 08.02.01</b> Given a specific situation, outline strategies for responding to unethical and illegal actions in different workplace situations by individuals. | Y  | Y             |          |
|   | <b>MEASURE 08.02.02</b> Evaluate alternative responses to unethical and illegal actions by individuals and select and justify best approach.                             | Y  | Y             |          |

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| INDICATOR 06.03 Demonstrate protocols associated with arrest.  | MEASURE 06.03.01 State the methods for taking a person into custody.   | Y  | Y             |          |
|  | MEASURE 06.03.02 List the elements of an arrest warrant.   | Y  | Y             |          |
|  | MEASURE 06.03.03 Describe how an arrest warrant is obtained.   | Y  | Y             |          |
|  | MEASURE 06.03.04 Describe how information to establish probable cause is evaluated.  | Y  | Y             |          |
|  | MEASURE 06.03.05 Describe the powers of the police and rights of the individual in arrest situations.                                      | Y  | Y             |          |
|  | MEASURE 06.03.06 Describe state requirements for making an arrest.   | Y  | Y             |          |
|  | MEASURE 06.03.07 Describe the limits of government under the 4th amendment.  | Y  | Y             |          |
| INDICATOR 06.04 Demonstrate application of constitutional laws and the laws of arrest while respecting citizen rights. | MEASURE 06.04.01 State the requirements for private citizens to assist law enforcement officials in preventing escape or effecting arrest. | Y  | Y             |          |
|  | MEASURE 06.04.02 Describe the effects of the First Amendment on law enforcement.   | Y  | Y             |          |
|  | MEASURE 06.04.03 Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right.           | Y  | Y             |          |

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| PERFORMANCE INDICATOR   | PERFORMANCE MEASURE   | KEY: Y=Essential N=Not Essential O=Optional                |               |          |
|---|---|--|---------------|----------|
|   |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|   |   | Secondary  | Postsecondary |          |
|   | <b>MEASURE 06.04.04</b> Define citizen detention.   | Y  | Y             |          |
|   | <b>MEASURE 06.04.05</b> Determine the appropriate level of force when dealing with deadly and non-deadly force situations.  | Y  | Y             |          |
| <b>INDICATOR 06.05</b> Execute protocols associated with search and seizure.                      | <b>MEASURE 06.05.01</b> Describe the limits of government under the 4th amendment.  | Y  | Y             |          |
|   | <b>MEASURE 06.05.02</b> Describe state requirements for search and seizure.   | Y  | Y             |          |
|   | <b>MEASURE 06.05.03</b> Using cases and examples, describe how the rights of the individual to privacy and the need to gather information by the government are balanced. | Y  | Y             |          |
|   | <b>MEASURE 06.05.04</b> Evaluate situations and determine if evidence is admissible under the 4th amendment.  | Y  | Y             |          |
|   | <b>MEASURE 06.05.05</b> Identify the legal requirements to prepare and execute a search warrant.  | Y  | Y             |          |
| <b>INDICATOR 06.06</b> Summarize the rights of the individual being interviewed and interrogated. | <b>MEASURE 06.06.01</b> Describe and apply the requirements of the Miranda warning.   | Y  | Y             |          |
|   | <b>MEASURE 06.06.02</b> Describe state requirements for rights of the individual being interviewed and interrogated.  | Y  | Y             |          |

# Minnesota Common Core Competencies

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## Pathway: Law Enforcement Services

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|  |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|  |   | Secondary  | Postsecondary |          |
|  | <b>MEASURE 06.06.03</b> Describe the limits of government under the 5th and 6th amendments.   | Y  | Y             |          |
|  | <b>MEASURE 06.06.04</b> Describe the requirements of the Scales decision.   | Y  | Y             |          |
|  | <b>MEASURE 06.06.05</b> Define the concepts of interrogate and self-incrimination.  | Y  | Y             |          |
|  | <b>MEASURE 06.06.06</b> List the purposes of interrogation and how results of interrogations can be used in trials.                     | Y  | Y             |          |
| <b>INDICATOR 06.07</b> Summarize booking and due process rights.   | <b>MEASURE 06.07.01</b> Explain the purpose and application of the 36 and 48 hour rules.  | Y  | Y             |          |
|  | <b>MEASURE 06.07.02</b> Describe state requirements for booking and due process rights.   | Y  | Y             |          |
|  | <b>MEASURE 06.07.03</b> Define the terms booking, arraignment, bail and personal recognizance.  | O  | Y             |          |
|  | <b>MEASURE 06.07.04</b> Describe the processes for bail and pretrial release.   | O  | Y             |          |
| <b>INDICATOR 06.08</b> Summarize the rights and processes related to a fair trial and the right to a jury trial. | <b>MEASURE 06.08.01</b> List the rights to a fair, speedy trial by those accused of crimes.   | Y  | Y             |          |
|  | <b>MEASURE 06.08.02</b> Describe state requirements for the rights and processes related to a fair trial and the right to a jury trial. | Y  | Y             |          |



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### Cluster: Law, Public Safety, Corrections, and Security

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|-----------------------|--|--|---------------|----------|
|                       |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|                       |  | Secondary  | Postsecondary |          |
|                       | <b>MEASURE 06.08.03</b> Describe the processes for selecting juries. | Y  | Y             |          |

Pathway: Law Enforcement Services

Cluster: Law, Public Safety, Corrections, and Security

| PERFORMANCE INDICATOR  | PERFORMANCE MEASURE  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|--|--|--|---------------|----------|
|  |  | Secondary  | Postsecondary |          |
|  | <b>MEASURE 06.08.04</b> Describe proceedings before a trial: police roles, and the roles of the courts and defense attorney. | Y  | Y             |          |
|  | <b>MEASURE 06.08.05</b> List the reasons that a jury trial is not required.  | Y  | Y             |          |
|  | <b>MEASURE 06.08.06</b> Determine possible results of not receiving a speedy trial.  | Y  | Y             |          |
|  | <b>MEASURE 06.08.07</b> Explain subpoena rights and their importance.  | Y  | Y             |          |
|  | <b>MEASURE 06.08.08</b> Describe the pros and cons of the use of a public defender.  | Y  | Y             |          |
| <b>INDICATOR 06.09</b> Summarize the concepts and procedures related to due process.   | <b>MEASURE 06.09.01</b> Describe the application of the 5th and 14th amendments in terms of due process.                     | Y  | Y             |          |
|  | <b>MEASURE 06.09.02</b> Describe differences between substantive and procedural due process.                                 | Y  | Y             |          |
| <b>INDICATOR 06.10</b> Summarize the concepts and uses of equal protection of the law. | <b>MEASURE 06.10.01</b> Describe equality concepts and rights as stated in the Constitution.                                 | Y  | Y             |          |
|  | <b>MEASURE 06.10.02</b> Explain the application of the U.S. Code Title 42, Section 1983 laws.                                | Y  | Y             |          |

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|  |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|  |  | Secondary  | Postsecondary |          |
| INDICATOR 06.11 Summarize definitions and procedures related to Minnesota laws enacted to control illegal beverage sale and consumption. | MEASURE 06.11.01 Define alcoholic beverage.  | Y  | Y             |          |
|  | MEASURE 06.11.02 Understand the application of age limitations relating to alcoholic beverages.                                | Y  | Y             |          |
|  | MEASURE 06.11.03 Differentiate between legal and illegal alcohol and beverage sales.   | Y  | Y             |          |
|  | MEASURE 06.11.04 Identify circumstances under which different types and amounts of alcoholic beverages can be purchased.       | Y  | Y             |          |
|  | MEASURE 06.11.05 Identify circumstances under which different types and amounts of alcoholic beverages may be possessed.       | Y  | Y             |          |
|  | MEASURE 06.11.06 Identify circumstances under which alcoholic beverages may be consumed in public.                             | Y  | Y             |          |
|  | MEASURE 06.11.07 Identify circumstances under which alcoholic beverages may be consumed in private.                            | Y  | Y             |          |
|  | MEASURE 06.11.08 Identify circumstances under which different types of alcoholic beverages can be consumed in a motor vehicle. | Y  | Y             |          |

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|   |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|   |   | Secondary  | Postsecondary |          |
| <b>INDICATOR 06.12</b> Discuss and execute appropriate techniques to apprehend violators of DWI/DUI laws.                             | <b>MEASURE 06.12.01</b> Recognize evidence of DWI/DUI violations.   | Y  | Y             |          |
|   | <b>MEASURE 06.12.02</b> Describe administrative and criminal procedures of DWI/DUI arrest.                                    | Y  | Y             |          |
|   | <b>MEASURE 06.12.03</b> Differentiate types of driver behavior present in possible and probable DWI/DUI cases.                | Y  | Y             |          |
|   | <b>MEASURE 06.12.04</b> Describe application of laws regarding implied consent and the use of Miranda rules to DWI/DUI cases. | Y  | Y             |          |
|   | <b>MEASURE 06.12.05</b> Discuss the use video technology to collect evidence in DWI/DUI cases.                                | Y  | Y             |          |
|   | <b>MEASURE 06.12.06</b> Develop skill in using visual detection in DWI/DUI cases.   | Y  | Y             |          |
|   | <b>MEASURE 06.12.07</b> Describe methods to detect and apprehend violators under the influence of alcohol.                    | Y  | Y             |          |
|   | <b>MEASURE 06.12.08</b> Describe tactics used in defense of impaired driving cases.   | Y  | Y             |          |
| <b>INDICATOR 06.13</b> Execute tests designed to enforce laws related to driving under the influence in a legal and effective manner. | <b>MEASURE 06.13.01</b> Define legal aspects and impacts of case law on DWI/DUI enforcement.                                  | Y  | Y             |          |
|   | <b>MEASURE 06.13.02</b> Explain the Standardized Field Sobriety Test (SFST) Battery.  | Y  | Y             |          |

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|   |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|   |   | Secondary  | Postsecondary |          |
|   | <b>MEASURE 06.13.03</b> Administer the Standardized Field Sobriety Test (SFST) Battery including horizontal gaze nystagmus. | Y  | Y             |          |
| <b>INDICATOR 06.14</b> Prepare evidence and reports for administrative and criminal court cases related to DWI/DUI. | <b>MEASURE 06.14.01</b> Demonstrate awareness of DUI implied consent and report forms.                                      | Y  | Y             |          |
|   | <b>MEASURE 06.14.02</b> Prepare and present reports of DWI/DUI evidence in a clear and convincing manner.                   | Y  | Y             |          |
|   | <b>MEASURE 06.14.03</b> Understand the criteria and procedure for forfeiture of license plates and vehicles.                | Y  | Y             |          |
| <b>INDICATOR 06.15</b> Summarize key terms, concepts and protocols for enacting common civil law procedures.        | <b>MEASURE 06.15.01</b> Differentiate between protective and restraining orders.  | Y  | Y             |          |
|   | <b>MEASURE 06.15.02</b> Define terms related to common civil law.   | Y  | Y             |          |
|   | <b>MEASURE 06.15.03</b> Discuss the proper use of summons for people to testify in court or to produce required documents.  | O  | Y             |          |
|   | <b>MEASURE 06.15.04</b> Describe state laws and requirements relating to civil law procedures.                              | O  | Y             |          |
| <b>INDICATOR 06.16</b> Analyze the similarities, and differences between the state and federal court systems.       | <b>MEASURE 06.16.01</b> Differentiate between state and federal court systems.  | Y  | Y             |          |
|   | <b>MEASURE 06.16.02</b> Identify the factors that determine state and federal jurisdictions.                                | O  | Y             |          |

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|  |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|  |  | Secondary  | Postsecondary |          |
| <b>INDICATOR 06.17</b> Compare and contrast the legal perspectives and characteristics of the civil and criminal justice systems.  | <b>MEASURE 06.17.01</b> Compare and contrast the operations and procedures of the civil and criminal justice systems.  | Y  | Y             |          |
|  | <b>MEASURE 06.17.02</b> Summarize issues, concerns, and problems confronting both the civil and criminal justice systems.                                    | Y  | Y             |          |
|  | <b>MEASURE 06.17.03</b> Explain how changes in the civil and criminal justice systems impact law enforcement (laws and case law).                            | Y  | Y             |          |
| <b>INDICATOR 06.18</b> Execute techniques and protocols used to foster public cooperation and demonstrate concern for victims in a wide variety of law enforcement situations. | <b>MEASURE 06.18.01</b> Demonstrate knowledge of the appropriate procedures for advising crime victims how to seek legal recourse, assistance and resources. | Y  | Y             |          |
|  | <b>MEASURE 06.18.02</b> Explain the step-by-step court procedures for suspects, victims, and witnesses.  | Y  | Y             |          |
|  | <b>MEASURE 06.18.03</b> Recognize and provide the appropriate assistance to people with disabilities and/or vulnerable adults.                               | Y  | Y             |          |
|  | <b>MEASURE 06.18.04</b> Identify and conduct a preliminary investigation of a bias-motivated crime.  | Y  | Y             |          |
|  | <b>MEASURE 06.18.05</b> Identify the procedures for executing emergency hospitalization authorization (72-hour hold) of vulnerable adults.                   | Y  | Y             |          |

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|   |  | Secondary  | Postsecondary |   |
|   | <b>MEASURE 06.18.06</b> Communicate with suspects, defendants, victims and/or their families to provide and/or obtain necessary information. | Y  | Y             |   |
|   | <b>MEASURE 06.18.07</b> Demonstrate knowledge of crime victim and witness rights.  | Y  | Y             |   |
| <b>INDICATOR 06.19</b> Prepare a testimony for presentation in court that provides factual information from reports and eyewitness accounts.  | <b>MEASURE 06.19.01</b> List activities an officer should complete to ensure proper preparation for court.                                   | Y  | Y             |   |
|   | <b>MEASURE 06.19.02</b> Explain the procedures used to contact witnesses to appear in court.   | O  | Y             |   |
|   | <b>MEASURE 06.19.03</b> List the proper attire for an officer expected to testify in court.  | Y  | Y             |   |
|   | <b>MEASURE 06.19.04</b> State what an officer is allowed to testify to when on the witness stand.  | O  | Y             |   |
|   | <b>MEASURE 06.19.05</b> List the two purposes of cross-examination.  | O  | Y             | May not be tested on POST.  |
| <b>Topic 7: EMPLOYMENT AND CAREER DEVELOPMENT - Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.</b> |  |  |               |   |
| <b>INDICATOR 07.01</b> Research and match career opportunities based upon their appeal with personal career goals.  | <b>MEASURE 07.01.01</b> Locate and interpret career information for at least one career cluster.   | Y  | O             | Often included in curriculum but Not assessed in law enforcement, general cluster competencies. |
|   | <b>MEASURE 07.01.02</b> Identify job requirements for career pathways.   | Y  | O             |   |

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|  |  | Secondary  | Postsecondary |                                   |
|  | <b>MEASURE 07.01.03</b> Identify educational and credentialing requirements for career cluster and pathways.   | Y  | O             |                                   |
|  | <b>MEASURE 07.01.04</b> List career options and related requirements for success in multiple career fields associated with Law, Public Safety, Security and Corrections. | Y  | O             |                                   |
|  | <b>MEASURE 07.01.05</b> Summarize both the advantages and disadvantages associated with common Law, Public Safety, Security and Corrections Careers.                     | Y  | O             |                                   |
| <b>INDICATOR 07.02</b> Match personal interests and aptitudes to careers when researching opportunities within the career pathways.                    | <b>MEASURE 07.02.01</b> Identify personal interests and aptitudes.   | Y  | O             | May differ by program/instructor. |
|  | <b>MEASURE 07.02.02</b> Identify job requirements and characteristics of selected careers.   | Y  | O             |                                   |
|  | <b>MEASURE 07.02.03</b> Compare personal interests and aptitudes with job requirements and characteristics of career selected.   | Y  | O             |                                   |
|  | <b>MEASURE 07.02.04</b> Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics.                           | Y  | O             |                                   |
| <b>INDICATOR 07.03</b> List responsibilities, requirements and advancement opportunities, as well as emotional and physical challenges of employees in | <b>MEASURE 07.03.01</b> Discuss career requirements contained within selected careers of the Law, Public Safety and Security Cluster.                                    | Y  | O             | Not required but often exists.    |



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|  |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|  |  | Secondary  | Postsecondary |          |
| selected careers.  | <b>MEASURE 07.03.02</b> Compare selected careers in the Law, Public Safety and Security careers with other career cluster options.                             | Y  | O             |          |
|  | <b>MEASURE 07.03.03</b> Assess one's own abilities and interest to enter a Law, Public Safety and Security career.   | Y  | O             |          |
|  | <b>MEASURE 07.03.04</b> Outline a realistic career development plan.   | Y  | O             |          |
| <b>INDICATOR 07.04</b> List laws, ordinances, regulations and organizational rules of conduct associated with assigned duties for selected careers in the cluster. | <b>MEASURE 07.04.01</b> Pass tests on required laws and rules of conduct.  | O  | Y             |          |
|  | <b>MEASURE 07.04.02</b> Perform assigned duties while complying with laws, ordinances, regulations, and organizational rules.                                  | O  | Y             |          |
|  | <b>MEASURE 07.04.03</b> Establish location of copies of laws, ordinances, regulations, and organizational rules.   | O  | Y             |          |
|  | <b>MEASURE 07.04.04</b> Report violations of a legal or of an ethical nature through the proper chain of command.  | O  | Y             |          |
|  | <b>MEASURE 07.04.05</b> Understand the requirements to enter the profession and what convictions will preclude a person from being licensed in the profession. | Y  | Y             |          |

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|--|--|---|---------------|----------|
|  |  | COMMON CORE COMPETENCIES                    |               |          |
|  |  | - Consensus among work group -              |               |          |
|  |  | Secondary                                   | Postsecondary |          |
| <b>Topic 8: TECHNICAL SKILLS - Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the Law Enforcement career pathway.</b> |  |   |               |          |
| <b>INDICATOR 08.01</b> Summarize the philosophy and concepts influencing the development and implementation of a community policing program.   | <b>MEASURE 08.01.01</b> Define community policing.   | Y   | Y             |          |
|  | <b>MEASURE 08.01.02</b> Identify the skills needed to be a successful community police officer.  | Y   | Y             |          |
|  | <b>MEASURE 08.01.03</b> Explain how law enforcement services have responded to social conditions and demands throughout history by altering method of service. | Y   | Y             |          |
|  | <b>MEASURE 08.01.04</b> Identify roles of the community police officer.  | Y   | Y             |          |
| <b>INDICATOR 08.02</b> Design collaborative programs with community groups targeted to reduce the effects of crime.  | <b>MEASURE 08.02.01</b> Define the term "crime prevention."  | Y   | Y             |          |
|  | <b>MEASURE 08.02.02</b> Explain the role of citizens in crime prevention activities.   | Y   | Y             |          |
|  | <b>MEASURE 08.02.03</b> Identify different community-based crime prevention techniques and programs.   | Y   | Y             |          |
| <b>INDICATOR 08.03</b> Discuss / identify collaborative programs with other agencies and local citizens targeted to address family violence.   | <b>MEASURE 08.03.01</b> Define family violence.  | Y   | Y             |          |
|  | <b>MEASURE 08.03.02</b> Identify local agencies that provide assistance in preventing family violence.   | Y   | Y             |          |

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|   |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|   |  | Secondary  | Postsecondary |          |
| INDICATOR 08.04 Manage crisis negotiations to promote the safety of individuals and the public.   | MEASURE 08.04.01 Explain principles of crisis negotiation.   | O  | Y             |          |
|   | MEASURE 08.04.02 Describe how to establish perimeters in crisis situations.  | O  | Y             |          |
| INDICATOR 08.05 Summarize characteristics of crisis situations that may involve individuals with threatening problems such as drug use, troubled youth, and victims of abuse. | MEASURE 08.05.01 Identify situations where victim's actions may have contributed to their death.                               | O  | Y             |          |
|   | MEASURE 08.05.02 Identify effects of drug that may contribute to a crisis situation.   | O  | Y             |          |
| INDICATOR 08.06 Implement procedures and techniques to enforce domestic violence laws.  | MEASURE 08.06.01 Demonstrate how to safely respond to domestic violence situations and interact with those present.            | Y  | Y             |          |
|   | MEASURE 08.06.02 Demonstrate an understanding of how to initiate a preliminary investigation of a domestic violence situation. | Y  | Y             |          |
|   | MEASURE 08.06.03 Apply the law to make arrest decisions in domestic violence cases.  | Y  | Y             |          |
|   | MEASURE 08.06.04 Recognize and serve protective orders.  | Y  | Y             |          |
|   | MEASURE 08.06.05 Apply effective communication techniques in volatile situations, for example, "verbal judo."                  | Y  | Y             |          |
|   | MEASURE 08.06.06 Aid in prosecuting cases without a "victim."  | Y  | Y             |          |
|   | MEASURE 08.06.07 Articulate the special concerns regarding non-citizens in domestic abuse.                                     | O  | Y             |          |

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|  |  | Secondary  | Postsecondary |          |
|  | <b>MEASURE 08.06.08</b> Define circle of abuse.  | Y  | Y             |          |
|  | <b>MEASURE 08.06.09</b> Define procedures and proper forms that are mandated by Federal, State and local laws. | Y  | Y             |          |
|  | <b>MEASURE 08.06.10</b> Define procedures to keep the victim safe.   | Y  | Y             |          |
| <b>INDICATOR 08.07</b> Follow standard procedures as identified by a local, state or federal law enforcement agency.               | <b>MEASURE 08.07.01</b> List the phases of a traffic stop.   | Y  | Y             |          |
|  | <b>MEASURE 08.07.02</b> Identify common mistakes.  | Y  | Y             |          |
|  | <b>MEASURE 08.07.03</b> Review scenarios (live, video or written and evaluate effectiveness).                  | Y  | Y             |          |
|  | <b>MEASURE 08.07.04</b> Perform car stops in different situations.   | O  | Y             |          |
|  | <b>MEASURE 08.07.05</b> Describe the differences between a low risk and high risk stop.                        | Y  | Y             |          |
| <b>INDICATOR 08.08</b> Prepare latent prints collected at a crime scene to be further analyzed by a crime lab for use as evidence. | <b>MEASURE 08.08.01</b> Describe the process crime scenes for latent prints with fingerprint powders.          | Y  | Y             |          |
|  | <b>MEASURE 08.08.02</b> Have the knowledge to lift and preserve developed latent prints from crime scene.      | Y  | Y             |          |
|  | <b>MEASURE 08.08.03</b> Describe the process to submit latent evidence to the crime lab.                       | Y  | Y             |          |

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|   |  | Secondary  | Postsecondary |          |
| INDICATOR 08.09 Document and protect the area for further investigation when responding to a crime scene. | MEASURE 08.09.01 Document a crime scene through sketching and photography.   | Y  | Y             |          |
|   | MEASURE 08.09.02 Document a crime scene through videotaping.   | O  | Y             |          |
|   | MEASURE 08.09.03 Collect, package, and transmit various types of physical evidence to the crime laboratory.                        | Y  | Y             |          |
|   | MEASURE 08.09.04 Identify the boundaries of a crime scene.   | Y  | Y             |          |
|   | MEASURE 08.09.05 Secure and protect the crime scene while considering officer safety.  | Y  | Y             |          |
|   | MEASURE 08.09.06 Document wounds and injuries.   | Y  | Y             |          |
|   | MEASURE 08.09.07 Maintain a Chain of Custody for evidence collected.   | Y  | Y             |          |
|   | MEASURE 08.09.08 Conduct an on-scene brief and turn over control of the crime scene to the officer in charge or lead investigator. | Y  | Y             |          |
|   | MEASURE 08.09.09 Discuss the importance of documenting all trace evidence at the crime scene.                                      | Y  | Y             |          |

# Minnesota Common Core Competencies

1/1/2014

## Pathway: Law Enforcement Services

### Cluster: Law, Public Safety, Corrections, and Security

| PERFORMANCE INDICATOR   | PERFORMANCE MEASURE  | KEY: Y=Essential N=Not Essential O=Optional                |               |          |
|---|--|--|---------------|----------|
|   |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|   |  | Secondary  | Postsecondary |          |
|   | <b>MEASURE 08.09.10</b> Discuss the procedure for casting and molding of tire, shoes, and tool marks.  | Y  | Y             |          |
|   | <b>MEASURE 0810.09.11</b> State the importance of collecting and the basic principles documenting bloodstain patterns.   | Y  | Y             |          |
| <b>INDICATOR 08.10</b> Conduct basic crime scene investigation techniques using electronic technological devices.             | <b>MEASURE 08.10.01</b> Secure and protect evidence at a crime scene involving electronic devices such as telephones, computers, control devices, answering machines, digital cameras, scanners, pagers, printers, and PDAs.                                     | O  | Y             |          |
|   | <b>MEASURE 08.10.02</b> Recognize and properly document the electronic technological evidence at the scene.  | O  | Y             |          |
|   | <b>MEASURE 08.10.03</b> Discuss how to properly package, transport, and store electronic technological devices guarding against loss of evidence due to material "footprints," material damage, time sensitivity, temperature, humidity, and static electricity. | O  | Y             |          |
| <b>INDICATOR 08.11</b> Conduct basic crime scene investigation techniques used to collect, protect and document DNA evidence. | <b>MEASURE 08.11.01</b> Explain DNA evidence.  | Y  | Y             |          |
|   | <b>MEASURE 08.11.02</b> Identify and discuss collection and preservation techniques for DNA evidence.  | Y  | Y             |          |

## Pathway: Law Enforcement Services

### Cluster: Law, Public Safety, Corrections, and Security

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|-----------------------|---|--|---------------|----------|
|                       |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               |          |
|                       |   | Secondary  | Postsecondary |          |
|                       | <b>MEASURE 08.11.03</b> State the basic principles of DNA and where DNA samples can be found. | <b>Y</b>   | <b>Y</b>      |          |

Pathway: Law Enforcement Services

Cluster: Law, Public Safety, Corrections, and Security

| PERFORMANCE INDICATOR  | PERFORMANCE MEASURE   | KEY: Y=Essential N=Not Essential O=Optional                |               |          |
|--|---|--|---------------|----------|
|  |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|  |   | Secondary  | Postsecondary |          |
|  | <b>MEASURE 08.11.04</b> Discuss techniques for storage and transportation of DNA samples.   | Y  | Y             |          |
|  | <b>MEASURE 08.11.05</b> Identify potential contaminants of DNA samples.   | Y  | Y             |          |
| <b>INDICATOR 08.12</b> Model the procedures involved in handling a person placed into custody without violation of personal rights and not jeopardizing personal safety. | <b>MEASURE 08.12.01</b> Identify and discuss all safety precautions to be taken by a transportation officer prior to departure, during transport, upon arrival. | Y  | Y             |          |
|  | <b>MEASURE 08.12.02</b> Conduct a thorough search of the transport vehicle prior to transport and upon conclusion of transport.                                 | O  | Y             |          |
|  | <b>MEASURE 08.12.03</b> Discuss precautions an officer must consider during a search.   | Y  | Y             |          |
|  | <b>MEASURE 08.12.04</b> List precautions an officer should take with contaminated clothing, hypodermic needles, and other potentially contaminated objects.     | Y  | Y             |          |
|  | <b>MEASURE 08.12.05</b> Define and explain the term in-custody deaths.  | Y  | Y             |          |
|  | <b>MEASURE 08.12.06</b> Properly select the type of restraint required.   | Y  | Y             |          |
|  | <b>MEASURE 08.12.07</b> Demonstrate the proper procedure in applying and removing handcuffs, leg restraints, and flex-cuffs.                                    | Y  | Y             |          |



Pathway: Law Enforcement Services

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|  |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|  |   | Secondary  | Postsecondary |          |
| INDICATOR 08.13 Demonstrate basic interviewing and interrogation techniques. | MEASURE 08.13.01 Conduct an interview of a victim or witness of a crime.  | Y  | Y             |          |
|  | MEASURE 08.13.02 Define the difference of interrogation and interview.  | Y  | Y             |          |
|  | MEASURE 08.13.03 Verbalize the legal considerations of the interview and interrogation.                                   | Y  | Y             |          |
|  | MEASURE 08.13.04 List techniques utilized in detecting deception.   | Y  | Y             |          |
|  | MEASURE 08.13.05 List techniques to enhance witness's memory.   | Y  | Y             |          |
|  | MEASURE 08.13.06 Conduct an interrogation of a suspect of a crime.  | O  | Y             |          |
|  | MEASURE 08.13.07 List techniques utilized during the interview of rape victims, child witness(es), and child victims.     | O  | Y             |          |
|  | MEASURE 08.13.08 Verbalize defining rapport with the witness(es).   | Y  | Y             |          |
|  | MEASURE 08.13.09 Provide an example of an open-ended question and the reason for the utilization of open-ended questions. | Y  | Y             |          |

Pathway: Law Enforcement Services

Cluster: Law, Public Safety, Corrections, and Security

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|  |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|  |  | Secondary  | Postsecondary |          |
|  | <b>MEASURE 08.13.10</b> State the purpose of clarification and corroboration of a statement.                       | Y  | Y             |          |
|  | <b>MEASURE 08.13.11</b> List considerations for videotaping and recording interviews and interrogations.           | O  | Y             |          |
| <b>INDICATOR 08.14</b> Execute protocols designed for responding to a crime in progress. | <b>MEASURE 08.14.01</b> Receive and properly record initial information.   | Y  | Y             |          |
|  | <b>MEASURE 08.14.02</b> Recognize and process multiple inputs as you respond to a situation.                       | Y  | Y             |          |
|  | <b>MEASURE 08.14.03</b> List options and techniques available to provide emergency care to all parties on scene.   | Y  | Y             |          |
|  | <b>MEASURE 08.14.04</b> List techniques to secure and control people at the scene.                                 | Y  | Y             |          |
|  | <b>MEASURE 08.14.05</b> Identify the perpetrator(s) the perpetrator's description, and the perpetrator's location. | Y  | Y             |          |
|  | <b>MEASURE 08.14.06</b> Broadcast an updated description of the incident, perpetrator(s), and/or vehicle(s).       | Y  | Y             |          |
|  | <b>MEASURE 08.14.07</b> Decide to detain or arrest perpetrator.  | Y  | Y             |          |
|  | <b>MEASURE 08.14.08</b> Identify the witness(es).  | Y  | Y             |          |

Pathway: Law Enforcement Services

Cluster: Law, Public Safety, Corrections, and Security

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|---|--|--|---------------|----------|
|   |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               |          |
|   |  | Secondary  | Postsecondary |          |
|   | <b>MEASURE 08.14.09</b> List techniques to ensure the witness(es) are factual, obtained correctly, will not be disclosed to hamper the efforts of law enforcement and investigative personnel, and the witness(es) will update investigators with new information. | Y  | Y             |          |
|   | <b>MEASURE 08.14.10</b> Document information obtained from the witness, including the witness's identity, in a written report.   | Y  | Y             |          |
|   | <b>MEASURE 08.14.11</b> Encourage the witness to contact investigators with any further information.   | Y  | Y             |          |
| <b>INDICATOR 08.15</b> Summarize the characteristics and appropriate procedures to handle persons with mental disorders, physical disabilities, communication disorders, and unusual behaviors. | <b>MEASURE 08.15.01</b> List general characteristics of mental disorders and/or abnormal behavior.   | Y  | Y             |          |
|   | <b>MEASURE 08.15.02</b> List behaviors an officer should display when interacting with a person with mental illness to maximize safety.  | Y  | Y             |          |
|   | <b>MEASURE 08.15.03</b> Discuss the steps necessary for obtaining an involuntary commitment order by a law enforcement officer.  | O  | Y             |          |
|   | <b>MEASURE 08.15.04</b> Discuss the appropriate methods for intervention with mentally impaired individuals.   | Y  | Y             |          |

Pathway: Law Enforcement Services

Cluster: Law, Public Safety, Corrections, and Security

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|---|---|--|---------------|----------|
|   |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|   |   | Secondary  | Postsecondary |          |
|   | <b>MEASURE 08.15.05</b> List information that will aid in identification and evaluation of a potential suicidal individual.   | Y  | Y             |          |
|   | <b>MEASURE 08.15.06</b> Differentiate between a subject who is dangerous to their self or others and those who are not dangerous.   | Y  | Y             |          |
|   | <b>MEASURE 08.15.07</b> Discuss the legal authority the officer has, and what action the officer should take when working with a person who is dangerous to themselves or others. | Y  | Y             |          |
|   | <b>MEASURE 08.15.08</b> Identify resources and provide help for individuals with suicidal compulsions, mental illness, or cognitive disability.                                   | Y  | Y             |          |
| <b>INDICATOR 0810.16</b> Investigate crimes that involve juveniles as victims and/or offenders. | <b>MEASURE 0810.16.01</b> Explain the concept of the juvenile court as it relates to an enforcement officers' role in the community.  | Y  | Y             |          |
|   | <b>MEASURE 0810.16.02</b> Discuss the laws that apply to legally interviewing a juvenile.   | Y  | Y             |          |
|   | <b>MEASURE 0810.16.03</b> Explain case law and the Constitutional rights of juveniles.  | Y  | Y             |          |
|   | <b>MEASURE 0810.16.04</b> Explain the process of waiver into adult court.   | Y  | Y             |          |

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|                       |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|                       |   | Secondary  | Postsecondary |          |
|                       | <b>MEASURE 0810.16.05</b> Explain the process of Extended Jurisdiction Juvenile Prosecution, including the Chain of Custody.                        | Y  | Y             |          |
|                       | <b>MEASURE 080.16.06</b> Discuss the services provided by the intake officer/counselor in coordination with the law enforcement role.               | O  | O             |          |
|                       | <b>MEASURE 0810.16.07</b> Discuss the law enforcement officer's responsibility for processing abused or neglected juveniles.                        | Y  | Y             |          |
|                       | <b>MEASURE 0810.16.08</b> Discuss the law enforcement officer's responsibility for working as a team member with protective-services professionals. | Y  | Y             |          |
|                       | <b>MEASURE 0810.16.09</b> Discuss the setting and procedures for holding conferences with juveniles and their parents.                              | Y  | Y             |          |
|                       | <b>MEASURE 0810.16.10</b> Identify the criteria needed for obtaining secure and non-secure custody orders.  | O  | Y             |          |
|                       | <b>MEASURE 0810.16.11</b> Describe additional considerations for Miranda warning interrogations of juveniles.                                       | Y  | Y             |          |
|                       | <b>MEASURE 0810.16.12</b> Explain the laws that impact the delinquency of juveniles.  | Y  | Y             |          |

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|---|--|--|---------------|----------|
|   |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               |          |
|   |  | Secondary  | Postsecondary |          |
|   | <b>MEASURE 0810.16.13</b> Identify and discuss necessary steps to process different categories or status of juveniles.                     | O  | O             |          |
|   | <b>MEASURE 0810.16.14</b> Explain the law and procedures for obtaining non-testimonial identification orders for juvenile suspects.        | O  | O             |          |
|   | <b>MEASURE 0810.16.15</b> Explain the difference between a status offense and an adult offense.  | Y  | Y             |          |
| <b>INDICATOR 08.17</b> Record crash scene evidence using standard reporting procedures. | <b>MEASURE 08.17.01</b> List the steps to be taken responding to and beginning the preliminary investigation of a motor vehicle collision. | Y  | Y             |          |
|   | <b>MEASURE 08.17.02</b> Distinguish between a required reportable accident and an accident not required to be reported.                    | Y  | Y             |          |
|   | <b>MEASURE 08.17.03</b> Locate and identify evidence from vehicles and roadway at the crash scene.   | Y  | Y             |          |
|   | <b>MEASURE 08.17.04</b> Preserve and process crash-scene evidence using field sketches and photographs.                                    | Y  | Y             |          |
|   | <b>MEASURE 08.17.05</b> Interview drivers and witnesses and obtain the required information to file the accident report form.              | Y  | Y             |          |
|   | <b>MEASURE 08.17.06</b> Organize collected evidence for the case file.   | Y  | Y             |          |

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1/1/2014

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|  |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|  |   | Secondary  | Postsecondary |          |
| INDICATOR 08.18 Analyze crash scene evidence using standard laws, regulations and procedures.  | MEASURE 08.18.01 Describe vehicle/occupant behavior during a crash.   | O  | Y             |          |
|  | MEASURE 08.18.02 Draw scale diagrams of the collision utilizing templates.  | O  | Y             |          |
| INDICATOR 08.19 Interpret crash scene evidence.  | MEASURE 08.19.01 Conduct case preparation and testify in a clear and competent manner regarding information discovered.             | O  | Y             |          |
| INDICATOR 08.20 Model reactions to a variety of situations that demonstrate an understanding of the proper use of deadly force.        | MEASURE 08.20.01 Identify elements of 609.06 and 609.066.   | Y  | Y             |          |
|  | MEASURE 08.20.02 List Supreme Court case examples dictating the use of deadly force.  | Y  | Y             |          |
|  | MEASURE 08.20.03 Quote the guidelines and restrictions imposed by the federal and state governments related to use of deadly force. | Y  | Y             |          |
|  | MEASURE 08.20.04 State the importance of following departmental policy on deadly force.   | Y  | Y             |          |
|  | MEASURE 08.20.05 List examples of situations where use of deadly force is authorized.   | Y  | Y             |          |
| INDICATOR 08.21 Model reactions to a variety of situations that demonstrate an understanding regarding how to use the force continuum. | MEASURE 08.21.01 State and describe the levels of force that are available to a law enforcement officer.                            | Y  | Y             |          |
|  | MEASURE 08.21.02 Provide appropriate responses to each level of Use of Force.   | Y  | Y             |          |

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|  |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|  |  | Secondary  | Postsecondary |          |
| <b>INDICATOR 08.22</b> Summarize common characteristics regarding the treatment of children in child abuse and neglect settings.   | <b>MEASURE 08.22.01</b> Identify through accurate and objective observations the following physical and behavioral indicators; Physical Abuse, Sexual Abuse, Child Neglect, and Emotional Abuse. | O  | Y             |          |
|  | <b>MEASURE 08.22.02</b> Explain the coordination of abuse and neglect investigations between the police and child protection agencies.   | O  | Y             |          |
|  | <b>MEASURE 08.22.03</b> Explain mandated reporter of child abuse/neglect law.  | Y  | Y             |          |
|  | <b>MEASURE 08.22.04</b> Refer individuals/families in need of supportive services to the appropriate community resources.  | Y  | Y             |          |
|  | <b>MEASURE 08.22.05</b> Identify the type of offender based on behavior exhibited.   | O  | Y             |          |
|  | <b>MEASURE 08.22.06</b> Recognize when a child's injury or illness is caused by abuse.   | O  | Y             |          |
|  | <b>MEASURE 08.22.07</b> Explain Battered Child Syndrome used in investigating physical abuse and homicide.   | O  | Y             |          |
| <b>INDICATOR 08.23</b> Summarize the characteristics of and procedures for handling controlled substances and dangerous, sometimes lethal and unpredictable drugs such as methamphetamine. | <b>MEASURE 08.23.01</b> Define and describe the schedules of illegal substances.   | O  | Y             |          |
|  | <b>MEASURE 08.23.02</b> Identify illicit drugs.  | Y  | Y             |          |
|  | <b>MEASURE 08.23.03</b> Discuss the physiological effects of drugs.  | O  | Y             |          |



Pathway: Law Enforcement Services

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|                       |   | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|                       |   | Secondary  | Postsecondary |          |
|                       | <b>MEASURE 08.23.04</b> Describe the effects of illicit drug use.   | Y  | Y             |          |
|                       | <b>MEASURE 08.23.05</b> Describe methods of illicit drug trafficking.                                     | Y  | Y             |          |
|                       | <b>MEASURE 08.23.06</b> List possible sources for obtaining illicit drugs.                                | Y  | Y             |          |
|                       | <b>MEASURE 08.23.07</b> Describe methods of manufacturing used to produce illicit drugs.                  | Y  | Y             |          |
|                       | <b>MEASURE 08.23.08</b> Describe various methods used to consume illicit drugs.                           | Y  | Y             |          |
|                       | <b>MEASURE 08.23.09</b> List investigative techniques used to comprehend illicit drug users and pushers.  | Y  | Y             |          |
|                       | <b>MEASURE 08.23.10</b> Define the organization and role of the Drug Investigative Unit.                  | O  | O             |          |
|                       | <b>MEASURE 08.23.11</b> List specialized equipment and aids utilized in drug investigations.              | O  | Y             |          |
|                       | <b>MEASURE 08.23.12</b> Demonstrate knowledge of the use and control of confidential funds.               | O  | Y             |          |
|                       | <b>MEASURE 08.23.13</b> Demonstrate knowledge of undercover operations used to investigate illicit drugs. | O  | Y             |          |
|                       | <b>MEASURE 08.23.14</b> List precautions to take regarding illicit drug laboratories and officer safety.  | Y  | Y             |          |

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|                       |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               | COMMENTS |
|                       |  | Secondary  | Postsecondary |          |
|                       | <b>MEASURE 08.23.15</b> List smuggling techniques and methods used for illicit drug distribution.                                    | Y  | Y             |          |
|                       | <b>MEASURE 08.23.16</b> Describe criminal patrol procedures and practices to reduce illicit drug use.                                | Y  | Y             |          |
|                       | <b>MEASURE 08.23.17</b> State characteristics of illicit drug couriers and criminals involved with narcotics.                        | Y  | Y             |          |
|                       | <b>MEASURE 08.23.18</b> Demonstrate knowledge of evidence collection, handling, and crime scene processing.                          | Y  | Y             |          |
|                       | <b>MEASURE 08.23.19</b> Demonstrate roadside interviewing and interrogation techniques.  | O  | Y             |          |
|                       | <b>MEASURE 08.23.20</b> Demonstrate vehicle search techniques.   | O  | Y             |          |
|                       | <b>MEASURE 08.23.21</b> Demonstrate knowledge of drug detection by K-9 units.  | O  | Y             |          |
|                       | <b>MEASURE 08.23.22</b> Understand and investigate dangerous, sometimes lethal and unpredictable drugs, for example methamphetamine. | Y  | Y             |          |

Pathway: Law Enforcement Services

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|   |  | COMMON CORE COMPETENCIES<br>- Consensus among work group - |               |          |
|   |  | Secondary  | Postsecondary |          |
| INDICATOR 08.24 List the rights of victims of crimes and witnesses. | MEASURE 08.24.01 Analyze the Victim and Witness Protection Act of 1982, the Victims of Crime Act of 1984, the Victims Rights and Restitution Act, the Child Victims' Bill of Rights in 1990, and the Victim Right Clarification Act of 1997 and identify the primary purposes of each. | Y  | Y             |          |
|   | MEASURE 08.24.02 Compare and contrast victim rights in different states.   | O  | Y             |          |
|   | MEASURE 08.24.03 Identify the rights of victims in the local community and those in other communities.   | Y  | Y             |          |
| INDICATOR 08.25 Explain building search procedures                  | MEASURE 08.25.01 Outline the key elements to consider prior to any search.   | Y  | Y             |          |
|   | MEASURE 08.25.02 Conduct a building search.  | O  | Y             |          |

## Pathway: Law Enforcement Services

### Cluster: Law, Public Safety, Corrections, and Security

An "assessment blueprint" is a document that indicates the knowledge and skills that will be covered in an assessment instrument and the percentage of the assessment that will be devoted to each area of knowledge and skills. The Minnesota assessment blueprints will be used to review the appropriateness of existing assessments by determining how closely those assessments match up to what the Foundation Knowledge & Skills teams have determined should be assessed. The assessment blueprints can also be used to guide the development of new assessments where suitable third-party assessments do not exist.

|  |   | <b>SECONDARY</b>                   | <b>POST-SECONDARY</b>              | <b>BUSINESS &amp; INDUSTRY</b>     |
|--|---|------------------------------------|------------------------------------|------------------------------------|
|  |   | <b>% of Assessment<br/>↓</b>       | <b>% of Assessment<br/>↓</b>       | <b>% of Assessment<br/>↓</b>       |
| <b>TOPIC 1: ACADEMIC FOUNDATIONS</b>                           |   | <b>11%</b>                         | <b>8%</b>                          | <b>25%</b>                         |
| <b>Examples</b>  | Demonstrate competence in applying Mathematics knowledge and skills in law, public safety, security and corrections careers.                                  |                                    |                                    |                                    |
|  | Demonstrate competence in applying problem-solving strategies.  |                                    |                                    |                                    |
|  | Demonstrate competence in applying Language Arts knowledge and skills in law, public safety, security and corrections careers.                                |                                    |                                    |                                    |
| <b>TOPIC 2: COMMUNICATIONS</b>                                 |   | <b>16%</b>                         | <b>15%</b>                         | <b>20%</b>                         |
| <b>Examples</b>  | Interpret expressions and gestures observed in both verbal and non-verbal communication.  |                                    |                                    |                                    |
|  | Interpret voice quality and delivery to interpret verbal communication.   |                                    |                                    |                                    |
|  | Prepare a police incident report for submission using clear, concise and legible entries.   |                                    |                                    |                                    |
|  | Execute the steps involved in operating a radio system.   |                                    |                                    |                                    |
|  | Demonstrate effective conflict management skills.   |                                    |                                    |                                    |
| <b>TOPIC 2: ORGANIZATIONAL / TEAM SKILLS</b>                   |   | <b>11%</b>                         | <b>10%</b>                         | <b>15%</b>                         |
| <b>Examples</b>  | Demonstrate behaviors that model skills associated with effectively working as part of a team to solve law and security cluster related problems and issues.  |                                    |                                    |                                    |
|  | Locate appropriate information on organizational policies in handbooks and manuals.   |                                    |                                    |                                    |
|  | Analyze how specific organizational policies and rules, when applied, will influence specific situations in the workplace.                                    |                                    |                                    |                                    |
| <b>TOPIC 3: PROBLEM-SOLVING &amp; CRITICAL THINKING SKILLS</b> |   | <b>Embedded Throughout Program</b> | <b>Embedded Throughout Program</b> | <b>Embedded Throughout Program</b> |
| <b>Examples</b>  | Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. |                                    |                                    |                                    |
| <b>TOPIC 4: INFORMATION TECHNOLOGY APPLICATIONS</b>            |   | <b>8%</b>                          | <b>4%</b>                          | <b>5%</b>                          |
| <b>Examples</b>  | State the basic techniques to identify criminal activity in relationship to cyber crime, the internet and internet trafficking.                               |                                    |                                    |                                    |
|  | Execute the steps involved in the operation of a computer driven machine to accomplish common work tasks.   |                                    |                                    |                                    |
| <b>TOPIC 5: HEALTH AND SAFETY</b>                              |   | <b>11%</b>                         | <b>7%</b>                          | <b>0%</b>                          |

## Pathway: Law Enforcement Services

### Cluster: Law, Public Safety, Corrections, and Security

An "assessment blueprint" is a document that indicates the knowledge and skills that will be covered in an assessment instrument and the percentage of the assessment that will be devoted to each area of knowledge and skills. The Minnesota assessment blueprints will be used to review the appropriateness of existing assessments by determining how closely those assessments match up to what the Foundation Knowledge & Skills teams have determined should be assessed. The assessment blueprints can also be used to guide the development of new assessments where suitable third-party assessments do not exist.

|                 |  | SECONDARY            | POST-SECONDARY       | BUSINESS & INDUSTRY  |
|-----------------|--|----------------------|----------------------|----------------------|
|                 |  | % of Assessment<br>↓ | % of Assessment<br>↓ | % of Assessment<br>↓ |
| <b>Examples</b> | Demonstrate how to comply with protocols established for maintaining group health in the workplace.                          |                      |                      |                      |
|                 | Execute the procedures used to administer basic first aid for a variety of emergencies.                                      |                      |                      |                      |
|                 | Execute the procedures used to administer CPR in the event of an emergency.  |                      |                      |                      |
|                 | Summarize the roles of emergency/first responders in Preparedness and Response Systems during and after disaster situations. |                      |                      |                      |

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| <b>TOPIC 6: ETHICS AND LEGAL RESPONSIBILITIES</b> |   | <b>18%</b>           | <b>22%</b>           | <b>15%</b>           |
| <b>Examples</b>                                   | Summarize various aspects and strategies used to encourage integrity and ethical behavior among law enforcement individuals.                            |                      |                      |                      |
|   | Compare and contrast the results achieved from implementing alternative strategies for responding to unethical or illegal actions.                      |                      |                      |                      |
|   | Execute protocols associated with arrest.   |                      |                      |                      |
|   | Demonstrate application of constitutional laws and the laws of arrest while respecting citizen rights.  |                      |                      |                      |
|   | Execute protocols associated with search and seizure.   |                      |                      |                      |
|   | Summarize the rights of the individual being interrogated.  |                      |                      |                      |
|   | Summarize booking and due process rights.   |                      |                      |                      |
|   | Summarize the rights and processes related to a fair trial and the right to a jury trial.   |                      |                      |                      |
|   | Summarize the concepts and procedures related to due process.   |                      |                      |                      |
|   | Summarize the concepts and uses of equal protection of the law.   |                      |                      |                      |
|   | Summarize definitions and procedures related to Minnesota laws enacted to control illegal beverage sale and consumption.                                |                      |                      |                      |
|   | Discuss and execute appropriate techniques to apprehend violators of DWI/DUI laws.  |                      |                      |                      |
|   | Execute tests designed to enforce laws related to driving under the influence in a legal and effective manner.  |                      |                      |                      |
|   | Prepare evidence and reports for administrative and criminal court cases related to DWI/DUI.  |                      |                      |                      |
|   | Summarize key terms, concepts and protocols for enacting common civil law procedures.   |                      |                      |                      |
|   | Analyze the similarities, and differences between the state and federal court systems.  |                      |                      |                      |
|   | Compare and contrast the legal perspectives and characteristics of the civil and criminal justice systems.  |                      |                      |                      |
|   | Execute techniques and protocols used to foster public cooperation and demonstrate concern for victims in a wide variety of law enforcement situations. |                      |                      |                      |
|   | Prepare a testimony for presentation in court that provides factual information from reports and eyewitness accounts.                                   |                      |                      |                      |

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| <b>TOPIC 7: EMPLOYMENT AND CAREER AWARENESS</b> |   | <b>SECONDARY</b>            | <b>POST-SECONDARY</b>       | <b>BUSINESS &amp; INDUSTRY</b> |
|---|---|-----------------------------|-----------------------------|--------------------------------|
|   |   | <b>% of Assessment</b><br>↓ | <b>% of Assessment</b><br>↓ | <b>% of Assessment</b><br>↓    |
| <b>Examples</b>                                 | Research and match career opportunities based upon their appeal with personal career goals.   | <b>16%</b>                  | <b>4%</b>                   | <b>5%</b>                      |
|   | Match personal interests and aptitudes to careers when researching opportunities within the career pathways.                                      |                             |                             |                                |
|   | List responsibilities, requirements and advancement opportunities, as well as emotional and physical challenges of employees in selected careers. |                             |                             |                                |
|   | List laws, ordinances, regulations and organizational rules of conduct associated with assigned duties for selected careers in the cluster.       |                             |                             |                                |

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|                                  |  | % of Assessment<br>↓ | % of Assessment<br>↓ | % of Assessment<br>↓ |
| <b>TOPIC 8: TECHNICAL SKILLS</b> |  |                      |                      |                      |
| <b>Examples</b>                  | Summarize the philosophy and concepts influencing the development and implementation of a community policing program.  |                      |                      |                      |
|                                  | Design collaborative programs with community groups targeted to reduce the effects of crime.   |                      |                      |                      |
|                                  | Discuss / identify collaborative programs with other agencies and local citizens targeted to address family violence.  |                      |                      |                      |
|                                  | Manage crisis negotiations to promote the safety of individuals and the public.  |                      |                      |                      |
|                                  | Summarize characteristics of crisis situations that may involve individuals with threatening problems such as drug use, troubled youth, and victims of abuse.            |                      |                      |                      |
|                                  | Implement procedures and techniques to enforce domestic violence laws.   |                      |                      |                      |
|                                  | Follow standard procedures as identified by a local, state or federal law enforcement agency.  |                      |                      |                      |
|                                  | Execute required routines used when hazardous materials are present.   |                      |                      |                      |
|                                  | Prepare latent prints collected at a crime scene to be further analyzed by a crime lab for use as evidence.  |                      |                      |                      |
|                                  | Document and protect the area for further investigation when responding to a crime scene.  |                      |                      |                      |
|                                  | Conduct basic crime scene investigation techniques using electronic technological devices.   |                      |                      |                      |
|                                  | Conduct basic crime scene investigation techniques used to collect, protect and document DNA evidence.   |                      |                      |                      |
|                                  | Model the procedures involved in handling a person placed into custody without violation of personal rights and not jeopardizing personal safety.                        |                      |                      |                      |
|                                  | Demonstrate basic interviewing and interrogation techniques.   |                      |                      |                      |
|                                  | Execute protocols designed for responding to a crime in progress.  |                      |                      |                      |
|                                  | Summarize the characteristics and appropriate procedures to handle persons with mental disorders, physical disabilities, communication disorders, and unusual behaviors. |                      |                      |                      |
|                                  | Investigate crimes that involve juveniles as victims and/or offenders.   |                      |                      |                      |
|                                  | Record crash scene evidence using standard reporting procedures.   |                      |                      |                      |
|                                  |  | <b>9%</b>            | <b>30%</b>           | <b>15%</b>           |



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|                                  |   | % of Assessment<br>↓ | % of Assessment<br>↓ | % of Assessment<br>↓ |
|                                  | Analyze crash scene evidence using standard laws, regulations and procedures.   |                      |                      |                      |
|                                  | Interpret crash scene evidence.   |                      |                      |                      |
|                                  | Model reactions to a variety of situations that demonstrate an understanding of the proper use of deadly force.   |                      |                      |                      |
|                                  | Model reactions to a variety of situations that demonstrate an understanding regarding how to use the force continuum.  |                      |                      |                      |
|                                  | Summarize common characteristics regarding the treatment of children in child abuse and neglect settings.   |                      |                      |                      |
|                                  | Summarize the characteristics of and procedures for handling controlled substances and dangerous, sometimes lethal and unpredictable drugs such as methamphetamine. |                      |                      |                      |
|                                  | List the rights of victims of crimes and witnesses.   |                      |                      |                      |
|                                  | Explain building search procedures  |                      |                      |                      |
| <b>TOPIC 8: CAREER AWARENESS</b> |   |                      |                      |                      |
| <b>Examples</b>                  | Research and match career opportunities based upon their appeal with personal career goals.   | <b>16%</b>           | <b>4%</b>            | <b>5%</b>            |
|                                  | Match personal interests and aptitudes to careers when researching opportunities within the career pathways.  |                      |                      |                      |
|                                  | List responsibilities, requirements and advancement opportunities, as well as emotional and physical challenges of employees in selected careers.                   |                      |                      |                      |
|                                  | List laws, ordinances, regulations and organizational rules of conduct associated with assigned duties for selected careers in the cluster.                         |                      |                      |                      |
|                                  |   | <b>116%</b>          | <b>104%</b>          | <b>105%</b>          |