

PROPOSED REGULATION OF THE STATE BOARD OF EDUCATION

LCB File No. R167-12

EXPLANATION – Matter in *italics* is new; matter in brackets ~~fomitted material~~ is material to be omitted.

AUTHORITY: NRS 385.080 & (if necessary, provide other statutory authority)

Section 1. NAC389 is hereby amended as follows:

NAC 389. ____ (a new number) *A new course of study in Law Enforcement needs to be designed to support the law enforcement programs. It must be designed so that pupils meet the following performance standards by the completion of the final courses of instruction:*

- 1. For the area of organizational systems, identify key organizational systems, as demonstrated by the ability of the pupil to:
 - (a) Describe the scope of department organizations; and*
 - (b) Identify quality control systems and practices.**
- 2. For the area of health, safety and environment, understand the importance of health, safety and environment, as demonstrated by the ability of the pupil to:
 - (a) Implement personal and departmental safety regulations;*
 - (b) Employee rights and responsibilities; and*
 - (c) Employ emergency procedures and disaster response plans.**
- 3. For the area of leadership and teamwork, demonstrate leadership and teamwork, as demonstrated by the ability of the pupil to:
 - (a) Identify leadership skills; and*
 - (b) Employ teamwork skills.**
- 4. For the area of ethics and legal responsibilities, understand importance of ethics and legal responsibilities, as demonstrated by the ability of a pupil to:
 - (a) Apply ethical reasoning to workplace situations; and*
 - (b) Interpret written agency policies and procedures.**
- 5. For the area of historical development, comprehend the historical development of law enforcement, as demonstrated by the ability of the pupil to:
 - (a) Analyze the social requirements imposed upon law enforcement;*
 - (b) Determine the English roots of modern law enforcement;*
 - (c) Interpret the impact of U.S. Law enforcement on society; and*
 - (d) Understand local law enforcement history.**
- 6. For the area of law and legal process, describe the laws and legal process, as demonstrated by the ability of the pupil to:
 - (a) Connect the history of law and the application of the legal process;*
 - (b) Interpret constitutional law;*
 - (c) Describe civil liability related to law enforcement;**

- (d) Apply criminal law to law enforcement; and*
- (e) Apply procedural law to law enforcement.*
- 7. For the area of criminal justice system, evaluate the criminal justice system, as demonstrated by the ability of the pupil to:*
 - (a) Comprehend the components of the criminal justice system;*
 - (b) Examine the United States court system; and*
 - (c) Identify the courtroom processes.*
- 8. For the area of use of force, examine the application of the use of force, as demonstrated by the ability of the pupil to:*
 - (a) Analyze use of force concepts.*
- 9. For the area of interviews and interrogations, apply concepts of interviews and interrogations, as demonstrated by the ability of the pupil to:*
 - (a) Employ effective use of communications; and*
 - (b) Demonstrate the knowledge of the basic types of interviews and interrogations.*
- 10. For the area of investigations, apply concepts of investigations, as demonstrated by the ability of a pupil to:*
 - (a) Apply concepts of crime scene investigations;*
 - (b) Understand investigative responsibilities;*
 - (c) Distinguish crimes against persons; and*
 - (d) Distinguish property crimes.*
- 11. For the area of patrol functions, analyze patrol functions, as demonstrated by the ability of a pupil to:*
 - (a) Assess the responsibilities of patrol;*
 - (b) Interpret directed patrol;*
 - (c) Create effective police reports;*
 - (d) Evaluate crisis interventions; and*
 - (e) Analyze community policing.*
- 12. For the area of health and wellness, implement health and wellness, as demonstrated by the ability of a pupil to:*
 - (a) Utilize stress management; and*
 - (b) Examine role of physical health.*
- 13. For the area of communication skills, implement health and wellness, as demonstrated by the ability of a pupil to:*
 - (a) Analyze the concept of command presence;*
 - (b) Demonstrate nonverbal/verbal communications; and*
 - (c) Evaluate professional appearance.*
- 14. For the area of victimization and law enforcement response, understand victimization and law enforcement response, as demonstrated by the ability of a pupil to:*
 - (a) Identify victimization;*
 - (b) Evaluate personal safety; and*

- (c) Analyze crime prevention.*
- 15. For the area of diversity, understand procedures in diversity, as demonstrated by the ability of a pupil to:*
 - (a) Employ concepts of diversity.*
- 16. For the area of positive ethics, develop positive ethics in law enforcement, as demonstrated by the ability of a pupil to:*
 - (a) Applying ethical concepts.*
- 17. For the area of emergency management, apply emergency management, as demonstrated by the ability of a pupil to:*
 - (a) Evaluate components of the National Incident Management System; and*
 - (b) Analyze components of an Incident Command System.*
- 18. For the area of career opportunities, explore career opportunities available, as demonstrated by the ability of a pupil to:*
 - (a) Examine the field of emergency communications;*
 - (b) Understanding civilian support positions;*
 - (c) Examine various areas/departments; and*
 - (d) Differentiate agencies.*
- 19. For the area of support roles, examine the agency support roles, as demonstrated by the ability of a pupil to:*
 - (a) Examine the advantages of law enforcement support; and*
 - (d) Identify quality control systems and practices.*