



Fact Sheet

INTRODUCTION TO LAW ENFORCEMENT

TEST INFORMATION

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

	<u>Approximate Percent</u>
I. History and Professional Movement of Law Enforcement	12%
A. Precolonial heritage and contemporary forces of change	
B. Contributions of Wilson, Vollmer, and others	
II. Overview of United States Criminal Justice System	20%
A. Role of courts	
B. Role of police	
C. Role of corrections	
D. The criminal justice process	
E. Measurement of crime (e.g., UCR, NCVS)	

	<u>Approximate Percent</u>
III. Police Systems in the United States	20%
A. Federal (FBI, CIA, Treasury agents)	
B. State	
C. Local	
D. Special district police agencies (e.g., housing, transportation)	
E. Role of police (order-maintenance, arresting, service)	
IV. Police Organization, Management, and Issues	35%
A. Operations	
1. Line (patrol and investigation)	
2. Staff (internal affairs, labs, research, communications, research and planning)	
B. Community relations	
C. Police issues	
1. Image/Professionalism	
2. Subculture	
3. Police deviance	
4. Discretion	
D. Community policing	
E. Women and other minorities in policing	
V. United States Law and Precedents	13%
A. The Constitution and Bill of Rights Supreme Court decisions (e.g., <i>Miranda v. Arizona</i> ; <i>Mapp v. Ohio</i> ; <i>Escobedo v. Illinois</i> ; the exclusionary rule)	

Questions on the test require candidates to demonstrate the following abilities. Some questions may require more than one of these abilities.

- Knowledge of basic facts and terms (about 65-70% of the examination)
- Application of concepts and principles (about 25-30% of the examination)

SAMPLE QUESTIONS

1. Law enforcement, as it is practiced in the United States, has its origins primarily in
 - (A) France
 - (B) Spain
 - (C) Germany
 - (D) England
2. The majority of law enforcement agencies in the United States are concentrated at what level of government?
 - (A) Federal
 - (B) State
 - (C) County
 - (D) Local
3. The rights of free speech and assembly can be found in which of the following amendments?
 - (A) First
 - (B) Fourth
 - (C) Fifth
 - (D) Sixth
4. Statistics for the *Uniform Crime Reports* (UCR) are collected, tabulated, and distributed nationally by
 - (A) the Bureau of Standards
 - (B) the International Association of Chiefs of Police
 - (C) Interpol
 - (D) the FBI
5. Which of the following is the "victimless" crime for which persons are most often arrested?
 - (A) Embezzlement
 - (B) Intoxication
 - (C) Adultery
 - (D) Sale of pornographic materials
6. Which of the following is best defined as the implementation of scientific principles in the

evaluation of evidential items that are in one way or another involved in criminal and other police investigations?

- (A) Criminology
- (B) Criminalistics
- (C) Penology
- (D) *Modus operandi*

7. One of the first duties of a patrol officer arriving at a major crime scene is to
 - (A) take statements from witnesses
 - (B) notify the victim's next of kin
 - (C) draw a detailed diagram of the crime scene
 - (D) preserve the crime scene

STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Barker, Thomas, Ronald D. Hunter, and Jeffery P. Rush. *Police Systems and Practices: An Introduction*. Englewood Cliffs, NJ: Prentice Hall Career and Technology, current edition.

Gaines, Larry K., Victor E. Kappeler, and Joseph B. Vaughn. *Policing in America*. Cincinnati, OH: Anderson Publishing Co., current edition.

Schmallegger, Frank. *Criminal Justice Today: An Introductory Text for the Twenty-first Century*. Upper Saddle River, NJ: Prentice-Hall, current edition.

Walker, Samuel. *The Police in America: An Introduction*. Boston, MA: McGraw-Hill, Inc., current edition.

Current textbook used by a local college or university for a course on the subject.

CREDIT RECOMMENDATIONS

The Center For Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST examination development process. The American Council on Education has made the following recommendations:

Area or Course	
Equivalent:	Introduction to Law Enforcement
Level:	Lower-level Baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

INFORMATION

Colleges and universities that would like additional information about the national norming, or assistance in local norming or score validation studies should write to: DSST Program, Prometric, 2000 Lenox Drive, 3rd Floor, Lawrenceville, NJ 08648.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. Prometric will be happy to help schools in this effort.

Correct Responses to sample questions: 1.D; 2.D; 3.A; 4.D; 5.B; 6.B; 7.D.

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