



CRIMINAL JUSTICE

SkillsUSA Championships Technical Standards



PURPOSE

To evaluate each competitor's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of law enforcement.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs, work-based learning, or community training programs with law enforcement and/or public safety as an occupational objective.

CLOTHING REQUIREMENT

Class D: Competition Specific – Blue Attire

- Official SkillsUSA light blue work shirt
- Navy pants
Note: Must be work style pants (e.g., Dickie's) or BDU/tactical style (e.g. 5.11). Accompanied by black or brown belt.
- Black, brown, or tan work safety shoes (Protective toe cap is not required. Shoes must be professional/police or tactical style boots. No tennis/running style shoes.)

Note: Safety glasses must have side shields or goggles. (Prescription glasses may be used only if they are equipped with side shields. If not, they must be covered with goggles.)

These regulations refer to clothing items that are pictured and described at www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Competitors must wear their official competition clothing to the competition orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. All necessary materials for the competition not specified elsewhere.
2. Supplied by the competitor:
 - a. Small pocket notebook for field notes (nothing can be previously written in notebook)
 - b. Pens and #2 pencils (two each)
 - c. Miranda Card
 - d. Duty belt with minimum required equipment
 - 1). Training holster with training/simulated weapon
 - a) Training weapon must be inert and clearly identifiable as a training weapon (for example a “red” gun style or similar bright colored training weapon)
 - b) Training weapon should be stored until needed for competition (Do not wear in public areas outside of competition area)
 - 2). Handcuffs and case
 - 3). Handcuff key
 - 4). Flashlight
 - 5). Two pairs of non-latex examination gloves and pouch
 - 6). Competitors may NOT have unauthorized equipment (e.g., batons)
 - e. Clipboard or “posse box” for paperwork (no instructional materials, tips or “code cheat sheets” allowed.)
 - f. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of “Last Name_First Name.” For example, “Amanda Smith” would save her resume as Smith_Amanda. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the state website.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

SCOPE OF THE COMPETITION

The competition is defined by industry standards as identified by the SkillsUSA technical committee. The following is a list of materials used in the formation of the competition:

- Eyewitness Evidence: A Trainer's Manual for Law Enforcement
<https://nij.ojp.gov/library/publications/eyewitness-evidence-trainers-manual-law-enforcement>
- Criminal Justice: An Overview of the System
<http://www.oercommons.org/courses/criminal-justice-an-overview-of-the-system/view>

KNOWLEDGE PERFORMANCE

The competition includes an exam assessing knowledge of laws and processes related to criminal justice. See Appendix B for a study guide. Competitors are also required to take the SkillsUSA Professional Development Test.

SKILLS PERFORMANCE

The competition will include activities that simulate situations encountered by criminal justice professionals. See Appendix A for a list of examples. Competitors will rotate through several scenarios and skill assessments.

COMPETITION GUIDELINES

1. Each competitor must work independently without assistance from instructors, other competitors, and/or observers. Contact with competitors must be coordinated through designated event staff only. Any violation of this may result in the disqualification of the competitor.
2. Cell phones, iPads/tablets, smart watches, wearable technology, or any other electronic device is prohibited from the competition area. Body cameras are allowed (as long as they do not violate any other prohibition).
3. Only competitors, judges, and event staff are allowed in the competition area at any time. Observation is limited to the area designated by the judges or event staff. The outdoor competition area may only be accessed by judges, competitors, and event staff. Any violation of this may result in the disqualification of the competitor.
4. Contact with the judges in any way, at any time, without the expressed permission of the competition coordinator is prohibited.

STANDARDS AND COMPETENCIES

CJ 1.0 — Explain concepts and applications of the major principles of federal laws related to criminal justice

- 1.1. Identify major themes of constitutional law and criminal law
- 1.2. Describe applicable laws of arrest
- 1.3. Describe rules of evidence
- 1.4. Explain federal laws related to search and seizure
- 1.5. Describe principles of juvenile law
- 1.6. Explain surcharges and civil and criminal liabilities

CJ 2.0 — Demonstrate standard patrol procedures in a simulated situation

- 2.1. Describe commonly accepted procedures used for patrol
- 2.2. Plan patrol routes and practices
- 2.3. Use protocols in communicating with dispatcher
- 2.4. Describe safe operation of a police vehicle
- 2.5. Direct and control traffic as needed
- 2.6. Write a clear and concise report
 - 2.6.1. Use proper grammar, punctuation and spelling
 - 2.6.2. Identify persons involved
 - 2.6.3. Provide a full description of the person(s) and vehicle(s) involved
 - 2.6.4. Obtain a statement from the victim
- 2.7. Accurately investigate and record a traffic incident
- 2.8. Conduct a records check of suspicious subjects
- 2.9. Exhibit defensive techniques when encountering a suspicious subject

CJ 3.0 — Demonstrate the proper use of firearms and less-than-lethal options used in law enforcement situations

- 3.1. Describe standard protocols that govern the use of firearms and less than lethal options
- 3.2. Identify components of common firearms and less than lethal options
- 3.3. Explain the use and effect of common firearms and less than lethal options
- 3.4. Show the use of a firearm in a simulated situation
- 3.5. Show the use of a less than lethal options in simulated situation

CJ 4.0 — Demonstrate the knowledge and skills needed for emergency and crisis situations encountered by law enforcement officers

- 4.1. Use crisis intervention techniques
- 4.2. Apply basic elements of emergency response
 - 4.2.1. Bleeding control (e.g., Stop the Bleed)
 - 4.2.2. Single rescuer CPR - Red Cross rubrics used
 - 4.2.3. Defibrillation
 - 4.2.4. Opiate overdose treatment (e.g., Naloxone)
- 4.3. Demonstrate first aid procedures

CJ 5.0 — Explain trial procedures and provide testimony for a given situation

- 5.1. Explain typical trial procedures
- 5.2. Describe roles of those involved in trials and hearings
- 5.3. Prepare for trial as a witness

- 5.4. Provide testimony in a given situation

CJ 6.0 — Demonstrate communication and interpersonal skills used in criminal justice situations

- 6.1. Show courtesy and professionalism
- 6.2. Actively listen to others
- 6.3. Use eye contact to establish rapport
- 6.4. Shake hands and introduce self to others
- 6.5. Speak clearly and effectively
- 6.6. Use proper grammar
- 6.7. Answer questions precisely
- 6.8. Follow protocol in communicating to a dispatcher

CJ 7.0 — Demonstrate standard procedures for basic criminal investigation in a given situation

- 7.1. Explain procedures for searching for evidence
- 7.2. Identify evidence at a crime scene
- 7.3. Document location where evidence was collected
- 7.4. Bag and label evidence
- 7.5. Follow chain of custody protocols
- 7.6. Conduct a proper interview with a victim/witness
- 7.7. Use proper interrogation techniques
- 7.8. Use the proper technique for rolling fingerprints
- 7.9. Use the proper technique to collect fingerprints
- 7.10. Place collected fingerprints to card
- 7.11. Check for legibility of collected prints

CJ 8.0 — Demonstrate procedures to arrest and search a subject in a simulated situation

- 8.1. Approach a subject safely and professionally
- 8.2. Use procedures that ensure safety at all times
- 8.3. Obtain identification from a subject
- 8.4. Identify and describe probable cause prior to arrest
- 8.5. Check for active warrants through dispatcher
- 8.6. Place subject under arrest
- 8.7. Notify subject of reason for arrest
- 8.8. Use a safe handcuffing procedure to secure subject
- 8.9. Pat down or search subject using safe procedure
- 8.10. Find and remove weapons from subject
- 8.11. Secure removed weapons

CJ 9.0 — SkillsUSA Framework

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.



APPENDIX A

The list below is not exhaustive but represents the range of possible competition scenarios:

- Traffic accident
- Vehicle pullover
- Traffic argument
- Use of force evaluation
- Fingerprint lift — be familiar with powder or magnetic
- Witness/victim interview
- Job/board interview
- Suspect interview
- 911 Hang-up call
- Homeless interaction
- Police report
- Medical emergency
- Civil disturbance — neighbors arguing
- Domestic violence
- Welfare check
- Found/lost property
- Landlord dispute
- Rolling fingerprint
- Crisis/mental health intervention
- Missing/lost person report
- Using de-escalation techniques
- Suspicious person call
- Trespassing/loitering call
- Testify to an observed or acted scenario

Note: Students should know when and how to call dispatch. The use of “10 Codes” or radio codes are not required. Competitors should use plain language to communicate with dispatch. However, the use of a phonetic alphabet (military or police) should be used and industry standards like “CYMBALS” for vehicle descriptions should be used.

APPENDIX B

The list below is not exhaustive but represents most terms and topics on the test:

- First police agency to _____? (historical and notable milestones of the occupation)
- Robert Peel
- August Vollmer
- Branches of government/checks and balances
- 1st Amendment
- 4th Amendment
- 5th Amendment
- 6th Amendment
- 8th Amendment
- 10th Amendment
- Knapp Commission
- English Common Law
- Code of Hammurabi
- Napoleonic Code
- Social Conflict Theory
- Choice Theory
- Biological Theory
- Social Disorganization Theory
- Voir dire examination
- Peremptory challenges
- Nolo contendere
- Plea bargaining
- Insanity
- Entrapment
- Alibi
- Self Defense
- Diminished mental capacity
- Infancy
- Beyond a reasonable doubt
- Reasonable suspicion
- Probable cause
- Felony
- Robbery
- Misdemeanor
- Burglary
- Embezzlement
- Murder
- Manslaughter

- Petty Theft
- Terry v. Ohio,
- Graham v. Connor
- Mapp v. Ohio
- Tennessee v. Garner
- Miranda v. Arizona
- Civil v. Criminal
- Sentencing
- Opening statements
- Defense's case
- Closing Arguments
- Jury Deliberations
- Prosecution's case
- Tort
- Juvenile-only offenses
- Juvenile rights
- Parole
- Furlough
- Probation
- Trustee
- Prisoner rights
- Adult v. juvenile terms
- Incapacitation
- Deterrence
- Restorative justice
- Rehabilitation
- Death penalty exclusions
- Local jail v. state prisons
- Legal searches parameters
- Exigent circumstances
- Detention v. arrest
- When search warrants are not required v. when they are
- Coercement
- Exclusionary rule
- Inevitable discovery
- Judicial review
- Consent
- Stop and frisk
- Order of a body search
- Reasonable Suspicion v. Probable Cause
- DUI/DWI probable cause for arrest

- Consensual encounter
- Internal Affairs
- Unethical v. illegal
- Purpose of an accident investigation
- Own recognizance
- First priority of officer at accident scene
- First priority of officer responding to a call
- Private property traffic law enforcement
- Driving reaction times
- Reckless driving
- Danger areas in traffic stops
- Horizontal gaze nystagmus
- Walk and turn
- Evidence
- Chain of custody
- Modus operandi
- Police reports in general
- Affidavit
- Complaint
- Indictment
- First person active voice style of writing
- Qualities for police reports
- Audience of a police report
- Police rank — order
- Schedule I drugs
- Schedule II drugs
- Primary functions of a patrol officer
- Police assignments
- Patrol
- SWAT
- Kansas City experiment
- Vice
- SCOTUS definition of arrest
- Common reasons that someone is wrongfully convicted
- Common “10” codes
- Body cameras
- K-9 officers
- Bicycle officers
- Foot Beat officers
- Community-oriented policing
- COMPSTAT

- Special conditions in domestic violence calls
- Interview
- Interrogation
- Skills of a law enforcement officer
- Going to a job interview
- Hiring practices of a department — ideally
- Reducing job-related stress

APPENDIX C

Sample Scorecard

Standard Evaluated	Possible Points
Written Test	100
Main Scenario	200
Skill Evaluation 1	125
Skill Evaluation 2	125
Problem Solving Scenario	175
Skill Evaluation 3	125
Skill Evaluation 4	125
SkillsUSA Framework Assessment	25
TOTAL	1000

COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

Math Skills

- Measure angles.
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures.
- Construct three-dimensional models.
- Organize and describe data using matrices.
- Find arc length and the area of a sector.

Science Skills

- Plan and conduct a scientific investigation.
- Use knowledge of the particle theory of matter.
- Describe and recognize elements, compounds, mixtures, acids, bases and salts.
- Describe and recognize solids, liquids and gasses.
- Describe characteristics of types of matter based on physical and chemical properties.

- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color).
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity).
- Describe phases of matter.
- Describe and identify physical changes to matter.
- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations).
- Use knowledge of speed, velocity and acceleration.
- Use knowledge of Newton’s laws of motion.
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices.

Language Arts Skills

- Provide information in conversations and in group discussions.
- Provide information in oral presentations.
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice.
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information.
- Demonstrate comprehension of a variety of informational texts.
- Use text structures to aid comprehension.
- Organize and synthesize information for use in written and oral presentations.
- Demonstrate knowledge of appropriate reference materials.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate informational writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

CONNECTIONS TO NATIONAL STANDARDS

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands biological evolution and the diversity of life
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.