

CRIMINAL JUSTICE (VIRTUAL)



PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of law enforcement and/or public security.

First, download and review the General Regulations at: <http://updates.skillsusa.org>

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with law enforcement and/or public security as the occupational objective.

CLOTHING REQUIREMENT

Class D: Contest Specific — Blue Attire

- Official SkillsUSA light blue work shirt.
- Navy pants.
- Black, brown or tan leather work safety shoes (with protective toe cap).

Contest Clothing Notes (Apply ONLY to Virtual Competitions):

- Official SkillsUSA Competition Clothing recommended but NOT required.
- Contestant clothing options include the following:
 - Official Competition Clothing.
 - Trade Appropriate Clothing.
 - Professional Dress.
 - Business Casual.
- Clothing must meet industry safety standards.
- No identification of the contestant, school or state is allowed on clothing.
- No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
- No shorts or sleeveless shirts are allowed.
- Skirts must be at least knee-length.
- Proper Personal Protective Equipment (PPE) must be worn by contestant to meet all state, local and school requirements due to COVID-19.

- Scoring deductions may only be given and/or disqualification of contestant if clothing safety standards are not met.

Note: Safety glasses with 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.

EQUIPMENT AND MATERIALS

Supplied by the contestant:

1. Computer with high-speed internet capability and camera to use applications such as Zoom, Teams, etc. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: www.speedtest.net. Allow the page to load and click on GO.
2. A secondary camera(s) may be required to provide judges with the ability to view contestants from different angles. Additional camera requirements will be located on the SkillsUSA website at <http://updates.skillsusa.org>.
3. A contest Proctor will be required to be on site to assist judges. A local industry expert is preferred to serve as the Proctor and shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite "hands and eyes" for the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure parts, or any task that will provide judges with information needed to assist in accurate scoring of the contestant's work or presentation. However, the Proctor shall not serve as a judge nor have any influence on contestant scores.

4. The contestant's instructor or advisor shall be on site to observe all competition activities to ensure a safe and healthy competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification.
5. All competitors must create a one-page résumé and submit an electronic copy to the technical committee chair at least seven (7) days in advance of the competition. Failure to do so will result in a 10-point penalty. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at <http://updates.skillsusa.org>.
6. Small pocket notebook for field notes
7. 25' tape measure
8. Pens and pencils (two each)
9. Handcuffs
10. Handcuff case
11. Flashlight
12. Fingerprint kit
13. Belt and training holster with weapon
14. Camera (can be on phone)
15. Clipboard or Posse box for paperwork
16. Accident template
17. Safety glasses with side shields or goggles (prescription glasses with side shields. If not, they must be covered with goggles).
Note: Safety eyewear must be available, but use will depend on the scenario.

Note: Check the Contest Guidelines and/or the updates page on the SkillsUSA website: <http://updates.skillsusa.org>.

SCOPE OF THE CONTEST

The contest is defined by industry standards as identified by the SkillsUSA technical committee.

Knowledge Performance

The contest includes a written knowledge exam assessing knowledge of laws and processes related to criminal justice.

Skills Performance

The contest will include activities that simulate situations encountered by criminal justice professionals.

Contest Guidelines

1. Each contestant must work independently without assistance from instructors, other contestants or observers.
2. The judging criteria and points assigned will be determined by the difficulty of the tasks assigned.

Standards and Competencies

Note for Virtual Competitions: Contestants may not be required to perform all the standards and competencies listed in this section. However, contestants should be prepared to perform components in all areas. Prior to the competition, the technical committee may determine which standards and competencies contestants will be perform for the virtual contests. The technical committee will determine if additional information is needed for contestants prior to the competition. These changes will be posted on the SkillsUSA Championships contest update website at: <http://updates.skillsusa.org>.

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

CJ 3.0 — Investigate a traffic report and traffic accidents using standard procedures in a given situation

- 3.1 Write a clear and concise report
 - 3.1.1 Use proper grammar, punctuation and spelling
 - 3.1.2 Identify persons involved
 - 3.1.3 Provide a full description of the person(s) and vehicle(s) involved
 - 3.1.4 Obtain a statement from the victim
- 3.2 Accurately describe an incident
- 3.3 Conduct a records check of suspicious subjects
- 3.4 Exhibit defensive techniques when encountering a suspicious subject

CJ 4.0 — Demonstrate the proper use of firearms and chemical agents used in law enforcement situations

- 4.1 Describe standard protocols that govern the use of firearms and chemical agents
- 4.2 Identify components of common firearms and chemical agents
- 4.3 Explain the use and effect of common firearms and chemical agents
- 4.4 Show the use of a firearm in a simulated situation
- 4.5 Show the use of a chemical agent in simulated situation

CJ 5.0 — Demonstrate the knowledge and skills needed for emergency and crisis situations encountered by law enforcement officers

- 5.1 Use crisis intervention techniques
- 5.2 Apply basic elements of emergency response
- 5.3 Demonstrate first aid procedures
- 5.4 Demonstrate water safety and rescue procedures
- 5.5 Explain first responder techniques

CJ 6.0 — Explain trial procedures and provide testimony for a given situation

- 6.1 Explain typical trial procedures
- 6.2 Describe roles of those involved in trials and hearings
- 6.3 Prepare for trial as a witness
- 6.4 Provide testimony in a given situation

CJ 7.0 — Demonstrate communication and interpersonal skills used in criminal justice situations

- 7.1 Show courtesy and professionalism
- 7.2 Listen intently to others
- 7.3 Use eye contact to establish rapport
- 7.4 Shake hands and introduce self to others
- 7.5 Speak clearly and effectively
- 7.6 Use proper grammar
- 7.7 Answer questions precisely
- 7.8 Follow protocol in communicating to a dispatcher

CJ 8.0 — Describe the operations of home and commercial security systems

- 8.1 Identify types of security systems
- 8.2 Explain the operation of various types of security systems

CJ 9.0 — Demonstrate standard procedures for handling and evaluating physical evidence in a given situation

- 9.1 Explain procedures for searching for evidence
- 9.2 Identify evidence at a crime scene
- 9.3 Document location where evidence was collected
- 9.4 Bag and label evidence
- 9.5 Follow chain of custody protocols

CJ 10.0 — Demonstrate procedures to arrest and search a subject in a simulated situation

- 10.1 Approach a subject safely and professionally
- 10.2 Use procedures that ensure safety at all times
- 10.3 Obtain identification from a subject
- 10.4 Identify and describe probable cause prior to arrest
- 10.5 Check for active warrants through dispatcher
- 10.6 Place subject under arrest
- 10.7 Notify subject of reason for arrest
- 10.8 Use a safe handcuffing procedure to secure subject
- 10.9 Pat down or search subject using safe procedure
- 10.10 Find and remove weapons from subject
- 10.11 Secure removed weapons

CJ 11.0 — Collect clear and legible latent fingerprints from a crime scene

- 11.1 Explain the proper technique for collecting fingerprints
- 11.2 Use the technique to collect fingerprints
- 11.3 Place collected fingerprints to card
- 11.4 Check for legibility of collected prints

Committee Identified Academic Skills

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

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 matrixes.
- 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 gases.
- 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/browse.asp.

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.