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Lycoming Career & Technology Center

Criminal Justice

Classroom Handbook

2020-2021

Lycoming CTC - Criminal Justice Handbook

Instructor: Mrs. Catherine Farr

cfarr@lycoctc.org

Welcome to the Lycoming Career and Technology Center, Criminal Justice Program. This program exposes you to both field experience and the careers in criminal justice. In addition, it provides the necessary knowledge and skills in your chosen career path. The main focuses of this class include:

- **Patrol and Investigative Procedures** – You will learn proper patrol procedures as well as investigation procedures used by law enforcement officers.
- **Criminal and Civil Law** – You will learn PA Statutes including the crimes code and the vehicle code. You will also learn relevant case law that will enable you to understand when you can and cannot arrest a suspect. You will also learn the differences between criminal and civil law.
- **Use of Force** – You will learn the use of force continuum and what levels of force are necessary to use in certain situations. You will also learn how to use less-lethal and lethal weapons.

As your instructor, it is my goal for each of you to be successful. If you are struggling with the coursework or have any questions or concerns, please feel free to ask me and/or ask for help.

Responsibilities of the Instructor include:

- To prepare each student for employment or continuing education in their chosen criminal justice field.
- To present the course material in a clear and organized manner.
- To lead by example.
- To treat each student with respect.
- To assist each student on an individual basis as needed.

Responsibilities of the Student include:

- To follow all school and classroom rules.
- To come to class prepared.
- To complete assignments as directed.
- To respect everyone involved in your learning.
- To keep a positive attitude.
- To take responsibility for his/her own actions.
- To ask the instructor for help when needed.

Course Texts:

Criminal Investigation (9th ed.), by Karen M. Hess and Christine Hess Orthmann

Introduction to Criminal Justice (16th ed.), by Larry J. Siegel and John L. Worrall

Other related texts as deemed necessary by the instructor

- Textbooks are not to be taken out of the classroom, except with permission of the instructor. If permission is granted, the textbook must be signed out, and signed back in upon return.

Required Supplies for Class:

- Black ink pen for assignments. Pencil for crime scene sketching.
    - Assignments completed in any other color <u>will not be accepted.</u>
    - Black pens <u>will not</u> be provided by the instructor.
- 3 x 5 notebook
- Uniforms
    - Uniforms will be purchased at the beginning of the year to include black polo shirts with logo and khaki pants.
- Hair tie for long hair
    - All long hair must be pulled back and away from the face at all times.
- Black boots or shoes
    - Boots or shoes must be completely black. No color whatsoever is allowed.
- Black Trouser belt
    - Trouser belt must be worn at all times with the uniform.
- Physical training attire
    - This will include sneakers, and weather appropriate clothing. These items must be in your locker every day.
- Notebook / Folder
    - Some notes or paperwork may be needed for extended periods of time while working on a lesson. It is your responsibility to keep these safe and available. Papers <u>will not</u> be left in the classroom.

**** Some items may be available in the classroom to borrow. It is the responsibility of the student to purchase any needed items that are not available to borrow.**

Criminal Justice Classroom Guidelines:

Students are expected to abide by all rules included in the Lycoming CTC school handbook. In the Criminal Justice classroom, students are expected to adhere to the following:

- **Respect yourself & your future.**
  - You are here to learn the knowledge and skills to be successful in a future criminal justice profession.
  - Come directly to class upon arrival, be prepared for class, in uniform, ready to learn.
  - Participate in class, contribute your opinion to discussions, and don't be afraid to ask questions.
  - Be productive and stay on task.
  - Work only on Criminal Justice assignments during class time, unless given permission to do otherwise by the instructor.
  - Use of personal electronic devices during class is prohibited and will be enforced per Lycoming CTC policy. NO EXCEPTIONS. This includes cell phones, iPads, iPods, etc.
  - When a visitor enters the room you must stand at attention until told "at ease".

- **Respect your fellow students and their right to learn.**
  - If you are disruptive in class, you are not only taking away from your own learning, but your classmates as well. You may think certain information is less useful than others; however, it is not for you to decide. It is unfair for you to distract others from learning.
  - Raise your hand and wait to be called on before speaking.
  - Be quiet and listen while the instructor is speaking or giving directions, and while classmates are contributing to discussions.
  - Be prepared to answer your OIC's roll call. You will answer, "Sir, Yes Sir" or "Ma 'am, Yes Ma 'am".

- **Respect your instructor.**
  - Your instructor is here to teach you the necessary skills and knowledge for a successful future in a criminal justice career.
  - Complete all assignments as instructed to the best of your ability. **Failure to complete assignments by the due date will result in a loss of 2 points per day from the assignment and a loss of 2 work ethic points every day until the assignment is submitted or completed.**
  - Do not argue with your instructor or your classmates. You have the right to disagree, but do so in a respectful, non-threatening manner. Use work-place appropriate speech and body language.
  - Clean up your work area and put away all equipment/materials at the end of class. Push in your chair at your desk and at the computer.
  - Do not leave the classroom for any reason without permission of the instructor. If permission is granted, you must sign out and sign in upon your return. Only one

person will be out of the classroom at a time. At the end of class, wait to be dismissed by the instructor.
    - Listen as the instructor begins the day with special announcements and explanations of the daily agenda.
    - You will respond to questions from your instructor and other staff members in a respectful manner. You will answer, "Sir, Yes Sir" or "Ma 'am, Yes Ma 'am".

- **Respect your school property and equipment.**
    - Use equipment for its intended purpose and only after receiving instruction on its safe and proper use.
    - Food or drinks are prohibited around computers or around any equipment being used during class.

**** These class rules will be enforced and daily work ethics points will be deducted for <u>each</u> infraction of these rules.**

Grading:

Your grade is based on a total point system. Points are earned from classroom assignments, quiz and test grades, skill evaluations, and daily work ethics. Your total grade is based on the following categories:

- **Knowledge grade:** Assignments, worksheets, quizzes, tests= 30% of total grade
- **Skill grade:** Skill evaluations and Program of Study Tasks = 30% of total grade
- **Work Ethic grade:** See guidelines below = 40% of total grade

Absence & Make-Up Work:

- If you are absent it is your responsibility to go to the instructor for any missed assignments. You will be given two days to make up any missed assignments upon your return. If you have a planned absence you need to see the instructor at least two days ahead of time for assignments that will be due during your absence.
- Any assignments not completed by the due date will result in two work ethics points deducted for each day the assignment is missing (see below). A "0" grade will be recorded under the knowledge grade until the work has been turned in.

Physical Training

- Physical training is required of each student in the criminal justice program.
- Failure to participate will result in a "1" on your work ethic grade for the day.
- If you are not giving your full effort during workouts two points will be deducted for each part of the physical training that you are only doing minimal effort.

- If you become injured or have a medical condition that keeps you from participating in physical training, you must bring a note in from a parent/guardian. The note MUST specify the date you are able to start training again.
- If you will miss more than one full week of physical training you must have a physician's note indicating that you are unable to participate and a date must be given from the physician as to when you are able to participate again.

Daily Work Ethic Grade:

Each day, you have the ability to earn 10 points for work ethics. The Work Ethics grade is based on your ability to abide by the school and classroom rules, as well as your productivity, organization, cooperation, and attention to safety. Think of this class as your "job" and work accordingly.

Two points will be deducted from your daily Work Ethics grade for each of the following that occur:

- Being unprepared for classroom activities. This would include not having a black pen or a watch with a second hand.
- Not submitting or completing assignments by the due date.
- Two points will be deducted every day until the written or skill assignment is completed.
- Displaying disruptive behavior. This would include talking while the instructor is talking or walking around the room during instruction.
- Not being on task, not being productive and/or putting forth only minimal effort.
- Using equipment or internet inappropriately.
- Not cleaning up workstation or lab area.
- Using personal electronic devices during class time.
- Horse-playing in class.
- Having food or drinks at the computer stations.
- Acting in an unprofessional manner around other staff members.

The following actions will result in an automatic Work Ethic grade of "1" for the day.

- Any action that compromises the safety of yourself or others in the classroom.
- Arguing with or having a disrespectful attitude towards the instructor, other Lycoming CTC staff and/or classmates.
- Leaving the room for any reason without permission from the instructor or OIC.
- Working on subjects other than Criminal Justice without prior permission from the instructor.
- Cheating, copying or plagiarizing another's work.
- Not wearing the complete uniform. Uniforms must be on at the beginning of class.

****Any unexcused absence will result in a Work Ethic grade of "0" for that day and it will decrease your opportunity for internships.**

Penn College NOW Course:

- Juniors and Seniors enrolled in any PC Now Course are responsible to abide by the requirements set forth in the class syllabus for that portion of the class, as well as the general Criminal Justice guidelines set forth in this handbook.

Lycoming Career and Technology Center

Criminal Justice Program

I have read the Criminal Justice Handbook and understand the policies and guidelines set forth within. I am aware of the consequences of violating any of these policies and understand that my Work Ethic grade will reflect my performance according to the policies stated in this handbook.

_____ _____

Student Signature Date

_____ _____

Parent/Guardian Signature Date

Parents: Please provide an email address where you can be reached. Thank you! ☺

Email: _____

SUCCESS GUIDELINES

LycoCTC – Criminal Justice/Law Enforcement
SUCCESS GUIDELINES

The following core indicators have been identified as baseline skills and abilities for successful completion of this program. The core indicator list includes critical skills identified for this cluster as identified by the U.S. Department of Labor (O*Net), Pennsylvania Department of Education mandates and input from local occupational advisory members in related fields. **Core indicators are CRITICAL for student success.** It is important that students, parents, and school personnel carefully consider each item when making a choice of Lycoming Career and Technology programs.

PROGRAM TITLE: Criminal Justice/Law Enforcement

Core Indicator	Level / Ability	Met?	If not met, what actions will be taken to assist student in meeting the core indicator of success?
Reading and Writing	Read and comprehend technical manuals, and understand trade-specific vocabulary. (refer to sample reading) Ability to convey material in writing, legibly. Ability to document topics, incidents and communications with no grammatical, spelling or punctuation errors.		
Math	Basic math & measuring skills.		
Physical Requirements	Sit, stand, run, and march for long periods of time. Go for an extended period of time without bathroom, eating.		
Cognitive Abilities	Critical thinking and reasoning. Capable of making quick decisions. Ability to multi-task. Good sense of direction.		
Work Context	Work in small groups, as a team, and		

	independently.		
PSSA	Students are expected to score proficient or above on 11th grade PSSA		
Graduation	Currently on track to graduate on time		
Communication	Able to convey information effectively. Good decision making skills. Able to follow orders and rules from superiors. Ability to communicate with a variety of people at different levels.		
Background	No record of a misdemeanor or felony on a Pennsylvania Criminal Background Check and Pennsylvania Child Abuse History Clearance.		

	Criminal Justice, Law Enforcement	Present Education Level	Action/Need
Requirements for Program Admissions	Ability to work independently - to manage one's time and the time of others. Good sense of direction. Ability to give full attention to what other people are saying and stay focused. Capable of multi-tasking. Takes the time to understand points being made. Asks questions as appropriate for investigations. Capable of making quick decisions. Ability to not interrupt at inappropriate times. Understanding of written sentences and paragraphs in work related documents. Awareness of others' reactions and understanding of why they react as they do. Ability to talk to others to convey information effectively. Skills to monitor/assess performance of themselves, individuals, or organizations to make improvements or take corrective actions. Effectively communicate in writing as appropriate for the needs of the audience. Ability to use critical thinking - using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. Ability to adjust actions in relation to other's actions. Skill to use best judgement and decision making for the situation that arises. Physical conditioning - standing, sitting, marching, and running. No medical conditions that would keep them from being hired. Ability to go without basic needs for a long period of time (bathroom, food, etc.) Ability to follow orders and rules from superior officers while remaining respectful. No record designation on Pennsylvania Criminal Background check. No record on Pennsylvania Child Abuse History Clearance check.		

Vocational Testing (SAM or SAGE) Essential Aptitudes for this lab - recommended levels	Fine motor skills. Ability to determine colors.
Text Books/Materials needed	Textbooks are purchased by the school. Uniforms and PT clothes purchased by students (approximately $100)
Reading Levels	Text, Criminal and Vehicle Codes written on a college level.
Math Levels	Basic math and measuring skills
Lecture Time	60 minutes per day
Homework	Students are allotted time in class to complete assignments. If not completed in class, work must be completed at home. One volunteer project per school year will need to be completed outside of school.
Certification Tests	CPR/AED, First Aid, NOCTI, FEMA IS Courses, OSHA, PATH, OCAT, PPBT
Articulation Agreements	Montgomery County Community College - Central Campus (3 Credits); Harrisburg Area Community College (9 credits); Mount Aloysius College (9 credits); Community College of Allegheny County (9 credits); Reading Area Community College (6 credits); Westmoreland County Community College (9 credits); Manor College (10 credits); Butler County Community College (9 credits); Harcum College (9 credits); Lackawanna College (9 credits)
Co-op/Clinical	Third year completer Instructor recommendation Transportation
Uniform Requirements	Personal Training Clothes - short sleeved t-shirt, appropriate shorts, running/walking shoes, warmer work out clothes in cold weather Uniforms - Black Polo Uniform Shirt, Khaki BDU style Uniform Pants, black dress socks, appropriate black boots or uniform/dress black shoes, black leather belt, watch, nametag

SCOPE AND SEQUENCE

CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
SCOPE AND SEQUENCE
FOR SCHOOL YEAR 2018-2019

DATE : 4/3/2018

Articulation Agreement between Lycoming CTC **and** Statewide Articulation Agreement

Secondary School Name : Lycoming CTC **AUN:** 117414807

CIP Code Number and Title : 43.0107 Criminal Justice/Police Science **Program Type:** Program of Study

	Secondary School				Postsecondary Institution			
Subject (Hours)	**Grade 9 (Hours)**	**Grade 10 (Hours)**	**Grade 11 (Hours)**	**Grade12 (Hours)**	**First Semester**	**Second Semester**	**Third Semester**	**Fourth Semester**
Technical (1080)		Criminal Law Procedure(120)	Police Skills and Concepts(120)	Health Issues - First Responder (100)	tbd	tbd	tbd	tbd
		Crime Scene Handling(100)	Corrections Concepts and Skills(90)	Police Concept and Skills(100)				
		Police Concepts and Skills(50)	Court Systems (80)	Court System (80)				
		Use of Force Continuum(40)	Understanding Working with Special Populations(50)	Security: National, International, and Private(40				
		Communications (40)	Professional Development(20)	Certifications - Incident Command, HazMat(20)				
		Professional Development(10)		Professional Development (20)				
English	Grade 9 English College Prep	Grade 10 English College Prep	Grade 11 English College Prep	Grade 12 English College Prep				
		Grade 10 English Honors						
Math	College Prep Algebra I	College Prep Geometry	College Prep Algebra II	Advanced Math Elective				
Science	College Prep Earth Science	College Prep Chemistry	Anatomy & Physiology	Science Elective				
			College Prep Physics					
Humanities	College Prep American History	College Prep World History	Modern American History	CP Humanities Elective				
			Pennsylvania / Local History	Sociology				

CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
SCOPE AND SEQUENCE
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Humanities			College Prep Humanities Elective	Economics				
Other	Foreign Language	Foreign Language	Health					

	Dual Enrollment Credits			Articulated Credits		
Subject	**Course Number**	**Course Description**	**Credit Hours**	**Course Number**	**Course Description**	**Credit Hours**
Technical				tbd	tbd	1.0
English						
Math						
Science						
Humanities						

PROGRAM OF STUDY TASK LIST

High School Graduation Years 2019, 2020 and 2021

Criminal Justice/Police Science
CIP 43.0107
Task Grid

Unit/Standard Number	Secondary Competency Task List	Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
100	**CRIME SCENE MANAGEMENT**	
101	Collect hair, blood and other items for evidence.	
102	Collect, preserve and catalog physical evidence while maintaining a chain of custody.	
103	Secure a crime scene with officer safety in mind.	
104	Lift fingerprints.	
105	Make a casting of an impression.	
106	Make a composite sketch of a suspect.	
107	Identify DNA and how it is applied to the crime scene.	
108	Demonstrate processing evidence with different materials, luminal, ninhydrin, powder, cyanoacrylate, etc.	
109	Measure and sketch a crime scene.	
110	Explain Locard's principle of transference of trace materials at a crime scene.	
200	**USE OF FORCE**	
201	Define the progression of the use of force in a continuum and the force response matrix.	
202	Demonstrate proper procedures for handcuffing.	
203	Demonstrate proper procedures for non-lethal weapons.	
204	Demonstrate proper procedures for less lethal weapons.	
205	Demonstrate proper procedures for lethal weapons.	
300	**CRIMINAL LAW AND PROCEDURES**	
301	Describe the history of drug abuse and anti-drug legislation in America.	
302	Identify different types of drugs and their schedules.	
303	Identify high-tech crime including; cyber stalking, identity theft, hacking, cyber-bullying, child pornography.	
304	Explain Criminal Law (reasonable suspicion, probable cause, investigatory detention, search incident to arrest).	
305	Describe the authority, jurisdiction, structure and purpose of the PA Crimes Code and PA Vehicle Code.	
306	Explain Constitutional Law and the Bill of Rights.	
307	Define crimes against persons and property.	
400	**HEALTH ISSUES**	
401	RESERVED	
402	Recognize and identify Hazardous Materials and Safety Data Sheets (SDS).	
403	Perform the proper steps for patient assessment. (trauma/medical).	
404	Perform emergency/non-emergency moves for transport.	
405	Perform Cardio-Pulmonary Resuscitation (CPR) on an infant, a child and an adult.	

High School Graduation Years 2019, 2020 and 2021

Criminal Justice/Police Science
CIP 43.0107
Task Grid

Unit/Standard Number		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
406	Demonstrate the steps for a choking victim.	
407	List signs and symptoms of shock, and its treatment.	
408	Apply direct pressure as a method of emergency medical care of external bleeding.	
409	Describe the use of tourniquets for emergency medical care of external bleeding.	
410	Apply a splint.	
411	Use the chin lift to open the airway of a victim with suspected spinal cord injury.	
412	Describe the indicators of suspected child abuse or neglect.	
413	Describe the special circumstances for the operating of an emergency vehicle.	
414	Describe the criteria to cite that makes an incident a multiple-casualty situation.	
415	Describe what is meant by a Mass Casualty Incident Plan.	
416	Perform health and wellness activities that should be followed by police officers.	
417	Describe physical and mental stress and how it occurs.	
418	List and explain ways to reduce physical and mental stress.	
419	Define implementation of Personal Protective Equipment (PPE) when dealing with exposure to body fluids.	
420	Describe and practice the physical fitness standards in accordance to MPOETC standards.	
421	Define OSHA.	
422	Identify communicable disease and its impact on law enforcement.	
423	Demonstrate the administration of Narcan and the recovery position.	
500	**POLICE CONCEPTS AND SKILLS**	
501	Explain the historical development of American Law Enforcement.	
502	Describe the hierarchy of police administration.	
503	Explain corruption and integrity in law enforcement.	
504	Describe the Code Of Ethics in law enforcement as indicated by Municipal Police Officers' Education and Training Commission.	
505	Define the legal aspects of policing and the potential for abuse of police power.	
506	Perform a search of a motor vehicle.	
507	Explain the use of "intelligence gathering" in police work.	
508	Describe procedures that police officers use to interrogate suspects.	
509	Explain the process for using Miranda rights and demonstrate.	
510	Describe how informants/confidential informants assist police.	
511	Explain the link between drugs and criminal activity.	
512	Explain the role of modern technology in law enforcement (ex. Records Management Systems, Criminal History Checks, CODIS, AFIS).	
513	Prepare an affidavit of probable cause and a criminal complaint.	
514	Prepare an affidavit of probable cause for a search warrant and arrest warrant.	
515	Identify the characteristics of a fingerprint.	

High School Graduation Years 2019, 2020 and 2021

Criminal Justice/Police Science
CIP 43.0107
Task Grid

Unit/Standard Number		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
516	Take a set of classifiable fingerprints on a standard FBI card.	
517	Use Pennsylvania vehicle codes to determine appropriate traffic infractions.	
518	Simulate how to stop and arrest a driver who is suspected of driving under the influence of alcohol and/or a controlled substance.	
519	Administer Standard Field Sobriety Tests (SFST).	
520	Perform techniques for vehicle stops.	
521	Prepare and issue a traffic warning and a traffic citation.	
522	Complete a simulated crash report.	
523	Use proper techniques for traffic control.	
524	Use effective techniques for handling domestic disputes.	
525	Define community policing and crime prevention (i.e. neighborhood watch, DARE, etc.).	
526	Perform basic moves of unarmed self-defense.	
527	Perform basic moves of tactical self-defense.	
528	Prepare and issue a non-traffic summary offense.	
529	Search/pat down a suspect.	
530	Book a defendant.	
531	Research opportunities for post-secondary education and employment in criminal justice and police science.	
532	Search an area for evidence of criminal and/or non-criminal activity.	
533	Plan a response to an active shooter situation.	
600	CORRECTIONS CONCEPTS AND SKILLS	
601	Explain corruption and integrity in corrections.	
602	Explain "probation" and the conditions for probation.	
603	Explain "parole" and the conditions for parole.	
604	Describe "home confinement" and "electronic monitoring."	
605	Describe the history of corrections.	
606	Describe security levels, classifications, and the use of a security matrix in prisons.	
607	Explain how jails are similar to and different from prisons.	
608	Describe prison life for male and female inmates (ex. Stanford Experiment).	
609	Describe disciplinary procedures in jails and prisons, including solitary confinement.	
610	Explain what causes prison riots and define the stages in riots and riot control.	
611	Describe the role of private corrections today.	
612	Prepare prisoners for transport (belts, shackles, black box, shock belts).	
613	RESERVED	
700	COURT SYSTEMS	

High School Graduation Years 2019, 2020 and 2021

Criminal Justice/Police Science
CIP 43.0107
Task Grid

Unit/Standard Number		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
701	Explain the individual rights of citizens and due process requirements.	
702	Explain "search and seizure," and the Exclusionary Rule.	
703	RESERVED	
704	Describe pre-trial activities.	
705	Describe sentencing procedures.	
706	Explain Civil Law.	
707	Explain Administrative Law.	
708	Explain all applicable Case Law (ex. Terry v. Ohio, Tennessee v. Garner, Miranda v. Arizona, Mapp v. Ohio, Gagnon v. Scarpelli, Gideon v. Wainwright, Chimel v. California).	
709	Explain Procedural Law.	
710	Define categories of crime (i.e. murders, felonies, misdemeanors and summaries).	
711	Explain various defenses to criminal charges, including Alibi, Justifications, Excuses, Procedural Defenses, Innovative Defenses, and M'Naghten Rule.	
712	Describe the roles and responsibilities of the court room personnel.	
713	Explain grand jury proceedings and indictments.	
714	Describe what takes place during a preliminary hearing.	
715	Describe what takes place during an arraignment and plea.	
716	Describe the steps of a criminal trial process.	
717	Describe the steps of a civil trial process.	
718	Explain the history of the juvenile justice system in America (ex. en re Gault).	
719	Describe categories of children in today's juvenile justice system.	
720	Explain the difference between the juvenile justice system and the adult system of justice.	
721	Research the modern theory of child development.	
800	**COMMUNICATIONS**	
801	Describe a police officer's role and responsibilities when using wireless devices.	
802	Use proper radio communication terminology.	
803	Use the international phonetic alphabet to communicate.	
804	Describe the communication skills used to interact with stakeholders/active listeners (ex. Death notifications, NIMS.	
805	Provide proper directions to a scene.	
806	Use a personal computer, peripheral equipment, and accessories.	
807	Write an effective police report.	
900	**SECURITY: NATIONAL, INTERNATIONAL, AND LOCAL**	
901	Describe the responsibilities of Homeland Security.	

High School Graduation Years 2019, 2020 and 2021

Criminal Justice/Police Science
CIP 43.0107
Task Grid

Unit/Standard Number		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
902	Explain how the Patriot Act has impacted Homeland Security.	
903	Research terrorism (domestic and international) as it has evolved in the 21st century (ex. ALICE training).	
904	Handle incidents of retail theft and loss prevention.	
905	Conduct a security survey.	
906	RESERVED	
907	Formulate a response plan for a terroristic incident.	
1000	**SPECIAL POPULATIONS**	
1001	Define multiculturalism and diversity, such as racial profiling, cultural diversity, etc. (de-escalation).	
1002	Describe procedures for voluntary/involuntary commitments for mental health issues.	
1003	Identify signs of substance abuse and demonstrate how to handle subjects.	
1004	Handle Emotionally Disturbed Persons (EDP) or persons experiencing excited Delirium or Diabetic Shock.	

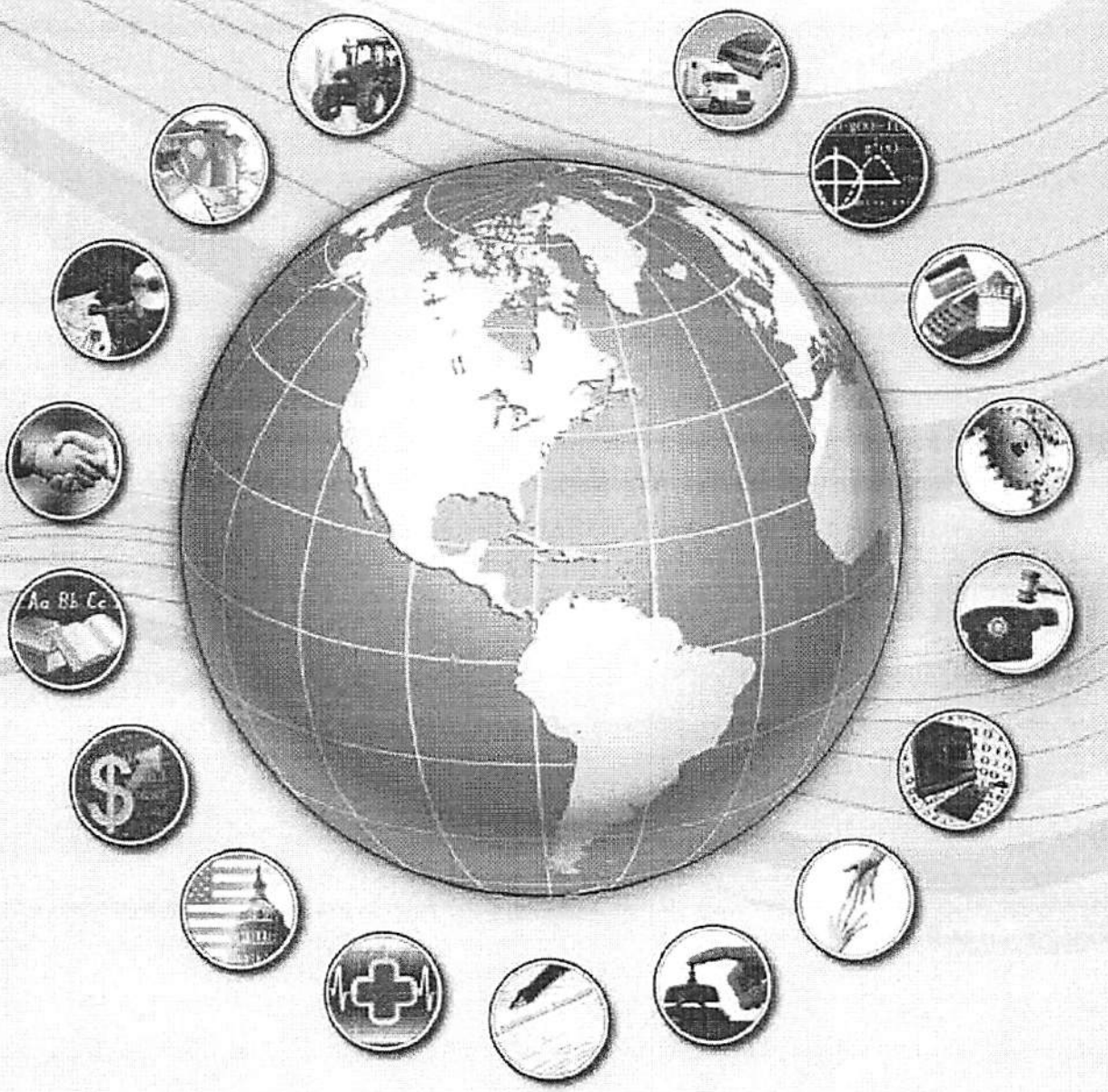
NOCTI
ASSESSMENT
BLUEPRINT

NOCTI CTE®

Measuring What Matters in

Job Ready Assessment Blueprint

Criminal Justice



Test Code: 4181 / Version: 01

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General Assessment Information

Blueprint Contents

General Assessment Information
Written Assessment Information
Specific Competencies Covered in the Test
Sample Written Items
Performance Assessment Information
Sample Performance Job

Test Type: The Criminal Justice industry-based credential is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Georgia, Maine, Minnesota, New Jersey, Pennsylvania, Texas, and Virginia.

CIP Code

43.0107 - Criminal Justice/ Police Science

Learning that works for America CTE

Career Cluster 12 - Law, Public Safety, Corrections and Security

o*net™ in*it

33-3051.01 - Police Patrol/ Police Officers

Association for Career and Technical Education ACTE www.acteonline.org

The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

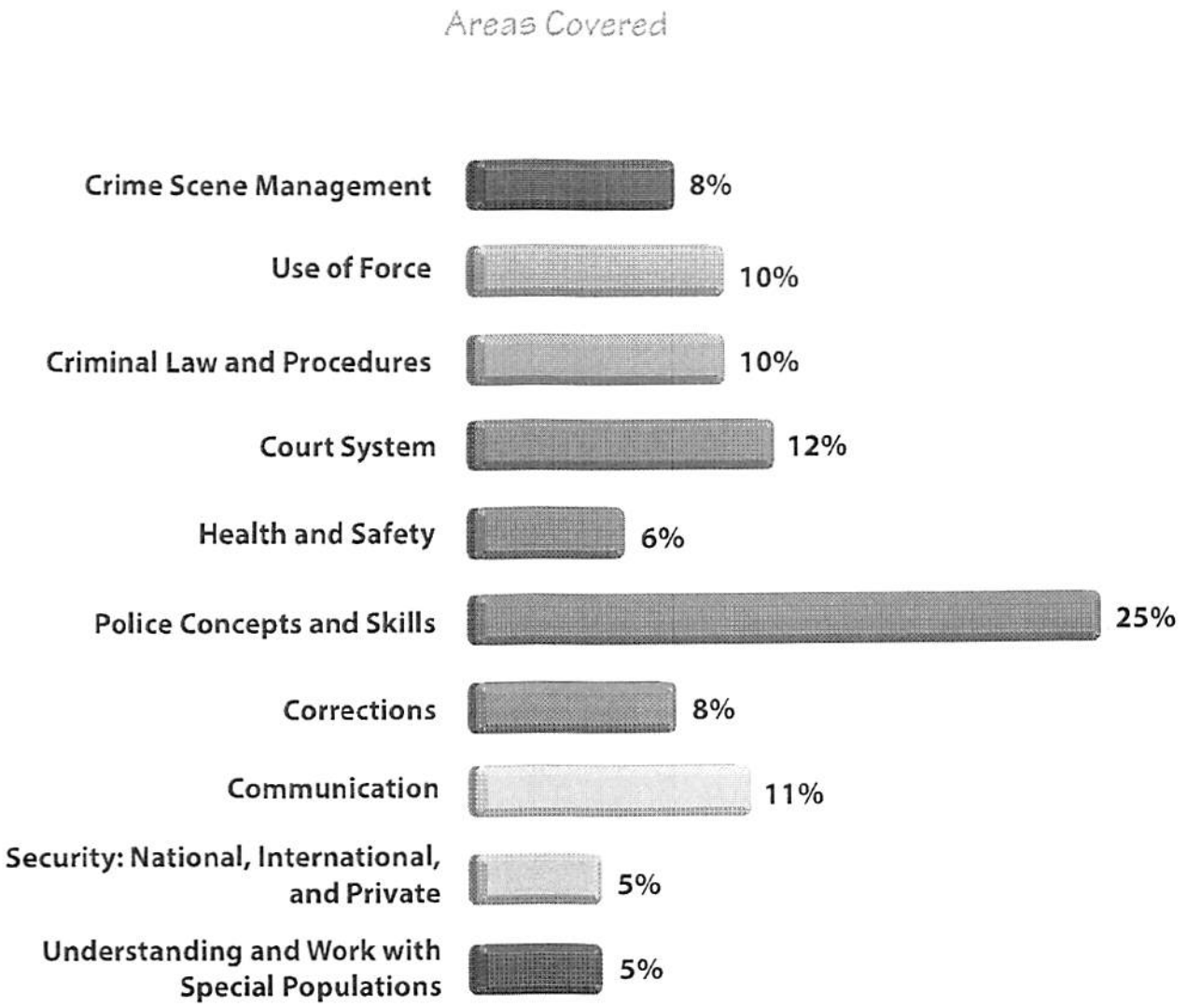
NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund

In the lower division baccalaureate/associate degree category, 3 semester hours in Criminal Justice.

Written Assessment

NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours
Number of Questions: 187
Number of Sessions: This assessment may be administered in one, two, or three sessions.



Specific Standards and Competencies Included in this Assessment

Crime Scene Management

- Exhibit understanding of proper evidence collection practices
- Exhibit knowledge of scientific principles involved in crime scene management including proper evidence preservation practices
- Exhibit understanding of initial crime scene management (e.g., first responder)
- Identify and perform crime scene processing, including crime scene search patterns, measurement, photography, latent print techniques

Use of Force

- Identify and understand the use of force
- Exhibit knowledge and understanding of civil and criminal liabilities
- Identify different case law that applies to the use of force
- Define the differences between less-than-lethal force and deadly force
- Identify non-lethal weapons and techniques
- Describe knowledge of basic firearm safety

Criminal Law and Procedures

- Display knowledge of search and seizure (including Terry v. Ohio, Miranda v. Arizona)
- Identify key constitutional amendments
- Display knowledge of branches of government
- Describe arrest procedures including probable cause and reasonable suspicion
- Define types, categories, and classes of crimes
- Exhibit knowledge of differences between criminal and civil law

(Continued on the following page)

Specific Standards and Competencies (continued)

Court System

- Describe the difference between a search warrant and an arrest warrant
- Display understanding of the different levels of federal courts
- Describe appropriate professional courtroom testimony and demeanor
- Identify occupations, roles, and responsibilities within the court system
- Exhibit knowledge of trial and court procedures
- Define courtroom terminology
- Exhibit knowledge of the juvenile justice system

Health and Safety

- Exhibit knowledge of universal precautions
- Demonstrate knowledge of CPR, AED, first aid, and emergency medical care
- Identify hazardous materials, proper response, and scene management

Police Concepts and Skills

- Display knowledge of radio usage and procedures
- Describe proper traffic stop techniques
- Describe proper handcuffing techniques
- Identify appropriate search procedures for persons, structures, and vehicles
- Identify different types of patrol procedures and techniques
- Display knowledge of different types of investigation (juvenile, robbery)
- Exhibit knowledge of proper interviewing and interrogation techniques
- Describe knowledge of fingerprint processing (e.g., live scan, inked impressions, patterns)
- Describe scene safety techniques for officer response (e.g., domestic abuse, assault)
- Describe scene safety techniques at motor vehicle crash sites
- Describe characteristics of individuals operating a vehicle while impaired
- Display knowledge of professional ethics and conduct
- Exhibit understanding of racial profiling as it relates to policing
- Exhibit knowledge of the history of policing

(Continued on the following page)

Specific Standards and Competencies (continued)

Corrections

- Identify corrections concepts, methods, and history
- Identify various types, security levels, and classifications of correctional institutions
- Understand methods and history of capital punishment
- Display knowledge of intake procedures

Communication

- Exhibit knowledge of accurate report writing and field notes
- Display knowledge of interpersonal communication techniques (e.g., non-verbal, verbal)
- Demonstrate knowledge of proper de-escalation techniques
- Exhibit knowledge of effective community policing
- Display familiarity with law enforcement computer databases
- Exhibit knowledge of emerging police technology and social media

Security: National, International, and Private

- Exhibit awareness of sources and types of domestic and international terrorism
- Exhibit knowledge of private security and property protection
- Identify and understand different types of criminal organizations

Understand and Work with Special Populations

- Display understanding of cultural diversity
- Exhibit appropriate methods of interacting with persons with mental health disabilities
- Identify crisis resources for persons with unique needs (e.g., language interpreters, victims of domestic violence, homeless persons, disaster response)

Sample Questions

In processing a crime scene, all bodily fluids should be considered

A. blood borne pathogens
B. cross contaminates
C. toxic substances
D. occupational hazards

When escalating the use of force, the officer should consider opportunity, jeopardy, and

A. location
B. lighting
C. ability
D. ethnicity

Prior to a pat-down search, the officer should

A. wash his or her hands
B. inquire about weapon
C. Mirandize the subject
D. have back-up present

Which court has ultimate authority?

A. State Supreme Court
B. Federal Appellate Court
C. U.S. Supreme Court
D. U.S. District Court

When arresting a suspect known to have tuberculosis, the officer should

A. not touch the suspect
B. have the suspect wear a mask
C. not talk to the suspect
D. wear gloves

(Continued on the following page)

Sample Questions (continued)

While approaching a vehicle during a traffic stop, the police officer should

A. pull the patrol car in front of the stopped vehicle
B. make sure all the windows of the stopped vehicle are rolled down
C. leave his or her handprint on the rear of the stopped vehicle
D. walk directly to the passenger side of the stopped vehicle

The term, _____, means confinement in jail or prison.

A. punitive damages
B. incarceration
C. demeanor
D. probation

To be objective, police reports must be written

A. from the victim's viewpoint
B. without prejudice or bias
C. in the order that makes sense
D. in the first person

The first step in identifying and controlling terrorism is

A. security
B. legal assessment
C. threat assessment
D. liability

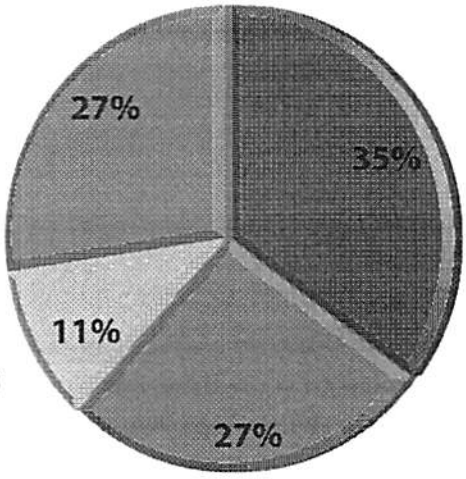
Cultural diversity includes appreciating differences in age, race, gender, ethnicity, language, and

A. employment
B. education
C. sexual orientation
D. criminal history

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 2 hours and 45 minutes
Number of Jobs: 4



Areas Covered:

35% Crime Scene Investigation
Participant will properly prepare, search for evidence, measure the location of evidence, use correct photograph techniques, correctly lift and label fingerprints, package a wet piece of evidence, package additional evidence, and maintain crime scene integrity.

27% Arrest
Participant will complete correct arrest, place handcuffs, complete a search, and complete an arrest report with correct grammar and spelling.

11% Visual Memory Test
Participant will answer a series of questions from memory about what they observe and hear at a simulated crime scene, using correct spelling, grammar, and legible writing.

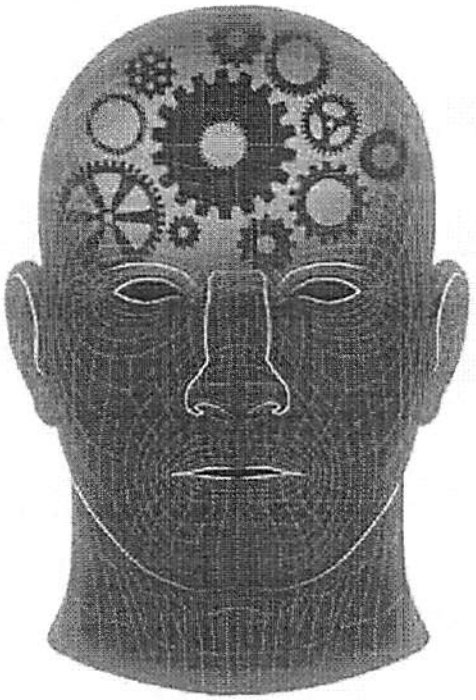
27% Traffic Stop and Citation Issue
Participant will correctly conduct a low-risk traffic stop, including reporting to dispatch, and issue a traffic citation.

Sample Job

Visual Memory Test

Maximum Time: 15 minutes

Participant Activity: Participant will listen to the scenario description and briefly observe the simulated crime scene. Participant will complete a worksheet legibly with a series of questions from memory, using proper spelling and grammar.



O*NET SUMMARY REPORTS

Browse by Career Cluster

Career Clusters contain occupations in the same field of work that require similar skills. Students, parents, and educators can use Career Clusters to help focus education plans towards obtaining the necessary knowledge, competencies, and training for success in a particular career pathway.

Law, Public Safety, Corrections & Security Go

Law, Public Safety, Corrections & Security

Save Table (XLS/CSV)

Sort by: Career Pathway ▲	Code	Occupation
Correction Services	33-3012.00	Correctional Officers and Jailers
Correction Services	33-1011.00	First-Line Supervisors of Correctional Officers
Correction Services	21-1092.00	Probation Officers and Correctional Treatment Specialists
Emergency and Fire Management Services	29-2042.00	Emergency Medical Technicians Bright Outlook
Emergency and Fire Management Services	33-2021.00	Fire Inspectors and Investigators
Emergency and Fire Management Services	33-2011.00	Firefighters
Emergency and Fire Management Services	33-1021.00	First-Line Supervisors of Firefighting and Prevention Workers
Emergency and Fire Management Services	33-2022.00	Forest Fire Inspectors and Prevention Specialists
Emergency and Fire Management Services	29-2043.00	Paramedics
Emergency and Fire Management Services	43-5031.00	Public Safety Telecommunicators
Law Enforcement Services	33-9011.00	Animal Control Workers
Law Enforcement Services	33-3051.04	Customs and Border Protection Officers
Law Enforcement Services	33-3021.00	Detectives and Criminal Investigators
Law Enforcement Services	33-1012.00	First-Line Supervisors of Police and Detectives
Law Enforcement Services	33-3031.00	Fish and Game Wardens
Law Enforcement Services	19-4092.00	Forensic Science Technicians
Law Enforcement Services	33-3021.06	Intelligence Analysts
Law Enforcement Services	33-3041.00	Parking Enforcement Workers
Law Enforcement Services	33-3051.00	Police and Sheriff's Patrol Officers

Law Enforcement Services	33-3021.02	Police Identification and Records Officers
Law Enforcement Services	33-9021.00	Private Detectives and Investigators
Law Enforcement Services	33-3052.00	Transit and Railroad Police
Legal Services	23-1021.00	Administrative Law Judges, Adjudicators, and Hearing Officers
Legal Services	23-1022.00	Arbitrators, Mediators, and Conciliators
Legal Services	27-3092.00	Court Reporters and Simultaneous Captioners
Legal Services	23-1023.00	Judges, Magistrate Judges, and Magistrates
Legal Services	23-1012.00	Judicial Law Clerks
Legal Services	23-1011.00	Lawyers
Legal Services	43-6012.00	Legal Secretaries and Administrative Assistants
Legal Services	23-2099.00	Legal Support Workers, All Other
Legal Services	23-2011.00	Paralegals and Legal Assistants
Legal Services	23-2093.00	Title Examiners, Abstractors, and Searchers
Security & Protective Services	33-3011.00	Bailiffs
Security & Protective Services	33-9091.00	Crossing Guards and Flaggers
Security & Protective Services	33-1099.00	First-Line Supervisors of Protective Service Workers, All Other
Security & Protective Services	33-1091.00	First-Line Supervisors of Security Workers
Security & Protective Services	33-9031.00	Gambling Surveillance Officers and Gambling Investigators
Security & Protective Services	33-9092.00	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
Security & Protective Services	33-9099.00	Protective Service Workers, All Other
Security & Protective Services	33-9099.02	Retail Loss Prevention Specialists
Security & Protective Services	33-9094.00	School Bus Monitors
Security & Protective Services	33-9032.00	Security Guards

Source: National Career Clusters® Framework implemented by Department of Defense ASVAB Career Exploration Program (updated 2016).

O*NET OnLine

Updated 2017

Bright Outlook

Summary Report for:
19-4092.00 - Forensic Science Technicians

Collect, identify, classify, and analyze physical evidence related to criminal investigations. Perform tests on weapons or substances, such as fiber, hair, and tissue to determine significance to investigation. May testify as expert witnesses on evidence or crime laboratory techniques. May serve as specialists in area of expertise, such as ballistics, fingerprinting, handwriting, or biochemistry.

Sample of reported job titles: Crime Laboratory Analyst, Crime Scene Analyst, Crime Scene Technician (Crime Scene Tech), CSI (Crime Scene Investigator), Evidence Technician, Forensic Science Examiner, Forensic Scientist, Forensic Specialist, Latent Fingerprint Examiner, Latent Print Examiner

View report: Summary | Details | Custom

Tasks | Technology Skills | Tools Used | Knowledge | Skills | Abilities | Work Activities | Detailed Work Activities | Work Context | Job Zone | Education | Credentials | Interests | Work Styles | Work Values | Related Occupations | Wages & Employment | Job Openings | Additional Information

Tasks

5 of 21 displayed

- Keep records and prepare reports detailing findings, investigative methods, and laboratory techniques.
- Collect evidence from crime scenes, storing it in conditions that preserve its integrity.
- Testify in court about investigative or analytical methods or findings.
- Use photographic or video equipment to document evidence or crime scenes.
- Visit morgues, examine scenes of crimes, or contact other sources to obtain evidence or information to be used in investigations.

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Technology Skills

5 of 9 displayed **Show 67 tools used**

- **Analytical or scientific software** — DM2 Bills of Lading; Laboratory information management system LIMS
- **Computer aided design CAD software** — Computer aided design and drafting CADD software
- **Data base user interface and query software** — Automated Biometric Identification System ABIS; Combined DNA Index System CODIS; Microsoft Access ; National Crime Information Center NCIC database
- **Graphics or photo imaging software** — Adobe Systems Adobe Photoshop ; Microsoft Visio ; Mideo Systems EZDoc Plus; Midwest Information Systems PAX-it
- **Office suite software** — Corel WordPerfect Office Suite; Microsoft Office

Hot Technology — a technology requirement frequently included in employer job postings.

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Knowledge

5 of 6 displayed

- **Law and Government** — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Chemistry** — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.
- **Computers and Electronics** — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

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Skills

5 of 14 displayed

- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
- **Speaking** — Talking to others to convey information effectively.
- **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.

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Abilities

5 of 24 displayed

- **Flexibility of Closure** — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.

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Work Activities

5 of 23 displayed

- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.

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Detailed Work Activities

5 of 11 displayed

- Analyze forensic evidence to solve crimes.
- Prepare scientific or technical reports or presentations.

- Record research or operational data.
- Interpret research or operational data.
- Testify at legal or legislative proceedings.

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Work Context

5 of 28 displayed

- **Electronic Mail** — 84% responded "Every day."
- **Face-to-Face Discussions** — 85% responded "Every day."
- **Importance of Being Exact or Accurate** — 74% responded "Extremely important."
- **Indoors, Environmentally Controlled** — 88% responded "Every day."
- **Telephone** — 68% responded "Every day."

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Job Zone

Title	Job Zone Four: Considerable Preparation Needed
Education	Most of these occupations require a four-year bachelor's degree, but some do not.
Related Experience	A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.
Job Training	Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.
Job Zone Examples	Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, sales managers, database administrators, graphic designers, chemists, art directors, and cost estimators.
SVP Range	(7.0 to < 8.0)

back to top

Education

Percentage of Respondents	Education Level Required
Not available	Some college, no degree
Not available	Bachelor's degree
Not available	Associate's degree

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Credentials

Find Training | Find Certifications | Find Licenses | Find Apprenticeships

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nterests

All 3 displayed

Interest code: IRC

- **Investigative** — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
- **Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
- **Conventional** — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

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Work Styles

5 of 16 displayed

- **Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.
- **Integrity** — Job requires being honest and ethical.
- **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- **Analytical Thinking** — Job requires analyzing information and using logic to address work-related issues and problems.
- **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.

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Work Values

All 3 displayed

- **Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.
- **Recognition** — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.
- **Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

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Related Occupations

5 of 10 displayed

13-1041.01	Environmental Compliance Inspectors	
19-1031.01	Soil and Water Conservationists	
19-4091.00	Environmental Science and Protection Technicians, Including Health	Bright Outlook Green
33-3021.02	Police Identification and Records Officers	
33-3021.03	Criminal Investigators and Special Agents	

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Wages & Employment Trends

Median wages (2016) $27.29 hourly, $56,750 annual

State wages Local Salary Info

Employment (2016) 15,000 employees

Projected growth (2016-2026) Much faster than average (15% or higher)

O*NET OnLine

Summary Report for:
33-3051.00 - Police and Sheriff's Patrol Officers

Maintain order and protect life and property by enforcing local, tribal, State, or Federal laws and ordinances. Perform a combination of the following duties: patrol a specific area; direct traffic; issue traffic summonses; investigate accidents; apprehend and arrest suspects, or serve legal processes of courts.

This title represents a group of more specific occupations. For additional information, please select one of the specific occupations below.

33-3051.01 Police Patrol Officers

33-3051.03 Sheriffs and Deputy Sheriffs

View report: Summary | Details | Custom

Credentials | Wages & Employment | Job Openings | Additional Information

Credentials

Find Training | Find Certifications | Find Licenses

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Wages & Employment Trends

Median wages (2016)	$28.69 hourly, $59,680 annual
State wages	Local Salary Info
Employment (2016)	684,000 employees
Projected growth (2016-2026)	Average (5% to 9%)
Projected job openings (2016-2026)	49,500
State trends	Employment Trends
Top industries (2016)	Government

Source: Bureau of Labor Statistics 2016 wage data and 2016-2026 employment projections. "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement.

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Job Openings on the Web

Find Jobs

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O*NET OnLine

Updated 2017

Bright Outlook

Summary Report for:
33-9032.00 - Security Guards

Guard, patrol, or monitor premises to prevent theft, violence, or infractions of rules. May operate x-ray and metal detector equipment.

Sample of reported job titles: Campus Security Officer, Custom Protection Officer, Customer Service Security Officer, Hotel Security Officer, Loss Prevention Officer, Safety and Security Officer, Security Agent, Security Guard, Security Officer, Security Supervisor

View report: Summary | Details | Custom

Tasks | Technology Skills | Tools Used | Knowledge | Skills | Abilities | Work Activities | Detailed Work Activities | Work Context | Job Zone | Education | Credentials | Interests | Work Styles | Work Values | Related Occupations | Wages & Employment | Job Openings | Additional Information

Tasks

5 of 14 displayed

- Lock doors and gates of entrances and exits to secure buildings.
- Answer alarms and investigate disturbances.
- Monitor and authorize entrance and departure of employees, visitors, and other persons to guard against theft and maintain security of premises.
- Write reports of daily activities and irregularities, such as equipment or property damage, theft, presence of unauthorized persons, or unusual occurrences.
- Patrol industrial or commercial premises to prevent and detect signs of intrusion and ensure security of doors, windows, and gates.

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Technology Skills

5 of 6 displayed **Show 21 tools used**

- **Network monitoring software** — Wireshark
- **Office suite software** — Corel WordPerfect Office Suite; Microsoft Office
- **Spreadsheet software** — IBM Lotus 1-2-3; Microsoft Excel
- **Transaction security and virus protection software** — McAfee ; Symantec
- **Word processing software** — Microsoft Word

Hot Technology — a technology requirement frequently included in employer job postings.

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Knowledge

All 3 displayed

- **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of

customer satisfaction.

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Skills

5 of 9 displayed

- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- **Speaking** — Talking to others to convey information effectively.
- **Coordination** — Adjusting actions in relation to others' actions.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

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Abilities

5 of 12 displayed

- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- **Far Vision** — The ability to see details at a distance.
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.

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Work Activities

5 of 29 displayed

- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

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Detailed Work Activities

5 of 15 displayed

- Block physical access to restricted areas.
- Investigate illegal or suspicious activities.
- Respond to emergencies to provide assistance.
- Monitor access or flow of people to prevent problems.
- Prevent unauthorized individuals from entering restricted areas.

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Work Context

5 of 28 displayed

- **Indoors, Environmentally Controlled** — 78% responded "Every day."
- **Contact With Others** — 60% responded "Constant contact with others."
- **Face-to-Face Discussions** — 82% responded "Every day."
- **Importance of Being Exact or Accurate** — 47% responded "Extremely important."
- **Telephone** — 67% responded "Every day."

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Job Zone

Title	Job Zone Two: Some Preparation Needed
Education	These occupations usually require a high school diploma.
Related Experience	Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.
Job Training	Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.
Job Zone Examples	These occupations often involve using your knowledge and skills to help others. Examples include orderlies, forest firefighters, customer service representatives, security guards, upholsterers, and tellers.
SVP Range	(4.0 to < 6.0)

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Education

Percentage of Respondents	Education Level Required
89	High school diploma or equivalent
9	Some college, no degree
1	Post-secondary certificate

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Credentials

Find Certifications | Find Licenses | Find Apprenticeships

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Interests

All 3 displayed

Interest code: **RCE**

- **Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
- **Conventional** — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to

follow.

- **Enterprising** — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

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Work Styles

5 of 12 displayed

- **Integrity** — Job requires being honest and ethical.
- **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- **Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.
- **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

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Work Values

All 3 displayed

- **Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.
- **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- **Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

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Related Occupations

5 of 10 displayed

33-3011.00	Bailiffs
33-9092.00	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
39-6011.00	Baggage Porters and Bellhops
43-5021.00	Couriers and Messengers Bright Outlook
43-5053.00	Postal Service Mail Sorters, Processors, and Processing Machine Operators

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Wages & Employment Trends

Median wages (2016)	$12.39 hourly, $25,770 annual
State wages	Local Salary Info
Employment (2016)	1,123,000 employees
Projected growth (2016-2026)	Average (5% to 9%)
Projected job openings (2016-2026)	157,500
State trends	Employment Trends

Top industries (2016) Administrative and Support Services

Source: Bureau of Labor Statistics 2016 wage data and 2016-2026 employment projections. "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement.

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Job Openings on the Web

Find Jobs

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Sources of Additional Information

All 2 displayed

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- Fraternal Order of Police
- Occupational Outlook Handbook: Security guards and gaming surveillance officers

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Lycoming Career & Technology Center

Criminal Justice / Law Enforcement

Post-Secondary Opportunities

When students pursue careers in this field they will enter the military, complete a college degree in criminal justice or other related field, or attend Act 120 training. Here are some schools in the area they may attend:

Mansfield University – 2 or 4 year degree, Act 120

Pennsylvania College of Technology – 2 or 4 year degree

Lock Haven University – 2 or 4 year degree

Bloomsburg University – 2 or 4 year degree

Harrisburg Area Community College – Act 120

Lackawanna College – 2 or 4 year degree, Act 120

Lycoming College – 4 year degree

SAMPLE READING ASSIGNMENT

explained probation rates, then we would expect to see a higher probation rate in the United Kingdom, but probation there is used about one-fifth as often as it is in America. France reports a similar burglary rate to that of the United State, but it uses probation a quarter as much as the United States does. What, then, explains America's exceptionalism in putting people on probation?

Community sentencing, including probation, is the most common form of correctional treatment because it makes no sense to lock up nondangerous, repentant offenders in an overcrowded and dangerous correctional system, which can damage them and lock them into a life of crime. It may be both more effective and less costly to have them remain in the community under the supervision of a trained court officer, where they can receive treatment that will help them turn their lives around. Rehabilitation would be aided immensely if those who commit crime could be made to understand the problems their actions cause their family, friends, and community. Other reasons for the attractiveness of community sentences include:

- They are less costly than a sentence to jail or prison.
- They help the offender maintain family and community ties.
- They can be structured to maximize security and maintain public safety.
- They can be scaled in severity to correspond to the seriousness of the crime.
- They can feature restoration and reintegration rather than punishment and ostracism.
- They give convicted offenders a "second chance" that can enable them to resume a more productive lifestyle.[3]

In a tight economic environment, cost-effective programming such as probation makes economic sense. It is not surprising that a growing number of convicted offenders are being offered community sentences ranging from traditional probation to house arrest and placement in community correctional centers, simply because this approach makes both economic and practical sense. For example, when Christopher Krebs and his associates carefully compared treatment outcomes of large groups of drug-involved offenders in Florida they found that community-based drug treatment reduced the chances for a subsequent felony arrest by 22 percent. In comparison, prison- or jail-based treatment, which cost three times as much as community-based treatment, did not have similar success; inmates showed no particular improvement after attending an institutional drug treatment program.[4] Clearly community-based programs can be both practical and cost-effective.

This chapter reviews these criminal sanctions. It begins by discussing the role of traditional probation as a community-based correctional practice and a brief history of community sentencing. Then it focuses on so-called alternative or intermediate sanctions, such as intensive supervision, house arrest, and electronic monitoring. Finally, the chapter turns to a discussion of the concept of restorative justice and programs based on its principles.

THE CONCEPT OF PROBATION

Probation is a criminal sentence that suspends or delays a correctional term in a prison or jail in return for a period of community supervision during which the probationer must abide by certain conditions set forth by the court, under the supervision of a probation officer.

probation
A sentence entailing the conditional release of a convicted offender into the community under the supervision of the court (in the form of a probation officer), subject to certain conditions for a specified time.

The philosophy of probation today rests on the assumption that the typical offender is not a dangerous criminal or a "menace to society," but someone who has made a mistake and has the ability and potential to reform. When such offenders are institutionalized instead of being granted community release, the prison community becomes their new reference point, they are forced to interact with hardened criminals, and they develop an "ex-con" label that interferes with successful readjustment to society—all conditions that both impede their successful rehabilitation and increase the likelihood of recidivism. It is widely assumed that the opportunity to avoid stigma and negative labels can be critical to rehabilitation. Offenders who are able to avoid official criminal labels are significantly less likely to recidivate than those branded with official criminal labels.[5] Following this logic, it is evident that the stigma of a prison sentence would have far more devastating effects than a community sentence.

The History of Community Sentencing

L01 Discuss the history of community sentences.

How did this idea of community supervision and control begin? The roots of probation can be traced back to the traditions of the English common law. During the Middle Ages, judges who wished to spare deserving offenders from commonly used punishments such as torture, mutilation, and death used their power to grant clemency and stays of execution. The common-law practice of **judicial reprieve** allowed judges to suspend punishment so that convicted offenders could seek a pardon, gather new evidence, or demonstrate that they had reformed their behavior. Similarly, the practice of **recognizance** enabled convicted offenders to remain free if they agreed to enter into a debt obligation with the state. The debt would have to be paid only if the offender was caught engaging in further criminal behavior. Sometimes sureties were required—these were people who made themselves responsible for the behavior of an offender after he was released.

judicial reprieve
The common-law practice that allowed judges to suspend punishment so that convicted offenders could seek a pardon, gather new evidence, or demonstrate that they had reformed their behavior.

recognizance
The medieval practice of allowing convicted offenders to go unpunished if they agreed to refrain from any further criminal behavior.

JOHN AUGUSTUS Early U.S. courts continued the practice of indefinitely suspending sentences of criminals who seemed deserving of a second chance, but it was John Augustus of Boston who is usually credited with originating the modern probation concept.[6] As a private citizen, Augustus began in 1841 to supervise offenders released to his custody by a Boston judge. Over an 18-year period, Augustus supervised close to 2,000 probationers and helped them get jobs and establish themselves in the community. Augustus had an amazingly high success rate, and few of his charges became involved in crime again.

In 1878, Augustus's work inspired the Massachusetts legislature to pass a law authorizing the appointment of a paid probation officer for the city of Boston. In 1880, probation was extended to other jurisdictions in Massachusetts, and by 1898 the probation movement had spread to the superior (felony) courts.[7] The Massachusetts experience was copied by Missouri (1887) and Vermont (1898), and soon after by most other states. In 1925, the federal government established a probation system for the U.S. district courts. The probation concept soon became the most widely used correctional mechanism in the United States.[8]

WEB APP 12.1

For more information about John Augustus and the history of probation, visit http://www.nyc.gov/html/prob/html/about/history.shtml.

Contemporary Probation Services

L02 Characterize the different types of probation sentences.

Considering its benefits, it's not surprising that the probation population has undergone continual growth. About 4 million people are currently on probation (4.7 million on all forms of community supervision).[9] This translates into approximately 1 in 61 U.S. adult residents. More than 2 million people are still being placed on probation annually, and a slightly larger number exit their probation sentence. Without probation, the correctional system would rapidly become even more overcrowded, overly expensive, and unmanageable.

Title 18

§ 2702. Aggravated assault.

(a) Offense defined.--A person is guilty of aggravated assault if he:

(1) attempts to cause serious bodily injury to another, or causes such injury intentionally, knowingly or recklessly under circumstances manifesting extreme indifference to the value of human life;

(2) attempts to cause or intentionally, knowingly or recklessly causes serious bodily injury to any of the officers, agents, employees or other persons enumerated in subsection (c) or to an employee of an agency, company or other entity engaged in public transportation, while in the performance of duty;

(3) attempts to cause or intentionally or knowingly causes bodily injury to any of the officers, agents, employees or other persons enumerated in subsection (c), in the performance of duty;

(4) attempts to cause or intentionally or knowingly causes bodily injury to another with a deadly weapon;

(5) attempts to cause or intentionally or knowingly causes bodily injury to a teaching staff member, school board member or other employee, including a student employee, of any elementary or secondary publicly-funded educational institution, any elementary or secondary private school licensed by the Department of Education or any elementary or secondary parochial school while acting in the scope of his or her employment or because of his or her employment relationship to the school;

(6) attempts by physical menace to put any of the officers, agents, employees or other persons enumerated in subsection (c), while in the performance of duty, in fear of imminent serious bodily injury;

(7) uses tear or noxious gas as defined in section 2708(b) (relating to use of tear or noxious gas in labor disputes) or uses an electric or electronic incapacitation device against any officer, employee or other person enumerated in subsection (c) while acting in the scope of his employment;

(8) attempts to cause or intentionally, knowingly or recklessly causes bodily injury to a child less than six years of age, by a person 18 years of age or older; or

(9) attempts to cause or intentionally, knowingly or recklessly causes serious bodily injury to a child less than 13 years of age, by a person 18 years of age or older.

(b) Grading.--Aggravated assault under subsection (a)(1), (2) and (9) is a felony of the first degree. Aggravated assault under subsection (a)(3), (4), (5), (6), (7) and (8) is a felony of the second degree.

(c) Officers, employees, etc., enumerated.--The officers, agents, employees and other persons referred to in subsection (a) shall be as follows:

(1) Police officer.

(2) Firefighter.

(3) County adult probation or parole officer.

(4) County juvenile probation or parole officer.

(5) An agent of the Pennsylvania Board of Probation and Parole.

(6) Sheriff.

(6) Sheriff.
(7) Deputy sheriff.
(8) Liquor control enforcement agent.
(9) Officer or employee of a correctional institution, county jail or prison, juvenile detention center or any other facility to which the person has been ordered by the court pursuant to a petition alleging delinquency under 42 Pa.C.S. Ch. 63 (relating to juvenile matters).
(10) Judge of any court in the unified judicial system.
(11) The Attorney General.
(12) A deputy attorney general.
(13) A district attorney.
(14) An assistant district attorney.
(15) A public defender.
(16) An assistant public defender.
(17) A Federal law enforcement official.
(18) A State law enforcement official.
(19) A local law enforcement official.
(20) Any person employed to assist or who assists any Federal, State or local law enforcement official.
(21) Emergency medical services personnel.
(22) Parking enforcement officer.
(23) A magisterial district judge.
(24) A constable.
(25) A deputy constable.
(26) A psychiatric aide.
(27) A teaching staff member, a school board member or other employee, including a student employee, of any elementary or secondary publicly funded educational institution, any elementary or secondary private school licensed by the Department of Education or any elementary or secondary parochial school while acting in the scope of his or her employment or because of his or her employment relationship to the school.
(28) Governor.
(29) Lieutenant Governor.
(30) Auditor General.
(31) State Treasurer.
(32) Member of the General Assembly.
(33) An employee of the Department of Environmental Protection.
(34) An individual engaged in the private detective business as defined in section 2(a) and (b) of the act of August 21, 1953 (P.L.1273, No.361), known as The Private Detective Act of 1953.
(35) An employee or agent of a county children and youth social service agency or of the legal representative of such agency.
(36) A public utility employee or an employee of an electric cooperative.
(37) A wildlife conservation officer or deputy wildlife conservation officer of the Pennsylvania Game Commission.
(38) A waterways conservation officer or deputy waterways conservation officer of the Pennsylvania Fish and Boat Commission.

(d) Definitions.--As used in this section, the following words and phrases shall have the meanings given to them in this subsection:

"Electric or electronic incapacitation device." A portable device which is designed or intended by the manufacturer to be used, offensively or defensively, to temporarily immobilize or incapacitate persons by means of electric pulse or current, including devices operated by means of carbon dioxide propellant. The term does not include cattle prods, electric fences or other electric devices when used in agricultural, animal husbandry or food production activities.

"Emergency medical services personnel." The term includes, but

is not limited to, doctors, residents, interns, registered nurses, licensed practical nurses, nurse aides, ambulance attendants and operators, paramedics, emergency medical technicians and members of a hospital security force while working within the scope of their employment.
(Oct. 1, 1980, P.L.689, No.139, eff. 60 days; Oct. 16, 1980, P.L.978, No.167, eff. 60 days; Dec. 11, 1986, P.L.1517, No.164, eff. 60 days; Feb. 2, 1990, P.L.6, No.4, eff. 60 days; July 6, 1995, P.L.238, No.27, eff. 60 days; Feb. 23, 1996, P.L.17, No.7, eff. 60 days; July 2, 1996, P.L.478, No.75, eff. 60 days; Dec. 21, 1998, P.L.1245, No.159, eff. 60 days; Nov. 6, 2002, P.L.1096, No.132, eff. 60 days; Nov. 29, 2004, P.L.1349, No.173, eff. 60 days; Nov. 30, 2004, P.L.1618, No.207, eff. 60 days; Oct. 24, 2012, P.L.1205, No.150, eff. 60 days; Dec. 18, 2013, P.L.1198, No.118, eff. Jan. 1, 2014)

2013 Amendment. Act 118 amended subsecs. (a)(6) and (7) and (b) and added subsec. (a)(8) and (9).
2012 Amendment. Act 150 amended subsec. (c).
2004 Amendments. See section 29 of Act 207 in the appendix to this title for special provisions relating to construction of law.
Cross References. Section 2702 is referred to in sections 2701, 2703, 2709.1, 2711, 5702, 5708, 6105 of this title; sections 2511, 5329, 6344, 6711 of Title 23 (Domestic Relations); section 904 of Title 30 (Fish); section 905.1 of Title 34 (Game); sections 5551, 5552, 6302, 6307, 6308, 6336, 6355, 9714, 9717, 9718, 9719, 9802 of Title 42 (Judiciary and Judicial Procedure); section 702 of Title 54 (Names); section 7122 of Title 61 (Prisons and Parole).

Pennsylvania General Assembly
http://www.legis.state.pa.us/cfdocs/legis/LI/consCheck.cfm?txtType=HTM&ttl=75&div=0&chpt=13&sctn=1&subsctn=0
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Title 75

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CHAPTER 13
REGISTRATION OF VEHICLES

Subchapter
A. General Provisions
B. Registration Plates
C. Violations and Suspensions

Enactment. Chapter 13 was added June 17, 1976, P.L.162, No.81, effective July 1, 1977, unless otherwise noted.

Special Provisions in Appendix. See section 25 of Act 115 of 1996 in the appendix to this title for special provisions relating to pilot programs for decentralized services for motor vehicle and driver license transactions.

See section 15 of Act 23 of 1999 in the appendix to this title for special provisions relating to joint study on registration validation stickers.

Cross References. Chapter 13 is referred to in sections 1516, 1752, 1798.3, 1911, 6117, 7702 of this title.

SUBCHAPTER A
GENERAL PROVISIONS

Sec.
1301. Registration and certificate of title required.
1302. Vehicles exempt from registration.
1303. Vehicles of nonresidents exempt from registration.
1304. Registration criteria.
1305. Application for registration.
1306. Grounds for refusing registration.
1307. Period of registration.
1307.1. Permanent fleet registration.
1308. Issuance of registration card.
1309. Renewal of registration.
1310. Temporary registration cards.
1310.1. Temporary registration permits.
1311. Registration card to be signed and exhibited on demand.
1312. Notice of change of name or address.
1313. Duplicate registration cards.
1314. Transfer of registration.
1315. Operation of vehicle following death of owner.
1316. Department records.
1317. Acknowledgment of littering provisions.
1318. Duties of agents.
1319. Duties of motor carrier vehicle owners.
1320. Contributions to Veterans' Trust Fund.

§ 1301. Registration and certificate of title required.

(a) Driving unregistered vehicle prohibited.--No person shall drive or move and no owner or motor carrier shall knowingly permit to be driven or moved upon any highway any vehicle which is not registered in this Commonwealth unless the vehicle is exempt from

registration.

(b) Proof of residency.--A person charged under this section has the burden of proving that he is a nonresident whenever he asserts a defense based on section 1303 (relating to vehicles of nonresidents exempt from registration). If he produces at the office of the issuing authority satisfactory proof that he is a nonresident and is in compliance with section 1303 within five days after being charged with a violation of this section, the issuing authority shall dismiss the charge.

(c) Certificate of title prerequisite to registration.--No vehicle shall be registered unless a certificate of title has been applied for or issued if one is required by Chapter 11 (relating to certificate of title and security interests).

(c.1) Reconstructed, recovered theft, flood, modified and specially constructed vehicles.--Only the department shall issue a temporary registration plate or card, or permit the transfer of a registration plate, in conjunction with any application for reconstructed, recovered theft, flood, modified and specially constructed vehicles. Proof of financial responsibility must accompany the application for registration prior to the issuance of a registration plate.

(c.2) Special inspection prerequisite to operation.--After the effective date of this section, no reconstructed, modified or specially constructed vehicle may be operated on the highway until it has successfully passed an inspection at a reconstructed vehicle inspection station.

(d) Penalty.--Any person violating the provisions of subsection (a) is guilty of a summary offense and shall, upon conviction, be sentenced to pay a fine of $75 or double the registration fee, whichever is greater, except when the vehicle was previously registered in this Commonwealth within 60 days of the commission of the offense whereupon the fine shall be $25. In the case of a motor carrier vehicle other than a trailer, the fine shall be $50 if the motor carrier vehicle was previously registered in this Commonwealth within 60 days of the commission of the offense or, if the registration occurs outside the 60-day period, the fine shall be double the registration fee for the maximum weight at which the vehicle could have been registered in this Commonwealth.

(July 22, 1983, P.L.122, No.32, eff. imd.; Mar. 29, 1984, P.L.155, No.30, eff. 60 days; July 10, 1984, P.L.679, No.146, eff. 60 days; July 8, 1986, P.L.432, No.90, eff. imd.; Dec. 21, 1998, P.L.1126, No.151, eff. 60 days; Dec. 9, 2002, P.L.1278, No.152, eff. 60 days; Dec. 1, 2004, P.L.1767, No.228, eff. Jan. 1, 2007)

2004 Amendment. Act 228 added subsec. (c.2).
2002 Amendment. Act 152 added subsec. (c.1).
1998 Amendment. Act 151 amended subsecs. (a) and (d).
Cross References. Section 1301 is referred to in sections 1311, 6309, 6309.1 of this title.

SAMPLE WRITING ASSIGNMENT / PROJECT

lycoETC

AUTOBIOGRAPHY ASSIGNMENT

An autobiography is a narrative of your life. Many students include an autobiography in their job portfolios. Although the autobiography reveals some of the information found in your resume, the main difference between the two is that the autobiography usually reveals the "human aspect" of your life and answers the question "What makes you different from other people?"

- You can use the ideas below as a guide. Add to or omit some of the information, but use the basic structure listed below. Begin by listing information and ideas.
- Write a topic sentence for each paragraph.
- Develop the paragraphs by supplying details. Cross out any ideas that are not related to the topic sentence.
- Revise your paragraph and write a final draft.

I. **Introduction**
   a. Name
   b. Where and when you were born
   c. Where you live
   d. Where you go to school
   e. Family members
   f. Your three best qualities

II. **Facts**
   a. Schools you have attended
   b. What classes are you presently enrolled in?
   c. Friends
   d. Three activities that you like
   e. Special skills
   f. Places you have visited or lived.

III. **One Incident** (choose one a, b or c)
   a. A memory of an interesting or exciting event
   b. How someone helped you out
   c. A person you admire

IV. **Your Future**
   a. What are your plans for after high school?
      i. Job, education, why?

V. **Conclusion**
   a. What or who is important in your life? Why?
   b. Who do you want to be like?
   c. Where do you want to be in five years?
   d. Why is your life important?

VI. **Photograph** (of yourself)

- ✓ Give information that is found in the resume.
- ✓ Show your humanistic side but don't give information that is too personal.
- ✓ Give information that will help future employers understand you better.
- ✓ Give information that will strengthen the employer's perception of you as a future employee.
- ✓ Grammar, spelling, and writing style are VERY IMPORTANT! Have someone proofread your autobiography who knows how to write!

Task Grade 531

Describe opportunities for post-secondary education and employment in criminal justice and police science.

For this assignment research **four** different kinds of employment that someone who is interested in criminal justice or police science could get. You will need to type an essay or develop a PowerPoint presentation listing those four career choices. Within the essay or PowerPoint you will want to include:

- ✓ Job Description
  - Describe what you would be doing on this job. Include types of tools, machinery, or instruments you would be required to use.
- ✓ Education, training and/or required certifications
  - Include an estimated cost of this education, training, and/or certifications.
  - List of colleges or training centers that offer this career choice
  - Include an estimated timeline for the education, training and/or certifications.
  - Include a list of classes you should be taking in HS to help prepare you for this career.
- ✓ Salary Range
  - What is the salary range for this career?
  - Include information about entry level salaries and experienced level salaries.
- ✓ Job Outlook
  - Is there a demand for workers in this career?
  - What is the future job outlook for this career?
  - Name some other jobs related to this career.

Your PowerPoint must have at a minimum of 16 slides (you will probably have more with 4 careers). You can include pictures, graphics, charts, diagrams, etc. Be specific and provide enough information for it to be informative.

Your essay should be at least three pages (it can be more) and be written with proper grammar, punctuation and spelling. Make sure you are describing each career in detail so it is informative.

Once you are finished you can share your finished assignment with me on Google Drive. This will count as a task grade.

Task Grade 1001

Define multiculturalism and diversity, such as racial profiling, cultural diversity, etc.

This task is broken into two parts. For the first part you will be completing the Diversity Awareness Certification through FEMA. This is an independent study module that you will need to register for prior to taking the exam for the certification. The second part you will be reading some pages from the textbook, *Introduction to Criminal Justice(16th Ed.)*by L. Siegel and J. Worrall and answering questions that pertain to the lesson.

PART 1:

Go to the website https://training.fema.gov/emi.9spx.
Click on **Independent Study.**
Scroll down. On the left hand side you will see **IS Course List.** Click that link.
Scroll down until you find **IS-20.17 Diversity Awareness Course 2017.**
Click on the link.
Scroll down and on the right hand side you will see **Take Final Exam.** In this section there is a link for you to register for an SID. Click on this link.
This will take you to the registration page. Click on **Register for FEMA SID.**
Fill out the form. Use your LycoCTC email address that you use to log on for all of our assignment s.
Use the school's phone number 570-584-2300 if you don't want to use your own.

- If you have already registered for an SID in the past and you don't remember what your login information is you will need to request that information from the website. Go to the login page and click on the link "Forgot FEMA SID". Let them know in the email that you forgot your SID and your password.

Once you receive your FEMA SID and set up a password you MUST write this down in your journal so you don't forget it. These independent study courses will be done throughout your time here in the Criminal Justice program.

After you have your SID and your password you can take the independent study course. Print your certificate upon completion and give it to me. I will make a copy for your file and you will put the original in your portfolio.

PART 2:

Get the Introduction to Criminal Justice textbook off the shelf. Read the following pages/sections:

Pages 73 – 74: Section – Race and Crime
Pages 256 – 259: Section – Racial Profiling
Pages 651 – 652: Section – The Future of Criminal Justice

After reading the above sections answer the following questions. Turn in your work by sharing it with me on Google Drive.

1. What is racial threat hypothesis?

2. Define racial profiling.

3. List three events in the last 5 years that have brought attention to the public Nationwide that involved racial profiling and police. Be specific with the events and describe why you think these events happened. You can research incidents online. There are many incidents in the last 5 years that have occurred.

4. In the textbook on pages 260 -261 they talk about the Ferguson Effect. Read this section and answer the questions: Do you think there is a Ferguson Effect? Why or why not? Cite evidence to support your position.

Once you are finished you can share your finished assignment with me on Google Drive. This will count as a task grade.

Legal Aspects of Policing and the Potential for Abuse of Police Power

(Task Grade 505)

The **United States Constitution** was designed to limit the power of government while ensuring basic personal rights for American citizens. The **Bill of Rights** guarantees citizens certain individual liberties. **Legal restraints** on police powers are limits or prohibitions on certain actions. They come from our Bill of Rights and are designed to prevent abuses of power. An **abuse of police power** means the police misused their authority in some way.

Police can abuse their power in many ways. Some protections against abuses come from the **Fourth Amendment**, which provides the right against unreasonable searches and seizures, and the right against arrest without probable cause. **Probable cause** generally means a reasonable belief. Other common protections against abuses come from the **Fifth Amendment**, which provides several rights, including the right against self-incrimination. **Miranda warnings** are used to inform a person of his or her Fifth Amendment rights. A failure to use or misuse of Miranda warnings is an abuse of police power.

When police abuse their power, the **exclusionary rule** may be used. It says that any evidence unlawfully obtained by the police, in violation of a person's constitutional rights, cannot be admitted into evidence against that person in a criminal trial.

Police sometimes have **civil liability**, which means a defendant bears responsibility for some wrong-doing and will be ordered by a court to pay money damages or comply with some other court order. It means there's a **lawsuit**, which is a court action where one party sues another party seeking money damages or some other court order. The **plaintiff** is the party who brings the lawsuit, and the **defendant** is the party who is being sued. Civil lawsuits only have to be proved by a **preponderance of the evidence**, which is just the greater weight of the evidence. A plaintiff can sue the police for a state law **tort**, which is a noncriminal legal wrong, but it must be an **intentional tort**. That means the defendant intended to commit the act that then resulted in harm to the plaintiff. But remember that the doctrine of **official immunity** means the police cannot be sued unless the plaintiff can show that the police willfully acted in an unreasonable way.

A plaintiff can also sue using **Section 1983**, which is a federal law allowing lawsuits against the police for civil rights violations. However, the plaintiff must show that the officer was acting under color of law and that the plaintiff was deprived of a constitutional right. Remember, the **qualified immunity defense** might apply. It means the police cannot be sued unless their conduct clearly violated an established constitutional or statutory right. The plaintiff must show:

- The conduct was unreasonable
- The conduct infringed the plaintiff's constitutional rights
- The conduct caused injury or damage to the plaintiff

What is Section 1983?

- "Section 1983" refers to 42 U.S.C. §1983, the federal statute that enables you to file a civil action for deprivation of constitutional and federal statutory rights by persons acting under "color of law." Originally enacted in 1871, Section 1983 litigation experienced a period of dormancy, until 1961 and the landmark Supreme Court case, Monroe v. Pape, 365 U.S. 167 (1961), which gave private litigants a federal court remedy as a first resort rather than only in default of (or after) state action. Today, Section 1983 actions most commonly involve 1st Amendment issues like freedom of speech; 4th Amendment issues like search and seizure or use of force; 8th Amendment issues like cruel and unusual punishment; and 14th Amendment claims of due process violations.

Ideas for Reference. You can Google any of these to find out more information.

Amendments 1, 4, 5, 8 and 14.

Tracy Thurman v. City of Torrington (1985)

Monroe v. Pape (1961)

Tennessee v. Garner (1985)

You can also search for your own cases involving police abuse of power or articles you have found in regards to police abusing their power and include them.

For this assignment you need to write an essay about the legal aspects of policing and the potential for abuse of police power. Describe what the legal limitations are for police and what could happen if officers don't follow those limitations. Also, describe what an officer could face if they abuse their power. You will need to research the topic and include the following in your essay.

- Title 42, United States Code, Section 1983, and describe its importance in police misconduct litigation.
- The meaning of "acting under color of law".
- Identify some of the grounds for disciplinary actions against police officers
- Include either case law or articles relating to police abuse of power. Remember to cite all references.

The essay will be at least two-pages, typed and double-spaced. Use Times New Roman, 12-point font.

The Pennsylvania State University
Workforce Education and Development

Lesson Plan Template

Name of Instructor: Catherine Farr
Program Title: Lycoming Career & Technology Center
Course Title: Criminal Justice / Police Science
Unit Title: Use of Force
Lesson Title: Use of Force Continuum
Lesson Performance Objective: Given a lecture and PowerPoint demonstration students will demonstrate their understanding of use of force in law enforcement with 100% accuracy on a written quiz.
Time (length of lesson): 1 hour, 30 minutes
Equipment and Materials needed: computer, projector, paper, stapler, PowerPoint

Technical Standard(s): Standards as determined by the Pennsylvania State Police and Municipal Police Officers Education and Training Commission Act 120.

Academic Standard(s):

English Language Arts: CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Introduction

Today we will be talking about use of force in law enforcement. You will learn the different levels of force used. We will also learn what happens when there is excessive force. You will be provided with a training guide to assist you in studying for the written test.

Body:

- Inform students that they will be learning the use of force continuum
- Define Use of Force
    - The amount of effort required by police to compel compliance by an unwilling subject. The Fourth Amendment forbids unreasonable searches and seizures, and various other legal and policy controls govern how and when officers can use force.
- Define Use of Force continuum
    - Use of force continuum is a standard that provides law enforcement officers and civilians with guidelines as to how much force may be used against a resisting subject in a given

situation.

- Give the students 4 pieces of half sheets of paper and demonstrate how to put the pieces of paper together and fold in half for a study guide.
    - Tell students that this will be their study guide for their test
    - They need to fill out each tab as we talk about it.
- On the top tab have students write the name of the study guide " Use of Force"
- On the second tab have students write "Use of Force Continuum"
- Start the PowerPoint
- Slide 1: Have students label the rest of the tabs in order as indicated on the slide.
- Have students draw a triangle with layers indicating the levels of force and place it on tab #2 "Continuum"
- Tabs 4-12 go over and tell students to take notes under the correct tab on their study guide.
- Give students a scenario and have them determine what they could do in that situation.
- Have students break into groups of 2 and have them come up with a scenario. It should be for any of the levels of force used.
- Show students a video of excessive use of force and discuss if the force used was appropriate. Video found at https://www.youtube.com/watch?v=lqpau-kKymk
- Define excessive use of force
    - Force in excess of what a police officer reasonably believes is necessary. A police officer may be held liable for using excessive force in an arrest, an investigatory stop or other seizures.
    - Discuss what could happen if excessive force is used
        - Lawsuits
        - Termination from employment
        - Criminal Charges

Summary:

- Today we talked about use of force and the continuum for law enforcement.
- We created a study guide to help you study for the test
- We watched a video on excessive force and discussed what could happen if excessive force is used during the course of your job.
- Scenarios were given and students explained what they would do in each scenario.
- A quiz is given the following day to assess students' understanding of the use of force continuum.

Student Assessment:

Formative Assessment(s)

- Discuss the use of force continuum.
- Students were given scenarios and responded appropriately to the suspect
- Students made a study guide

Summative Assessment:

- Students were given a written quiz.

Universal Design for Learning (UDL)

Multiple Means of Engagement:

- Students are given scenarios and asked to determine the level of force that would be appropriate

Multiple Means of Representation:

- Students were asked to come up with scenarios and have the

other students respond appropriately

Multiple Means of Expression:

- Students made a study guide to help them remember the levels of force.
- They were given a written quiz to demonstrate their understanding.

The Pennsylvania State University
Workforce Education and Development

Lesson Plan Template

Name of Instructor: Catherine Farr
Program Title: Lycoming Career & Technology Center
Course Title: Criminal Justice / Police Science
Unit Title: Police Concepts and Skills
Lesson Title: Hierarchy of Police Administration
Lesson Performance Objective: Given a PowerPoint and classroom activity students will be proficient on identifying ranks within a police department by correctly matching insignias with the rank and putting them in the correct sequence from lowest ranking to highest ranking with a passing score of 70% on a written quiz.
Time (length of lesson): 2 hours with assessment
Equipment and Materials needed: Computer, projector, PowerPoint, Worksheet, Assessment

Technical Standard(s): Standards as determined by the Pennsylvania State Police and Municipal Police Officers Education and Training Commission Act 120.

Academic Standard(s):

English Language Arts: **CC.1.5.11-12.C.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Introduction

- Today students will be introduced to the hierarchy of a police administration
- They will be given a PowerPoint that will identify the ranks along with the insignias and discuss the duties of each position
- Students will then be broken into two groups to practice matching insignias with the ranks.
- Students will then work on the same activity by themselves to practice matching.
- In conclusion students will be given a matching quiz with a few questions to assess their understanding of the hierarchy of a police administration.

Body:

- Students will be given a PowerPoint on the hierarchy of a police department and sheriff's department
- This will have the insignias as well as the ranks of each position in a police administration
- This will also describe the job duties of each position
- Students will be divided into two groups.
- Each group will be given pictures of insignias and ranks
- They need to work together to put the insignias with the appropriate rank and put them in order from the lowest ranking to the highest ranking position
- Next they will go back to their assigned seats and each student will be given individual pictures of insignias with ranks and they have to work by themselves to put them in order.
- They will do this again and have to beat the clock.
- Once they have done this a few times to practice they will then be given the assessment/quiz of matching the insignias with the ranks and answering questions about the order of the ranks.

Summary:

- Students were introduced to the hierarchy of a police administration
- They were shown a PowerPoint of the ranks within the departments and the insignias that match. They were also given a description of duties for each rank.
- The students were given time to practice identifying the ranks and the insignias and putting them in order.
- They were assessed on their knowledge of the ranks with a written quiz.

Student Assessment:

Formative Assessment(s)

- Lecture with PowerPoint on the hierarchy of a police administration
- Group activity matching insignias and ranks
- Individual activity matching insignia

Summative Assessment:

- Written matching quiz on hierarchy of a police administration

Universal Design for Learning (UDL)

Multiple Means of Engagement:

- Students are given a PowerPoint to help them identify the insignias and the ranks
- Discussion is held between students and instructor on duties of each of the positions

Multiple Means of Representation:

- Students are given photos of insignias and the ranks and work together to place them in the correct order and match them correctly
- Students work individually at the same exercise to help them identify the insignias and ranks

Multiple Means of Expression:

- Students are given a matching quiz to put the correct insignias with the correct ranks