



# CTE Approval Self-Study Report

## Law Enforcement

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## Self-study

*Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.*

Self-study review will include:

Curriculum review

Benchmarks for student performance and student assessment

Teacher certification and highly-qualified status of instructional staff

Work-based learning opportunities

Teacher and student schedules

Resources, including staff, facilities, and equipment

Accessibility for all students

Work skills employability profile

Professional development plans

Projected number of students to be served

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

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## Law Enforcement/Police and Detectives

Police officers, detectives, and game wardens enforce laws to protect people and their property.

Quick Facts: Police and Detectives	
2015 Median Pay	\$60,270 per year \$28.97 per hour
Typical Entry-Level Education	<a href="#">See How to Become One</a>
Work Experience in a Related Occupation	<a href="#">See How to Become One</a>
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2014	806,400
Job Outlook, 2014-24	4% (Slower than average)
Employment Change, 2014-24	33,100

### What Police and Detectives Do

Police officers protect lives and property. Detectives and criminal investigators, who are sometimes called agents or special agents, gather facts and collect evidence of possible crimes.

### Work Environment

Police and detective work can be physically demanding, stressful, and dangerous. Police officers have one of the highest rates of injuries and illnesses of all occupations. Working around the clock in shifts is common.

### How to Become a Police Officer or Detective

Education requirements range from a high school diploma to a college degree. Most police and detectives must graduate from their agency's training academy before completing a period of on-the-job training. Candidates must be U.S. citizens, usually at least 21 years old, and able to meet rigorous physical and personal qualifications.

### Pay

The median annual wage for police and detectives was \$60,270 in May 2015.

### Job Outlook

Employment of police and detectives is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. The continued desire for public safety is expected to lead to new openings for officers, although demand may vary by location.

### Related Occupations

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Bailiffs, correctional officers, and jailers	33-3010	474,800	492,800	4	17,900
Bailiffs	33-3011	17,300	18,100	5	800
Correctional officers and jailers	33-3012	457,600	474,700	4	17,10
Probation officers and correctional treatment specialists	21-1092	91,700	95,000	4	3,300
Private detectives and investigators	33-9021	34,900	36,700	5	1,800
Security guards and gaming surveillance officers	33-9031 33-9032	1,102,500	1,157,500	5	55,00

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Correctional Officers and Bailiffs, on the Internet at <https://www.bls.gov/ooh/protective-service/correctional-officers.htm> (visited February 13, 2017).

## New York Employment Demand Profile: Law Enforcement

Source: Labor Insight Jobs (Burning Glass Technologies), Summary Demand and Requirements Table by Occupation, New York state data, Mar. 01, 2016 - Feb. 28, 2017, Monday, March 6, 2017

Category:		Demand and Employment				Salary		Education level based on posting requirements (*excluding NA)					Education level of employed individuals		
Source:		Burning Glass	BLS/OES, 2015			Burning Glass	BLS/OES, 2015	Burning Glass					ACS, 2014		
SOC Code (ONET-6)	Occupation Title	Number of Job Postings	Number Employed	% Change in Employment, 2014-2015	Projected Statewide Change in Employment, 2016-2026	Mean Advertised Salary	Mean Salary	% Requiring high school*	% Requiring Post-Secondary or Associate's Degree*	% Requiring Bachelor's Degree*	% Requiring Graduate or Professional Degree*	% with Unspecified Education	% with a H.S. diploma or less	% with Some College or an Assoc.	% with a Bachelor's or higher
33-9032	Security Guards	1,385	113,490	7%	16.7%	\$36,720	\$32,190	91%	8%	10%	1%	26%	41%	44%	15%
33-9021	Private Detectives and Investigators	139	1,360	-12%	9.1%	\$71,836	\$59,410	23%	13%	81%	17%	25%	11%	35%	54%
33-3051	Police and Sheriff's Patrol Officers	84	49,020	-2%	6.3%	\$52,285	\$69,140	78%	9%	39%	4%	73%	15%	52%	33%
33-3012	Correctional Officers and Jailers	10	34,140	4%	-0.5%	N/A	\$61,160	N/A	N/A	N/A	N/A	10%	33%		15%
33-9031	Gaming Surveillance Officers and Gaming Investigators	9	240	9%	N/A	N/A	\$30,390	67%	67%	50%	0%	33%	41%	44%	15%
21-1092	Probation Officers and Correctional Treatment Specialists	5	4,350	0%	6.7%	N/A	\$66,830	N/A	N/A	N/A	N/A	20%	7%	17%	76%
33-3011	Bailiffs	3	4,050	2%	7%	N/A	\$59,710	N/A	N/A	N/A	N/A	33%	33%	53%	15%

## A. Curriculum Review

*The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.*

*CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.*

### Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review
- The school district or BOCES determines the procedures used in completing the curriculum review
- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards
- Reviewers confirm that CTE program content includes integrated or specialized units of credit
- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements
- 

### Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program. Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

### Resources

New York State graduation requirements

<http://www.emsc.nysed.gov/part100/pages/1005.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



# Law Enforcement

With advances in technology – and the growing concern for terrorism since the tragedy of 9/11 – the need for homeland security and the demand for highly skilled law enforcement professionals has never been more apparent. America is looking for a new breed of law enforcement professionals, equipped to meet the changes in national security.

As a student in the Law Enforcement Pathway at the Public Service Leadership Academy at Fowler, you will learn to react appropriately and professionally to situations where the public might be at risk – by manmade or natural emergencies.

**You will learn the tactics, theory and skills required of today's law enforcement professionals including:**

- Training in DNA analysis
- Surveillance expertise
- White collar crime tactics
- Specialty services instituted since 9/11
- Cadet training

**CAREER OPPORTUNITIES:**

Law Enforcement, Private Investigator, FBI Agent, State Trooper, Secret Service Agent, US Marshall, ATF Agent

## Course of Study Law Enforcement

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> <li>PSLA Exploratory (1 Credit CTE)</li> </ul>	<ul style="list-style-type: none"> <li>Law Enforcement 100 LEE100 (1 Credit CTE)</li> </ul>	<ul style="list-style-type: none"> <li>Law Enforcement 200 LEE200 (2 Credits CTE)</li> <li>Law Enforcement CTE Integrated Science (CTE300) (1 Credit)</li> </ul>	<ul style="list-style-type: none"> <li>Law Enforcement 300 LEE300 (2 Credits CTE)</li> <li>Law Enforcement CTE Integrated ELA (CTE400) (1 Credit)</li> </ul>

### DISTRICT REQUIREMENTS

- Students must complete, Law Enforcement 100, 200 and 300 to challenge the course approved technical assessment.
- All students in 9th grade will receive CFM and CTE Exploratory classes.
- Student will have earned the 11th grade integrated science credit upon successful completion of the Law Enforcement 100 and 200.
- Student will have earned the 12th grade integrated ELA credit upon successful completion of the Law Enforcement 100, 200 and 300.
- Student will receive the CTE Endorsement upon successful completion of the Law Enforcement Program and must pass the prescribed technical assessment and complete a commencement level project.

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**Syracuse City School District**  
**Career and Technical Education Program**  
**Course Syllabus**  
**LEE100: Law Enforcement 100**



**Program Overview**

The Law Enforcement program prepares students for a variety of related careers through lecture and demonstration, guest speakers, field trips, job shadows and internships. Students will learn about legal and court systems and the attitudes and personal fitness levels necessary for a career in the field. The interactive learning experiences increase understanding of critical subject matter, including crime scene investigation and evidence analysis, terrorism and Incident Command Systems. Students practice teamwork and professionalism and learn about interagency collaboration with related organizations. Upon successful completion of LEE 100, 200 and 300, students may earn 12<sup>th</sup> grade integrated science and ELA credits. Students will also have the opportunity to earn college credits for courses taken during the 300 level.

**Course Description**

The Law Enforcement 100 course will provide an overview of various aspects of the law enforcement profession through a blending of rigorous academics, experiential activities, as well as physical and mental fitness. It will introduce basic rules, regulations and standards that students will need to embrace to be successful in a law enforcement career field to include police, courts, and corrections. The course will also prepare students to use standard criminal justice nomenclature within the context of the subjects and will utilize instruction and research to reinforce the understanding of these definitions. Guest speakers from the criminal justice field and visits to numerous agencies deepen the student's understanding of this career field. Students review court cases and outcomes as they relate to law enforcement at the local, state and national level. Students will be introduced to case law, Criminal Justice Agencies, tactics, procedures and techniques through a wide network of supporting organizations. Through these various organizations and field trip experiences, they will learn about penal laws, court procedures and the role of corrections.

**Course Objectives**

- Students will understand and identify the reasoning behind personal and mental fitness as it applies to the law enforcement career field.
- Students will identify ethical and professional roles and responsibilities of the law enforcement profession and they will be able to explain the history behind it.
- Students will apply teamwork, communication skills and research practices to assigned projects.



- Students will learn and apply basic knowledge of penal laws, to include distinction between felonies and misdemeanors, and how they are used in policing, courtroom procedures and corrections.
- Students will learn and apply data collection and elementary statistics to a variety of designs in both student produced and industry produced projects.
- Students will certify in basic CPR and First Aid tactics and techniques through the American Red Cross.

### **Integrated Academics**

NA

### **Equipment and Supplies**

**School will provide:** TBD

**Student will provide:** Writing utensils – pens and pencils  
Notebook and filler paper

### **Textbook**

Hayes, Bill; Croddy, Marshall. *Criminal Justice in America, 5<sup>th</sup> Edition*. Los Angeles: Constitutional Rights Foundation, 2012

### **Grading**

Homework, quizzes, etc. 25%  
Tests, reports, projects. 25%  
Class Participation 25%  
Drill and Physical Fitness 25%

### **Additional Course Policies**

- Uniform Standard Operating Procedure applies
- Cell phones are prohibited during instruction

### **Course Calendar**

<b>Quarter</b>	
1	<ul style="list-style-type: none"> <li>• Introduction and History of Law Enforcement</li> <li>• Drill and Ceremony and Physical Fitness</li> <li>• Criminal Justice Definitions</li> </ul>
2	<ul style="list-style-type: none"> <li>• Law Enforcement Careers</li> <li>• Importance of Public Speaking</li> </ul>
3	<ul style="list-style-type: none"> <li>• Penal Law</li> <li>• Violations, Felonies and Misdemeanors</li> </ul>
4	<ul style="list-style-type: none"> <li>• Case Law</li> <li>• CPR First Aid</li> <li>• Final Scenario Exam</li> </ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**LEE 100: Law Enforcement Level 100**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Week 1</b>  <b>Introductions and Team Building</b>	<ul style="list-style-type: none"> <li>• Who are we?</li> <li>• What do we want to accomplish?</li> <li>• What is a team?</li> <li>• How well do we work together?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe each other to learn/understand the class make up based on the autobiographies</li> <li>• Understand the importance of a team in law enforcement</li> <li>• Explain how law enforcement depends on team work</li> </ul>	<ul style="list-style-type: none"> <li>• One page biography of assigned partner's background</li> <li>• Participation in theory and hands on activities</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4	<b>Literacy</b> RST.9-10.1,2
				<b>Cluster Standards</b> LW1,6	<b>ELA</b> RSI.9-10.2 W.9-10.3,4 SL.9-10. 1,6 L.9-10.1,2
				<b>Pathway Standards</b>	<b>Science</b>
<b>Week 2-3</b>  <b>Rules and Regulations for Law Enforcement Class</b>	<ul style="list-style-type: none"> <li>• Why do first responders wear uniforms?</li> <li>• What are the historical reasons for rules and regulations?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the proper wearing and appearance of the class uniform</li> <li>• Describe the reasoning behind disciplined actions</li> <li>• Demonstration of self-discipline in the classroom and school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform inspection</li> <li>• Execute the proper commands and actions when faculty enters the area</li> <li>• Demonstrate appropriate behaviors between students and between students and teachers</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,4	<b>Literacy</b> RST.9-10.1,3 WHST.9-10.4,10
				<b>Cluster Standards</b>	<b>ELA</b> RSI.9-10.1,2,4, 6 W.9-10.4 SL.9-10.1,6 L.9-10.1,2
				<b>Pathway Standards</b>	<b>Science</b>
<b>Week 4</b>  <b>Taking Care of Ourselves and Our Health</b>	<ul style="list-style-type: none"> <li>• Why is it important to take care of our health?</li> <li>• How can we eat better and still stay within our means?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what it means to be healthy – proper nutrition, physical activity, sleep, proper hygiene, emotional well-being</li> <li>• Explain how to incorporate exercise into a daily regimen</li> <li>• Explain how to eat healthy on</li> </ul>	<ul style="list-style-type: none"> <li>• Eat Well Health Chart</li> <li>• Written plan for healthy eating for the next 4 weeks</li> <li>• Identification of risky health habits and their related consequences</li> </ul>	<b>Career Ready Practice</b> CRP1,3,4	<b>Literacy</b> RST.9-10.1,2,7 WHST.9-10.2,4
					<b>ELA</b> RSI.9-10.1,2,4,6 W.9-10.1,2,4,6 SL.9-10.1,6 L.9-10.1,2,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
		<ul style="list-style-type: none"> <li>a budget</li> <li>Recognizing unhealthy habits, i.e., lack of proper sleep, poor nutrition, tobacco, alcohol, drug use</li> </ul>	<ul style="list-style-type: none"> <li>Current events report of the week</li> </ul>	<b>Cluster Standards</b> LW3 <b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS 1-2 HS-LS 1-3 PS.S2.K1 PS.S6.K5
<b>Week 5</b>  <b>Personal Fitness and Initial Fitness Exam</b>	<ul style="list-style-type: none"> <li>What is the importance of personal physical fitness?</li> <li>Why do we need to participate in a physical fitness program in this program?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the benefits of personal physical fitness</li> <li>Determine baseline fitness test results</li> <li>Identify methods of increasing/improving the level of personal physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>Physical Fitness Test (based on standards of the Cooper Institute for Aerobics Research) once per marking period (quarter)</li> <li>Participation in weekly drills and physical fitness training</li> <li>Written rationale for attaining appropriate levels of personal fitness</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,3,12	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4
				<b>Cluster Standards</b> LW3	<b>ELA</b> RSI.9-10.1,2,7 W.9-10.2, 4 SL.9-10.1,5,6 L.9-10.1,2,4,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 6-7</b>  <b>Law Enforcement Vocabulary &amp; Definitions</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>How important is it to know the language of your profession?</li> <li>Do you understand the definition of words used in the criminal justice process?</li> <li>Are you physically and mentally fit?</li> <li>What areas of personal fitness do you need to improve?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate proficiency in your criminal justice vocabulary</li> <li>Explain the definition of key words used in everyday law enforcement</li> <li>Describe how to use key words to describe crimes and law enforcement situations</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Quiz #1</li> <li>Vocabulary Quiz #2</li> <li>Correct application of law enforcement vocabulary within the context of class discussions</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,3,4,12	<b>Literacy</b> RST.9-10.1,4
				<b>Cluster Standards</b> LW1	<b>ELA</b> RSI.9-10.1,2,4,7 SL.9-10.1,6 L.9-10.1,2,4,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 8-10</b>  <b>History of Police and</b>	<ul style="list-style-type: none"> <li>Who are the key people that shaped the law enforcement</li> </ul>	<ul style="list-style-type: none"> <li>Understand the significance of key individuals who influenced what we do today</li> </ul>	<ul style="list-style-type: none"> <li>Written exam on the history of police</li> <li>Presentation on other</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,4,12	<b>Literacy</b> RST.9-10.1,2,3, 4,6 WHST.9-10.2,3,

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Police around the World</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	field? <ul style="list-style-type: none"> <li>• What events shaped the rules regarding current patrolling practices?</li> <li>• What type of law enforcement model do other countries use?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the key events in history that have shaped current practices in law enforcement</li> <li>• Compare/contrast policing tactics in the US with practices in other countries</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	countries and the types of law enforcement they use <ul style="list-style-type: none"> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	  <b>Cluster Standards</b> LW1  <b>Pathway Standards</b> LW-ENF5	4,5,10  <b>ELA</b> RSI.9-10.1,2,4,7 W.9-10.2,4,6,7,9 SL.9-10.1,2,4,5,6 L.9-10.1,2,4,6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 11-12</b>  <b>Overview of Law Enforcement</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• What is policing in America?</li> <li>• What are the different branches?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of police in our society</li> <li>• Describe the different law enforcement agencies within our society, including roles and responsibilities of each</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Writing assignment on how law enforcement has impacted life in our community</li> <li>• Group presentations on roles and responsibilities of individual law enforcement agencies</li> <li>• Typed autobiography</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP2,3,4,12  <b>Cluster Standards</b> LW1  <b>Pathway Standards</b> LW-ENF5	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4  <b>ELA</b> RSI.9-10.1,2,4,7 W.9-10.2,4,6,7 SL.9-10.1,2,4,5,6 L.9-10.1,2,4,6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 13-15</b>  <b>Careers in Law Enforcement</b>  <b>Drill and Ceremony (D&amp;C) and Physical</b>	<ul style="list-style-type: none"> <li>• What opportunities exist for police officers?</li> <li>• What is a background check and what are its key elements?</li> <li>• Why are background checks necessary for law enforcement personnel?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and understand career opportunities within the law enforcement community</li> <li>• Discuss the elements of a background investigation</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Journal assignment on career opportunities in law enforcement</li> <li>• Written summaries of design and purpose of background checks for law enforcement personnel</li> <li>• State the reasons for background checks</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,4,10,12  <b>Cluster Standards</b> LW5  <b>Pathway Standards</b> LW-ENF5	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4  <b>ELA</b> RSI.9-10.1,2,4,7 W.9-10.2,3,4,7 SL.9-10.1,6 L.9-10.1,2,6

<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to)</b>	<b>Assessment Evidence of Learning</b>	<b>Related Standards</b>	<b>CCLS Literacy, Math, Science</b>
<b>Training (PT)</b>	<ul style="list-style-type: none"> <li>• Are you physically and mentally fit?</li> </ul>		<ul style="list-style-type: none"> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>		<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 16-20</b>  <b>Public Speaking</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• What communication skills are necessary for law enforcement workers?</li> <li>• Why is it important to be a good public speaker?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate communication and public speaking abilities</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Identify audience and adjust speaking to maintain interest and comprehend information delivered</li> <li>• Presentation on mini-research topic</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,3,4,7,12	<b>Literacy</b> RST.9-10.1,2,9 WHST.9-10.2,4,7,8,9
				<b>Cluster Standards</b> LW1	<b>ELA</b> RSI.9-10.1,2,4,7 W.9-10.2,4,5,6,7 SL.9-10.1,2,4,5,6 L.9-10.1,2,6
				<b>Pathway Standards</b> LW1	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 21-25</b>  <b>Violations, Misdemeanors and Felonies</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• What are violations, misdemeanors, and felonies?</li> <li>• What is a sanction?</li> <li>• What are the sanctions for each type of crime?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and describe the differences between a violations, misdemeanors, and felonies</li> <li>• Categorize various violation, misdemeanor and felony crimes</li> <li>• Explain what makes a crime a violation, a misdemeanor, or a felony</li> <li>• Understand and discuss the punishments for violation, misdemeanor, and felony crimes</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Complete charts on violation crimes, misdemeanor crimes, and felony crimes</li> <li>• Journal assignment on the differences between violations, misdemeanors and felonies</li> <li>• Module Quiz #1</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,7,12	<b>Literacy</b> RST.9-10.1,2,7 WHST.9-10.2,4
				<b>Cluster Standards</b> LW1	<b>ELA</b> RSI.9-10.1,2,4,7,9 W.9-10.2-7 SL.9-10.1,2,4,5,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 26-30</b>  <b>The Penal Law</b>	<ul style="list-style-type: none"> <li>• Why do we have laws?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why laws exist</li> <li>• Discuss the meaning of penal</li> </ul>	<ul style="list-style-type: none"> <li>• Journal assignment on the reasons society needs a</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,4,7,12	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• What is the Penal Law?</li> <li>• Why should laws be updated?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• law and when it was enacted</li> <li>• Describe the rationale behind continued penal law updates</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• system of laws</li> <li>• Short research papers stating reasons and events impacting the need for law updates</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>		
				<b>Cluster Standards</b> LW1,5	<b>ELA</b> RSI.9-10.1,2,4,7,9 W.9-10.2-7 SL.9-10.1,2,4,5,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 31-36</b>  <b>Case Law</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• Where do we derive legal interpretations from?</li> <li>• Do you know some key cases that have formed how we enforce laws now?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of courts and how the legal process informs today's laws</li> <li>• Discuss the historical precedents in case law that shape our understanding of laws</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Complete assessments of cases assigned</li> <li>• Quiz #1 on Case Law</li> <li>• Exam on Case Laws</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,12	<b>Literacy</b>
				<b>Cluster Standards</b> LW1,5	<b>ELA</b> RSI.9-10.1,2,4,7,9 W.9-10.2-7 SL.9-10.1,2,4,5,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF 1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 37-38</b>  <b>CPR/First Aid</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• What is CPR/First Aid?</li> <li>• Why is CPR &amp; First Aid certification important for law enforcement personnel?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand heart and lung A &amp; P and make informed decisions about when to administer CPR</li> <li>• Obtain CPR and First Aid Certification</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• CPR/First Aid Certification Exam</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Physical Fitness Test</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,3,8,9,12	<b>Literacy</b> RST.9-10.1,2,3 WHST.9-10.2,4
				<b>Cluster Standards</b> LW4	<b>ELA</b> RSI.9-10.1,2,4 SL.9-10.1,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF1,4	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Week 39-40</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>  <b>Review and Final Exam</b>	<ul style="list-style-type: none"> <li>• What have I learned this year?</li> </ul>	<ul style="list-style-type: none"> <li>• Review for Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Final Physical Fitness Test</li> <li>• Written Final Exam</li> </ul>	<b>Career Ready Practice</b> CRP2,3	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4
				<b>Cluster Standards</b> LW1,2,3,5	<b>ELA</b> RSI.9-10.1,2,4,7,9 W.9-10.2-7 SL.9-10.1,2,4,5,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

**Syracuse City School District**  
**Career and Technical Education Program**  
**Course Syllabus**  
**LEE 200: Law Enforcement 200**



**Program Overview**

The Law Enforcement program prepares students for a variety of related careers through lecture and demonstration, guest speakers, field trips, job shadows and internships. Students will learn about legal and court systems and the attitudes and personal fitness levels necessary for a career in the field. The interactive learning experiences increase understanding of critical subject matter, including crime scene investigation and evidence analysis, terrorism and Incident Command Systems. Students practice teamwork and professionalism and learn about interagency collaboration with related organizations. Upon successful completion of LEE 100, 200 and 300, students may earn 12<sup>th</sup> grade integrated science and ELA credits. Students will also have the opportunity to earn college credits for courses taken during the 300 level.

**Course Description**

The Law Enforcement 200 course will provide an overview of police, courts and corrections through a blending of rigorous academics and experiential activities, as well as physical and mental fitness. It will introduce advanced rules, regulations and standards that students will need to embrace to be successful. The course will also prepare students for entry into a college level course (CJ 101) with Onondaga Community College. Students will understand how law enforcement integrates into Incident Command Systems through certification in the Federal Emergency Management Agency in two courses. The higher level class standards and certifications will drive academic rigor and lay the foundation for success in understanding the criminal justice system and how police and law enforcement integrate with courts and corrections. Students will review court cases and outcomes as they relate to law enforcement at the local, state and national levels. Students will be introduced to case law, criminal justice agencies, tactics, procedures and techniques through a wide network of supporting organizations.

**Course Objectives**

1. Students will understand and identify the reasoning behind advanced personal and mental fitness as it applies to the law enforcement career field.
2. Students will certify in FEMA courses IS 100.LEB and IS 700.A in order to further their understanding of the ways multiagency response to emergency situations happens and how a command structure is established.
3. Students will apply teamwork, communication skills and research practices to assigned projects.
4. Students will learn and apply advanced knowledge of penal laws, to include distinction between felonies and misdemeanors, and how they are used in policing, courtroom procedures and corrections.



## Integrated Academics

N/A

## Equipment and Supplies

**School will provide:** Textbook and field trip opportunities

**Student will provide:** Writing utensils – pens and pencils, notebook and filler paper

## Textbook

Hayes, Bill; Croddy, Marshall. Criminal Justice in America, 5<sup>th</sup> Edition. Los Angeles: Constitutional Rights Foundation, 2012

## Grading

- 25% Homework, quizzes, etc.
- 25% Tests, reports, projects
- 25% Class Participation
- 25% Drill and Physical Fitness

## Additional Course Policies

Uniform Standard Operating Procedure applies  
Cell phones are prohibited during instruction

## Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none"><li>• Advanced Drill and Ceremony and Physical Fitness</li><li>• Criminal Justice Definitions</li><li>• FEMA Incident Command Systems</li></ul>
2	<ul style="list-style-type: none"><li>• Law Enforcement Research Paper</li><li>• Crime Scene Investigation</li></ul>
3	<ul style="list-style-type: none"><li>• Police as a Pillar of the Criminal Justice System</li><li>• Courts as a Pillar of the Criminal Justice System</li><li>• Corrections as a Pillar of the Criminal Justice System</li></ul>
4	<ul style="list-style-type: none"><li>• Individual Rights and Public Order</li><li>• Due Process</li><li>• Discretionary and Ethical Issues in the Criminal Justice System</li><li>• Final Scenario Exam</li></ul>

**Syracuse City School District  
Career and Technical Education Program  
Scope and Sequence  
LEE 200: Law Enforcement 200**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Week 1-2</b>  <b>Introductions</b> <b>Initial Fitness</b> <b>Exam</b>	<ul style="list-style-type: none"> <li>• Who are we?</li> <li>• How do our personal norms shape who we are and how we relate to others?</li> <li>• In what ways do our personal attitudes and demeanors effect how others perceive us as individuals?</li> <li>• What do we want to accomplish in this class?</li> <li>• What is the importance of personal physical fitness?</li> <li>• Why do we need to participate in a physical fitness program in the Law Enforcement class?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the group dynamics and how it relates to law enforcement</li> <li>• Describe the connection between our thoughts and feelings and the image we project</li> <li>• Discuss the relationship of this image to the positive or negative impact on interpersonal communication skills needed in law enforcement</li> <li>• Describe the physical characteristics required for a career in law enforcement</li> <li>• Determine baseline fitness test results</li> <li>• Individual assessment of fitness improvements needed to meet law enforcement requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in learning and hands-on activities</li> <li>• Physical Fitness Test (based on standards of the Cooper Institute for Aerobics Research) once per marking period (quarter)</li> <li>• Fitness journaling with baseline results and personal improvement goals</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4	<b>Literacy</b> RST.11-12.1,2 WHST.11-12.2,4
				<b>Cluster Standards</b> LW-1	<b>ELA</b> RSI.11-12.2 W.11-12.3,4 SL.11-12.1,6 L.11-12.1,2
				<b>Pathway Standards</b> LW-ENF1	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 3</b>  <b>Rules and Regulations for Law Enforcement Class</b>  <b>Drill and Ceremony (D&amp;C) and Physical</b>	<ul style="list-style-type: none"> <li>• What are the rules and regulations in the level 200 Law Enforcement class?</li> <li>• How will they help me prepare for a career in law enforcement?</li> <li>• Why do first responders wear uniforms?</li> <li>• What are the historical reasons for rules and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the proper wearing and appearance of the class uniform</li> <li>• Describe the reasoning behind disciplined actions</li> <li>• Demonstration of self-discipline and professional conduct in the classroom and school environment</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform inspection</li> <li>• Proper actions when school faculty enters the room</li> <li>• Execute the proper commands and actions when faculty enters the area</li> <li>• Demonstrate appropriate behaviors between students and between students and</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12	<b>Literacy</b> RST.11-12.1,2 WHST.11-12.2,4
				<b>Cluster Standards</b>	<b>ELA</b> RSI.11-12.1,2,4,6 W.11-12.4 SL.11-12.1,6 L.11-12.1,2
				<b>Cluster Standards</b>	<b>Science</b> NGSSP 3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Training (PT)	<ul style="list-style-type: none"> <li>regulations?</li> <li>Are you physically and mentally fit?</li> </ul>		<ul style="list-style-type: none"> <li>teachers</li> <li>Current events report of the week</li> </ul>	Pathway Standards	HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 4-7</b>  <b>Advanced Criminal Justice Vocabulary &amp; Definitions</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>How important is it to know the language of your profession?</li> <li>Do you understand the definition of words used in the criminal justice process?</li> <li>How does a command of criminal justice vocabulary facilitate communication among law enforcement workers?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate proficiency in your criminal justice vocabulary</li> <li>Explain the definition of key words used in everyday law enforcement</li> <li>Describe how to use key words to define crimes and law enforcement situations</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Current events report</li> <li>Vocabulary Quiz #1</li> <li>Vocabulary Quiz #2</li> <li>Correct application of law enforcement vocabulary within the context of class discussions</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP2,4,12  <b>Cluster Standards</b> LW 6  <b>Pathway Standards</b>	<b>Literacy</b> RST.11-12.1  <b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.1,2,4,6, 7 SL.11-12.1,6 L.11-12.1,2,4,6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 8-10</b>  <b>Incident Command System (ICS) and National Incident Management System (NIMS)</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What is the history of ICS?</li> <li>How do agencies work together on large emergency situations?</li> <li>What is the relationship between ICS and NIMS?</li> <li>Why do we need NIMS?</li> <li>What are the organizational structures used in NIMS?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the history, features, principles, and organizational structure of incident command systems</li> <li>Describe the structure of NIMS</li> <li>Articulate the reasons we need NIMS</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Completion of FEMA course IS-100 LEB (Introduction to Incident Command System for Law Enforcement) with certification</li> <li>Completion of FEMA course IS-700.A (National Incident Management System, An Introduction) with certification</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12  <b>Cluster Standards</b> LW2,3  <b>Pathway Standards</b> LW-ENF1,4,11	<b>Literacy</b> RST.11-12.1,3  <b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.4 SL.11-12.1,2,6 L.11-12.1,2,6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Weeks 11-13</b>  <b>Law Enforcement Research Paper Project</b>  <b>Drill and Ceremony(D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• How will I select a research topic?</li> <li>• How many pages should the paper be?</li> <li>• What are the required number of references?</li> <li>• How are references cited?</li> <li>• How do copyright laws affect me?</li> <li>• How should it be formatted?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Research and write about a Criminal Justice topic</li> <li>• Learn to use literacy skills to communicate learning</li> <li>• What methods of research can be used to complete a research paper</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of a research paper</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP2 4,7,12	<b>Literacy</b> RST.11-12.1 WHST.11-12.2,4,6,7
				<b>Cluster Standards</b>	<b>ELA</b> RSI.11-12.1,2,4,7
				<b>Pathway Standards</b>	W.11-12.2,4,5,6,8,9 SL.11-12.1,6 L.11-12.1,2,6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 14-20</b>  <b>Crime Scene Investigation</b>  <b>Drill and Ceremony(D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• How can scientific methods help solve problems?</li> <li>• How is evidence collected and analyzed?</li> <li>• What is the value of evidence?</li> <li>• What procedures are implemented at a crime scene and why are they important?</li> <li>• What are the distinguishing duties for various forensic specialists, and how does the legal system control these responsibilities?</li> <li>• How is a crime scene processed?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate or explain activities prior to conducting a crime scene search</li> <li>• Obtain information from the responding officer and secure the scene</li> <li>• Explain and demonstrate knowledge and use of constitutional law and Federal Rules of Evidence governing search and seizure</li> <li>• Explain and demonstrate the proper use of crime scene photography</li> <li>• Document photographs taken at the crime scene</li> <li>• Properly search for, collect and remove physical evidence from a crime scene</li> <li>• Demonstrate and explain and appropriate search pattern method to use</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of forensic mistakes during O.J. Simpson trial</li> <li>• Crime Scene Scale</li> <li>• Triangulate Evidence</li> <li>• Evidence Photography</li> <li>• Skills USA Crime Scene competition practice simulation</li> <li>• Digital Reconstruction (Sketch Up)</li> <li>• Scavenger Hunt Photo Results</li> <li>• Reading and Questions on Forensic Photography</li> <li>• Presentation of crime scene photos using iMovie</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12	<b>Literacy</b> RST.11-12.1,3,7 WHST.11-12.2,4
				<b>Cluster Standards</b> LW1,4	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4,7 SL.11-12.1,4,6 L.11-12.1,2,6
				<b>Pathway Standards</b> LW-ENF1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
		<ul style="list-style-type: none"> <li>• Triangulate evidence</li> <li>• Demonstrate the ability to prepare an evidence inventory</li> <li>• Demonstrate the ability to remove all evidence and equipment from crime scene</li> <li>• Work together as a professional team to conduct a crime scene investigation</li> <li>• Demonstrate professional bearing and demeanor</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>			
<b>Weeks 21-23</b>  <b>Police as a Pillar of the Criminal Justice System</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• How do Police accomplish their goals within the framework of the U.S. Criminal Justice System?</li> <li>• What are the different types of policing?</li> <li>• What is community policing?</li> <li>• How are police integrated with courts and corrections?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify components and levels of police agencies in the US</li> <li>• Describe state, federal and local law enforcement agencies and their interaction with each other</li> <li>• Explain the role of police in the initial response and throughout the criminal justice process</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Chapter summaries</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12  <b>Cluster Standards</b> LW4  <b>Pathway Standards</b> LW-ENF1,5	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4  <b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 24-26</b>  <b>Courts as a Pillar of the Criminal Justice System</b>  <b>Drill and Ceremony(D&amp;C)</b>	<ul style="list-style-type: none"> <li>• What levels of courts exist in the U.S. Criminal Justice System?</li> <li>• What roles exist in each level of the court system?</li> <li>• What branch of government do courts</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the right of due process and the sixth amendment to the US Constitution</li> <li>• Describe how the courts in the US Criminal Justice System work as a check and balance for our government</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Chapter summaries</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 12  <b>Cluster Standards</b> LW4  <b>Pathway Standards</b>	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4  <b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>fall under?</li> <li>What qualifications are needed to serve as a judge/justice at different levels of the Criminal Justice System?</li> <li>What is a District Attorney? Public Defender? Attorney General?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the function of interpreting laws for the courts and give examples of it</li> <li>Describe how the courts shape the laws we abide by</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>		LW-ENF1,5	<b>Science</b>
<b>Weeks 27-28</b>  <b>Corrections as a Pillar of the Criminal Justice System</b>  <b>Drill and Ceremony(D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What is a jail?</li> <li>What is a prison?</li> <li>What are probation and parole?</li> <li>How does corrections support police and courts in the Criminal Justice System?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Identify levels of corrections in the US Criminal Justice System</li> <li>Understand prison culture</li> <li>Describe what recidivism is and what some statistics are that help shape sentencing</li> <li>Describe how probation and parole are similar and different</li> <li>Improve fitness levels and work as a member of a cohesive unit/team?</li> </ul>	<ul style="list-style-type: none"> <li>Chapter quizzes</li> <li>Chapter summaries</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12  <b>Cluster Standards</b> LW4  <b>Pathway Standards</b> LW-ENF1,5	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4  <b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 28-30</b>  <b>Three major pillars (Police, Court and Corrections) of the Criminal Justice System</b>  <b>Drill and Ceremony (D&amp;C) and</b>	<ul style="list-style-type: none"> <li>What are the three main sub-components of the Criminal Justice System in the United States?</li> <li>How are the components connected?</li> <li>Describe and connect the three major pillars of the Criminal Justice System?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the pillars of the Criminal Justice System and how they interact</li> <li>Explain the different pillars and how they are rooted in the US Constitution</li> <li>Describe the checks and balances each pillar provide to each other? To the executive and legislative branches of government?</li> <li>Improve fitness levels and</li> </ul>	<ul style="list-style-type: none"> <li>Graphic representation of the interconnections of the three systems with descriptions of their inter-relationships</li> <li>Police Exam</li> <li>Courts Exam</li> <li>Corrections Exam</li> <li>Participation in weekly drill and physical fitness training</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12  <b>Cluster Standards</b> LW4  <b>Pathway Standards</b> LW-ENF1,5	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4  <b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6  <b>Science</b> NGSSP 3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• What is the role of Police in Criminal Justice?</li> <li>• What is the role of the Courts in Criminal Justice?</li> <li>• What is the role of Corrections in Criminal Justice?</li> <li>• Are you physically and mentally fit?</li> </ul>	work as a member of a cohesive unit/team	<ul style="list-style-type: none"> <li>• Current events report of the week</li> </ul>		HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 31-33</b>  <b>Individual Rights vs. Public Order</b>  <b>Drill and (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• What is meant by the “Scales of Justice?”</li> <li>• How does the Criminal Justice System keep individual rights and public order in balance?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how justice and equality apply to the Criminal Justice System</li> <li>• Identify the decisions that have shaped how we balance rights and order</li> <li>• Understand Posse Comitatus Act</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Chapter summaries</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,8,9,12  <b>Cluster Standards</b> LW4,6  <b>Pathway Standards</b> LW-ENF1,5,6	<b>Literacy</b> RST.11-12.1 WHST.11-12.2,4  <b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 34-36</b>  <b>Due Process</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• What laws and constitutional amendments guarantee due process?</li> <li>• How does due process effect police, courts and corrections as pillars in the Criminal Justice System?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the roles of each pillar in due process</li> <li>• Understand individual, police and victim rights in due process</li> <li>• Identify the cases in US history that have addressed due process and the results of those cases</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Chapter summaries</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,8,9,12  <b>Cluster Standards</b> L 4 6  <b>Pathway Standards</b> LW-ENF1,5,6	<b>Literacy</b> RST.11-12.1 WHST.11-12.2,4  <b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

<b>Time Frame Unit of Study</b>	<b>Key Questions</b>	<b>Key Learning Targets (Students will know and be able to do)</b>	<b>Assessment Evidence of Learning</b>	<b>Related Standards</b>	<b>CCLS Literacy, Math, Science</b>
<b>Weeks 37-38</b>  <b>Discretionary and Ethical Issues</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• What are discretionary issues in the Criminal Justice System?</li> <li>• What are ethical issues in the Criminal Justice System?</li> <li>• How do discretionary and ethical issues directly and indirectly effect the pillars of the Criminal Justice System?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different discretionary and ethical issues as it relates to law enforcement</li> <li>• Describe the effects of ethical precedents and court decisions on today's Criminal Justice System</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Chapter summaries</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,8,9,12	<b>Literacy</b> RST.11-12.1 WHST.11-12.2,4
				<b>Cluster Standards</b> LW4	<b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b> LW-ENF1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 39-40</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>  <b>Review and Final Exam</b>	<ul style="list-style-type: none"> <li>• What have I learned this year?</li> </ul>	<ul style="list-style-type: none"> <li>• Review for Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Final Physical Fitness Test</li> <li>• Written Final Exam</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,8,9,12	<b>Literacy</b> RST.11-12.1,2
				<b>Cluster Standards</b>	<b>ELA</b> RSI.11-12.1,2,4, 7,9 W.11-12.2-7 SL.11-12.1,2,4,5, 6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

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**Syracuse City School District**  
**Career and Technical Education Program**  
**Course Syllabus**  
**LEE 300: Law Enforcement 300**



### **Program Overview**

The Law Enforcement program prepares students for a variety of related careers through lecture and demonstration, guest speakers, field trips, job shadows and internships. Students will learn about legal and court systems and the attitudes and personal fitness levels necessary for a career in the field. The interactive learning experiences increase understanding of critical subject matter, including crime scene investigation and evidence analysis, terrorism and Incident Command Systems. Students practice teamwork and professionalism and learn about interagency collaboration with related organizations. Upon successful completion of LEE 100, 200 and 300, students may earn 12<sup>th</sup> grade integrated science and ELA credits. Students will also have the opportunity to earn college credits for courses taken during the 300 level.

### **Course Description**

The Law Enforcement 300 course will provide an advanced experience to build on Law Enforcement 100 and 200 through a blending of rigorous academics and experiential activities, as well as physical and mental fitness. It progresses the student's knowledge on rules, regulations and standards students need to embrace for career success. The two cornerstone academic pieces are SUPA Forensic Chemistry 113 and Onondaga Community College Criminal Justice 215. Finally, to add the certification process each student will have the opportunity to take the New York State Security Guard Certification 8-hour pre-certification course. The culminating experience of the Law Enforcement curriculum happens in LEE 300 with an internship opportunity, performed with local law enforcement agencies.

### **Course Objectives**

1. Students will understand and apply the reasoning behind advanced personal and mental fitness as it applies to the law enforcement career field.
2. Students will be introduced to Forensic Chemistry and apply the principles to Crime Scene processing.
3. Students will study DNA and Serology evidence and understand the advances in these areas.
4. Students will certify in NYS Security Guard Pre-Certificate Training (8 hours) in order to advance their knowledge of the certification process.
5. Students will apply teamwork, communication skills and research practices to assigned projects.
6. Students will complete the *Introduction to Criminal Law in the United States* and earn the corresponding college credits.
7. Students will complete an internship with a local law enforcement agency.

### **Integrated Academics**

- Students will earn the 12<sup>th</sup> grade integrated ELA credit upon successful completion of LEE 100, 200, and 300.

- Students will earn the 12<sup>th</sup> grade integrated Science credit upon successful completion of LEE 100, 200, and 300.

### Equipment and Supplies

School will provide:

- TBD

Student will provide:

- Writing utensils – pens and pencils
- Notebook and filler paper

### Textbook

Hayes, Bill; Croddy, Marshall. Criminal Justice in America, 5<sup>th</sup> Edition. Los Angeles: Constitutional Rights Foundation, 2012

### Grading

- 25% Homework, quizzes, etc.
- 25% Tests, reports, projects
- 25% Class Participation
- 25% Drill and Physical Fitness

### Additional Course Policies

- Uniform Standard Operating Procedure applies
- Cell phones are prohibited during instruction

### Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none"> <li>• Physical Fitness Assessment</li> <li>• Science, Pseudoscience and Statistics</li> <li>• Crime Scene Investigation</li> </ul>
2	<ul style="list-style-type: none"> <li>• DNA Analysis</li> <li>• Serology (Blood Spatter Evidence)</li> <li>• Internships</li> </ul>
3	<ul style="list-style-type: none"> <li>• NYS Security Guard Certification Training</li> <li>• Introduction to Criminal Law (Part 1)</li> <li>• Internships</li> </ul>
4	<ul style="list-style-type: none"> <li>• Introduction to Criminal Law (Part 2)</li> <li>• Internships</li> </ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**LEE 300: Law Enforcement 300**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CTE Standards	CCLS Literacy, ELA Math, Science
<b>Week 1</b>  <b>Introductions/ Expectations Communication in Law Enforcement and Forensic Science</b>  <b>SUPA Forensic Chemistry/PPE &amp; Lab Safety!</b>  <b>Initial Fitness Assessment</b>	<ul style="list-style-type: none"> <li>Who are we and what do we want to accomplish in this class?</li> <li>What are active learning strategies?</li> <li>How do our personal norms and attitudes shape who we are and how we relate to others/how others perceive us?</li> <li>What professional and academic skills are required in forensic science?</li> <li>Why is physical fitness important in law enforcement?</li> </ul>	<ul style="list-style-type: none"> <li>Understand individual and group dynamics and how it relates to interpersonal communication in law enforcement</li> <li>Explain the mindset, qualities and skills required for success in Forensic Science</li> <li>Describe the physical requirements for a career in law enforcement and determine baseline fitness levels</li> <li>Present a personal action plan for success</li> <li>Demonstrate proper hand washing, gloving and de-gloving</li> <li>Adhere to all safety protocols</li> </ul>	<ul style="list-style-type: none"> <li>Presentation: Active Learning Strategies Poster Teach Back</li> <li>Lab: Safety and practice</li> <li>Current events report of the week.</li> <li>Article: Active Learning Strategies</li> <li>Argument: OK-Corral Shootout</li> <li>Initial Physical Fitness Test (Cooper Institute for Aerobics Research)</li> <li>Fitness journaling with baseline results and personal improvement goals</li> </ul>	<b>Career Ready Practices</b> CRP2,4,5,6,8,10,11  <b>Cluster Standards</b> HL5 LW5 ST4  <b>Pathway Standards</b> HL-BRD6 LW-ENF1,5,6 ST-SM3,4	<b>Literacy</b> RST.11-12.2,4 4,7,8,9 WHST.11-12.2, 4,7,9  <b>ELA</b> RSI.11-12.1,2,4,6 W.11-12.1,4,6 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,4, 5,6  <b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 2</b>  <b>SUPA Forensic Science</b>  <b>Evidence in the Legal System</b>  <b>Weekly Drill &amp; Ceremony &amp; Physical</b>	<ul style="list-style-type: none"> <li>What are the legal foundations for criminal justice and the professional legal/ethical responsibilities of forensic scientists in the United States?</li> <li>How is Forensic Science portrayed in the Media?</li> </ul>	<ul style="list-style-type: none"> <li>Describe what is meant by the terms forensic science and criminalistics</li> <li>Explain the relationship between the law, basic science and applied science</li> <li>Explain how forensic science has developed through history to its present state</li> <li>Define Locard's Exchange Principle</li> </ul>	<ul style="list-style-type: none"> <li>Lab: Anthropometry</li> <li>POGIL: Historic Development of Forensic Science</li> <li>Debate: New Jersey v. T.L.O.</li> <li>Quiz Ch. 1</li> <li>Ch. Reading &amp; Questions</li> <li>Presentations</li> <li>Participation in weekly</li> </ul>	<b>Career Ready Practices</b> CRP2,4,6,8,10,11  <b>Cluster Standards</b> HL1,5 LW1,5,6 ST4,5,6	<b>Literacy</b> RST.11-12.1,2,3, 4,7,8,9 WHST.11-12.1,2, 4,7,8,9  <b>ELA</b> RSI.11-12.1,2, 4,6 W.11-12.1,2,4, 5,6,7,8,9 SL.11-12.1,2,4,5,6 L.11.12.1-6

<b>Training</b>	<ul style="list-style-type: none"> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Improve fitness levels and work as a member of a cohesive unit/team.</li> </ul>	drill and physical fitness training. <ul style="list-style-type: none"> <li>• Current event reports</li> </ul>	<b>Pathway Standards</b> HL-BRD6 LW-ENF1,5,6,10, ST-SM2,3,4	<b>Science</b> NGSS 1,2,6,7 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 3-4</b>  <b>SUPA Forensic Science</b>  <b>Crime Scene Investigation</b>	<ul style="list-style-type: none"> <li>• How is a crime scene processed?</li> <li>• What procedures are implemented at a crime scene and why are they important?</li> <li>• How is evidence collected and analyzed?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain when evidence is admissible and inadmissible in court</li> <li>• Describe types of comparison analyses and when they are used</li> <li>• Dramatize search patterns</li> <li>• Sequence the steps of a crime scene investigation from initiation to completion</li> <li>• Describe jobs assigned during an investigation, and apply respective skill sets to a model</li> <li>• Discuss the importance of the chain of custody and search warrants.</li> <li>• Apply crime scene vocabulary</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Debate: New Jersey v. T.L.O.</li> <li>• Activity: Crime Scene Search Patterns</li> <li>• Activity: Crime Scene Reconstruction</li> <li>• Labs: Scavenger Hunt, Claymation, Fingernail Crud and Glitter Diatoms</li> <li>• Digital (Sketch Up) or Physical (Doll House) Crime Scene Reconstruction</li> <li>• Exam: Ch. 1 and 2</li> <li>• Participation in weekly drill and physical fitness</li> <li>• Current event reports</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,6,8,10,11	<b>Literacy</b> RST.11-12.1,2,3, 4,7,8,9 WHST.11-12.1,2, 4,7,8,9
				<b>Cluster Standards</b> HL1,5 LW1,5,6 ST4,5,6	<b>ELA</b> RSI.11-12.1,2, 4,6 W.11-12.2,4,6 SL.11-12.1,2,4, 5,6 L.11-12.1-6
				<b>Pathway Standards</b> HL-BRD6 LW-ENF1,5,6,10, ST-SM2,3,4	<b>Science</b> NGSS 1,2,6,7 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 5-7</b>  <b>SUPA Forensic Science</b>  <b>Science, Pseudoscience and Statistics</b>	<ul style="list-style-type: none"> <li>• What is Science?</li> <li>• What is Pseudoscience?</li> <li>• How can scientific methods help solve problems?</li> <li>• How are statistics and probability used in Forensic Science?</li> <li>• How do we estimate the reliability of measurements?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what is necessary for science and the differences between science and pseudoscience</li> <li>• Describe the scientific method</li> <li>• Explain how the scientific method applies to forensic investigations</li> <li>• Explain what is meant by circumstantial evidence and describe its limitations</li> <li>• Explain what is meant by probability and statistics</li> <li>• Improve fitness levels and work as a team member</li> </ul>	<ul style="list-style-type: none"> <li>• Science vs Pseudoscience Mini-Video</li> <li>• Accuracy, Percent Error, Reliability</li> <li>• Metric System Notes</li> <li>• Dimensional Analysis Notes</li> <li>• Science vs Pseudo-Science POGIL</li> <li>• Article: Emperor in the Courtroom</li> <li>• Weekly drill and fitness</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,5,8,11	<b>Literacy</b> RST.11-12.1,2,3, 4,7,8,9 WHST.11-12.1,2, 4,7,8,9
				<b>Cluster Standards</b> HL1 LW2,4,5 ST2,6	<b>ELA</b> RSI.11-12.1,2, 4,6 W.11-12.1,4,6 SL.11-12.1,2,4, 5,6 L.11-12.1-6
				<b>Pathway Standards</b> HL-BRD2,4 LW-ENF1,4,5,6,10, 12 ST-SM1,2,4	<b>Science</b> NGSS 1,2,6,7 HS-ETS1-2 NGSSP 3 HS-LS1-3 PS.S2.K1

					PS.S6.K5
<b>Week 8-10</b> <b>SUPA Forensic Science</b>  <b>Microscopy &amp; Methods in Examining Biological Evidence</b>	<ul style="list-style-type: none"> <li>How do scientists accurately observe and measure evidence?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Measure and express precise measurements using correct units</li> <li>Convert between units</li> <li>Explain the SI system of measurement and how it works</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Microscope Lab</li> <li>Notes: Microscopy</li> <li>Reading Questions</li> <li>Intro 2 Exam: Ch. 3 and 4</li> <li>Participation in weekly drill and physical fitness</li> <li>Current event reports</li> </ul>	<b>Career Ready Practice</b> CRP2,8,11,12	<b>Literacy</b> RST.11-12.1,4 WHST.11-12.2,4
				<b>Cluster Standards</b> HL1 ST1,2,6	<b>ELA</b> RSI.11-12.1,4 W.11-12.4 SL.11-12.1 L.11-12.1,2,6
				<b>Pathway Standards</b> HL-BRD LW-ENF1,5 ST-SM1,2,4	<b>Science</b> NGSSP 1,2,3,7, 8 HS-PS4-5 HS-PS4-6 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 11-14</b> <b>SUPA Forensic Science</b>  <b>DNA Analysis</b>	<ul style="list-style-type: none"> <li>What is the structure of DNA and what are the forensic applications of DNA?</li> <li>How does Mitochondrial DNA and Y Chromosomal Typing work?</li> <li>What are DNA Databanks and how are they used in Forensic Science?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Diagram the DNA molecule</li> <li>Describe the chemical structure of DNA and its genetic information</li> <li>Describe how crime-scene evidence is processed for DNA</li> <li>Demonstrate collecting, packaging and analyzing crime scene DNA</li> <li>Compare and contrast genes, chromosomes, introns and exons</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>DNA Extraction</li> <li>DNA POGIL</li> <li>Reading Questions</li> <li>DNA Genetic Record</li> <li>DNA Profiling Interactive</li> <li>Labs: Restriction Enzyme ID, DNA Extraction, Muscular Dystrophy</li> <li>Extension: Crime Scene DNA</li> <li>Paper PCR</li> <li>Participation in weekly fitness training</li> <li>Current event reports</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,8,11	<b>Literacy</b> RST.11-12.1,2, 3,4,7,8,9 WHST.11-12.1, 2,4,7,8,9
				<b>Cluster Standards</b> HL1 LW2,4 ST2,6	<b>ELA</b> RSI.11-12.1,2, 4,6 W.11-12.1,2, 4-9 SL.11-12.1,2,4, 5,6 L.11-12.1-6
				<b>Pathway Standards</b> HL-BRD2,3,4 LW-ENF1,5,6,10, 12 ST-SM2,4	<b>Science</b> NGSSP 1,2,3,4, 6,7,8. HS-LS1-1 HS-LS3-1 HS-LS3-3 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

<b>Week 15-17</b>  <b>SUPA Forensic Science</b>  <b>Serology: Blood Spatter</b>	<ul style="list-style-type: none"> <li>• How is blood identified at a crime scene?</li> <li>• How are blood patterns analyzed?</li> <li>• What is serology and how is it used to solve crimes?</li> <li>• How are Serology and other Biological Fluids analyzed?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain blood functions, types and hereditary patterns</li> <li>• Describe blood pattern analysis, how it reveals events and how blood is identified as human</li> <li>• Calculate blood alcohol concentrations</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Ernie's Exit Lab</li> <li>• Blood Basics Online (Computer Lab)</li> <li>• Blood Spatter Lab- single &amp; multiple droplets</li> <li>• Reading Questions</li> <li>• Participation in weekly fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,8,11	<b>Literacy</b> RST.11-12.1,2,3,4,7,8,9 WHST.11-12.2,4,7,8,9
				<b>Cluster Standards</b> HL1,3 LW3,4 ST2,6	<b>ELA</b> RSI.11-12.1,4 W.11-12.4 SL.11-12.1 L.11-12.1,2,6
				<b>Pathway Standards</b> HL-BRD2,4 LW-ENF1,10,12 ST-SM1,2,4	<b>Science</b> NGSSP 1,2,3,4,6,7,8 HS-PS 2-3 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 18-20</b>  <b>SUPA Forensic Science</b>  <b>Anatomical Evidence: Outside Story</b>	<ul style="list-style-type: none"> <li>• What are the skin's components and what is its role in crime scene investigations?</li> <li>• How are fingerprints identified and classified?</li> <li>• How is fiber evidence analyzed in a crime scene?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the structures and functions of the skin</li> <li>• Explain skin ridge patterns and how they are detected as fingerprints</li> <li>• Utilize fingerprint classifications, including the primary (Henry System) "fraction" calculations and discuss the three fundamental principles of fingerprinting</li> <li>• Analyze the pores and spots between the friction ridges using tertiary classification</li> <li>• Improve fitness levels toward personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• Fingerprint Lab</li> <li>• Fiber Microscopy</li> <li>• Fiber Burn Testing</li> <li>• Reading Questions</li> <li>• Activity: Chemical Reactions Demonstration</li> <li>• Extension: Op-Ed: Debunk FBI Hair Forensics</li> <li>• Activity: Skin Model</li> <li>• Demonstration: Latent Fingerprint visualization methods</li> <li>• Participation in fitness training</li> <li>• Current event reports</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1,2,3,4,7,8,9 WHST.11-12.1,2,4,7,8,9
				<b>Cluster Standards</b> HL1 LW2,4 ST2,6	<b>ELA</b> RSI.11-12.1,4 W.11-12.4 SL.11-12.1 L.11-12.1,2,6
				<b>Pathway Standards</b> HL-BRD2,4 LW-ENF1,10,12 ST-SM1,2,4	<b>Science</b> NGSSP 1,2,3,6,7,8 HS-LS1-2 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 21</b>  <b>New York State 8-Hour Security</b>	<ul style="list-style-type: none"> <li>• What are the standards to work as a certified NYS Security</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the academic requirements to be a certified security guard in NYS</li> </ul>	<ul style="list-style-type: none"> <li>• Resumes</li> <li>• Participation in weekly drill and physical</li> </ul>	<b>Career Ready Practices</b>	<b>Literacy</b> RST.11-12.1,2,4,6 WHST.11-12.4,5,6

<b>Guard Certification</b>	Guard • Are you physically and mentally fit?	<ul style="list-style-type: none"> <li>• Complete the 8 hour pre course certification for NYS</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness</li> </ul>	fitness	<b>Cluster Standards</b> CRP8,10,12,	<b>ELA</b> RSI.11-12.1,2,4 SL.11-12.1,6 L.11-12.1,2,3, 5,6
				<b>Pathway Standards</b> LW1,4,5,6,8,9,10	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 22</b>  <b>(Onondaga Community College CJ 215 “Criminal Law” or OCC CJ 215)</b>  <b>Chapter 1: Criminal Law: Purposes, Scope and Sources</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• Where do we as a country and state derive our laws?</li> <li>• What procedural processes do we follow in order to ensure due process of the law?</li> <li>• How can an internship assist your learning?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Define and differentiate the function of various courts and the jurisdictional power of each</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1,2,4,6 WHST.11-12.4,5,6
				<b>Cluster Standards</b> LW1,2,3,5,8,9	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 23</b>  <b>OCC CJ 215 “Criminal Law”</b>  <b>Chapter 2: Jurisdiction</b> <b>Chapter 3: Essential Elements of a Crime</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What does jurisdiction mean?</li> <li>• What are the jurisdictional lines in your community, county or state for police agencies?</li> <li>• What elements need to be present in order for criminal charges?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify basic prima facie elements required for criminal charges</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly quiz</li> <li>• Internship writing project</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1,2,3,4,8 WHST.11-12. 3,4,10
				<b>Cluster Standards</b> LW2,3,8,9	<b>ELA</b> RSI.11-12.1,2, 4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 24</b>  <b>OCC CJ 215</b>	<ul style="list-style-type: none"> <li>• What are the elements necessary to prove</li> </ul>	<ul style="list-style-type: none"> <li>• Understand liability and how it applies to evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly quiz</li> <li>• Resumes</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b>

<p><b>“Criminal Law”</b></p> <p><b>Chapter 4: Criminal Liability</b></p> <p><b>Internships</b></p>	<ul style="list-style-type: none"> <li>liability?</li> <li>What levels are needed for liability?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the difference between criminal and civil courts</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness training</li> </ul>		
				<p><b>Cluster Standards</b> LW1,2,3,8,9</p>	<p><b>ELA</b> RSI.11-12.1,2, 4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-</p>
				<p><b>Pathway Standards</b></p>	<p><b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5</p>
<p><b>Week 25</b></p> <p><b>OCC CJ 215 “Criminal Law”</b></p> <p><b>Chapter 5: Criminal Responsibility and the Capacity to Commit a Crime</b></p> <p><b>Internships</b></p>	<ul style="list-style-type: none"> <li>What is motive?</li> <li>How are the elements of a crime connected to proving guilt?</li> <li>What is mens rea?</li> <li>What is actus rea?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the levels of proof for a criminal trial</li> <li>Understand the mental capacity of a person and how it applies to guilt or innocence</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Quiz #1 (Chapters 1-4)</li> <li>Resumes</li> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness training</li> </ul>	<p><b>Career Ready Practices</b> CRP2,4,8,11</p>	<p><b>Literacy</b></p>
				<p><b>Cluster Standards</b> LW2,3,7,8,9</p>	<p><b>ELA</b> RSI.11-12.1,2, 4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6</p>
				<p><b>Pathway Standards</b></p>	<p><b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5</p>
<p><b>Week 26</b></p> <p><b>OCC CJ 215 “Criminal Law”</b></p> <p><b>Chapter 6: Law Governing the Use of Force</b></p> <p><b>Internships</b></p>	<ul style="list-style-type: none"> <li>What cases have shaped the laws governing the use of force?</li> <li>What is a force continuum?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the procedural rules and constitutional framework governing arrest, search and seizure</li> <li>Ensure that you can recognize the minimum amount of force needed for scenarios</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Weekly quiz</li> <li>Resumes</li> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness</li> </ul>	<p><b>Career Ready Practices</b> CRP 2,4,8,11</p>	<p><b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3, 4,5,10</p>
				<p><b>Cluster Standards</b> LW2,3,5,6,8,9,10</p>	<p><b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6</p>
				<p><b>Pathway Standards</b></p>	<p><b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5</p>



<p><b>Week 27</b></p> <p><b>OCC CJ 215</b> <b>“Criminal Law”</b></p> <p><b>Chapter 7: Other Criminal Defenses and Chapter 8: Criminal Punishments</b></p> <p><b>Internship</b></p>	<ul style="list-style-type: none"> <li>• How does each case begin after arraignment?</li> <li>• What is the level of proof needed to prove guilt in a criminal case?</li> <li>• What are the four elements of our corrections system?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the rules of evidence</li> <li>• Identify the steps of pretrial, trial, and sentencing procedures</li> <li>• Identify the levels of corrections in the U.S.</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness training</li> </ul>	<p><b>Career Ready Practices</b> CRP 2,4,8,11</p>	<p><b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10</p>
<p><b>Week 28</b></p> <p><b>OCC CJ 215</b> <b>“Criminal Law”</b></p> <p><b>Chapter 9: Free Speech, Public Order Crimes, and the Bill of Rights</b></p> <p><b>Internships</b></p>	<ul style="list-style-type: none"> <li>• What does each of the first 10 amendments protect?</li> <li>• How does the first amendment apply to speech, religion, assembly and the press?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify which amendments protect which rights</li> <li>• Understand how the Bill of Rights works in conjunction with NYS Penal Law</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<p><b>Career Ready Practices</b> CRP2,4,8,11</p>	<p><b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10</p>
<p><b>Week 29</b></p> <p><b>OCC CJ 215</b> <b>“Criminal Law”</b></p> <p><b>Chapter 10: Homicide Internships</b></p>	<ul style="list-style-type: none"> <li>• What elements are needed to prove a murder charge?</li> <li>• What are the key things to remember when processing a crime scene?</li> <li>• What are the different levels of homicide in criminal court?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different elements needed to prove for murder and manslaughter</li> <li>• Identify the types of proof that can establish motive and other necessary key factors</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz (Chapters 5-9)</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness training</li> </ul>	<p><b>Career Ready Practices</b> CRP2,4,8,11</p>	<p><b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10</p>
				<p><b>Cluster Standards</b> LW1,2,3,9</p>	<p><b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6</p>
				<p><b>Pathway Standards</b></p>	<p><b>Science</b> NGSSP 3 HS-LS1-3</p>

					PS.S2.K1 PS.S6.K5
<b>Week 30</b> <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 11:</b> <b>Assault, Battery and other Crimes Against Person</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What are the differences between assault and battery?</li> <li>• What NY State Penal Laws cover crimes against persons?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of crimes against persons</li> <li>• Apply knowledge to charges to ensure proper applications</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,8,11	<b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW 3,6,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 31</b> <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 12:</b> <b>Sexual Assault, Rape, Prostitution and Related Sex Crimes</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What are the challenges to proving sexual assault and other related sex crimes?</li> <li>• What initiatives work best to investigate sexual crimes?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify best practices for crime scene processing of sexual crimes</li> <li>• Explain the historic precedents in sexual crime court decisions</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW3,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 32</b> <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 13:</b> <b>Theft and</b> <b>Chapter 14:</b>	<ul style="list-style-type: none"> <li>• What are the differences in larceny, robbery and burglary elements?</li> <li>• What are the sentencing guidelines for theft related crimes?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of theft related crimes</li> <li>• Describe how the addition of weapons to a theft add to the seriousness of the charges</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness training</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-4 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW3,6,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7

<b>Robbery, Burglary and Related Crimes</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What complications occur during trials for theft related crimes?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>			SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
<b>Week 33</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 15:</b> <b>White-Collar, Cyber and Commercial Crime</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What crimes have become more frequent in the last two decades due to better information technology?</li> <li>• What does “White-Collar Crime” mean?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify white-collar crimes in contrast to other crimes</li> <li>• Explain the latest trends in Cyber and Commercial Crimes</li> <li>• Understand how law enforcement agencies are keeping up with new technology</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz #3 (Chapters 10-14)</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness training</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-4 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW1,3,4,5,9,10	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 34</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 16:</b> <b>Drug Abuse and Alcohol Related Crimes</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What laws identify drugs in relation to criminal activity?</li> <li>• How do drug abuse and alcohol use increase criminal activity?</li> <li>• What processes are needed in law enforcement to identify drug and alcohol use?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe common drug and alcohol related crimes</li> <li>• Identify U.S. trends in drug and alcohol crimes over the past three decades</li> <li>• Understand identification techniques in drug &amp; alcohol equipment for law enforcement</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-4,6,8 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW3,6,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 35</b>  <b>OCC CJ 215</b>	<ul style="list-style-type: none"> <li>• What is the Patriot Act?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements that make a crime an act of terrorism</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1,3,4,6,8

<p><b>“Criminal Law”</b></p> <p><b>Chapter 17: Terrorism</b></p> <p><b>Internships</b></p>	<ul style="list-style-type: none"> <li>• What acts of terrorism have become most common?</li> <li>• Who has jurisdiction over terrorist activities?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the key court decisions that have shaped terrorism laws</li> <li>• Understand the protocol between local and federal agencies for terrorism</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly internship journal reflections</li> <li>• Participation in weekly drill and physical fitness</li> </ul>		WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW3,4,5,8,9	<p><b>ELA</b></p> <p>RSI.11-12.1,2,4,7,9</p> <p>W.11-12.2-7</p> <p>SL.11-12.1,2,4,5,6</p> <p>L.11-12.1,2,3,5,6</p>
				<b>Pathway Standards</b>	<p><b>Science</b></p> <p>NGSSP 3</p> <p>HS-LS1-3</p> <p>PS.S2.K1</p> <p>PS.S6.K5</p>
<p><b>Week 36</b></p> <p><b>OCC CJ 215 “Criminal Law”</b></p> <p><b>Chapter 18: Organized Crime and Gangs</b></p> <p><b>Internships</b></p>	<ul style="list-style-type: none"> <li>• What is RICO?</li> <li>• How does organized crime and gang activity increase other crimes?</li> <li>• Where do organized criminals and gangs thrive? Why?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the geographic centers of organized and gang related crimes over the past two decades</li> <li>• Understand the difference between federal and local laws that apply to organized crime</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,8,11	<p><b>Literacy</b></p> <p>RST.11-12.1,3,4,7,8,</p> <p>WHST.11-12.2,3,4,5,10</p>
				<b>Cluster Standards</b> LW 3,4,5,8,9	<p><b>ELA</b></p> <p>RSI.11-12.1,2,4,7,9</p> <p>W.11-12.2-7</p> <p>SL.11-12.1,2,4,5,6</p> <p>L.11-12.1,2,3,5,6</p>
				<b>Pathway Standards</b>	<p><b>Science</b></p> <p>NGSSP 3</p> <p>HS-LS1-3</p> <p>PS.S2.K1</p> <p>PS.S6.K5</p>
<p><b>Week 37</b></p> <p><b>OCC CJ 215 “Criminal Law”</b></p> <p><b>Chapter 19: Immigration Crimes, Contempt and Other Crimes</b></p>	<ul style="list-style-type: none"> <li>• What is ICE?</li> <li>• What is a Sanctuary City?</li> <li>• How can the Fifth Amendment be used?</li> <li>• What agency enforces crimes against the federal governments?</li> <li>• How has technology changed the ability to</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the government enforces immigration policy</li> <li>• Describe contempt crimes</li> <li>• Identify different crimes against the government</li> <li>• Recognize technological advances that contribute to crimes against the government</li> <li>• Demonstrate professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz #4 (Chapters 15-19)</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<p><b>Literacy</b></p> <p>RST.11-12.1-5,8,10</p> <p>WHST.11-12.2-1,8,10</p>
				LW2,3,4,5,9,10	<p><b>ELA</b></p> <p>RSI.11-12.1,2,7,9</p> <p>W.11-12.2-7</p> <p>SL.11-12.1,2,4,5,6</p> <p>L.11-12.1,2,3,5,6</p>

<b>Against the Government Internships</b>	commit crimes against the government? <ul style="list-style-type: none"> <li>• Are you physically and mentally fit?</li> </ul>	as the student interacts with outside agencies <ul style="list-style-type: none"> <li>• Improve fitness levels</li> </ul>		<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 38-40 Review and Final Exam OCC CJ 215 "Criminal Law"</b>	<ul style="list-style-type: none"> <li>• What were the main learning points for the last semester in "Criminal Law"</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a base of knowledge in the area of criminal law</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Legal Brief</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,7,8,11	<b>Literacy</b> RST.11-12.1-6,8 WHST.11-12.2-5,10
				<b>Cluster Standards</b> LW1,2,3,4,8,10	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

## B. Teacher Certification

*The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.*

### Process

- Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.
- Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.
- Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

### Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

### Resources

New York State Office of Teaching Initiatives  
<http://www.highered.nysed.gov/tcert/certificate/certprocess.htm>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

## Account Information

### Person Information

<b>Name</b>	JAMIE D BAZDARIC	<b>SSN</b>	[REDACTED]
<b>Date of Birth</b>	[REDACTED]	<b>Teacher Id</b>	[REDACTED]
<b>Gender</b>	Male	<b>Address</b>	[REDACTED]
<b>Home Phone</b>	N/A	<b>Email</b>	[REDACTED]
<b>Address Created</b>	02/19/2016		

### Certificates

Credential	Status	Application Type	Issued / Effective Date	Original Exp. Date	Time Extended Exp. Date	Control Number
Security Operations 7-12, Transitional A Certificate	Issued	CERTIFICATE	11/18/2016	01/31/2020		1087653161

Applications are valid for three years or two evaluations, whichever comes first.

### Applications

Credential	Cert Path	Application Type	Status	Application Date	Evaluation History	Discipline Hold?	Application Paid?
<i>No Data Found</i>							

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## C. Technical Assessments Based on Industry Standards

*The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma*

*The New York State Education Department does not approve, endorse, or certify any technical assessment.*

### Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.
- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.
- The school district or BOCES determines the number of times a student may take a particular technical assessment.
- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.
- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.
  - Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.
  - An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.
- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).
- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

### Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

### Resources

New York State graduation requirements: <http://www.emsc.nysed.gov/part100/pages/1005.html>

Information on the Technical Endorsement: <http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

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Job Ready Assessment Blueprint

Criminal Justice



Test Code: 4081 / Version: 01

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## General Assessment Information

### Blueprint Contents

General Assessment Information	Sample Written Items
Written Assessment Information	Performance Assessment Information
Specific Competencies Covered in the Test	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, Michigan, New Jersey, New York, and Pennsylvania.



43.0107 - Criminal Justice/  
Police Science



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



33-3051.01 - Police Patrol/  
Police Officers



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!



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

## Written Assessment

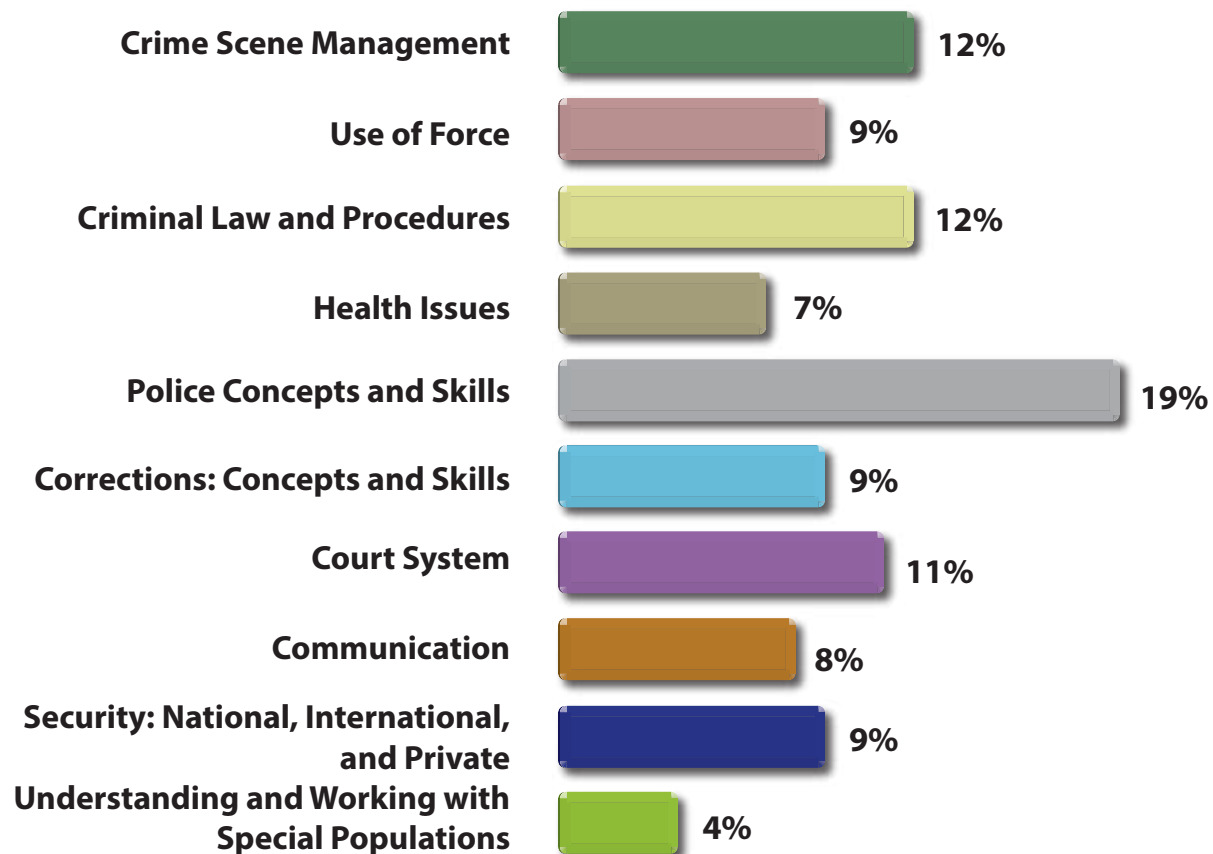
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 3 hours

**Number of Questions:** 192

**Number of Sessions:** This assessment may be administered in one, two, or three sessions.

### Areas Covered



## 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
- Exhibit understanding of proper evidence preservation practices
- Exhibit understanding of initial crime scene management
- Identify and/or perform latent print techniques
- Identify and/or perform crime scene diagramming

### **Use of Force**

- Identify acceptable levels of force
- Exhibit knowledge and understanding of civil liabilities
- Define the differences between less-than-lethal force and deadly force
- Identify non-lethal weapons and/or techniques
- Describe knowledge of basic firearm safety

### **Criminal Law and Procedures**

- Display knowledge of search and seizure
- Identify key constitutional amendments
- Display knowledge of branches of government
- Describe arrest procedures
- Define types, categories, and/or classes of crimes
- Exhibit knowledge of differences between criminal and civil law

### **Health Issues**

- Describe lifestyles for personal health and physical fitness for criminal justice professionals
- Demonstrate knowledge of CPR, first aid, and emergency medical care
- Identify hazardous materials, proper response, and scene management
- Exhibit knowledge of universal precautions

(Continued on the following page)

## Specific Standards and Competencies (continued)

### Police Concepts and Skills

- 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
- 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
- Identify and understand types of criminal organizations
- Display knowledge of professional ethics and conduct
- Exhibit knowledge of the history of policing

### Corrections: Concepts and Skills

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



(Continued on the following page)

## Specific Standards and Competencies (continued)

### **Court System**

- Describe types of warrants and their applications
- Display understanding of the different levels of 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 court room terminology
- Exhibit knowledge of the juvenile justice system

### **Communication**

- Display knowledge of radio usage and procedures
- Exhibit knowledge of accurate report writing and field notes
- Display knowledge of interpersonal communication techniques (e.g., non-verbal, verbal)
- Exhibit knowledge of effective public relations
- Display familiarity with law enforcement computer databases

### **Security: National, International, and Private**

- Identify sources and types of domestic and international terrorism
- Exhibit knowledge of private security
- Identify different types of crime prevention techniques
- Identify methods of preventing acts of domestic and international terrorism

### **Understanding and Working with Special Populations**

- Display understanding of cultural diversity
- Exhibit appropriate methods of interacting with persons with mental health disabilities

## Sample Questions

**A firearm should always be treated as if it is**

- A. unloaded
- B. loaded
- C. safe
- D. empty

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

- A. not touch the suspect
- B. have the suspect wear a mask
- C. wear a mask
- D. take no precautions

**In managing prisons and jails, one recent innovation is to operate them**

- A. with funds raised from traffic offenses
- B. through private companies
- C. under military control
- D. using former inmates as guards

**A \_\_\_\_\_ is a legal document ordering a person to testify in a court of law as a witness.**

- A. writ of habeas corpus
- B. subpoena
- C. writ of tort
- D. restitution

**If an officer makes a stop or arrest based on a person's race or ethnicity, it is an example of**

- A. a neighborhood watch
- B. community profiling
- C. racial profiling
- D. crime prevention

*(Continued on the following page)*

## Sample Questions (continued)

**The term, actus reus, refers to the**

- A. mental ability
- B. guilty person
- C. physical ability
- D. guilty act

**The most common fingerprint pattern is the**

- A. arch
- B. whorl
- C. ellipse
- D. loop

**A \_\_\_\_\_ is a document asking a court to assume jurisdiction over a juvenile.**

- A. writ
- B. petition
- C. request
- D. subpoena

**Crossing of the arms and/or legs when questioning a suspect is a probable sign of**

- A. nervous leg syndrome
- B. questioning of a hostile witness
- C. non-verbal deception
- D. fight or flight syndrome

**A prisoner who demonstrates suicidal tendencies should be evaluated by**

- A. the jail nurse
- B. a mental health professional
- C. the warden
- D. the officer in charge



## 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 10 minutes

**Number of Jobs:** 3

### Areas Covered:

#### **43% Crime Scene Investigation**

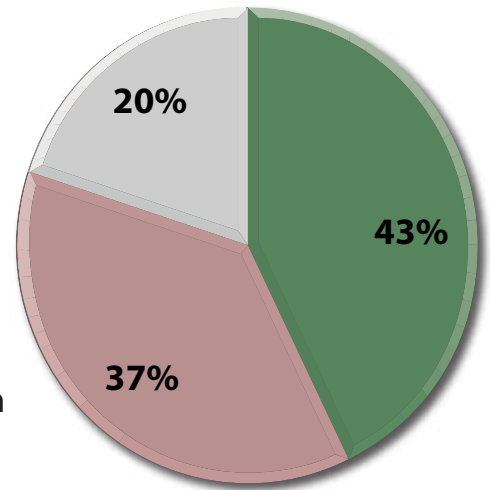
Participants will properly prepare, search for evidence, measure the location of evidence, use correct photograph techniques, correctly lift and label fingerprints, package a wet piece of evidence, package additional evidence, read fingerprinting, and maintain crime scene integrity.

#### **37% Arrest**

Participants will complete correct arrest, place handcuffs, complete a search, complete the fingerprinting process, and complete an arrest report with correct grammar and spelling.

#### **20% Perform CPR on an Adult**

Participants will safely determine the level of consciousness, call for assistance, and perform CPR.



## Sample Job

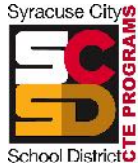
### Perform CPR on an Adult

**Maximum Time:** 10 minutes

**Participant Activity:** The participant is given a scenario. The participant must determine scene safety and take appropriate personal protective precautions, determine the level of consciousness, verbalize that the person is not breathing and does not have a pulse, summon advanced help, and administer CPR for a minimum of two minutes.



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## SCSD CTE Student Portfolio

**Definition:** Student portfolios are a collection of personal documents, which showcase an individual’s learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor, and evaluated by outside entities.

**Purpose:** Students should be able to leave a program with as many tools in their toolbox as possible. Student portfolios are a way to assist students in marketing themselves in future interviews, by using the portfolio to illustrate his or her skills and/or talents.

### SCSD CTE Student Portfolio Requirements

<input type="checkbox"/>	<b>Table of Contents:</b>	This should list each section and piece of the portfolio in the order it appears
<input type="checkbox"/>	<b>Cover letter</b>	A cover letter introducing the student to a potential employer about a specific job in his or her chosen pathway. Should focus on why the student is the best candidate for the job. It should compliment the resume, not repeat it.
<input type="checkbox"/>	<b>Resume</b>	Should be professionally formatted. Usually a one-page document listing the student’s name, personal information (address, phone, and email), an objective, work history or extracurricular/community involvement, education, certifications/credentials, personal skills/interests, and references.
<input type="checkbox"/>	<b>Letters of Recommendation</b>	Students must include at least two (2) reference letters, provided by people outside the school who are familiar with his or her work or character. The reference letters can be employment-related, personal, or they can attest to the character of the student.
<input type="checkbox"/>	<b>Certifications/Credentials</b>	Students should include copies of any credentials and/or certifications they have earned as a result of their program.
<input type="checkbox"/>	<b>Transcript</b>	Student provides a copy of his or her full academic transcript.
<input type="checkbox"/>	<b>Employability Profile</b>	<p>Per NYSED: The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations.</p> <p>Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g.,</p>

	employer and/or job coach).
<input type="checkbox"/>	<b>College Research</b> A written research assignment focusing on three colleges offering programs in the student's chosen career pathway.
<input type="checkbox"/>	<b>Career Plan</b> Per NYSED: "Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards." A Career Plan document can be found here: <a href="http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf">http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf</a>
<input type="checkbox"/>	<b>Student Awards</b> This section is completely open ended. Students should use this section to illustrate any awards, projects, exemplars, service learning, or scholarships, they participated or earned during their high school years. They can show evidence through pictures, project documentation, news articles, program agendas, meeting minutes, videos, etc.
<input type="checkbox"/>	<b>Work Samples</b> Examples highlighting <i>only the student's best work</i> , demonstrating the skills and competencies he or she has mastered. These should be presented professionally and be clearly captioned. <b>Should not be thought as a scrapbook.</b> Potential employers are only interested in the very best examples.

## D. Postsecondary Articulation

*The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.*

### Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.
- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.
- Reviewers confirm that the postsecondary articulation agreement includes the
  - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
  - roles and responsibilities of each institution
  - duration of the agreement
  - endorsement by officials of each institution
- Signed articulation agreements must be on file within the school district or BOCES.

### Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made. Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



**CJUS B.Tech.  
Six (6) CJUS Elective Credits  
Articulation Agreement Between  
Morrisville State College  
And  
PSLA-Fowler High School  
Law Enforcement and Forensic Investigation Programs**



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## General Student Agreement

The following agreement has been developed to meet the needs of students who are pursuing educational programs in the secondary schools listed below and are continuing their education at Morrisville State College.

The purpose of this Articulation Agreement is to provide a continuing articulation program that builds on past learning experiences and eliminates the unnecessary duplication of instruction. Specific articulation provisions are listed with each course.

### Specific Articulation Provisions

In order to receive Morrisville State College Criminal Justice B.Tech. elective credit, the responsible instructor (or designee) from PSLA at Fowler High School agrees to:

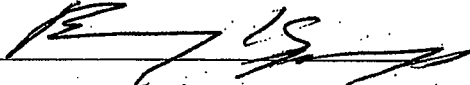
1. Provide a letter of recommendation verifying the student's proficiency
2. Submit the student's transcripts and CTE Program Student Record if applicable.
3. Provide Morrisville State College with a copy of their curriculum outline in Criminal Justice/Forensic Investigations upon initial agreement and renewal agreements.
4. To notify Morrisville State College in writing of any changes to the attached curriculum

Morrisville State College will grant credit whenever the student officially matriculates into the Criminal Justice B.Tech degree program and meets the following criteria:

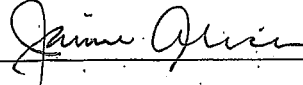
- Students must have a cumulative average of a C or better in the PSLA at Fowler High School law enforcement and/or forensic investigation program
- Students will be granted six (6) of nine (9) credits toward the technical sequence of the B.Tech. program or as 6 general elective credit after consultation with their MSC faculty advisor.
- Students will be granted credit upon earning 12 credits with a cumulative GPA of at least a 2.0.
- Upon acceptance at Morrisville State College, the student should contact his or her high school guidance department to facilitate the granting of credit.
- This agreement will be reviewed and renewed every five (5) years.
- This agreement will be in effect upon signing by both parties and may be revised upon mutual agreement of both parties.

ADMISSIONS OFFICE  
PHONE: 315-684-6046  
FAX: 315-684-6427

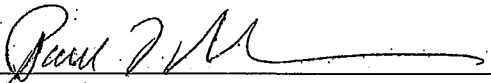


X   
Date: 5/17/18

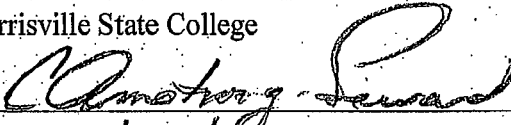
Dr. Barry Spriggs  
Provost  
Morrisville State College

X   
Date: 12/17/18

Jaime Alicea  
Superintendent  
Syracuse City School District

X   
Date: 9/7/18

Dr. Paul Griffin  
Dean-School of Liberal Arts  
Morrisville State College

X   
Date: 5/10/18

Dr. Clare Armstrong-Seward  
Associate Professor/Chair- Criminal Justice  
Morrisville State College

Note: The course outline can be viewed in the articulation drive with the electronic copy of this signed agreement





# Bryant & Stratton College

PERSONAL EDUCATION. LIFETIME SUCCESS.  
SINCE 1854

## ARTICULATION AGREEMENT

Between

**BRYANT & STRATTON COLLEGE**

And

**SYRACUSE CITY SCHOOL DISTRICT- LAW ENFORCEMENT**

\*\*\*\*\*

In its effort to better prepare high school students for life after graduation, the traditional high school can no longer be treated as a self-contained unit. To meet the challenges of the 21<sup>st</sup> Century, high schools must collaborate with career & technical centers, universities, and colleges to improve the Rigor, Relevance, and Relationships of the high school experience.

In this agreement between Bryant & Stratton College and SCSD:

**Rigor** means that the basic high school curriculum is augmented with themed, small-learning communities (Career Pathways) that prepare students for the transition from high school to college to career.

**Relevance** stresses the importance of career pathway curricula that serve as foundations for post-high school majors, jobs, and careers.

**Relationships** deal with collaborations between high schools and institutions of higher education.

Partnerships with local colleges benefit high school students by:

**Supporting students** in the acquisition of core knowledge, skills, habits and attitudes needed for success in postsecondary education and the high-skilled workplace.

**Engaging students** in specific, career-related learning experiences that equip them to make well-informed decisions about their post-high school plans.

**Preparing students**, who may choose to enter the workforce directly after high school, with levels of skill and knowledge in a particular career pathway that is valued in the local marketplace.

### Benefits of Articulation between SCSD and B&S College:

#### For SCSD Students:

1. Earning both high school and college credits for the successful completion of a Career Pathway experience
2. Earning college credits without any tuition cost to students or parents
3. Easing the transition from high school to college via expedited admission to B&S College
4. Enhancing self-esteem and self-confidence by accelerating the student's college experience

#### For SCSD:

1. Meeting the NY State requirement of articulation agreements that have direct benefits to students
2. Creating the opportunity for expanded program scope and content by linking Career Pathway experiences with expedited admission to a related program of study in a career college
3. Providing for improved guidance, student placement and tracking of graduates

#### For Bryant & Stratton College:

1. Allowing the college to present its programs to SCSD students in the SCSD classroom
2. Providing an opportunity for the college to participate in New York State Career & Technical Education reform



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Between

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And

**SYRACUSE CITY SCHOOL DISTRICT- LAW ENFORCEMENT**

### Statement of Purpose:

The purpose of this articulation agreement is to provide an instrument that:

1. Enables students enrolled in selected SCSD CTE programs:
  - A. To earn articulated Bryant & Stratton College credits.
  - B. To make a smooth transition from high school to Bryant & Stratton College.
  - C. To exit the experience better prepared for the transition from high school to college to career.
2. Allows Bryant & Stratton College staff to interact with students in SCSD classrooms.

### Definition of Articulation:

1. Articulation is the process of mutually agreeing on high-school core competencies and performance levels transferable to college.
2. Articulation enables high school students to receive articulated college credit for achieving specific skills, knowledge, and competencies.
3. Articulation of competencies is agreed upon between the high school and the college.

Type of Agreement:	Articulated Program Completion
High School Programs:	SCSD- Law Enforcement
Bryant & Stratton Programs:	See signing page for articulated SCSD programs
Bryant & Stratton Degrees:	Criminal Justice, Other programs as appropriate Associate of Applied Science

### College Credit:

This document allows qualified students to apply for up to **thirty-three (33) hours of Bryant & Stratton College articulated course credit** upon enrollment at Bryant & Stratton College **and** successful completion of one college semester.

### Criteria:

SCSD students, who have successfully completed an articulated CTE program **and** who have achieved a B average or better in the articulated program's CTE courses, are eligible to apply for articulated college credits by meeting the following criteria:

1. Students must provide a Letter of Recommendation from a CTE teacher.
2. Students must meet Bryant & Stratton College admissions requirements.
3. Students must enroll in a two-year **Associate of Applied Science** program as approved by the college.

### **Articles of Agreement:**

1. For the purpose of this agreement, "Articulation" refers to the process that facilitates the transition of a student from high school to college.
2. Bryant & Stratton College agrees to grant appropriate college credit consistent with its current policies.
3. All articulating students shall meet the entrance requirements of Bryant & Stratton College and the intended college program of study.
4. SCSD will provide a Competency Record (or Transcript) for articulating students certifying completion of the articulated CTE program.
5. A student must enroll at Bryant & Stratton College within 15 months following high school graduation in order to be eligible for articulated college credit under this Agreement.
6. Articulated credits for the appropriate college course(s) will appear on the student's Bryant & Stratton College transcript upon the student's successful completion of one college semester.
7. **The college will not charge tuition or fees for the articulated credits.**
8. This Articulation Agreement shall be valid for the school years 2017-2018 through 2021-2022.
9. **A student must have successfully completed the articulated SCSD program with a B average or higher in the articulated program's CTE courses.**
10. Bryant & Stratton College will provide a personal interview to each student interested in exploring this articulation. The interview will provide an overview and details of the following:
  - A. The college application process.
  - B. The financial aid application process.
  - C. Scholarship information (See Appendix B.)

**See Appendix A for Bryant & Stratton College courses eligible for articulation.**

### **Articulation Agreement Review and Changes:**

Both parties will conduct a review of this Articulation Agreement and its procedures at least biennially (or more often if either party deems it necessary) by a review committee comprised of representatives from SCSD and Bryant & Stratton College.

**After review by the committee, this agreement may be:**

1. Maintained as originally structured, **OR**
2. Re-structured as agreed to by both parties, **OR**
3. Terminated at the request of either party.

### **Articulation Process:**

1. SCSD students who have successfully completed articulated SCSD CTE programs become eligible to apply for articulated college credits for stipulated Bryant & Stratton College courses.
2. To apply for articulated credits:
  - A. The student must complete a Bryant & Stratton College Application for Admission.
  - B. The student must provide a Certificate of Program completion and an official transcript listing all articulated program courses.
  - C. The high school counselor must send the Application for Admission and final High School Transcript to the college admissions office.
3. When a student successfully completes a semester at Bryant & Stratton College, credits for articulated courses will become part of the student's college transcript.
4. Students must have articulation paperwork completed and enroll at Bryant & Stratton College within 15 months after high school graduation; otherwise this articulation agreement does not apply.
5. **Bryant & Stratton College will not charge tuition or fees for articulated credits.**

## **APPENDIX A**

### **COLLEGE CREDITS**

SCSD students, who successfully complete an articulated SCSD program, may apply for college Credit at Bryant & Stratton College under the terms set forth in this agreement.

- Credits will be **Articulated** or **Transcripted** College Credits.

#### **ARTICULATED & EARNED COLLEGE CREDIT: up to twenty-one (21) credit hours**

Bryant & Stratton College (B&SC) may grant **up to twelve (12) hours** of Articulated or Earned College Credit for an articulated SCSD program, *Certificate of Program Completion*.

A student who receives a SCSD *Certificate of Program Completion* in an articulated SCSD program and who achieves grades of 80% of higher (or a letter grade of B or higher) in that program's courses is eligible to apply for **Articulated College Credits** in the appropriate Bryant & Stratton College courses below.

Students that achieve a "C" or higher in college level coursework through the CTE program will be allowed to transfer in courses based on the BSC current catalog requirements.

Students that pass professional tests (eg. DANTES) are eligible to transfer in courses based on the BSC current catalog requirements.

**Many B&SC programs do not have open electives. The college will grant credit only for courses that are part of a student's degree program. Course offerings may vary by year and semester. A campus dean and Registrar will determine which courses are appropriate to the student's degree program.**

**The following courses are eligible for articulation and/or awarding of college credit upon on program completion.**

CRJU112	Law Enforcement and the Multicultural Community	(3 hours)
CRJU135	Security in the 21 <sup>st</sup> Century	(3 hours)
CRJU155	Juvenile Justice	(3 hours)*

*\*Credit-bearing Bryant & Stratton College course to be taught at Fowler*

**SCSD graduates may be eligible for twelve (12) additional Articulated Credits** in the course below. A campus dean and Registrar will evaluate the student's transcripts to determine eligibility for the following course or recommend a proficiency exam:

INFT124	Computing Skills	(3 hours)
MATH102	Workplace Mathematics	(3 hours)
ENGL102	Workplace English	(3 hours)
COMM104	Learning Communities	(3 hours)

#### **TRANSCRIPTED COLLEGE CREDIT:**

Bryant & Stratton College (B&SC) will offer the opportunity for SCSD juniors and seniors to **enroll, tuition-free**, in selected Bryant & Stratton College courses taught on one of our campuses.

##### **CTE Themed Courses and/or General Education Courses in our *Jump Start* program**

- Offered at varying times during the school year and summer sessions
- Course offerings will vary by year and semester.

**Successful completion of courses, taught on a Bryant & Stratton College campus, earns B&S College Transcripted Credit.**

#### **DEFINITIONS:**

**Definition: Articulated College Credit** is granted **after** a SCSD graduate:

- Applies to, is accepted into, and enrolls in Bryant & Stratton College, and
- Successfully completes one semester in an approved Bryant & Stratton College degree program.

**Definition: Transcripted College Credit** is granted **after** a SCSD graduate:

- Enrolls in a Bryant & Stratton College course, and successfully completes that course.

## APPENDIX B

### SCHOLARSHIPS

To demonstrate its commitment to SCSD students, Bryant & Stratton College will offer the following scholarships:

#### **Early Acceptance Scholarship:**

The Bryant & Stratton College campuses can award one-time scholarships of \$500 each to students who complete the entire enrollment process by the last day in February. To be eligible for the award, a student must:

- Meet with an admissions representative for a personal interview to determine program selection;
- Complete an application for enrollment in the spring or fall semester;
- Submit an essay that should address the questions:
  - "Why are you interested in Bryant & Stratton College?"
  - "Why are you the best candidate for the scholarship?"
  - "How do you plan on using your Bryant & Stratton College education?"

The selection of winners will be based on the highest evaluation scores and the strength of application as determined by the Admissions Committee.

#### **Matching Scholarships:**

Bryant & Stratton College will match the dollar value of any scholarship awarded to any student from a professional organization that has a valid academic scholarship program. The organization cannot be connected with Bryant & Stratton College or the Bryant & Stratton College Foundation. Organizations may include but are not limited to, unions, civic or fraternal groups, philanthropic societies, educational entities and local or national professional groups and business firms. Please see a Bryant & Stratton Admissions Representative for more specific information.

#### **Academic Excellence Scholarships:**

Tuition scholarships are awarded at most Bryant & Stratton College campuses on a competitive basis. Awards are based upon academic promise and the quality of materials submitted to the Scholarship Committee. See an Admissions Representative for more specific information and details.



# Bryant & Stratton College

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SINCE 1854

ARTICULATION AGREEMENT  
Between  
BRYANT & STRATTON COLLEGE  
And  
SYRACUSE CITY SCHOOL DISTRICT  
Articulated Programs  
Law Enforcement

APPROVALS:

BRYANT & STRATTON COLLEGE

*Michael Sattler*

Michael Sattler  
Syracuse Campus Director

Date: June 15, 2017

SYRACUSE CITY SCHOOL DISTRICT

*Jaime Alicea*

Jaime Alicea  
Syracuse City School District Superintendent

Date: 6/30/17

**Articulation Agreement  
between  
Syracuse City School District (SCSD)  
725 Harrison St, Syracuse, NY  
and  
Onondaga Community College  
4585 West Seneca Turnpike, Syracuse, NY**

The signatories of this articulation agreement, Syracuse City School District (SCSD) and Onondaga Community College (OCC), declare their intention to participate in a partnership for the purpose of delivering educational instruction to eligible students. The parties to this agreement have reached the following understanding:

**1. Term**

The term of this agreement shall be for four years from July 1, 2017-June 30, 2021 and subject to the following conditions:

- Both parties have the option to extend this Agreement for one (1) additional four year period giving written notice to the College no later than ninety (90) days prior to the expiration date.

**2. Modification and Waiver**

No waiver or modifications shall be valid unless it is in writing and signed by OCC and SCSD.

**3. Curriculum and Courses**

- Students who have enrolled in the Law Enforcement program at Syracuse City School District will be eligible to enroll in courses and earn credit for:
  - ENG 103 and ENG 104: Freshman Composition and Literature I and II, subject to an annual Memorandum of Understanding and the identification of an OCC faculty member to teach the course on-premises at the Public Service Leadership Academy at Fowler High School; and;
  - CRJ 101, Justice System, through the Onondaga Community College, College Credit Now Program.
- The above courses offered through the OCC College Credit Now Program are required for the Criminal Justice, A.S. degree at OCC.
- Tuition for concurrent enrollment courses will be incurred according to all applicable requirements in place by the State University of New York. For courses taught by Onondaga Community College faculty, the Syracuse City School District will additionally incur the cost set by annual Memorandum of Understanding between SCSD and OCC.
- Students will be assisted in the course registration process by OCC. Students will also be supported in the admission process to Onondaga Community College through a specialized workshop and the Office of Student Recruitment.


**4. Students**

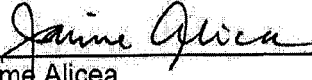
Each student must enroll and remit payment as required by SUNY for the course(s) with OCC through the College Credit Now registration process as

directed by the Director of Concurrent Enrollment and Secondary School Programs.

**5. Entire Agreement**

This Agreement Constitutes the entire Agreement between the College and SCSD with respect to the subject matter hereof. This Agreement supersedes any and all other agreements, whether oral or in writing, between parties with respect to the subject matter hereof.

  
\_\_\_\_\_  
Casey Crabill, Ed.D.  
President  
Onondaga Community College

  
\_\_\_\_\_  
Jaime Alicea  
Superintendent  
Syracuse City School District

3/27/17  
Date

4/3/17  
Date



## E. Work-based Learning

*Work-based learning (WBL) is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.*

*Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.*

### Process

- The school district/BOCES and the employer cooperatively plan all work experiences.
- The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.
- The school district/BOCES provide work-based learning experiences for students with disabilities
- The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.
- The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.
- The school district/BOCES must comply with Commissioner’s Regulations and Department policy where credit towards graduation is being awarded.

### Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

### Resources

New York State Education Department Work Experience Manual <http://www.emsc.nysed.gov/cte/wbl/>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



SYRACUSE CITY SCHOOL DISTRICT  
Career and Technical Education

# CTE

Internship Handbook

*Preparing today's students for tomorrow's careers.*



Syracuse City School District

# Career and Technical Education Internship

## Introduction to Career & Technical Education Work Based Learning

## Introduction to Syracuse City School District CTE Internship

### Career & Technical Education Program/Teacher Guidelines

1. Legal requirements of Internship Program
2. Career & Technical Education Program/Teacher Checklist

### Employer Internship Partner Guidelines

1. Employer Safety Requirements
2. Expectations and responsibilities of the employer partner
3. Worksite/Employer Internship Partner Checklist

### Student Intern Guidelines

1. Student Intern expectations and responsibilities
2. Student Internship Checklist

## FORMS

- NYSED Application for Employment Certificate (NYSED form attached)
- SCSD Certificate of insurance to cover student liability (sample attached)
- SCSD Memorandum of Agreement (Form #1)
- SCSD Internship Program Application (Form #2)
- SCSD Internship Ready to Work Assessment (Form #3)
- SCSD Internship Training Plan (Form #4)
- SCSD Notification of unpaid internship (Form #5)
- SCSD Internship Safety Certification (Form #6)
- SCSD Worksite Orientation (Form #7)
- SCSD Weekly Time Log/Record of Attendance (Form #8)
- SCSD Student Evaluation (Form #9)
- SCSD Mentor Program Evaluation (Form #10)

*Forms are available on SCSD CTE website [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*



# Introduction

## Syracuse City School District Career and Technical Education Work Based Learning

Learning in the workplace is not a new concept. Informal, on-the-job training is an integral part of all workforce development. Work based learning (WBL) provides structured learning experiences for students through exposure to a range of occupations. The Harvard University report, Pathways to Prosperity (February, 2011) suggested that “Work-linked learning should play an especially important role in the new American system of pathways to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that is monitored by the school.”

Learning in the workplace is connected to and supports learning in the classroom. Work based learning also helps students achieve established academic standards. Properly developed and supported, work based learning provides a practical context for school subject matter and enhances the traditional classroom learning. Workbased learning activities promote the development of broad, transferable skills and are a key element of a rigorous and relevant education for students. It enables students to acquire the attitudes, skills and knowledge needed to succeed in today’s workplace.

Employer partners can develop and support work based learning experiences that promote the attainment of workplace knowledge and skills. In doing so, they can support academic achievement and personal growth by designing, structuring, supporting and connecting work based learning experiences. Work based learning also supports professional, technical, and work-readiness skills development. Quality work based learning should:

- Be designed to enhance the learning of skills and workplace knowledge in all aspects of the industry
- Be structured to be safe, legal and measurable
- Be developmentally appropriate
- Have identified learning objectives and assess student performance
- Develop career ready practices and provide opportunities for reflection
- Be supported and documented by appropriate planning and training; and
- Comply with State and Federal labor laws

## Syracuse City School District Career and Technical Education Internship

A Career and Technical Education Internship provides an important link between the classroom and the workplace for students age 16 and older. It is a structured, time-limited, career preparation activity in which students are assigned to a workplace for a defined period of time to participate in and observe firsthand within a given industry. The internship enhances and adds relevance to classroom learning. The internship may provide the opportunity to work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student. It is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom. The internship is related to the student’s CTE program of study, with the primary goals of promoting:

- The exploration of and experience in a field of interest
- Exposure to a wide range of careers and jobs within an industry
- Opportunities to develop, practice and demonstrate new skills
- The acquisition of occupational knowledge and awareness of the skills and education needed to be successful in the industry



# Career & Technical Program/ Teacher Guidelines

## Legal Requirements of SCSD CTE Internship Program

All Career and Technical Education Internship Programs have the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite. They are supported by training plans developed cooperatively by the employer, instructor, and student. There should be ongoing communication between the job mentors and the CTE teacher or work based learning coordinator concerning students' performance and needs.

Each internship program needs to have the following:

- New York State Education Department (NYSED) approval of the CTE program
- The employer understands that the student placement is governed by NYSED, New York State Workers' Compensation Board (NYSWCB), New York State Department of Labor (NYS DOL), and United States Department of Labor (USDOL) labor laws and regulations
- Employer is provided a Certificate of Insurance from school where school liability insurance protects the employer from any damage student may do in the workplace
- Students are given written notification that this program is unpaid and they are not due any wages per NYSDOL regulations
- Per NYS, students are required to receive coverage under the employer's Workers' Compensation Insurance if student is interning for a for-profit company. If student is interning at a non-profit entity, the student is required to be covered by the employer's visitors or volunteer insurance.
- Worksite must be in compliance with Occupational Safety and Health Administration (OSHA) regulations. Health and safety instruction/training appropriate for the job is provided by the SCSD and employer specific training is provided by the employer on the worksite.
- Memorandum of Agreement is in effect between the cooperating business and the education agency and outlines the responsibilities of the student, employer, parent/guardian, and school/coordinator, all of whom must sign to confirm their support of the agreement.
- Students complete an Internship Application indicating their understanding of, and agreement to, all rules and regulations of the program.
- Students receive instruction embedded within their CTE curriculum relating to the technical and career ready practices.
- An Internship Training Plan (ITP) is developed and used for each participating student. The plan identifies the general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each task. The training plan should be designed to ensure that the student will have a progressive learning experience.
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects. No students on academic probation will participate in the internship.
- Employment Certificate (Working Papers) for students provide verification that a student under age 18 is eligible for employment. The student, employer, and school must complete the form. Employment certificates are obtained at the high school – typically the main office, health office, or guidance office.
- Time Log/Record of Attendance provides an official record of the weekly and cumulative hours the student has worked during the experience. It must be maintained for each student.
- An intern evaluation will be done by the CTE teacher before the internship, at the midpoint of the internship and at the end of the internship. This same form will be completed by the on-site supervisor in the midpoint and at the end of the internship.



# SCSD CTE Internship Program Checklist

(To be completed by CTE teacher or WBL coordinator)

- NYSED has approved the CTE program
- The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations
- NYSED Application for Employment certificate (working papers, usually available in school counseling office) has been verified (NYSED form attached)
- Employer is provided with a Certificate of Insurance from school to cover liability (sample attached)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency **(Form #1)**
- Students complete an Internship Application indicating their understanding of, and adherence to all rules and regulations set forth by the program. **(Form #2)**
- Students receive instruction embedded within their CTE curriculum relating to the technical and Career Ready Practices. The CTE teacher and the student have completed the SCSD CTE Internship Ready to Work Assessment **(Form #3)**
- An Internship Training Plan (ITP) is developed and used for each participating student **(Form #4)**
- Students are given written notification that this program will be unpaid and they are not due any wages per NYS DOL regulations **(Form #5)**
- All SCSD internship candidates have received appropriate safety certification for the industry provided by the school before internship and employer specific training and orientation is provided by the employer on the worksite **(Form #6 & Form #7)**
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects
- Review Time Log/Record of Attendance which serves as an official record of the hours the student has worked during the experience **(Form #8)**

## REQUIRED FORMS

NYSED Application for Employment Certificate

Certificate of Insurance

SCSD Memorandum of Agreement **(Form #1)**

SCSD Internship Program Application **(Form #2)**

SCSD Internship Ready to Work Assessment **(Form #3)**

SCSD Internship Training Plan **(Form #4)**

SCSD Notification of unpaid internship **(Form #5)**

SCSD Internship Safety Certification **(Form #6)**

SCSD Worksite Orientation **(Form #7)**

SCSD Weekly Time Log/Record of Attendance **(Form #8)**

*Forms are available online at the SCSD CTE website : [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*

\_\_\_\_\_  
CTE Teacher/WBL Coordinator

\_\_\_\_\_  
Date



# Employer Internship Partner Guidelines

## SCSD CTE Internship Employer Requirements

### Safety

At all times, both school personnel and the employment site personnel must take appropriate steps to ensure that safe practices are stressed and followed. However, it is impossible to guarantee that no injuries resulting in medical expenses and liability will occur. The following prudent steps are encouraged:

1. In-school course content must include training related to safety at the worksite. Appropriate safety certification should be offered if possible. SCSD internship candidates will have received appropriate safety training before beginning their internship.
2. Any sites used for SCSD CTE internships will be reviewed by school personnel prior to placing a student at the worksite.
3. Employers must provide safety training information to interns as they would a new employee. Safety training must be provided if the employer engaged in a particularly hazardous occupation for minors as defined by the USDOL.
4. Provisions for student safety must be included as part of the training agreement signed by the employer, student, parent, and school representative.

## Types of Liability Insurance and Risk Management

### Workers' Compensation and Employer Liability Insurance

All employers will have a policy that provides coverage for the Workers' Compensation statutory benefits as well as liability coverage for certain employment-related situations. Verification of employer's Workers Compensation insurance will be included in the Memorandum of Agreement. The SCSD will also have insurance that covers the student participating in a school-related internship experience.



## SCSD CTE Internship Expectations & Responsibilities of Employer

### Before

- Determine projects or activities that would be appropriate for your student intern
- Communicate with staff that an intern will be at the workplace and identify mentors
- Designate one employee, the on-site supervisor, to work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan

### During

- Provide student with a Work Site Orientation to organization and any required training
- Train student intern for your work site, including all work site safety training
- Maintain a quality, safe and legal learning experience; provide effective supervision
- Use the Internship Training Plan as a guide for the internship; hold intern to employee standards/expectations; oversee, direct, and provide adequate tasking to maximize learning
- Meet with coordinator/teacher and student to decide on an ongoing communications strategy
- Evaluate intern work and provide constructive criticism
- Assist student in working toward learning outcomes
- Coordinate student schedule, approve weekly timesheets
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete a student evaluation midway through internship and discuss with student

### After

- Complete a final evaluation of the student
- Hold debriefing session and review performance with the student and teacher
- Complete a Program Evaluation





## SCSD CTE Internship Employer Internship Partner Checklist (To be completed by On-Site Supervisor/Mentor)

- Meet with coordinator/teacher and student to agree on ongoing communication strategy (e-mail, text, telephone, etc.)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency ([Form #1](#))
- Work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan ([Form #4](#))
- Coordinate student schedule, approve weekly time log/record of attendance ([Form #8](#))
- Communicate with staff that an intern will be at the workplace and identify on-site supervisor and/or mentor

On-Site Supervisor \_\_\_\_\_

Mentor Name \_\_\_\_\_

- Provide student with Work Site Orientation to organization and any required training (Form #7)
- Create and maintain a quality, safe and legal learning experience
- Hold intern to employee standards/expectation; provide student support and candid feedback
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete an interim SCSD CTE Internship Ready to Work Assessment of student performance and discuss with student ([Form #3](#))
- Provide effective supervision
- Complete a final assessment of the student ([Ready to Work Assessment, Form #3 and Student Training Plan, Form #4](#))
- Complete a program evaluation ([Form #10](#))

### REQUIRED FORMS

SCSD Memorandum of Agreement  
(Form #1)

SCSD Internship Ready to Work  
Assessment  
(Form #3)

SCSD Internship Training Plan  
(Form #4)

SCSD Worksite Orientation  
(Form #7)

SCSD Weekly Time Log/Record of  
Attendance  
(Form #8)

SCSD Mentor Program Evaluation  
(Form #10)

*Forms are available online at the SCSD CTE  
website : [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*

\_\_\_\_\_  
Employer/ Mentor

\_\_\_\_\_  
Date



# Student Intern Guidelines

## Expectations and Responsibilities of Students

### Before

- Obtain working papers (if under 18)
- Return Internship Application and all permission slips with appropriate signatures
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan

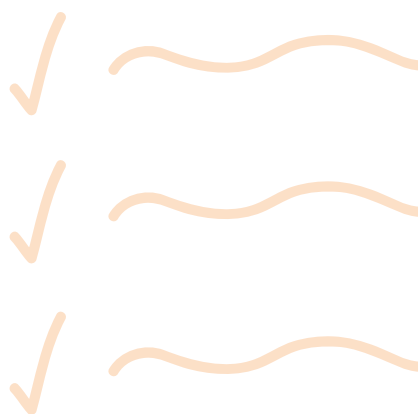
### During

- Attend Orientation at the worksite
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track your hours as instructed on Weekly Timesheet
- Develop skill specific learning outcomes with your worksite supervisor
- Participate in ongoing reflection journal activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor if issues arise
- Keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)

### After

- Participate in self-evaluation and reflection activities
- Update your resume based upon new skills and experiences gained
- Send thank you note to employer

TO DO...



## SCSD CTE Internship Student Checklist (To be completed by student)

- Obtain NYSED Application for Employment Certificate (usually available in school counseling office, application attached)
- A written Memorandum of Agreement is in effect between the cooperating business, the education agency, and signed by student and parents (**Form #1**)
- Return Internship Application (**Form #2**) and all permission slips with appropriate signatures
- Develop skill specific learning outcomes with your worksite supervisor
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan for the internship (**Form #4**)
- Attend orientation at the worksite (**Form #7**)
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track you hours as instructed on time log/record of attendance (**Form #8**)
- Participate in ongoing reflection activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor, if issues arise and keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)
- Participate in self-evaluation and reflection activities (**Forms #3 & #9**)
- Update your resume based on new skills and experiences gained
- Send thank you note to employer

### REQUIRED FORMS

SCSD Memorandum of Agreement  
(Form #1)

SCSD Internship Program Application  
(Form #2)

SCSD Internship Ready to Work  
Assessment  
(Form #3)

SCSD Internship Training Plan  
(Form #4)

SCSD Worksite Orientation  
(Form #7)

SCSD Weekly Time Log/Record of  
Attendance  
(Form #8)

SCSD Student Evaluation  
(Form #9)

*Forms are available online at the SCSD CTE  
website : [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*

---

Student

---

Date



# SCSD CTE Internship Forms

NYSED Application for Employment Certificate

SCSD Certificate of Insurance to Cover Student Liability (Sample)

Form #1 SCSD Memorandum of Agreement

Form #2 SCSD Internship Program Application

Form #3 SCSD Internship Ready to Work Assessment

Form #4 SCSD Internship Training Plan

Form #5 SCSD Notification of unpaid internship

Form #6 SCSD Internship Safety Certification

Form #7 SCSD Worksite Orientation

Form #8 SCSD Weekly Time Log/Record of Attendance

Form #9 SCSD Student Evaluation

Form #10 SCSD Mentor Program Evaluation

*Forms are available on SCSD CTE website at [www.syracusecityschools.com/cte](http://www.syracusecityschools.com/cte)*



THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
ALBANY, NY 12234

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors.

All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

**PART I – Parental Consent** – (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date.....

I, ..... Age .....

[Applicant]

Home Address ....., apply for a certificate as checked below

[Full Home Address including Zip Code]

- Nonfactory Employment Certificate – Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.
- Student General Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required.
- Full-Time Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required examination and employment certification as indicated above.

.....  
[Signature of Parent or Guardian]

**PART II – Evidence of Age** – (To be completed by issuing official only)

..... – Check evidence of age accepted – Document # (if any) .....

[Date of Birth]

Birth Certificate      State Issued Photo      I.D Driver's License      Schooling Record      Other.....  
[Specify]

**PART III – Certificate of Physical Fitness**

Applicant shall present documentation of physical exam from a school or private physician, physician's assistant or nurse practitioner licensed to practice within New York State. Said examination must have been given within 12 months prior to issuance of the employment certificate. Date of physical exam on file with school ..... If physical exam is over 12 months, provide student with certificate of physical fitness to be completed by school medical director or private health care provider. If the physical exam or Certificate of Physical Fitness is limited with regards to allowed work/activity, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate. THE PHYSICIAN'S CERTIFICATION SHOULD BE RETURNED TO THE APPLICANT.

**PART IV – Pledge of Employment** – (To be completed by prospective employer)

Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age or legally able to withdraw from school, according to Section 3205 of the Education Law, and must show proof of having a job.

The undersigned will employ ..... residing at .....

[Applicant]

as ..... at .....

[Description of Applicant's Work]

[Job Location]

for ..... days per week ..... hours per day, beginning ..... a.m. .... p.m.

..... Factory ending..... a.m. .... p.m.

[Name of Firm]

Nonfactory .....

[Address of Firm]

..... Starting date .....

[Telephone Number]

.....  
[Signature of Employer]

**PART V – Schooling Record** – (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of .....

[Name of School]

[Address]

Show that ..... whose date of birth is .....

[Name of Applicant]

Is in grade.....

.....  
[Signature of Principal or Designee]

**PART VI – Employment Certification** – (To be completed by issuing official only)

Certificate Number ..... Date Issued .....

.....

[School or Issuing Center]

[Address]

[Signature of Issuing Officer]

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

## GENERAL INFORMATION

An employment Certificate (Student Nonfactory, Student General, or Full Time) may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

**A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.**

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farmworker, or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

## PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or structure; and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driven machinery; and others listed in Section 133 of the New York State Labor Law.

## HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farmwork and delivering, or selling and delivering newspapers):

**When school is in session:**

- more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or a maximum of 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.
- after 7 p.m. or before 7 a.m.

**When school is not in session:**

- more than 8 hours on any day, 6 days in any week, for a maximum of 40 hours per week.
- after 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier, agriculture or modeling.

Minors 16 and 17 years of age may not be employed: --

**When school is in session:**

- more than 4 hours on days preceding school days; more than 8 hours on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week, for a maximum of 28 hours per week.
- between 10 p.m. and 12 midnight on days followed by a school day without written consent of parent or guardian and a certificate of satisfactory academic standing from the minor's school (to be validated at the end of each marking period).
- between 10 p.m. and 12 midnight on days not followed by a school day without written consent of parent or guardian.

**When school is not in session:**

- more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

## EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
INSURED	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	NAIC #	
	INSURER A :	
	INSURER B :	
	INSURER C :	
INSURER D :		
INSURER E :		
INSURER F :		

**COVERAGES**

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<b>GENERAL LIABILITY</b> <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR 500,000 Retained GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below						WC STATUTORY LIMITS   OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

**CERTIFICATE HOLDER****CANCELLATION**

	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

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Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# Memorandum of Agreement

## (Form #1)

### Type of Work Based Learning Experience: Non-Paid Internship

This Work Based Learning Experience Agreement is entered into by and between the Syracuse City School District (SCSD) \_\_\_\_\_ (Student), his/her Parents/Guardian, \_\_\_\_\_ (Parent/Guardian), and his/her Work Experience Employer, \_\_\_\_\_ (Employer), on the date indicated below, whereby the Student will participate in a CTE Internship (Program at the Employer's place of business located at \_\_\_\_\_, on \_\_\_\_\_, during the hours of \_\_\_\_\_).

### **THE STUDENT UNDERSTANDS THAT HIS/HER CONDUCT IS A REFLECTION UPON THE SCHOOL NAME AND AGREES THAT HE/SHE WILL:**

1. Provide his/her own transportation to and from the Employer's place of business (the SCHOOL, the Student's home school, the SCHOOL and the Employer are in no way responsible for providing the Student with transportation to and/or from the Employer's place of business at any time or for any incidents or accidents which may occur while the Student is on route to or from the Employer's place of business)
2. Demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn while at the Employer's place of business.
3. Keep regular attendance as agreed upon with the Employer, excluding Employer-observed holidays, days on which the Employer's place of business is closed or other legal absences and understands that his/her attendance will be taken from his/her weekly attendance reports.
4. Keep regular attendance at his/her home school.
5. Give the Employer as much advance notice as possible if unable to report for work or to do so in a timely manner and contact the CTE teacher at (315) \_\_\_\_\_.
6. Report to SCHOOL if the Internship location is closed for any reason during at time in which the student is scheduled to be at the Internship location and SCHOOL is in session.
7. Complete weekly time log/record of attendance (Form # 8) reports as required by SCHOOL.
8. Engage in only those work based learning experiences approved by the supervisor at the work-site.

### **THE EMPLOYER AGREES THAT IT WILL:**

1. Not permit the Student to replace any paid employee (in the case of an Internship).
2. Advise the Student of all company rules, regulations and policies which relate to the Student.
3. Explain to the Student the responsibilities and duties of his/her internship and shall correlate on-the-job training with safety instructions given by the SCHOOL.
4. The work of the Student in occupations declared particularly hazardous by the U.S. Department of Labor shall be (i) incidental to the Student's training; (ii) intermittent and for short periods of time; and (iii) under the direct and close supervision of a qualified and experienced person.
5. Provide direct supervision by an authorized employee to the Student as needed.
6. Complete an accident report form and return to SCHOOL in the event of an accident.
7. Review the Student's performance with him/her on a weekly basis and sign a weekly time sheet, complete an evaluation of the Student on forms provided by the SCHOOL.
8. Inform the SCHOOL Instructor/Coordinator when the Student is absent or not performing adequately by calling (315) \_\_\_\_\_.









Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# CTE Internship Program Application Form

(Form #2)

## Personal Information

Last Name	First Name	Age	Date of Birth
Street		Home Telephone Number	Cell Phone Number
City, State, Zip		Emergency Contact Name	Telephone Number
Email Address		Relationship to Emergency Contact	
Primary Parent/ Guardian Name		Parent/ Guardian's Telephone Number	
Primary Parent/ Guardian Email		Home	
		Cell	
Secondary Parent/ Guardian Name		Secondary Parent/ Guardian's Telephone Number	
Secondary Parent/ Guardian Email		Home	
		Cell	
Working Papers Certificate Number		SCSD Student schedule should be attached to this form	
		School Counselor	

## School Year Training/ Work Schedule Availability

Please list the hours you can work during a typical weekly schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Please check applicable box:  Fixed Schedule  Schedule will vary

## Sports, Clubs, and Other Activities

## Transportation

Please check the appropriate response

Do you have a license? <input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, which license do you have? <input type="checkbox"/> Full License <input type="checkbox"/> Junior License
Do you drive to school? <input type="checkbox"/> Yes <input type="checkbox"/> No	License Number:

If you do not have a license, how do you plan on getting to and from your internship?

Public Transportation  Other







Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# CTE Internship Ready to Work Assessment (Form #3)

Name \_\_\_\_\_ Program \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Scale**  
1 = Seldom. 2 = Occasionally. 3 = Usually. 4 = Always.

		Student	Teacher	Onsite Supervisor
<b>ZEST</b>				
1	Actively participates			
2	Shows enthusiasm			
3	Invigorates others			
<b>GRIT</b>				
4	Finishes whatever he or she begins			
5	Tries very hard even after experiencing failure			
6	Works independently with focus			
<b>SELF CONTROL SCHOOL WORK</b>				
7	Comes to class prepared			
8	Pays attention and resists distractions			
9	Remembers and follows directions			
10	Gets to work right away rather than procrastinating			
<b>SELF-CONTROL INTERPERSONAL</b>				
11	Remains calm even when criticized or otherwise provoked			
12	Allows others to speak without interruption			
13	Is polite to adults and peers			
14	Keeps his/her temper in check			

		Student	Teacher	Onsite Supervisor
<b>OPTIMISM</b>				
15	Gets over frustrations and setbacks quickly			
16	Believes that effort will improve his or her future			
<b>GRATITUDE</b>				
17	Recognizes and shows appreciation for others			
18	Recognizes and shows appreciation for his/her opportunities			
<b>SOCIAL INTELLIGENCE</b>				
19	Is able to find solutions during conflicts with others			
20	Demonstrates respect for feelings of others			
21	Knows when and how to include others			
<b>CURIOSITY</b>				
22	Is eager to explore new things			
23	Asks and answers questions to deepen understanding			
24	Actively listens to others.			
<b>ACADEMIC PERFORMANCE</b>				
25	Completes all assignments with quality and timeliness			
26	Uses tools appropriately and safely			
<b>COMMITMENT</b>				
27	Attends class with one or less absences per quarter			
28	Demonstrates loyalty and appreciation to the program and instructors			





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# CTE Internship Training Plan (Form #4)

Student's Name	Email	
Student's Address	Telephone	Date of Birth
CTE Program Career Cluster	Working Papers Certificate #	
School Coordinator		
Phone Number		
Fax Number		
Email		
Employer		
Phone Number		
Fax Number		
Email		
Immediate Job Supervisor		
Phone Number		
Email		
Corporate Address		

## Training Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

## Insurance Coverage

- Student is a non-paid intern – Worker's Compensation
- Student is a non-paid observer – Worker's Compensation

## Transportation Provided by

- Student/parent will provide own transportation
- School district will provide transportation during school hours

## Goals for this Work-Based Learning Student:

1. To explore, learn and develop the skills necessary for this career.
2. To develop the Career Ready Practices necessary for success in the global, competitive world.
3. To be trained in the safe operations of this job title.
4. To be able to demonstrate positive behavior and appropriate dress.



(Form #4 Continued)

<b>JOB TASKS AND LEARNING OUTCOMES</b> (Determined by the Employer and Coordinator)	<b>ACHIEVEMENT LEVEL AND COMMENTS</b> 1. Mastered skill 2. Needs more training at the work site. 3. Needs more training at school. 4. Has not reached this training area.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

<b>CAREER READY PRACTICES</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Rarely</b>
1. Student works cooperatively as a team member?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student is able to read instructions for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student can calculate and measure for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student can behave in a responsible manner without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student can communicate verbally and in writing to evoke clear understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student demonstrates good listening and follow through skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Student demonstrates critical thinking and problem solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Student can locate and manage resources for problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student demonstrates a positive work ethic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student demonstrates computer literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# SCSD CTE Internship Notification of Unpaid Internship (Form #5)

This form serves as notification that the Syracuse City School District CTE Internship is an unpaid internship and students are not due any wages per New York State Department of Labor.

\_\_\_\_\_  
Student

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
CTE Teacher/ WBL Coordinator

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Worksite Representative/ Mentor

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date







Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

## SCSD Internship Safety Certification (Form #6)

\_\_\_\_\_  
Student

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor or Supervisor

\_\_\_\_\_  
CTE/ WBL Teacher

### Student CTE Program SCSD Career and Technical Program:

SAFETY CERTIFICATIONS		Date
OSHA 10	<input type="checkbox"/>	/ /
Safe Serv	<input type="checkbox"/>	/ /
First Aid	<input type="checkbox"/>	/ /
CPR	<input type="checkbox"/>	/ /
Other	<input type="checkbox"/>	/ /





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# SCSD Internship Worksite Orientation (Form #7)

\_\_\_\_\_  
Student

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor or Supervisor

\_\_\_\_\_  
CTE/WBL Teacher

## Company Orientation

Directions: Be sure that your student employee obtains information about the factors listed below. Check the information on each item as it is completed. Return the completed form to the CTE Teacher or Work Based Learning Coordinator.

### Tour of Workplace

- A tour of the workplace
- An overview of the company safety plan
- Introductions to co-workers

### Tour of Employee Facilities

- Rest rooms
- Lunch room
- Where to store personal belongings

Other \_\_\_\_\_

### Safety Plan

- Safety plan
- Stairwell/fire exits
- Fire Extinguishers
- Special hazards
- Accident prevention
- Safety Training Log, updated as needed

### About the Company

- Discuss company organizational structure
- Review type of business, products, services
- Overview of who the customers are

Other \_\_\_\_\_

\_\_\_\_\_  
Employer/training sponsor

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

\_\_\_\_\_  
CTE Teacher/WBL Coordinator

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

### Department/Position Specifics

- Explanation of work schedule
- Review of dress and conduct code
- Review of hours, breaks and lunch policies
- Location of time clock or sign-in
- Attendance requirements, including procedures for calling in when absent
- Relationship to working with other departments or co-workers

### Job Specific

- How to use the phones and office equipment
- Supplies, paper, pens, etc.
- Job description, Work-Based Learning Plan and evaluation process

### Supervisors Expectations

- Dress code including clothing, hair and jewelry
- Work performance including productivity and work habits
- Company culture

### Materials provided to intern

- Copy of personnel handbook
- Organizational charts
- Telephone directory
- Security procedures





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# Weekly Time Log/Record of Attendance (Form #8)

Student \_\_\_\_\_

Training Title \_\_\_\_\_

Worksite Supervisor \_\_\_\_\_

Time Log for the Week of: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

	Date	Start Time	End Time	Hours Worked
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

**Total Weekly Hours:** \_\_\_\_\_

Student please list any new tasks performed this week: \_\_\_\_\_

By signing this timesheet, you are certifying that it is correct and truthful.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Name

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

### Attention Worksite Supervisor:

If you have any questions or concerns, please contact:

\_\_\_\_\_  
CTE Teacher

\_\_\_\_\_  
Phone

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law. Inquiries regarding the District's non-discrimination policies should be directed to: Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY 13210/ (315) 435-4131, Email: [CivilRightsCompliance@scsd.us](mailto:CivilRightsCompliance@scsd.us)





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# SCSD CTE Internship Student Evaluation (Form #9)

Name \_\_\_\_\_

CTE Program \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ — \_\_\_\_/\_\_\_\_/\_\_\_\_\_  
Dates of Internship

\_\_\_\_\_  
Year to Graduate

Please complete this form upon completion of your internship.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Overall, I had a great experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was actively involved in the team meetings and felt free to express my thoughts and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentors encouraged and responded to my questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an increased appreciation for teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a greater ability to ask good questions and synthesize information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was presented with opportunities to learn by doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained factual knowledge about careers throughout the internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this opportunity to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My time was well spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would consider this employer as a future employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My co-workers are generally positive about work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best thing about my experience was... \_\_\_\_\_  
\_\_\_\_\_

The worst thing about my experience was... \_\_\_\_\_  
\_\_\_\_\_

Any suggestions on how we could improve the intern experience? \_\_\_\_\_  
\_\_\_\_\_

Other comments... \_\_\_\_\_





Syracuse City School District  
725 Harrison Street, Syracuse, NY 13210

# SCSD CTE Internship Mentor Program Evaluation (Form #10)

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
SCSD School

\_\_\_\_\_  
Interning Location

\_\_\_\_\_  
Supervisor/ Mentor Name

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Date

### Internship Preparation

- Exceptional
- Adequate
- Inadequate

### Modes of Communication with SCSD Personnel

- In-Person
- Email
- Phone

### Amount of Communication with SCSD Personnel

- Exceptionally good
- Appropriate
- Too much
- Too little

Suggestions for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Return to CTE teacher: \_\_\_\_\_  
CTE Teacher Email





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### **NOTICE OF NON-DISCRIMINATION**

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Syracuse City School District  
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(315) 435-4131

Email: [CivilRightsCompliance@scsd.us](mailto:CivilRightsCompliance@scsd.us)

[Return to TOC](#)

## F. Employability Profile

*The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.*

### Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

### Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>





# EMPLOYABILITY PROFILE

## Law Enforcement Program



### Industry Based Skill Standards

**Proficiency Definitions**

NA = Not Applicable      1 = Introduced      2 = Trained      3 = Trained/Skilled      4 = Industry Level Certification/ Mastery

	9th	10th	11th	12th
<b>History of Law Enforcement</b>				
Understands the historical perspective of policing in the United States and where we are now in the evolution.				
<b>Police</b>				
Demonstrates the basic understanding of duties of Police Officers and the different levels of Law Enforcement from local to the federal level.				
<b>Courts</b>				
Identifies the difference between Civil and Criminal Courts and can cite the major cases that have shaped our laws today. Understands due process and the importance of testimonial and other evidence submissions.				
<b>Corrections</b>				
Understands how corrections fits into the criminal justice system and differentiates with specificity between jail, prison, probation and parole.				
<b>Private Security</b>				
Explains the necessary duties and responsibilities of a NYS Security Guard. Understands the concepts of retail and corporate security.				
<b>Federal Emergency Management Agency</b>				
Demonstrates an understanding in the National Incident Management System and the Incident Command System.				
<b>Physical Fitness</b>				
Exhibits knowledge of the Cooper standards both verbally and by executing the test with proper technique. Understands the bands of scoring and how Police Departments use the Cooper standards as requirements for entry or hiring.				
<b>Emergency Care, First Aid, CPR and AED</b>				
Can execute assessment of a casualty and render proper first aid or triage more than one casualty. Upon identification, can administer CPR or AED assisted intervention as needed to support life.				
<b>Drill and Ceremony</b>				
Executes basic standing, facing and marching drill movements as an individual and member of a team. Understands the reason for drill and how it builds teamwork and esprit de corps.				

	9th	10th	11th	12th
<b>Constitutional Law</b>				
Identifies constitutional amendments and laws that shape and drive the criminal justice system today.				
<b>Criminal Law</b>				
Explains the difference between criminal law and civil law. Demonstrates knowledge of how the arrest process has impact on the trial process.				
<b>Penal Law</b>				
Demonstrates the ability to use the Penal Law books as a resource to evaluate that elements of crimes, categorize them and effectively predict maximum sentencing guidelines.				
<b>Forensic Science</b>				
Able to understand the different types of forensic evidence and how to collect them. Demonstrates a knowledge of how this evidence has evolved and the importance of it in the investigation and trial process.				
<b>Arrest Process</b>				
Exhibits knowledge and executes the proper steps in advising of an arrest, a search incident to an arrest, proper handcuffing techniques, and what elements trigger the Miranda warnings.				
<b>Crime Scene Investigation</b>				
Able to prepare, search for evidence, measure distance, and photograph for evidence. Displays knowledge of fingerprint lifting and packaging evidence to maintain crime scene integrity.				
<b>Traffic Stops and Citation Issue</b>				
Demonstrates knowledge of traffic laws in order to enforce safe driving conditions. Able to initiate the action on a traffic stop to ensure subject and officer safety and issue a citation if necessary without incident.				
<b>Use of Force and Firearms Safety Introduction</b>				
Can explain different levels of force and how to use de-escalation techniques. Demonstrates proper firearms techniques on a simulator in regards to safety and initial marksmanship knowledge.				
<b>Current Events and Issues (Researchability)</b>				
Identifies current issues facing the criminal justice system today in terms of community policing, sentencing and corrections challenges. Is aware of how to research reports and new stories and evaluate impact using experience.				

Industry Certifications Attained	Yes
FEMA 700 NIMS	
FEMA 100 ICS	
American Heart Association 8 hour First Aid, CPR, AED	
NYS 8 Hour Security Guard Pre- Assignment	

College Credits Attained		Yes
SUNY OCC CJ 101 (Intro to CJ)	3 CH	
SUPA Forensic Science	4 CH	
SUNY OCC CJ 215 (Crim Law)	3 CH	
<b>Total</b>		



# LAW ENFORCEMENT EMPLOYABILITY PROFILE

Student Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Absences: \_\_\_\_\_

ID Number: \_\_\_\_\_

Teacher: \_\_\_\_\_

Final Grade: \_\_\_\_\_

## Career Ready Practices / Career Development Standards

### STANDARDS DEFINITIONS

NA = Not Applicable

1 = Developing

2 = Basic

3 = Proficient

4 = Mastery

	9th	10th	11th	12th
<b>Acts as a responsible citizen/employee</b>				
Is on time and prepared, follows workplace policies, demonstrates reliability and dependability, is polite and courteous to adults and peers, demonstrates appreciation, and is reliable and consistent in their actions				
<b>Applies appropriate academic and technical skills</b>				
Demonstrates an understanding of the academic knowledge and skills associated with their trade. Technical skills are developed with academic competencies including English language arts and science that are integrated within the CTE program.				
<b>Attends to personal health and financial well-being</b>				
Recognizes the benefits of physical, mental, social, and financial well-being to the importance of that success in their career. Accepts criticism and works towards self-improvement targets on a consistent basis.				
<b>Communicates clearly, effectively, and with reason.</b>				
Is able to communicate both verbally and in writing to express ideas and obtain information. Uses appropriate vocabulary to share information both verbally and in writing as well. Demonstrates active listening skills and verbal communication.				
<b>Makes appropriate decisions</b>				
Considers the environmental, social, and economic impacts of their decisions. Understands that their actions and decisions will impact other people directly. Works independently and responds positively to new ideas and suggestions.				
<b>Demonstrates creativity and innovative thought</b>				
Demonstrates creativity and new thinking to solve workplace problems as encountered. Is creative, innovative, and is eager to explore new ways of addressing issues and challenges that are encountered.				
<b>Employs valid and reliable research strategies</b>				
Seeks information to develop a deeper understanding of issues encountered. Uses technology as a tool to research, organize, and evaluate information critically incompetently. Interprets information and draws conclusions based on best analysis.				
<b>Uses critical thinking skills and demonstrates perseverance</b>				
Demonstrates problem-solving skills through the use of creative thinking, decision-making, and adaptability. Effectively reasons through difficult situations, and makes decisions even when faced with complex or challenging problems.				

	9th	10th	11th	12th
<b>Models integrity, ethical behavior, and leadership</b>				
Is accountable and transparent in all of their work and assignments. Consistently exhibits ethical behavior, and commitment to completing tasks as assigned. Develops and demonstrates leadership skills, assuming responsibility readily.				
<b>Develops and implements a Career Plan</b>				
Develops a career plan based on understanding of their personal goals and the career pathways that aligns to them. Develops resumes, cover letters, and examples of best work to aid in the job seeking process and/or entrepreneurial goals.				
<b>Uses technology to enhance productivity</b>				
Demonstrates an understanding of the use of technology related to their career pathway. Continually develops their ability to adapt to changing work environments using technology, including new tools and their associated applications.				
<b>Works as a productive and respectful team member</b>				
Actively participates as a member of a team recognizing and appreciating others skills and abilities. Adds to the collective value of the team, and invigorates others to add to the collective efforts and goals.				
<b>Demonstrates reliability and dependability</b>				
Regardless of tasks given, demonstrates reliable and dependable behaviors to meet the expectations as defined. Attendance and levels of participation meet expectations consistently. Take on additional responsibilities without prompting.				
<b>Arrives on time and is prepared to work</b>				
Consistently demonstrates promptness, reliability, and commitment to reporting for classes, work site experiences, and other assignments as defined. Reports prepared for work or education as requirements dictate, meets attendance requirements.				
<b>Demonstrates safe working habits</b>				
When engaging in worksite situations or learning labs, uses tools and equipment safely, observes general safety guidelines for material handling, and meets the expectations of maintaining a safe work environment for others.				
<b>Demonstrates problem solving skills</b>				
Addresses problems encountered using effective problem-solving strategies. Works to define potential solutions to problems, identifies and implements the best solution based on the information gathered and their skill and knowledge.				

Earned Technical Endorsement on Diploma

YES

NO

Industry Credential(s) Awarded See Reverse Side

Special Recognitions or Scholarships \_\_\_\_\_

Student Leadership Organization \_\_\_\_\_