Course Outline

Job Title
Security Guard

Career Pathway:
Public Safety

Industry Sector:
Public Services

O*NET-SOC CODE:
33-9032.00

CBEDS Title:
Introduction to Public Safety
Careers

CBEDS No.:
5846

78-85-71

Security Officer Trainee /1

Credits: 2.5   **Hours:** 40

Course Description:
This competency-based course is the first in a sequence of two designed to prepare students for entry-level employment as a security officer and obtain a guard card. Emphasis is placed on orientation and safety, powers of arrest, weapons of mass destruction and terrorism, public relations, observation and documentation, communication protocols, liability/legal aspects, evacuation procedures, officer safety, access and crowd control, courtroom demeanor, parking/traffic control, fire safety, and employability skills. The competencies in this course are aligned with the California High School Academic Standards and the California Technical Education Model Curriculum Standards.

Prerequisites:
Concurrent high school students must be at least 16 years old, with at a 2.0 grade point average and a good attendance record.

NOTE: For Perkins purposes this course has been designated as a **concentrator/capstone** course.

Students must be at least 18 years old to receive a guard card.

This course **cannot** be repeated once a student receives a Certificate of Completion.
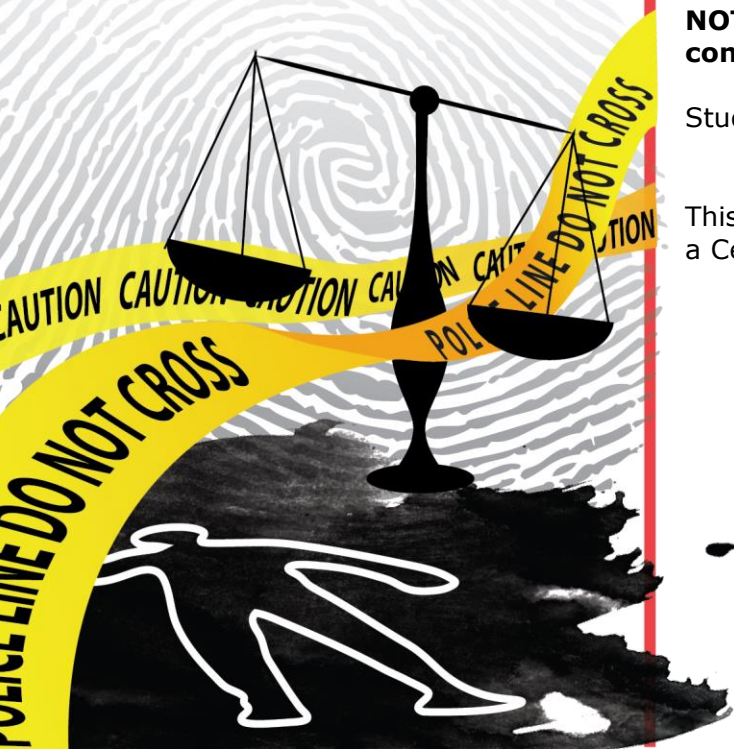
COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS	LOCATION
GOALS AND PURPOSES	Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 6-23

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION

INSTRUCTIONAL STRATEGIES p. 25

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level. pp. 6-23

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES pp. 25-26

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to CAROL JOHNSON, LAYNE BRAGG and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Public Services sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Public Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA and SkillsUSA career technical student organizations.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Public Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Public Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the Cal-HOSA and SkillsUSA career technical student organizations.

Public Services
Pathway Standards

A. Public Safety Pathway

The Public Safety pathway prepares students with a broad-based foundational knowledge in careers that involve public safety. The educational foundation will assist students who wish to pursue related professional training at the postsecondary level. Students will gain experience through classroom instruction, hands-on training, and community exercises. The evolving integration of state public safety organizations, their connections with federal and state intelligence and security agencies, interoperability and coordination of effort, and the shared mission to protect the public in a post-9/11 world are areas of emphasis for the pathway. The careers included in this pathway primarily address law enforcement services, homeland and cyber security services, and correctional services.

Sample occupations associated with this pathway:

♦   Animal Control Worker
♦   Correctional Officer/Probation Officer
♦   Law Enforcement Officer
♦   Loss Prevention Specialist
♦   Military Service

A1.0   Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.

A2.0   Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.

A3.0   Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.

A4.0   Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.

A5.0   Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.

A6.0   Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).

A7.0   Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.

A8.0   Demonstrate an understanding of the functions and career opportunities within the U.S. Department of Homeland Security (DHS).

A9.0   Demonstrate an understanding of the functions of the U.S. Foreign Service.

COMPETENCY-BASED COMPONENTS
for the _Security Officer Trainee/1_ Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. ORIENTATION AND SAFETY Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations. (3 hours)	1. Describe the scope and purpose of the course. 2. Describe the overall course content as a part of the Linked Learning Initiative. 3. Identify classroom policies and procedures. 4. List the different occupations in the Public Services Industry Sector which have an impact on the role of Security Officers. 5. Describe the role of the Bureau of Security and Investigative Services (BSIS) in licensing security officers. 6. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the security field. 7. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing security officers. 8. Evaluate the impact of Environmental Protection Agency (EPA). 9. Pass the safety test with 100% accuracy.	**Career Ready Practice:** 1, 2, 5, 7, 8 **CTE Anchor**: Communications: 2.3 Problem Solving and Critical Thinking: 5.3, 5.4 Health and Safety: 6.2, 6.6, 6.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.5 Leadership and Teamwork: 9.4, 9.6 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2 **CTE Pathway:** A1.1, A1.4, A1.7, A1.8, A1.10, A2.1, A2.4, A5.1, A7.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

B. **POWERS OF ARREST**
 	
Understand the legal aspects, techniques, liability, and company requirements relating to the arrest of an individual based on the provisions contained in the Department of Consumer Affairs'/Bureau of Security and Investigative Services Power to Arrest Training Manual.
	1. Define the following:
	  a. arrest
	  b. Bureau of Security and Investigative Services (BSIS)
	  c. civil liability
	  d. command presence
	  e. conclusion
	  f. criminal liability
	  g. detainment
	  h. detention
	  i. excessive force
	  j. fact
	  k. felony
	  l. 'frisk' searching
	  m. infraction
	  n. inspection
	  o. law suit
	  p. misdemeanor
	  q. observation
	  r. party
	  s. peace officer (police)
	  t. prevention
	  u. private citizen
	  v. private citizen arrest
	  w. probable cause reasonable cause
	  x. reasonable force
	  y. report search
	  z. security officer
	  aa. suspect
	  ab. terrorist/terrorism
	2. Review the contents of the Bureau of Security and Investigative Services (BSIS) Power to Arrest Manual.
	3. Review the contents of the Business and Professional Code Sections 7583.5 and 7583.6 regarding the course of training in the exercise of power to arrest.
	4. Describe the importance of an annual review of security officer examination.
	5. State the importance of achieving a 100% score on the security officer examination.
	6. Describe the responsibilities of the registered security officer.
	7. Explain the differences between a security officer and a police officer.
	8. Describe how security officers should perform their job.
	9. Describe what a security officer should do if an offense occurs.
	10. Describe other duties a security officer might perform.
	11. State the relationship between the security officer and the local police.
	12. Explain the differences between facts and conclusions.
	13. List the six facts that are included in a report.
		Career Ready Practice:
		1, 2, 5, 7, 8, 9, 11, 12
		
		CTE Anchor:
		Communications:
		2.1, 2.2, 2.3, 2.5
		Problem Solving and Critical Thinking
		5.1, 5.2, 5.4
		Responsibility and Flexibility:
		7.3, 7.7
		Ethics and Legal Responsibilities:
		8.2, 8.3, 8.4
		Leadership and Teamwork:
		9.1, 9.6
		Technical Knowledge and Skills:
		10.1, 10.2, 10.4
		Demonstration and Application:
		11.1
		
		CTE Pathway:
		A1.1, A1.4, A1.5, A2.1, A2.5, A4.1, A4.2, A5.2, A6.1, A6.2, A6.3, A6.5, A6.6, A6.7, A6.10

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	14. Explain the authority of a security officer to question people.	
	15. Explain the relationship between a security officer and the owner of the property.	
	16. Describe the relationship between a security officer and the owner of the property.	
	17. Describe how a security officer should handle violations on the property.	
	18. State the role of the security officer and persons attempting to enter the property.	
	19. Describe other duties a security officer might perform.	
	20. Describe the basis for a security officer to make arrest decisions.	
	21. Discuss the difference between an inspection and a search.	
	22. Describe the role of the security officer in inspecting an employee.	
	23. State the actions of the security officer if the employee refuses to cooperate with the inspection.	
	24. Describe the difference between the power to arrest by:	
	a. a private person	
	b. a security guard	
	25. Explain the difference between a criminal and civil liability.	
	26. Describe the acts of a security officer that could lead to criminal liability.	
	27. State the responsibility of an employer for the security officer's actions.	
	28. Describe legal and other factors to consider before making an arrest.	
	29. Describe the differences between the following categories of arrestable offenses:	
	a. infractions	
	b. misdemeanors	
	c. felonies	
	30. Describe common misdemeanors.	
	31. Describe common felonies.	
	32. Describe the legal powers of arrest according to California Penal Code Sections 834 and 837.	
	33. State the person who has the authority to decide if a suspect is guilty.	
	34. Describe the information in a statement that puts a suspect under arrest.	
	35. Explain the use of reasonable force in detaining a suspect.	
	36. Compare the difference between reasonable force and excessive force.	
	37. Describe guilt by association.	
	38. Describe the guideline for touching or searching a suspect.	
	39. Describe the guidelines for 'frisk' searching a suspect.	
	40. State search procedures involving weapons or stolen items.	
	41. Explain the Merchant's Privilege Rule.	
	42. Explain detaining and searching a suspect under the Merchant's Privilege Rule.	
	43. Describe the duties of the security officer after an arrest.	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	44. Describe the responsibility of the peace officer after the arrest.
	45. Describe the procedures involved during and after making a misdemeanor arrest.
	46. Define terrorism.
	47. Describe the nature and characteristics of terrorism.
	48. Explain the difference between domestic terrorism and international terrorism.
	49. State the four counter-terrorist techniques of physical security.
	50. List the characteristics of a terrorist.
	51. State how each of the following contributes to professionalism:
	   a. ethical behavior
	   b. honesty
	   c. loyalty
	   d. personal appearance
	   e. pride in one's work
	   f. command presence
	52. Explain the importance of always following the Security Guard's Creed.
	53. Summarize the most important points in the Power to Arrest Training Manual.	

(3 hour)	54. Pass the BSIS Power to Arrest Exam with 100% accuracy.	

C. WEAPONS OF MASS DESTRUCTION (WMD) AND TERRORISM
 	
Understand the information contained in the Department of Consumer Affair's/Bureau of Security and Investigative Services and Investigative Services Weapons of Mass Destruction & Terrorism Awareness for Security Professionals Workbook.
	1. Explain the following:
	   a. likely targets in California for terrorist activity
	   b. personal definition of terrorism
	   c. definition of "Weapons of Mass Destruction"
	2. Explain the purpose of terrorism.
	3. Describe the following:
	   a. likely local target for terrorist activity
	   b. why that target would be chosen
	   c. the effect of such an attack on Los Angeles, California, and the nation
	4. Describe means of frightening or harming large groups of people besides using bombs.
	5. Describe the requirements a terrorist group needs in order to carry out an attack.
	6. Identify the role of the security officer in preventing and handling terrorist attacks.
	7. Explain the following:
	   a. methods a terrorist might use to recruit members at a worksite
	   b. objects at the workplace a terrorist might steal for money
	   c. vehicle activity at the workplace might arouse suspicions.
	   d. Ways a terrorist might enter a workplace without being notice.
	8. Identify two key ways a terrorist organization can become viable.
		Career Ready Practice:
		1, 2, 4, 5, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications: 2.1,2.2 2.3, 2.5
		Technology: 4.1, 4.3
		Problem Solving and Critical Thinking: 5.1, 5.2, 5.4
		Health and Safety: 6.5
		Responsibility and Flexibility: 7.3, 7.4, 7.8
		Ethics and Legal responsibilities: 8.2, 8.3
		Leadership and Teamwork: 9.2, 9.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	9. Describe the following types of weapons a terrorist can use:
	   a. conventional weapons
	   b. chemical and biological weapons
	   c. nuclear weapons
	10. State why each of the following is important to terrorists:
	   a. choosing a date
	   b. checking out the site
	   c. transporting the weapon
	11. Define weapons of mass destruction.
	12. State the importance of B-NICE.
	13. Define the following:
	   a. biological agent
	   b. nuclear terrorism
	   c. incendiary device
	   d. chemical agent
	   e. explosive
	14. Explain the advantages and disadvantages to the terrorist of:
	   a. biological agent
	   b. nuclear material
	   c. incendiary device
	   d. chemical agent
	   e. explosive
	15. Define the following:
	   a. Chemical, Biological, Radiological, Nuclear, Explosive weapons (CBRNE)
	   b. Terrorist Liaison Officer (TLO)
	16. Describe types of activities that might arouse the security officer's suspicions.
	17. State the following officer actions after a terrorist event has taken place:
	   a. notification of authorities
	   b. isolation or evacuation of persons
	   c. protection of self
		Technical Knowledge and Skills: 10.1,10.4 Demonstration and Application: 11.1
		
		CTE Pathway: A1.4, A1.5, A1.11, A4.1, A4.2, A6.1 A6.2, A6.3, A6.4, A6.5, A6.7, A6.8, A6.10

(3 hours)		

D. PUBLIC RELATIONS
 	
Understand, apply, and evaluate the procedures that encourage positive relations with community and the employer.
	1. Define and describe each of the following as it relates to the duties of the security guard:
	   a. harassment
	   b. discrimination
	   c. race
	   d. gender/sex
	   e. religion
	   f. stereotype/stereotyping
	   g. attitude
	2. Describe the influence of stereotype on attitude.
	3. Describe how stereotyping has a positive or negative effect on:
	   a. respect for another person
	   b. the attitude toward another person
	4. Explain the difference between harassment and discrimination.
		Career Ready Practice: 1, 2, 4,5, 7, 8, 9,10, 11, 12
		
		CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.5 Career Planning and Management: 3.2 Problem Solving and Critical Thinking: 5.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	5. List examples of:
	  a. racial and gender harassment
	  b. racial and gender discrimination
	6. Define the following:
	  a. crisis intervention
	  b. I-message
	  c. Nonjudgmental
	7. Explain why it is important to have good verbal skills in a crisis intervention situation.
	8. Describe and demonstrate the following verbal skills used in crisis intervention:
	  a. acknowledge feelings underlying the action
	  b. use I-messages to maintain control of the situation
	  c. control voice tone, speed and volume
	  d. present nonjudgmental statements
	  e. repeat statement or question if necessary
	  f. verify that the person understands the message
	9. Define the following:
	  a. culture
	  b. ethnicity
	  c. diversity
	10. Describe how the following are unique to a culture:
	  a. language
	  b. gesture
	  c. concept of time
	  d. concept of space
	  e. gender roles
	11. Explain why cultural differences may appear threatening to an outsider.
	12. Identify the positive strategies to help control a situation involving people from two or more different cultures than the security officer.
	13. Describe ways that an organization can value diversity among its employees.
	14. Define the following:
	  a. disturbed person
	  b. mental illness
	  c. emotional problems
	  d. substance abuse
	15. Identify the range of behaviors that are associated with mental illness.
	16. State a general strategy for dealing with disturbed people.
	17. Describe the physical and psychological action of the following substances:
	  a. alcohol
	  b. amphetamines
	  c. barbiturates
	  d. hallucinogens
		Ethics and Legal Responsibilities: 8.4
		Leadership and Teamwork: 9.6
		
		CTE Pathway:
		A1.4, A1.5, A1.9, A1.11, A2.1, A2.5, A4.1, A4.4, A4.5, A6.1, A6.2, A6.3, A6.4, A6.5, A6.10

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	18. State a general strategy for dealing with people under the influence of substances.
	19. Define the following:
	   a. ethical behavior
	   b. professionalism
	   c. command presence
	20. State how each of the following behavior contributes to professionalism in the eyes of the public:
	   a. ethical behavior
	   b. honesty
	   c. loyalty
	   d. personal appearance
	   e. pride in one's work
	   f. command presence
	21. Role-play proper security officer conduct in the following incidents:
	   a. witnessing racial harassment
	   b. witnessing gender or sexual harassment
	   c. interacting with a difficult person from the same culture as the security officer
	   d. interacting with a difficult person from a different culture than the security officer
	   e. providing assistance to a mentally disturbed person
	   f. interacting with a substance abuser
	22. Pass the Public Relations quiz with 100% accuracy.	

E. OBSERVATION AND DOCUMENTATION
 	
Understand, apply, and evaluate patrol techniques and documentation of reports.
	1. State the importance of having good English skills in:
	   a. reading
	   b. writing
	   c. listening and speaking
	2. Define powers of observation.
	3. State the importance of the following:
	   a. noticing
	   b. recalling
	4. Describe and demonstrate memory improving skills.
	5. Describe and demonstrate how the following senses aid in developing powers of observation:
	   a. sight
	   b. sound
	   c. smell
	   d. taste
	   e. touch
	6. Describe facial and body characteristics and how they aid in identifying a person.
	7. Define and describe advantages and disadvantages of the following:
	   a. patrol
	   b. foot patrol
	   c. vehicular patrol
		Career Ready Practice:
		1, 2, 4, 5, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications:
		2.1, 2.2, 2.3, 2.4, 2.5
		Technology:
		4.3, 4.4
		Technical Knowledge and Skills:
		10.1
		Demonstration and Application:
		11.1
		
		CTE Pathway:
		A4.1, A4.2, A4.3, A4.4, A4.6 A4.7

(3 hours)

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	d. surveillance
	8. State the purpose of a patrol.
	9. State the relationship between the purpose of a patrol and preparation for a patrol.
	10. State specific techniques for:
	    a. daylight patrol
	    b. night patrol
	11. Describe examples of suspicious activities that can occur:
	    a. during the day patrol
	    b. during the night patrol
	12. Describe the response of the security guard to suspicious activity:
	    a. during the day patrol
	    b. during the night patrol
	13. Describe appropriate and non-appropriate question.
	14. Give examples of good written content
	    a. Who?
	    b. What?
	    c. When?
	    d. Where?
	    e. How
	    f. Names of parties
	    g. Explain the reason for never using "why" in the written or verbal reports
	    h. Demonstrate examples of facts versus opinions
	15. Define:
	    a. notebook
	    b. daily activity report
	    c. incident report
	    d. administrative reports
	    e. operational report s
	16. Describe the purpose of a notebook.
	17. Describe how to organize notes in the notebook.
	18. List the type of information to enter in the notebook.
	19. Describe the ways that a notebook can reflect the work and ability of a security officer.
	20. State the reasons for preparing good reports.
	21. Describe report writing styles.
	22. Pass the Observation and Documentation quiz with 100% accuracy.	

(3 hours)		

F. COMMUNICATION PROTOCOLS
 	
Understand and apply communication protocols within the guard agency and with outside personnel.
	1. State the importance of internal and external communication.
	2. State when and whom to contact in various situations.
	3. Describe and demonstrate common protocols used to communicate with the following:
	    a. the employer
	    b. the contractor
	4. List the common codes used in radio communication.
		Career Ready Practice:
		1, 2, 4, 5, 7,8, 9, 10, 11, 12

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

(3 hours)	5. Describe and demonstrate radio protocol.
	6. Describe and demonstrate the use of other communication devices.
	7. Describe and demonstrate common protocols used to contact:
	   a. emergency personnel
	   b. first responders
	   c. medical personnel
	   d. police/sheriff/highway patrol
	   e. city services
	   f. government services
	   g. homeland security
	8. Pass the Communication Protocols quiz with 100% accuracy.
		CTE Anchor:
		Communications:
		2.1, 2.2, 2.3, 2.4, 2.5
		Technology:
		4.1
		Problem Solving and Critical Thinking
		5.1, 5.2, 5.3, 5.4
		Leadership and Teamwork
		9.1, 9.6, 9.7
		Technical Knowledge and Skills:
		10.1
		Demonstration and Application:
		11.1
		
		CTE Pathway:
		A4.1, A4.2, A4.3, A4.4, A4.6 A4.7

G. LIABILITY/LEGAL ASPECTS
 	
Understand the liability and legal aspects of the security officer position.
	1. Define the following:
	   a. liability
	   b. civil liability
	   c. criminal liability
	   d. false arrest
	   e. illegal detention
	   f. legal meaning of "party"
	   g. law suit
	   h. negligence
	   i. private patrol operator
	   j. security guard
	   k. vicarious liability
	   l. wrongful acts
	2. Review the roles and responsibilities of a security guard.
	3. Identify an individual's rights against search and seizure
	4. Identify an individual's right to remain silent.
	5. Compare the differences between civil law and criminal law.
	6. Describe how the following wrongful acts could make a security officer criminally liable:
	   a. intimidation
	   b. excessive physical force
	   c. use of unauthorized deadly weapons
	   d. unlawful use of defensive weapons
	   e. false arrest (misdemeanor and felony)
	7. Describe how a security officer may incur civil liability.
		Career Ready Practice:
		1, 2, 4, 5 ,7, 8 ,9, 10, 11, 12
		
		CTE Anchor:
		Communication:
		2.1, 2.2, 2.3, 2.5, 2.6
		Technology:
		4.1, 4.6
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.2, 6.6
		Responsibility and Flexibility:
		7.7
		Ethics and Legal Responsibilities:
		8.2, 8.3, 8.4, 8.7
		Leadership and Teamwork:
		9.7
		Technical

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	8. State the concept of vicarious liability as it relates to the actions of the employer or contractor. 9. Describe the importance of the Private Security Services Act [Business and Professions Code Division 3 Chapter 11.5] to security officers. 10. State the liability for false arrest. 11. Pass the Liability/Legal Aspects quiz with 100% accuracy.	Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** A1.4, A1.5, A1.11, A2.1, A2.5, A4.1, A4.2, A4.5, A4.6, A5.1, A5.2
H. EVACUATION PROCEDURES Understand and evaluate evacuation procedures.	1. Define the following: a. evacuation b. act of nature c. power outage d. point of contact 2. State the role of the security officer during an evacuation. 3. State the importance of knowing the employer's emergency procedures. 4. State the importance of knowing building evacuation routes. 5. Describe the response of a security officer during a power outage. 6. Explain the importance of establishing points of contact after an evacuation. 7. Describe and demonstrate the general protocol for the following during an evacuation: a. stairs b. elevators c. doors 8. Pass the Evacuation Procedures quiz with 100% accuracy.	**Career Ready Practice:** 1, 2, 4, 5, 7, 8, 9, 10, 11, 12 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.2 Leadership and Teamwork: 9.2, 9.3, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.4 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		**CTE Pathway**: A1.4, A1.11, A2.5, A2.7, A4.1, A4.2, A4.4, A6.1, A6.2, A6.3, A6.4, A6.7, A6.10
I. OFFICER SAFETY Understand, apply, and evaluate situations which compromise the safety of the security officer.	1. Define the following: 　a. threat 　b. threat assessment (violence risk assessment) 　c. subject contact 　d. safety awareness 　e. blood borne pathogens 　f. environmental/hazardous materials 2. Explain how a security officer's actions might create a threatening situation. 3. Identify the different types of threats a security office might face from the following: 　a. humans 　b. animals 　c. acts of nature 　d. man-made acts 4. Explain how each of the five senses can help a security officer assess the nature of a threat: 　a. sight 　b. sound 　c. smell 　d. taste 　e. touch 5. Describe situations where contact with a subject may pose a threat to the security officer. 6. Describe and demonstrate how to diffuse different threatening situations with a subject or subjects. 7. Describe safety strategies while patrolling: 　a. during situations of poor illumination (night) 　b. during situations of good illumination (day) 8. Describe different types of blood-borne pathogens. 9. State the following regarding blood-borne pathogens: 　a. dangers 　b. contact situations 　c. methods of protection 　d. treatment after contact 10. Explain CalOSHA regulations regarding handling and storage of hazardous materials. 11. State the protocol in reporting a chemical spill. 12. Pass the Officer Safety quiz with 100% accuracy.	**Career Ready Practice:** 1, 2, 4, 5, 7, 8, 9, 10, 11, 12 **CTE Anchor**: Communications: 2.1, 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.2, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.2, 8.3 Leadership and Teamwork 9.1, 9.2, 9.3, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.4 **CTE Pathway:** A1.4, A6.1, A6.2, A6.3, A6.4, A6.7, A6.6, A6.10
(3 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

J. ACCESS CONTROL
 	
Understand and evaluate the procedures used to gain or deny access to a property.
.
	1. Define the following:
	   a. access control
	   b. Radio Frequency Identification (RFID)
	2. Explain the differences between minimum, medium and maximum access control.
	3. Describe the following identification procedures:
	   a. personnel recognition
	   b. ID system
	   c. special passes
	4. State information that is usually found on an ID card.
	5. Describe how visitors can be granted access.
	6. Describe the following electronic/electrical means of controlling access:
	   a. touch keypads
	   b. ID card tags
	   c. proximity cards
	   d. biometric identification
	   e. RFID tags
	   f. timed locks
	7. Describe the components of an alarm system.
	8. Describe the following non-electronic means of controlling access:
	   a. keys
	   b. log books
	9. Describe the strengths and weaknesses of different access control systems.
	10. Describe the purpose and safety of the following screening methods:
	   a. x-ray machines
	   b. metal detectors
	   c. full-body scanners
	   d. trained animals
	11. Pass the Access Control quiz with 80% accuracy.
		Career Ready Practice:
		1, 2, 4, 5, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications: 2.1, 2.2, 2.3, 2.4
		Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4
		Health and Safety: 6.2, 6.6
		Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7
		Technical Knowledge and Skills:
		10.1, 10.2
		Demonstration and Application:
		11.1
		
		CTE Pathway:
		A1.4, A1.5, A2.1, A4.1, A4.2, A6.1, A6.4, A6.7, A6.10

(2 hours)		

K. CROWD CONTROL
 	
Understand, apply, and evaluate different strategies used to control crowds
	1. Define the following:
	   a. stanchion barrier
	   b. retractable barrier
	   c. magnetic barrier
	   d. post top signs
	   e. acquisitive crowd
	   f. boisterous celebration
	   g. civil disobedience/disturbance
	   h. counter demonstrators
	   i. demonstration
	   j. dispute
	   k. expressive crowd
	   l. hostile crowd
	   m. riot
		Career Ready Practice:
		1, 2, 4, 5, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications: 2.1, 2.2, 2.3, 2.5
		Technology: 4.3, 4.4, 4.6
		Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	n. picketing
	    o. sightseer crowd
	2. Describe Crowd Control Techniques
	    a. wayfinding optimization
	    b. queue management
	    c. temporary closure
	    d. rapid deployment
	    e. customer flow management
	3. Describe riot control techniques.
	4. Describe the differences between:
	    a. crowd
	    b. hostile crowd
	    c. mob
	5. Explain how the following psychological factors can cause a crowd to become disorderly:
	    a. influence of a dominant person
	    b. loss of identity
	6. State the responsibility of security officers regarding the protection of:
	    a. peaceful demonstrators
	    b. counter-demonstrators
	    c. the general public
	7. Describe and demonstrate how the following verbal skills can help confront conflicts constructively:
	    a. acknowledge feelings underlying the action
	    b. use I-messages to maintain control of the situation
	    c. control voice tone, speed and volume
	    d. present nonjudgmental statements
	    e. repeat statement or question if necessary
	    f. verify that the person understands the message
	8. Describe how the following actions can help to control a hostile crowd:
	    a. removing or isolating individuals participating in the incidents
	    b. splitting the crowd into smaller groups
	    c. removing the leaders of the crowd
	    d. diverting the attention of the crowd
	    e. using a recognized community leader for support
	    f. providing an escape route
	9. Describe how the following are important in preparing a crowd control plan:
	    a. emphasizing command presence of the security officers
	    b. determining when and whom to call for assistance
	    c. informing crowd of specific violations
	    d. allowing crowd to disperse safely
	10. State the reasons why an employer may hire a security officer in case of a labor dispute, labor action or work stoppage.
	11. State the expectations an employer may have of the behavior of the security officer in a labor dispute, labor action or work stoppage.
		Health and Safety: 6.2, 6.6
		Responsibility and Flexibility: 7.2, 7.3, 7.7
		Ethics and Legal Responsibilities: 8.1, 8.4, 8.5
		Leadership and Teamwork: 9.2, 9.3, 9.6, 9.7
		Technical Knowledge and Skills: 10.1, 10.2
		Demonstration and Application: 11.1
		
		CTE Pathway:
		A1.4, A1.5, A2.1, A4.1, A4.2, A6.1, A6.4, A6.7, A6.10

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	12. Describe the general duties of a security officer during a labor dispute, labor action or work stoppage. 13. Describe the gate patrol duties of a security officer during a labor dispute, labor action or work stoppage. 14. Describe the perimeter duties of a security officer during a labor dispute, labor action or work stoppage. 15. Pass the Crowd Control quiz with 100% accuracy.	

L. COURTROOM DEMEANOR
 	
Understand and evaluate the behavior of the security officer in the courtroom.
 	
(2 hours)
	1. Define the following:
	  a. Accused
	  b. attorney
	  c. bailiff
	  d. contempt of court
	  e. court
	  f. defense attorney
	  g. exhibits
	  h. impartiality
	  i. judge
	  j. prosecuting attorney
	  k. subpoena
	  l. testimony
	2. Describe and demonstrate how attention to the following creates a professional appearance:
	  a. attire
	  b. personal grooming
	  c. posture and body language
	3. Explain why the following represents professional behavior in the court:
	  a. maintaining impartiality towards defense and prosecuting attorneys
	  b. using correct forms of address
	  c. showing respect to all courtroom officials
	  d. speaking to the jury only when testifying
	  e. only stating the facts
	4. State the importance of the following when testifying as a witness:
	  a. honest
	  b. brevity
	  c. clarity
	  d. objectivity
	  e. emotional control
	5. Describe tactics that defense attorneys often use.
	6. Demonstrate professional behavior in simulated courtroom situations.
	7. Pass the Courtroom Demeanor quiz with 100% accuracy.
		Career Ready Practice:
		1, 2, 4, 5, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications: 2.1, 2.2, 2.3
		
		CTE Pathway:
		A1.4, A1.12, A2.7, A4.1, A4.2, A4.5, A5.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

M. PARKING/TRAFFIC CONTROL
 	
Understand and evaluate different strategies used in parking and traffic control.
.
 	
(2 hours)
	1. Define the following:
	   a. hand signals
	   b. intersection
	   c. traffic
	   d. traffic control
	   e. traffic flow
	2. State the goals of traffic control.
	3. State the sections of the California Vehicle Code that permit traffic control by security officers.
	4. State the nature of traffic flow.
	5. Describe the importance of controlling the intersection.
	6. State the proper clothing for traffic duty.
	7. List the types of traffic control equipment that a security officer could use.
	8. Describe and demonstrate the proper stance in traffic control.
	9. Describe and demonstrate traffic control techniques:
	   a. hand signals
	   b. whistle signals
	   c. traffic flow patterns
	   d. pedestrian protection
	   e. turning vehicle assistance
	10. State the goals of parking lot security.
	11. Describe the significance of different pavement markings.
	12. Describe parking lot security.
	13. Pass the Parking/Traffic Control quiz with 100% accuracy.
		Career Ready Practice:
		1, 2, 4, 5 ,7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications:
		2.1, 2.3, 2.5
		Technology:
		4.3
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.2
		Responsibility and Flexibility:
		7.4, 7.7
		Ethics and Legal Responsibilities:
		8.1, 8.2, 8.3, 8.4
		Leadership and Teamwork:
		9.1, 9.2, 9.3, 9.6
		Technical Knowledge and Skills:
		10.1, 102, 10.4
		Demonstration and Application:
		11.1
		
		CTE Pathway:
		A1.4, A1.9, A2.5, A2.7, A4.1, A4.2, A4.5, A5.2, A6.1, A6.2, A6.3, A6.7, A6.10

N. FIRE SAFETY
 	
Understand and evaluate the basic strategies in fire safety.
	1. Define the following:
	   a. fire chemistry
	   b. fire hazards
	   c. fire safety
	   d. fire suppression
	   e. fire suppression safety
	   f. portable fire extinguishers
		Career Ready Practice:
		1, 2, 4, 5, 7, 8, 9, 10, 11,12

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	g. teamwork
	h. wet standpipes
	2. Describe the importance of notifying the fire department before any other action is taken.
	3. Describe a Security Guard's regular patrol for fire hazards
	4. State the elements a fire needs to exist.
	5. List and describe the four classes of fires.
	6. Describe how the following types of workplace hazards can cause fires:
	   a. electrical
	   b. natural gas
	   c. flammable or combustible liquids
	7. Describe the importance of teamwork in fire suppression.
	8. List the information the security officer needs in order to suppress a fire.
	9. State how the following checklist helps to evaluate a decision to fight a fire:
	   a. gather facts
	   b. assess and communicate the damage
	   c. consider the probabilities of what might happen
	   d. assess the security officer's situation
	   e. establish priorities
	   f. make decisions
	   g. develop plans of action
	   h. take action
	   i. evaluate progress
	10. Describe the following firefighting resources:
	   a. portable fire extinguishers
	   b. interior wet standpipes
	11. Describe the contents of a fire extinguisher label.
	12. Identify the four types of fire extinguishers in terms of:
	   a. fire type
	   b. extinguishing agent
	   c. extinguishing method
	13. Compare the characteristics of water and dry chemical extinguishers.
	14. State why the following is necessary to know before extinguishing a fire:
	   a. quick and safe escape from the area
	   b. right type and size of extinguisher
	   c. presence of hazardous materials and falling debris
	15. State the importance of P.A.S.S. in operating a fire extinguisher.
	16. Describe the importance of the following in fire suppression:
	   a. having proper safety equipment
	   b. working with a buddy
	   c. having a backup team
	   d. having two ways to exit the fire area
	   e. feeling closed doors with the back of the hand
	   f. confining the fire
		CTE Anchor:
		Communications:
		2.1, 2.2, 2.3, 2.4
		Technology:
		4.1, 4.3, 4.6
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.2, 6.6
		Ethics and Legal Responsibilities:
		8.1, 8.2, 8.3
		Leadership and Teamwork:
		9.1, 9.7
		Technical Knowledge and Skills:
		10.1, 10.2
		Demonstration and Application:
		11.1
		
		CTE Pathway:
		A1.4, A1.9, A2.5, A2.7, A4.1, A4.2, A4.5, A5.2, A6.1, A6.2, A6.3, A6.7, A6.10

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	g. staying low to the ground
	h. maintaining a safe distance
	i. overhauling the fire
	j. avoiding smoke-filled areas
	17. State the characteristics of hazardous materials.
	18. Review the information in the following signs that identify hazardous materials:
	  a. NFPA 704 Diamond
	  b. DOT Warning Placard
	  c. UN Placarding System
	  d. NA Numbering System
	19. State fire safety for a burning building or container with a hazardous materials sign outside.
	20. Demonstrate how fire extinguisher team members communicate with each other.
	21. Describe and demonstrate fire extinguisher technique with a team member.
	22. Pass the Fire Safety quiz with 100% accuracy.	

O.   EMPLOYABILITY SKILLS
 	
Understand, apply, and evaluate the employability skills required in the protective services profession.
	1. Summarize employer requirements for the following:
	  a. punctuality
	  b. attendance
	  c. attitude toward work
	  d. quality of work
	  e. teamwork
	  f. timeliness
	  g. communication skills
	  h. computer skills and software applications
	2. Identify potential employers through traditional and internet sources.
	3. Describe the role of electronic social networking in job search.
	4. Design sample résumés and cover letters.
	5. State the importance of filling out a job application legibly, with accurate and complete information.
	6. Complete sample job application forms correctly.
	7. State the importance of enthusiasm on a job.
	8. State the importance of appropriate appearance on a job.
	9. State the importance of the continuous upgrading of job skills.
	10. Identify the informational materials and resources needed to be successful in an interview.
	11. Demonstrate appropriate interviewing techniques.
	12. Design sample follow-up letters.
	13. Demonstrate appropriate follow-up procedures.
		Career Ready Practice:
		1, 2, 3, 6, 7, 8
		
		CTE Anchor:
		Communication:
		2.1, 2.4
		Career Planning and Management:
		3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9
		Technology:
		4.1
		Problem Solving and Critical Thinking:
		5.1
		Responsibility and Flexibility:
		7.7
		Leadership and Teamwork:
		9.2
		Technical Knowledge and Skills:
		10.1
		Demonstration and Application:
		11.2, 11.5

The "(2 hours)" label appears in the COMPETENCY AREAS column aligned with item 22 of the first row.

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		**CTE Pathway:** A1.2, A1.6, A1.7

TEXTBOOKS

Adamson, John E. and Amanda Morrison. <u>Law for Business and Personal Use. South-Western, Cengage Learning, 2009.</u>

Bridgemena, Bruce C. and Charles N. Guthrie. <u>Security Guard Powers to Arrest</u>. Harcourt Brace Jovanovich Legal Aid Publications, Ins., 14415 S. Main St., Gardena, CA 90248.

Furriel, Vincent J. and Robert S. Weaver. <u>California Course Concepts for Penal Code 832 Training</u>. Qwik-Code Publications, 26875 Calle Hermosa, Suite #4, Capistrano Beach, CA 92624.

Maniscalco, Paul M. and Hank T. Christen. <u>Homeland Security: Principles and Practice of Terrorism Response</u>. Jones and Bartlett Learning, LLC, February 2010.

Nemeth, Charles P. <u>Homeland Security: An Introduction to Principles and Practice</u>. CRC Press, December 2009.

<u>Power to Arrest Training Manual.</u> Department of Consumer Affairs, Bureau of Investigative Services, 2005.

<u>Weapons of Mass Destruction & Terrorism Awareness for Security Professionals: Student Workbook (Version One).</u> Department of Consumer Affairs, Bureau of Investigative Services, 2005.

RESOURCES

Employer Advisory Board members

CDE Model Curriculum Standards for Public Service
http://www.cde.ca.gov/ci/ct/sf/documents/pubservices.pdf

http://www.ca9.uscourts.gov/

http://www.calbar.ca.gov/

http://www.courts.ca.gov/supremecourt.htm

https://www.lacourt.org/

http://www.lexisnexis.com/

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

    A.   Lecture and discussion

    B.   Multimedia presentations

    C.   Visual aids

    D.   Role playing

    E.   Individualized instruction

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B – Powers of Arrest – Pass all assignments and exams on the powers of arrest with a minimum score of 80% or higher.

SECTION C – Weapons of Mass Destruction (WMD) and Terrorism – Pass all assignments and exams on weapons of mass destruction (WMD) and terrorism with a minimum score of 80% or higher.

SECTION D – Public Relations – Pass all assignments and exams on public relations with a minimum score of 80% or higher.

SECTION E – Observation and Documentation – Pass all assignments and exams on observation and documentation with a minimum score of 80% or higher.

SECTION F – Communication Protocols – Pass all assignments and exams on communication protocols with a minimum score of 80% or higher.

SECTION G – Liability / Legal Aspects – Pass all assignments and exams on liability / legal aspects with a minimum score of 80% or higher.

SECTION H – Evacuation Procedures – Pass all assignments and exams on evacuation procedures with a minimum score of 80% or higher.

SECTION J – Access Control – Pass all assignments and exams on access control with a minimum score of 80% or higher.

SECTION K – Crowd Control – Pass all assignments and exams on crowd control with a minimum score of 80% or higher.

SECTION L – Courtroom Demeanor – Pass all assignments and exams on courtroom demeanor with a minimum score of 80% or higher.

SECTION M – Parking / Traffic Control – Pass all assignments and exams on parking / traffic control with a minimum score of 80% or higher.

SECTION N – Fire Safety – Pass all assignments and exams on fire safety with a minimum score of 80% or higher.

SECTION O – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, societal, and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color,
national origin, gender, or physical disability.