

Introduction to Criminal Justice

Course Outcome Summary

Course Information

Organization	Madison Area Technical College
Developers	Garilyn Truttschel
Development Date	5/14/2003
Revised Date	6/1/2003
Course Number	10-504-111
Instructional Level	Associate Degree
Potential Hours of Instruction	54
Total Credits	3

Description

The focus of the course is centered on exposing the newly-entering Criminal Justice students to the concept of "social justice." This includes an introduction of the student to the American system of criminal justice including its major component parts: the police, courts, and corrections. (Meets LESB performance objectives 1.1-1.3)

Types of Instruction

Instruction Type	Contact Hours	Credits
Classroom Presentation	54	3

Textbooks

Sue Titus Reid. *Criminal Justice*. Atomic Dog. Atomic Dog . **Edition:** Sixth. **Unit Price:** \$60. **Pages:** 365. **ISBN:** 1-931442-42-8. **Source:** Bookstore or online.

WI Dept. of Justice. *Law Enforcement Basic Training 520- Hour Curriculum*. WI Dept of Justice. **Pages:** 44. **ISBN:** none. **Source:** Bookstore.

Learner Supplies

Stapler.

Computer floppy disk.

Exit Learning Outcomes

Standards

1- POLICING IN AMERICA

1-A ACADEMY ORIENTATION (2)

1-B PROFESSIONAL ORIENTATION (4)

B-1 Understand the structure, function, and jurisdiction of municipal, state and federal courts.

B-2 Understand the primary function and jurisdiction of federal, state, and local law enforcement agencies.

B-3 Understand the importance of professionalism in the work of law enforcement.

1-C POLICING IN A FREE SOCIETY (4)

C-1 Has general knowledge of the history of modern policing, and specific knowledge of the development of policing in the United States.

C-2 Recognize the role of law enforcement officers in protecting individuals' Constitutional rights, preventing crime, and providing public safety services in addition to enforcing the law.

1-D ETHICS (8)

D-1 Understand how professionalism, ethics, and moral standards relate to law enforcement career.

D-2 Understand ethical principles and professional obligations embodied in the Law Enforcement Code of Ethics.

D-3 Incorporate effective ethical decision making strategies.

1-E COMMUNITY RESOURCES (4)

E-1 Is familiar with the mental health resources available to assist law enforcement, including state and local crisis intervention facilities and alcohol and other drug abuse detoxification and treatment facilities.

E-2 Is familiar with community organizations that advocate for various groups, including those with physical, emotional, behavioral, or mental disabilities.

E-3 Is aware of state, federal and local law-enforcement agencies and other state and local agencies that can assist with specialized expertise or resources.

E-4 Is familiar with community organizations or other resources that can assist with cultural or language barriers.

1-F DIVERSITY (8)

F-1 Understand the role of race, ethnicity, sexual orientation, and cultural background in relationships between law enforcement and the public, including the influence of history.

F-2 Identify barriers to communication that law enforcement officers may encounter in dealing with members of minority groups and applies strategies for overcoming those barriers.

F-3 Respond appropriately to hate crimes.

Competencies

A. Explore the structure, function, and jurisdiction of municipal, state and federal courts

CONDITIONS: You will demonstrate your competence

A.1. by creating a diagram illustrating the court system

CRITERIA: How good the product or process must be -

A.1. diagram shows the court process from entry level through appeals process

A.2. diagram is neat and well organized

A.3. diagram depicts all of the functions at each stage of the court process

B. Examine the primary functions and jurisdiction of federal, state, and local law enforcement agencies

CONDITIONS: You will demonstrate your competence

B.1. by creating a diagram that shows functions and jurisdictions

CRITERIA: How good the product or process must be -

B.1. diagram depicts all of the functions and jurisdictions

B.2. diagram shows the relationship of one agency to another or one jurisdiction to another

B.3. diagram is neat and well organized

B.4. if the diagram uses shapes, color codes, or symbols, there is a corresponding description

- C. Defend the importance of professionalism in law enforcement**
CONDITIONS: You will demonstrate your competence
C.1. by participating in a structured debate
CRITERIA: How good the product or process must be -
C.1. you are prepared to state your position clearly
C.2. you present complete, relevant evidence needed to support your position
C.3. you show respect for the opposing side throughout the debate
C.4. you present accurate information in the discussion
- D. Summarize the history of modern policing in the United States**
CONDITIONS: You will demonstrate your competence
D.1. by creating an outline of historical events in policing
D.2. by creating a written report
CRITERIA: How good the product or process must be -
D.1. outline includes the origins of the contemporary police system
D.2. outline includes law enforcement in early America
D.3. written report includes an explanation the Pendleton Act of 1883
D.4. written report includes a description of the divisions of modern law enforcement (state, federal) and implications for police training
- E. Analyze the tension between protecting individual constitutional rights and preventing crime and enforcing the law**
CONDITIONS: You will demonstrate your competence
E.1. by writing a paper that contrasts public safety with restrictions to personal liberty
CRITERIA: How good the product or process must be -
E.1. paper contrasts important features or attributes of safety and liberty
E.2. paper includes an explanation of how the the desire for safety and the desire for liberty drive, or cause conflicts in public policy
E.3. paper includes clear examples of the inverse relationship of safety and security with liberty in modern society
E.4. paper includes logical conclusions drawn from the the paper's main points
E.5. paper is neat and presentable
E.6. paper evidences correct grammar, punctuation and spelling
- F. Develop a law enforcement career plan that incorporates professionalism, ethics, and moral standards**
CONDITIONS: You will demonstrate your competence
F.1. by developing a personal career plan
CRITERIA: How good the product or process must be -
F.1. career plan includes a statement of your long-term career goal
F.2. career plan includes a statement of your short-term career goal
F.3. career plan includes a statement of your educational aspiration
F.4. career plan includes an explanation of your moral priorities to your desired career duties
F.5. career plan includes an explanation of your belief system to your career and education goals
- G. Debate the principles and obligations embodied in the law enforcement code of ethics**
CONDITIONS: You will demonstrate your competence

G.1. by participating in a structured discussion

CRITERIA: How good the product or process must be -

- G.1. you are prepared to debate the principles and obligations embodied in the law enforcement code of ethics
- G.2. you state your position clearly
- G.3. you present complete, relevant evidence needed to support your position
- G.4. you present accurate information in the discussion (you do not make up facts or statistics on the spot)
- G.5. your rebuttals are specific to arguments made by the opposing side
- G.6. you use relevant evidence in your rebuttals
- G.7. you speak loudly and clearly enough to be heard
- G.8. you show respect for the opposing side throughout the debate

H. Chart effective decisions in given scenarios

CONDITIONS: You will demonstrate your competence

H.1. by demonstrating decision making in a simulated situation given by your instructor

CRITERIA: How good the product or process must be -

- H.1. your decision is based upon the code of ethics as provided for in the statute
- H.2. your decision is legal
- H.3. your decision is honest

I. Critique mental health resources

CONDITIONS: You will demonstrate your competence

I.1. by creating an outline of resources

CRITERIA: How good the product or process must be -

- I.1. outline includes the identification of major mental health resources available in the student's own community available to assist law enforcement officer
- I.2. outline includes the location of the local detoxification and treatment facilities
- I.3. outline includes an explanation of what services are offered from the resources available

J. Research a community organization that advocates for a particular group

CONDITIONS: You will demonstrate your competence

J.1. by completing a research paper on an assigned community organization

CRITERIA: How good the product or process must be -

- J.1. direct quotes are documented correctly according to documentation style defined in class
- J.2. evidence is included in the Works Cited Page
- J.3. Works Cited page is formatted correctly according to documentation style defined in class
- J.4. research paper topic is directly relevant to the project assigned and is approved by the instructor
- J.5. research paper includes a cover page
- J.6. research paper contains an introductory paragraph
- J.7. research paper contains three (or more) clearly written main points
- J.8. each of the three main points is supported with evidence
- J.9. research paper is based on at least three (or more) sources
- J.10. research paper evidences correct grammar, punctuation, and spelling

- K. Analyze the specialties of various law enforcement agencies in the US**
CONDITIONS: You will demonstrate your competence
K.1. by writing a summary of law enforcement agencies and their specialties
CRITERIA: How good the product or process must be -
K.1. summary highlights the speciality of each agency
K.2. summary identifies the key points
K.3. summary includes only relevant and necessary details
K.4. summary is concise without being sketchy
K.5. summary evidences correct grammar, punctuation and spelling
- L. Select a community resource to assist with a cultural or language barrier**
CONDITIONS: You will demonstrate your competence
L.1. by designing and producing a pamphlet about a community resource that can assist with cultural and/or language barriers
CRITERIA: How good the product or process must be -
L.1. pamphlet includes an appropriate title and graphic on the cover
L.2. pamphlet includes a table of contents
L.3. pamphlet is organized by sections
L.4. pamphlet information clearly relates the community resources that deal with cultural/language barriers
L.5. pamphlet communicates well to the intended audience
L.6. pamphlet evidences correct grammar, punctuation, and spelling
- M. Research the role of race, ethnicity, sexual orientation and cultural background in relationships between police and the public**
CONDITIONS: You will demonstrate your competence
M.1. by presenting arguments related to diversity in society in a class debate
CRITERIA: How good the product or process must be -
M.1. you explain the role of law enforcement during segregation and the civil rights movement
M.2. you summarize "racial profiling"
M.3. you summarize "bias-based" policing
M.4. you identify strategies that law enforcement agencies have used to prevent bias-based policing
M.5. you explain the historical relationship between law enforcement and sexual minorities, in particular, gays and lesbians
- N. Identify communication barriers that police encounter in dealing with members of minority groups**
CONDITIONS: You will demonstrate your competence
N.1. by writing a summary of communication barriers
CRITERIA: How good the product or process must be -
N.1. summary includes a description of cultural barriers law enforcement officers may encounter when dealing with African-Americans, Native Americans, and other cultural minorities
N.2. summary includes a description of cultural and language barriers law enforcement officers may encounter when dealing with recent immigrants
N.3. summary includes strategies to overcome cultural barriers
N.4. summary includes strategies to overcome language barriers

O. Examine hate crimes

CONDITIONS: You will demonstrate your competence

O.1. by responding to a simulated hate crime scenario

CRITERIA: How good the product or process must be -

O.1. your response shows knowledge of the key points of dealing with the public

O.2. your response shows knowledge of the barriers to communication

O.3. your response includes details on how to proceed after the crime

O.4. your response is concise without being uncaring