

**AREA CAREER CENTER OF HAMMOND
AREA DISTRICT OF CAREER AND TECHNICAL EDUCATION # 2
LAW ENFORCEMENT CAREER ACADEMY
COURSE SYLLABUS
SCHOOL YEAR 2008-2009**

Course Title: INTRODUCTION TO CRIMINAL JUSTICE & LAW ENFORCEMENT

Meeting Dates: Monday – Friday
AM Session: 7:45 – 10:15
PM Session: 11:45 – 2:15

Instructors: Lieutenant Tom Fulk, Lieutenant Mike Jorden, and Sergeant Chris Matonovich
Location: ACC Room 221
ACC Office Phone: (219) 933-2428 ext. 2066
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Chris Matonovich: crmatonovich@hammond.k12.in.us

Office Hours: Available by appointment

Prerequisites: None

Course Description:

The Introduction to Criminal Justice and Law Enforcement class is similar to any college level Intro to Criminal Justice class. The difference is students receive hands on skills and career training as well. The course covers many subsystems within the criminal justice system. Students also have the opportunity to learn from guest speakers and take field trips to various local, state, and federal agencies. Ethics, problem solving skills, analysis, team building and communication skills are incorporated into every lesson. In addition, police work, court procedure, corrections and the history of the Criminal Justice field are also covered.

Course Intent:

The class is designed for students interested in working in the criminal justice field. Potential careers include policing, forensics, probation, court personnel, law, corrections, and fire science. The goal is to teach skills that students can use in every aspect of life while focusing on the functions of the Criminal Justice field. Students take with them an appreciation of the complexities of the government and the difficulty in managing justice in a democratic society.

Assigned Text:

1st year:

Schmallegger, Frank. (2007). *Criminal Justice, A Brief Introduction*. (Ninth Edition). Pearson Prentice Hall: Upper Saddle River, NJ.

2nd year:

Saferstein, Richard. (2007). *Criminalistics: An Introduction to Forensic Sciences*. (Ninth Edition). Pearson Prentice Hall: Upper Saddle River, NJ.

Indiana Professionals Standards Covered:

- 1.1 Safety is taught as an integral part of the instructional program. (511 IAC 8-2-4(b))
- 1.2 Safety issues are addressed during all phases of program planning and implementation including selection and maintenance of facilities and equipment as well as management of classroom activities.
- 1.3 The Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) standards guide the implementation and maintenance of environmental health and safety features.
- 1.4 Facilities are accessible to all populations and are appropriate for the instructional program being offered.
- 2.1 Advisory committees (general and program area) are organized and meeting as required each school year. (511 IAC 8-2-8)
- 2.2 Advisory committees meet a minimum of twice per year and maintain accurate minutes of each meeting.
- 2.3 Membership includes a balanced representation from business/industry, labor, education, males and females, and advocates for racial and ethnic minorities, and the disabled.
- 2.4 Program advisory committees annually review course standards, curriculum, assessment practices, and resources (including equipment) for appropriateness and effectiveness.
- 3.1 All career and technical education teachers possess a valid teaching license for their teaching assignments under rules adopted by the Indiana Professional Standards Board.
- 3.2 Teachers participate in workshops, conferences, and professional organization activities to remain current in their program area and to meet license renewal requirements.
- 3.3 Teachers demonstrate knowledge of learners in the instructional process.
- 3.4 Teachers demonstrate knowledge of content and instructional resources pertaining to basic skills, the world of work, and the skills and processes of industry.
- 3.5 Teachers create an environment that develops democratic values, risk taking, and a desire for lifelong learning.
- 3.6 Teachers select from a variety of instructional strategies in performance-based learning of subject matter, critical thinking, and problem-solving.
- 3.7 Teachers understand and use a variety of assessment and evaluation strategies to assist learners in their intellectual, social, and physical development.
- 3.8 Teachers reflect on personal practices to improve the effectiveness and quality of learner education.
- 3.9 Teachers foster collaborative relationships with business, industry, and government in order to extend and enrich opportunities for learners.
- 3.10 Teachers work with colleagues and the professional community to improve schools and to advance knowledge in the occupational area.
- 3.11 Teachers foster relationships with families and the local community to achieve common goals for all learners.
- 3.12 Teachers involve the learners in a variety of activities to help them understand the changing workplace as they prepare to enter the workforce.
- 3.13 Teachers prepare learners to meet the competing demands and responsibilities of the workplace.
- 3.14 Teachers assist learners in developing self-awareness and confidence as well as sound personal and social values.
- 4.1 State content standards are used as the foundation for local curriculum development and input from the community is considered during the development process.
- 4.2 Curriculum activities help students apply appropriate English/language arts, mathematics, science, and social studies standards in work-related situations.
- 4.3 Local curriculum emphasizes the technical, academic, and employability skills needed for success.
- 4.4 Curriculum is consistent with available state and national industry certification standards.
- 4.5 Curriculum is aligned with existing postsecondary programs.
- 4.6 Curriculum is connected to available apprenticeship training programs.
- 4.7 A variety of assessment strategies is used to document student achievement.
- 4.8 Each course or program has the resources necessary to implement state standards and local curriculum and to adapt to needs of students.
- 4.9 Career and Technical Student Organization (CTSO) activities enhance the instructional program.
- 4.10 Career pathways are used to identify a sequence of courses that includes a rigorous technical core and academic preparation.
- 4.11 Guidance activities are used to help students affirm or adjust career goals.
- 4.12 Sequenced career and technical courses meet the directed elective requirements of the Core 40 curriculum.
- 4.13 Student data is collected to meet state and federal accountability requirements.

Learning Objectives:

Students in this course will:

- Learn to understand crime and justice in the United States.
- Understand crime and its consequences.
- Define criminological theory and why it is importance to study.
- Be able to differentiate between criminal and civil law.

- Become familiar with case law directly effecting the field of law enforcement.
- Become familiar with the U.S. Constitution, especially the Bill of Rights.
- Explain the authority needed for searching and arresting.
- Describe the history and origins of law enforcement.
- Understand the use of force and describe the force continuum.
- Learn police procedural report writing and accident reports.
- Summarize the administration of justice in the United States.
- Learn the purposes of institutional corrections.
- Differentiate between sentencing and appeals.
- Study prison life, inmate rights, release, and recidivism.
- Define and identify the parameters and goals of community corrections.
- Learn the aspects of the juvenile justice system.
- Study and understand the future of the law enforcement field as a whole.
- Learn the role drug usage plays in crime and possible responses.
- Exhibit professional and responsible behavior at all times.
- Apply communication skills: both verbal and non-verbal.
- Learn employment skills and resume writing.
- Develop skills and attitudes to enhance life long learning.

Instructional Strategies/Methods

1. Discussion/Questioning
2. Problem Solving
3. Discovery
4. Role Playing/Simulation
5. Lecture
6. Gaming
7. Group work
8. Any other assigned duties

Diversity:

It is the policy of the Area Career Center not to discriminate on the basis of race, color, religion, sex, national origin, age or handicap in its programs as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Title IX Officer and Section 504 Officer

Connie Manous, Director of Special Education
 (219) 933-2400 x1081
CBManous@hammond.k12.in.us

Special Needs Learners:

If adaptations or accommodations are needed in the classroom, for transportation, or for emergency procedures because of a disability or medical condition, please inform Mr. Miller as soon as possible.

Assignments:

Class Policy on Attendance: It is a serious matter when a student misses even one session. Regular attendance is crucial to success in this class. More than three unexcused absences may result in failure of the class for that grading period. Unexcused absences also result in loss of points for that day plus a scheduled exam or scheduled or nonscheduled quiz. Make up work will only be allowed for excused absences. **It is the responsibility of the student to make sure he/she gets any missed work from the teacher.**

Class Policy for Assignments: Students are required to complete all assigned reading, participate in class discussions, and exams during the term. Students will be given ample time to work on their assignments in class when available. All assignments are to be turned in at the beginning of the class period they are due. **LATE ASSIGNMENTS WILL ONLY BE ACCEPTED AT THE TEACHERS DISCRETION.**

Community Service Project: Students are required to complete 75 hours of Community Service during the school year. Each student will complete 25 hours a trimester and type a two page paper and then present their paper to the class at the end of each trimester. The student will be responsible for making sure their hours are logged on a sign-in sheet and signed off on by a representative of the organization they are assisting. **This assignment is required to pass each trimester of the school year.** The organization the student assists must be approved by the instructors prior to starting the hours. Students will receive a log-in sheet and organization approval form at the start of the year.

Grading:

Grades will be determined by points earned on class participation, assignments, homework, quizzes, tests, and the community service project. In addition, student behavior and/or lack of professionalism can result in a deduction of a student's grade on a given assignment.

Student Expectations:

1. Good attendance, good conduct and citizenship, satisfactory class participation.
2. Appropriate breaks may be given during each class meeting. Breaks are perks granted not rights.
3. Each student is encouraged to ask for further clarification of material not fully understood. The only way the instructors receive immediate feedback is by comments made by class members.
4. Each student is responsible to make sure that their assignments have been completed and returned to the Instructor for grading. Late assignments will not be accepted.
5. Students are expected to abide by all school rules and guidelines established by the Area Career Center student handbook and the student handbook of their home school.
6. **Each student will be given a list of school and classroom rules to be signed by both the student and parent and then returned to the teacher.**
7. Some of the topics covered in this class are adult in nature and as such students will be expected to act in a mature professional manner at all times.

Statement of Plagiarism:

If an Instructor finds that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for review. The maximum penalty for any form of academic dishonesty is dismissal from the class and expulsion from the school.

Parent involvement:

Parents are encouraged to call the instructors or school with any concerns or questions. In addition, their signature on letter returned to instructors, permission slips, and parent/teacher conferences.

Reservation Statement: The instructor reserves the right to make adjustments to this syllabus as needed.

Signatures and Acknowledgment:

I, _____, certify that I understand what is expected of me as
(Print Full Student Name)
a student and will try my best to realize my full potential for the entire 2008-09 school year.

(Student Signature)

(Date)

(Parent Signature)

(Date)