



Western Technical College

## 30504700 Overview of Criminal Justice

### Course Outcome Summary

#### Course Information

<b>Description</b>	Through classroom lecture and WI Department of Justice 720 Academy integration exercises, students will learn and apply skills addressed in the following WI Department of Justice 720 Academy Phase I curriculum framework topics: Academy Orientation, Fundamentals of Criminal Justice, Ethics, Cultural Competency, Agency Policy, and Professional Communication, and Integration Exercises..
<b>Career Cluster</b>	Law, Public Safety, Corrections and Security
<b>Instructional Level</b>	Technical Diploma Courses
<b>Total Credits</b>	1
<b>Total Hours</b>	38

#### Textbooks

No textbook required.

#### Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience
5. Live Responsibly: Embrace Sustainability
6. Live Responsibly: Foster Accountability
7. Refine Professionalism: Act Ethically
8. Refine Professionalism: Improve Critical Thinking
9. Refine Professionalism: Participate Collaboratively
10. Refine Professionalism: Practice Effective Communication

## Program Outcomes

1. Think critically.
2. Manage emergencies.
3. Communicate effectively.
4. Demonstrate professionalism.
5. Conduct investigations.
6. Interact with others.

## Course Competencies

### 1. I.A.1. Demonstrate recognition of academy rules and regulations.

#### Assessment Strategies

- 1.1. Students will write a letter to the Academy Director about their acceptance of the academy rules and regulations.

#### Criteria

*You will know you are successful when:*

- 1.1. you sign your letter.
- 1.2. you attach a signed copy of the Academy Rules and Regulations.
- 1.3. you attach a signed copy of the Law Enforcement Code of Ethics.
- 1.4. you summarize your understanding of the recruit academy testing policies.
- 1.5. you indicate that you have read and understand the attached documents.
- 1.6. you use correct grammar, punctuation, and spelling.

#### Learning Objectives

- 1.a. I.A.1.1. Determine what responsible, personal behavior is.
- 1.b. I.A.1.2. Examine academy rules and regulations.
- 1.c. I.A.1.3. Explain the testing and retesting policy during the recruit academy.

### 2. I.B.1. Distinguish between the roles and functions of courts with jurisdiction in Wisconsin.

#### Assessment Strategies

- 2.1. group discussion on court functions

#### Criteria

*You will know you are successful when:*

- 2.1. you determine which violations are appropriate for a municipal court versus a state court.
- 2.2. you explain municipal courts can act only on matters covered by municipal ordinances.
- 2.3. you explain what an ordinance is.
- 2.4. you explain what a forfeiture is.
- 2.5. you explain municipal courts generally are limited to imposing forfeitures for ordinance violations.

#### Learning Objectives

- 2.a. I.B.1.1. Explain the structure, function and jurisdiction of the federal court system.
- 2.b. I.B.1.2. Explain the structure, function and jurisdiction of the state court system.
- 2.c. I.B.1.3. Explain the structure, function and jurisdiction of municipal court.
- 2.d. I.B.1.4. Explain the process of a criminal conviction appeal

### 3. I.B.2. Determine modern law enforcement functions and policies from an historical perspective.

#### Assessment Strategies

- 3.1. provide modern day examples of Robert Peel's nine principles

#### Criteria

*You will know you are successful when:*

- 3.1. you compare early law enforcement positions protecting walled cities with private security guards at

- today's gated communities.
- 3.2. you list at least nine modern day examples of Sir Robert Peel's principles.
- 3.3. you describe examples of Sir Robert Peel's principles.

#### **Learning Objectives**

- 3.a. I.B.2.1. Describe the origins of the contemporary law enforcement system.
- 3.b. I.B.2.2. Summarize law enforcement in early America.
- 3.c. I.B.2.3. Analyze the divisions of modern law enforcement and its implications for law enforcement training

### **4. I.B.3. Identify the role of law enforcement officers in American society.**

#### **Assessment Strategies**

- 4.1. develop civilian expectations of law enforcement officers detailing which of these expectations they feel will be the most difficult to fulfill.

#### **Criteria**

*You will know you are successful when:*

- 4.1. you describe the issues surrounding a law enforcement agency that is an extension of a political official.
- 4.2. you explain the relationship between the Magna Carta and the U.S. Constitution.
- 4.3. you identify political influences on today's law enforcement officers.
- 4.4. you discuss how the primary goals of law enforcement fit with community expectations.

#### **Learning Objectives**

- 4.a. I.B.3.1. Recognize the role of law enforcement officers in protecting individual rights, preventing crime and providing public safety services.
- 4.b. I.B.3.2. List the government's expectations of law enforcement officers.
- 4.c. I.B.3.3. List community expectations of law enforcement officers.

### **5. I.B.4. Differentiate between the roles and functions of federal, state, and local law enforcement agencies.**

#### **Assessment Strategies**

- 5.1. group discussion on the roles of state and federal law enforcement agencies

#### **Criteria**

*You will know you are successful when:*

- 5.1. you determine which state and/or federal agencies they would contact for assistance during an investigation.
- 5.2. you identify the duties that are the responsibility of the county sheriff.
- 5.3. you find a local ordinance creating a municipal police department and list the duties of the police chief.
- 5.4. you provide a review of state and federal law enforcement agency websites.

#### **Learning Objectives**

- 5.a. I.B.4.1. Describe the major federal law enforcement agencies and their respective areas of enforcement.
- 5.b. I.B.4.2. Describe the role of the county Sheriff and Sheriff's deputies in Wisconsin.
- 5.c. I.B.4.3. Describe the role, jurisdiction, and enforcement powers of Wisconsin's state enforcement and investigative agencies.
- 5.d. I.B.4.4. Describe the role, jurisdiction, and enforcement powers of municipal law enforcement agencies.

### **6. I.B.5. Incorporate community policing strategies into your community.**

#### **Assessment Strategies**

- 6.1. examples of community-oriented policing programs
- 6.2. examples of individual community members working with law enforcement to address crime (can either be a program at an agency in Wisconsin or an example students find on a agency website, etc.)

#### **Criteria**

*You will know you are successful when:*

- 6.1. you review the US Department of Justice Office of Community Oriented Policing Services (COPS) website at [www.cops.usdoj.gov](http://www.cops.usdoj.gov)

- 6.2. you identify benefits and challenges to community-oriented policing
- 6.3. you define community-oriented policing as a concept where law enforcement and citizens work together in creative ways to solve community problems related to crime, fear of crime, social and physical disorder and general neighborhood conditions.
- 6.4. you research examples of community-oriented policing programs at a Wisconsin law enforcement agency and/or find examples of programs through an Internet search and explain why they are considered community policing and if they would work in their community.

#### **Learning Objectives**

- 6.a. I.B.5.1. Define community-oriented policing.
- 6.b. I.B.5.2. Provide examples of community-oriented policing in your community or a neighboring community.
- 6.c. I.B.5.3. Provide examples of the community and law enforcement working together to address crime.
- 6.d. I.B.5.4. List the benefits and challenges to community-oriented policing.

### **7. I.B.6. Illustrate problem-oriented policing strategies**

#### **Assessment Strategies**

- 7.1. provide examples of problem-oriented policing programs/activities (can either be a program at an agency in Wisconsin or another agency).

#### **Criteria**

*You will know you are successful when:*

- 7.1. you define problem-oriented policing as a policing strategy that involves the identification and analysis of specific crime and disorder problems in order to develop effective response strategies in conjunction with ongoing assessment. This strategy places more emphasis on research and analysis as well as crime prevention and the engagement of public and private organizations in the reduction of community problems.
- 7.2. you identify benefits and challenges to problem-oriented policing.
- 7.3. you explain the differences between community-oriented policing and problem-oriented policing.
- 7.4. you describe the SARA (scanning, analysis, response, and assessment) model and the problem-solving triangle.
- 7.5. you provide a review of the Center for Problem-Oriented Policing website at [www.popcenter.org](http://www.popcenter.org).
- 7.6. you provide an example and explanation of a problem-oriented policing program at a Wisconsin law enforcement agency or find an example of a program through an Internet search.

#### **Learning Objectives**

- 7.a. I.B.6.1. Define problem-oriented policing
- 7.b. I.B.6.2. Explain the four steps of the SARA (scanning, analysis, response, and assessment) model of problem solving
- 7.c. I.B.6.3. Provide examples of problem-oriented policing programs
- 7.d. I.B.6.4. List the benefits and challenges to problem-oriented policing
- 7.e. I.B.6.5. Explain the differences between community-oriented policing and problem-oriented policing

### **8. I.B.7. Evaluate other policing strategies.**

#### **Assessment Strategies**

- 8.1. comparing strategies such as the "broken windows" strategy, "intelligence-led" strategy, and other strategies such as the Chicago Alternative Policing Strategy (CAPS) and the Compstat strategy, etc.

#### **Criteria**

*You will know you are successful when:*

- 8.1. you describe "broken windows" strategy which relies on the idea that crime can be reduced more effectively by addressing visible signs of community disorder that influence and encourage criminal behavior.
- 8.2. you describe the "intelligence-led" strategy which is a strategic, future-oriented and targeted approach to crime control, focusing upon the identification, analysis and 'management' of persisting and developing 'problems' or 'risks'.
- 8.3. you explain Chicago's Alternative Policing Strategy (CAPS) emphasizes the need for increased lines of communication between the community and the police, so that together they can come up with solutions for chronic neighborhood problems.
- 8.4. you explain COMPSTAT is the name given to the New York City Police Department's (NYPD) strategic

control system.

### **Learning Objectives**

- 8.a. I.B.7.1. Explain the “Broken Window’s” policing strategy and identify the advantages and disadvantages of using this strategy.
- 8.b. I.B.7.2. Explain the “Intelligence-led” policing strategy and identify the advantages and disadvantages of using this strategy.
- 8.c. I.B.7.3. Explain Chicago’s Alternative Policing Strategy (CAPS) and identify the advantages and disadvantages of using this strategy.
- 8.d. I.B.7.4. Explain COMPSTAT (COMPUter STATistics) and identify the advantages and disadvantages of using this strategy.
- 8.e. I.B.7.5. Discuss how the strategies can work together and when one strategy may be more effective in certain situations.

## **9. I.B.8. Apply principles of crime prevention.**

### **Assessment Strategies**

- 9.1. Provide examples of crime prevention programs (can either be a program in an agency in Wisconsin or an example students find on an agency website, etc.).

### **Criteria**

*You will know you are successful when:*

- 9.1. you explain the theory of crime prevention; that crime is a multidimensional problem that requires multiple responses from a variety of individuals and groups within the community.
- 9.2. you discuss crime prevention can be divided into three approaches; primary, secondary, and tertiary crime prevention. Each type of crime prevention attacks criminality at a different stage of development.
- 9.3. you describe components of the primary prevention approach: Environmental Design, Neighborhood Watch, General Deterrence, Public Education, Social Crime Prevention, and Private Security.
- 9.4. you describe components of the secondary prevention approach; Identification and Prediction, Situational Crime Prevention, Community Policing, Crime Area Analysis, Substance Abuse, and Schools and Crime Prevention.
- 9.5. you describe components of the tertiary crime prevention approach; Specific Deterrence, Incapacitation, and Rehabilitation and Treatment.
- 9.6. you identify the techniques used in developing crime prevention programs.

### **Learning Objectives**

- 9.a. I.B.8.1. Identify the role of crime prevention in the delivery of police services.
- 9.b. I.B.8.2. Explain the concept of community-based crime prevention.
- 9.c. I.B.8.3. Demonstrate the knowledge of techniques used in developing crime prevention programs.

## **10. I.D.1. Describe the role of policies in agency operations.**

### **Assessment Strategies**

- 10.1. classifying policies into type categories
- 10.2. explaining the reasoning behind your classification

### **Criteria**

*You will know you are successful when:*

- 10.1. you determine if the policy is mandatory, ministerial, discretionary, need to know or need to reference (or a combination of categories)
- 10.2. you articulate why a policy was placed in a particular category.
- 10.3. you identify the terms or phrases found in the policy that determined the classification category.

### **Learning Objectives**

- 10.a. I.D.1.1. Identify the issues and subjects that require policies under Wisconsin state statutes.
- 10.b. I.D.1.2. Distinguish between ministerial and discretionary policies.
- 10.c. I.D.1.3. Describe the connection between a policy and a procedure.

## **11. I.D.2. Apply agency policies effectively in order to produce desired outcomes.**

### **Assessment Strategies**

- 11.1. developing a system for learning agency policies

## Criteria

*You will know you are successful when:*

- 11.1. you consult with an agency staff person.
- 11.2. you reference and identify the mandatory policies.

## Learning Objectives

- 11.a. I.D.2.1. Explain how agency policies affect the individual decision-making process.
- 11.b. I.D.2.2. Analyze the role of agency policies and the application to officer and agency liability.
- 11.c. I.D.2.3. Develop a system to stay abreast of agency policies.

## 12. I.Z.1. Describe basic ethics terms and concepts.

### Assessment Strategies

- 12.1. write out a situation describing personal feelings in a particular area that could influence law enforcement decision.

## Criteria

*You will know you are successful when:*

- 12.1. you describe a common law enforcement situation.
- 12.2. you explain how personal feelings could influence decision.
- 12.3. you describe how law enforcement officers would be expected to react to this situation under normal circumstances.

## Learning Objectives

- 12.a. I.Z.1.1. Explore what right and wrong, good and bad means to you.
- 12.b. I.Z.1.2. Summarize why you tend to believe, think, and act the way you do.
- 12.c. I.Z.1.3. Reflect upon how people should act under normal circumstances.

## 13. I.Z.2. Describe how professionalism, ethics, and moral standards relate to a law enforcement career.

### Assessment Strategies

- 13.1. defend decisions based on the Code of Ethics or Oath of Honor.

## Criteria

*You will know you are successful when:*

- 13.1. you explain the Law Enforcement Code of Ethics and Oath of Honor.
- 13.2. you define community trust.
- 13.3. you explain the importance of personal moral maturity and individual character as a law enforcement officer.
- 13.4. you analyze the consequences of ethical and unethical actions by law enforcement officers.
- 13.5. you describe the decision made based on the case study.
- 13.6. you support decision by referring to specific portions of the Code of Ethics or Oath of Honor.

## Learning Objectives

- 13.a. I.Z.2.1. Review the Law Enforcement Code of Ethics and Oath of Honor.
- 13.b. I.Z.2.2. Define community trust.
- 13.c. I.Z.2.3. Explain the importance of personal moral maturity and individual character as a law enforcement officer.
- 13.d. I.Z.2.4. Analyze the consequences of ethical and unethical actions by law enforcement officers.

## 14. I.Z.3. Develop skills for making the best decisions and choices.

### Assessment Strategies

- 14.1. make a decision using an ethical decision-making model.

## Criteria

*You will know you are successful when:*

- 14.1. you identify conflict of interest in a case.
- 14.2. you make a decision using an ethical decision-making model.
- 14.3. you detail how steps of the model were used to reach a decision.

### Learning Objectives

- 14.a. I.Z.3.1. Critically analyze conflict of interest situations.
- 14.b. I.Z.3.2. Review multiple ethical decision-making models.
- 14.c. I.Z.3.3. Defend a choice made using an ethical decision-making model.

## 15. I.V.1. Demonstrate cultural self-awareness.

### Assessment Strategies

- 15.1. completing a diversity self-assessment
- 15.2. analyzing personal biases and relationship to duties as a professional law enforcement officer

### Criteria

*You will know you are successful when:*

- 15.1. you discuss how everyone comes from different backgrounds and cultures and that each of us is influenced by that background or culture.
- 15.2. you identify personal biases.
- 15.3. you describe common law enforcement situations where your biases might come into play.

### Learning Objectives

- 15.a. I.V.1.1. Define culture.
- 15.b. I.V.1.2. Explain how culture influences your thought processes.
- 15.c. I.V.1.3. List the cultural groups that you identify with.
- 15.d. I.V.1.4. Describe the stereotypes associated with different cultures.
- 15.e. I.V.1.5. List other cultures that you may come in contact with.
- 15.f. I.V.1.6. Compare and contrast the cultural groups that you identify with to other cultures.

## 16. I.V.2. 2. Examine the concept of implicit bias and how it can impact the perception and behaviors of law enforcement officers.

### Assessment Strategies

- 16.1. complete the Harvard Implicit Bias Test.

### Criteria

*You will know you are successful when:*

- 16.1. you recognize own personal biases, even hidden ones, and discusses how those could affect you as you do your job as a law enforcement officer.
- 16.2. you compare what biases you thought you had with the results of the implicit bias test.
- 16.3. you research a culture you do not identify with to learn more about that culture.

### Learning Objectives

- 16.a. I.V.2.1 Recognize that biases are normal and that all people, even well-intentioned people, have biases.
- 16.b. I.V.2.2 Analyze how unconscious or implicit bias works in the human mind.
- 16.c. I.V.2.3 Describe the impact of bias on a law enforcement officer's perceptions and behavior.

## 17. I.S.1. Apply professional communication skills.

### Assessment Strategies

- 17.1. evaluating your communication skills to become more aware of your communication habits
- 17.2. demonstrating "good listener" skills during a simulated conversation/contact with another person

### Criteria

*You will know you are successful when:*

- 17.1. you evaluate communication skills using the self-evaluation form in the student text
- 17.2. you explain the role for the sender in the basic communication model
- 17.3. you explain the importance of sending a clear and concise message.
- 17.4. you explain the role of the receiver in the basic communication model.
- 17.5. you apply active listening skills during contacts and interviews.
- 17.6. you apply guidelines for asking and responding to questions.
- 17.7. you apply guidelines for making requests and giving orders.
- 17.8. you display a professional tone and demeanor during the contact or interview.
- 17.9. you introduce self and explain the reason for your contact in a way that sets the tone for a positive

interaction.

17.10. you ask questions that will help you gather information that will allow you to resolve the call/contact.

17.11. you decide what action to take and how you will end the interaction.

### **Learning Objectives**

17.a. I.S.1.1. Describe the basic communication process.

17.b. I.S.1.2. Incorporate active listening skills.

17.c. I.S.1.3. Explain the relationship between officer roles and communications.

17.d. I.S.1.4. Explain the "contact officer override" concept.

17.e. I.S.1.5. Explain barriers to effective communication.

17.f. I.S.1.6. Explain the steps in the Initial/Basic contact model as specified in the acronym OIR.

## **18. I.S.2. Incorporate communication skills in specific situations.**

### **Assessment Strategies**

18.1. evaluating typical responses given by officers and re-writing the responses to be more helpful and professional

### **Criteria**

*You will know you are successful when:*

18.1. you identify the benefits and barriers to communication in the workplace.

18.2. you indicate a better manner of responding to a question or statement from another individual.

18.3. you identify positive ways to communicate with friends and family while off duty.

18.4. you make a death notification following the suggested guidelines (go with certainty, go without delay, go in person, go in pairs, make the approach, deliver the notification, demonstrate compassion, provide closure and follow-up, and exercises self-care after the notification).

### **Learning Objectives**

18.a. I.S.2.1. Discuss the benefits of good workplace communication.

18.b. I.S.2.2. Compare communication styles for on and off duty environments.