

***Administration of Justice II***

***Course Guide, Second Edition***

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**Developed for:**

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**Developed by:**

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# Program Overview

## Career Technology Education

The Homeland Security and Emergency Preparedness (HSEP) curriculum is one of the Career Technology Education (CTE) career clusters offered through the Maryland public high schools. CTE programs are designed to help students develop the skills necessary for successful employment and acquire other attributes that will enhance their overall career and occupational performance. Students enrolled in CTE programs participate in a variety of academic and CTE courses designed to prepare them for the career and educational opportunities of tomorrow. CTE is concerned with the development of the individual in five areas: personal skills and attitudes; communication and computational skills; skills of employability; occupational skills and knowledge; and career planning and lifelong learning.

CTE programs are broken down into pathways. The career clusters that are part of the Maryland CTE program vary from county to county. Not all counties offer all career clusters or programs.

## Human Resource Services Career Cluster

The Human Resources Services career cluster examines advances in scientific knowledge and increased public awareness of social problems and issues that contribute “to a demand for high-quality social services. Public concerns over crime, security, and emergency response and the increased demand for legal intervention in business and communities will continue to drive the growth of law enforcement, emergency services and legal services. The continuous need for professionals in education fields, especially in the critical shortage areas, offers creative ways to engage young people early on in the teaching profession. (MSDE, 2017, p. 10 <http://www.marylandpublicschools.org/programs/Documents/CTE/CTEBlueBook2017.pdf>).

The Human Resource Services Career Cluster consists of four programs:

1. Fire Science: Maryland Fire and Rescue Institute (MFRI)
2. Homeland Security and Emergency Preparedness (consisting of three areas of concentration)

• Homeland Security Sciences

• Criminal Justice and Law Enforcement

• Information and Communications Technology

1. Childcare and Early Childhood Education
2. Teacher Academy of Maryland (TAM)

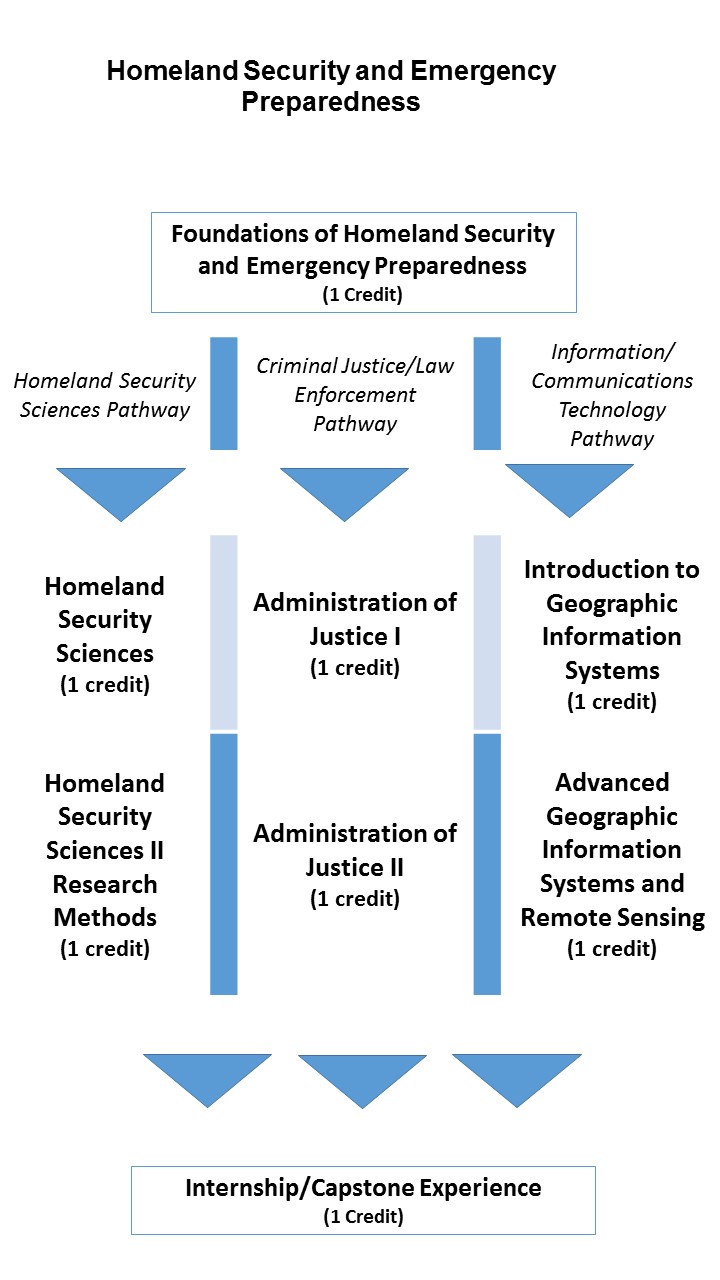
## Homeland Security and Emergency Preparedness Program

The HSEP program is part of the human resource services career cluster. The HSEP program prepares students for industry certification and/or college credit in one of three areas: Homeland Security Sciences, Criminal Justice/Law Enforcement, and Information/Communications Technology.

The HSEP program is responsive to public concerns over crime, security, the terrorist threat, dangerous weather events, and emergency response. Occupational trends indicate that employment activity in these areas will continue to be robust well into the next 10 years.

## Criminal Justice/Law Enforcement Pathway

The Criminal Justice/Law Enforcement Pathway, also known as the “Administration of Justice Concentration” within the HSEP program provides students with a broad background of the administration of justice in the United States. Students in the Administration of Justice I course study the history of the U.S. legal system, the development of the court system, the criminal justice process, external forces that impact justice systems, the rights of citizens, and the role of ethics in the administration of justice. Students in the Administration of Justice II course focus on the process of evidence collection and handling, law enforcement procedures, organized crime, street gangs, drug abuse, federal law enforcement agencies, the first responder role of law enforcement, and careers in the justice system.



# Administration of Justice II

## Course Overview

The Administration of Justice II course focuses on law enforcement procedures, organized crime, street gangs, drug abuse, federal law enforcement agencies, the first responder role of law enforcement, corrections, the process of evidence collection and handling, and careers in the justice system. The students will recognize the everyday challenges and operations of law enforcement agencies with special attention to career potential and development.

## Units and Learning Objectives

|  |  |
| --- | --- |
| **Unit** | **Learning Objectives** |
| **Unit 1:**  **Policing and Corrections** | * Delineate the processes used in law enforcement activities such as traffic stops, arrests, search and seizure, and surveillance. * Analyze the role local, state, and federal law enforcement agencies play in the administration of justice. * Assess the importance of training and standards in policing and corrections. * Recognize the role of corrections in the criminal justice system. |
| **Unit 2:**  **Policing Nontraditional Crime** | * Analyze the impact of organized crime and street gangs on today’s law enforcement professionals. * Assess the impact of nontraditional crime problems such as cybercrime and human trafficking. |
| **Unit 3:**  **Illegal Drugs** | * Identify the central illegal and legal drugs subject to abuse. * Analyze the physical, social, and emotional reasons for drug abuse and the societal and personal impact of their abuse. * Assess strategies targeted at reducing both the supply and demand for abused substances. |
| **Unit 4:**  **Crime Scene Investigation and Forensic Science** | * Delineate the processes of evidence collection beginning with arrival on the scene. * Demonstrate proper evidence collection procedures. * Identify and evaluate options for forensic analysis. |
| **Unit 5:**  **Careers in the Justice System** | * Identify the careers available in the American justice system. * Evaluate the role of law enforcement as first responders. * Develop and demonstrate ability to administer basic first aid and cardiopulmonary resuscitation. |

## Duration

Under the Code of Maryland Regulations, the number of classroom contact hours per high school credit is locally defined. This is a one-credit high school course, and the number of hours of contact time available to teach it may vary from county to county. In addition, the course may be taught over one semester or spread out over an entire school year. For these reasons, this Course Guide does not include contact time or specific pacing for lessons and units. It is left to local discretion to determine the pacing and duration of these materials; however, all identified topics are considered relevant and important to the curriculum. For this reason, teachers are encouraged to include all lessons and topics, but to modify their presentation and treatment to available classroom time as determined at the local level.

## Prerequisites

Maryland CTE career clusters are designed to bridge students along into college programs and career fields of interest. Although students will usually be entering the HSEP program in 9th or 10th grade, reading assignments may sometimes be presented at higher reading levels. There are no specific prerequisites for entry into the HSEP program; however, students should expect challenging academic work. Since security clearances and background checks are frequently required for entry into careers in the homeland security and emergency management fields, students should be encouraged to make responsible lifestyle choices to help prepare them for internship and employment opportunities.

## Course Resources

References and resources listed below are recommended for this course. All references and resources are also listed by chapter and/or pages (or other designation) beside the specific units and topics to which they apply.

**Textbook**

Cox, S. M., Massey, D., Koski, C. M., & Fitch, B. D. (2019). *Introduction to policing (4th ed.)*. Thousand

Oaks, CA: Sage Publications. (Additional materials available at <https://us.sagepub.com/en-us/nam/introduction-to-policing/book259212>)

Alternative Resource Text (Open Access): Utah State Board of Education. (2016). *Law enforcement and criminal justice student manual.* Retrieved from <https://www.uen.org/lawenfstudent/>

Alternative Resource Text (Open Access): McCartney, S., & Parent R. (2015). *Ethics in law enforcement.* Victoria, BC: BCcampus. Retrieved from <http://opentextbc.ca/ethicsinlawenforcement/>

Alternative Resource Text (Open Access): Gehl, R., & Plecas, D. (2016). *Introduction to criminal investigation: Processes, practices and thinking.* New Westminster, BC: Justice Institute of British Columbia. Retrieved from <https://pressbooks.bccampus.ca/criminalinvestigation/>

## Assessments

Each unit presentation concludes with general suggestions about assessment methods and techniques; however, because the duration and flow of the content will vary from county to county, specific assessment instruments are not included. Teachers should develop their own assessment materials in keeping with the learning objectives and the amount and nature of the content covered in any testing period.

# Unit 1: Policing and Corrections

## Terminal Learning Objectives

* Delineate the processes used in law enforcement activities such as traffic stops, arrests, search and seizure, and surveillance.
* Analyze the role local, state, and federal law enforcement agencies play in the administration of justice.
* Assess the importance of training and standards in policing and corrections.
* Recognize the role of corrections in the criminal justice system.

## Lesson Guide

| **Lessons and Topics** | **Learning Objectives** | **Readings and Resources** | **Assignments and Activities** |
| --- | --- | --- | --- |
| History of Policing in America | * Discuss the historic functions of law enforcement. * Discuss the various levels and types of police in the U.S. * Describe the evolution of policing in the U.S. | Cox, Massey, Koski, and Fitch (2019), Chapters 1 and 2  Important Dates in Law Enforcement History  <https://nleomf.org/facts-figures/important-dates-in-law-enforcement-history>  Early History of Policing  <http://criminologycareers.about.com/od/Criminology_Basics/a/Early-History-Of-Policing.htm>  The History of the Police  <http://www.sagepub.com/upm-data/50819_ch_1.pdf>  Chapter 1: The History of Law Enforcement  <https://www.uen.org/lawenfstudent/downloads/LE_CH1.pdf> | Students develop a timeline of important dates in the history of policing in the U.S.; Share and compare timelines in classroom activity. |
| Police Organization and Administration | * Explain the basic organizational style of U.S. police departments. * Identify the factors that contribute to the organizational design of a police department. * Compare the difference between administrative and operational functions of a police department. * Discuss how organizational style guides decision making in a police department. | Cox et al. (2019), Chapter 3  Theories of the Administration of Police Agencies  <http://what-when-how.com/police-science/administration-of-police-agencies-theories-of/>  Police: Organization and Management  <http://www.encyclopedia.com/doc/1G2-3403000185.html>  Managing Police Departments Post-Ferguson  <https://hbr.org/2016/09/managing-police-departments-post-ferguson>  Elements of Decision-making in Police Organizations  <http://www.academia.edu/778699/Elements_of_Decision-making_in_Police_Organizations>  Chapter 3: Police Organizations and Operation – The Justice Academy  <http://www.justiceacademy.org/iShare/Walker/CJA/Chapter%203%20Slide%20Presentation-%20Show%20Format.ppsx>  Justice Academy Police Management Resources  <http://www.justiceacademy.org/library/policing/police-management/>  Organization of the Maryland State Police (p. 6)  <https://mdsp.maryland.gov/Organization/Pages/default.aspx>  <https://mdsp.maryland.gov/Document%20Downloads/2017%20Annual%20Report.pdf>  FBI: Organizational Chart  <https://www.justice.gov/archive/jmd/mps/2012/manual/orgcharts/fbi.pdf>  Compstat: Its origins, evolution, and future in law enforcement agencies  <https://www.bja.gov/publications/perf-compstat.pdf>  Standards on Urban Police Function  <https://www.americanbar.org/groups/criminal_justice/publications/criminal_justice_section_archive/crimjust_standards_urbanpolice/>  Maryland Police and Correctional Training Commissions  <https://www.dpscs.state.md.us/aboutdpscs/pct/>  Law Enforcement Standards & Accreditation  <http://www.calea.org/about-us> | Students develop an organizational diagram of a local, state, or national law enforcement organization. |
| Police Operations | * Identify the functions of the typical local police department. * Discuss how the department organization affects the priorities in operations. * Describe the concept of community policing. * Review the importance of public information and media relations for the police department. * Outline a patrol strategy and describe why it is important to have a consistent strategy through a department. * Identify the importance of training and education of police department personnel. | Cox et al. (2019), Chapters 4, 5, 6, and 7  Chapter 11: Basic Law Enforcement Activities <https://www.uen.org/lawenfstudent/downloads/LE_CH11.pdf>  Chapter 12: Traffic Investigations  <https://www.uen.org/lawenfstudent/downloads/LE_CH12.pdf>  Chapter 14: Patrol Tactics  <https://www.uen.org/lawenfstudent/downloads/LE_CH14.pdf>  Chapter 15: Investigations  <https://www.uen.org/lawenfstudent/downloads/LE_CH15.pdf>  Chapter 16: Specialized Units  <https://www.uen.org/lawenfstudent/downloads/LE_CH16.pdf>  Policing 101  <https://www.justice.gov/crs/file/836401/download>  New Perspectives in Policing <https://www.ncjrs.gov/pdffiles1/nij/248888.pdf>  Model Law Enforcement Operations Manual  <https://gachiefs.com/index.php/sample-policy-manual/>  Law Enforcement: Uniformed Patrol Concepts and Tactics  <http://www.slideshare.net/PoliceConsultant/law-enforcement-uniformed-patrol-concepts-and-tactics>  What Strategies Work Best in Policing?  <https://psmag.com/social-justice/what-strategies-work-best-in-policing>  Science Says These Police Tactics Reduce Crime  <https://www.scientificamerican.com/article/science-says-these-police-tactics-reduce-crime/>  Impact Magazine: John Jay College of Criminal Justice 2018  <http://www.jjay.cuny.edu/sites/default/files/contentgroups/research/IMPACT_Fall2018.pdf>  Community Policing Defined  <https://ric-zai-inc.com/Publications/cops-p157-pub.pdf>  Problem-Oriented Policing  <https://www.rand.org/pubs/tools/TL261/better-policing-toolkit/all-strategies/problem-oriented-policing.html>  Strategy: Educating Residents About Law Enforcement Operations  <http://archive.ncpc.org/topics/preparedness/strategies/strategy-educating-residents-about-law-enforcement-operations.html> | Classroom discussion of how to prioritize police operational functions.  Small group discussions on the concept of community policing with report out to full class. |
| Police Conduct | * Explain the concept of police culture. * Indicate how police culture affects police operations. * Express the importance of developing a positive culture within the department. * Indicate examples of ethical challenges for police officers. | Cox et al. (2019), Chapters 8, 9, 10, and 11  Police Culture  <https://www.pewsocialtrends.org/2017/01/11/police-culture/>  Police Subculture  <https://opentextbc.ca/ethicsinlawenforcement/chapter/8-1-police-culture/>  Police Culture (PowerPoint)  <http://www.d.umn.edu/~wfleisch/soc3344/Lecture%208%20Police%20Culture.ppt>  Ethical Decision Making  <https://copstrainingportal.org/ethical-decision-making-policing-with-principled-insight/>  Creating a Culture of Integrity  <https://ric-zai-inc.com/Publications/cops-p148-pub.pdf>  Ethics in Law Enforcement and Policing  <http://criminologycareers.about.com/od/Career_Trends/a/Ethics-In-Law-Enforcement.htm>  Ethical Dilemmas  <https://opentextbc.ca/ethicsinlawenforcement/chapter/3-1-ethical-dilemmas-and-the-process-of-effective-resolution/>  Police Ethics Training (Video)  <http://vimeo.com/66913335>  A Lesson for Ethics in Law Enforcement (Activity)  <http://www.rasmussen.edu/degrees/justice-studies/blog/a-lesson-for-ethics-in-law-enforcement/> | Students locate current event that demonstrates issues of police culture and prepare a short presentation for the class (5 min).  Students write a short (2-4 page) paper on ethics in law enforcement.  Students participate in a classroom discussion (or brief homework assignment) describing their last interaction with a law enforcement officer. |
| The Function and Role of Corrections in the Administration of Justice | * Review the history of corrections in the United States. * Identify the role of corrections in the criminal justice system. * Discuss the various functions of the corrections agencies. * Identify the major trends in corrections in the U.S. * Summarize the challenges faced by corrections in the U.S. | State of Texas CTE Resources: Correctional Services  <https://www.txcte.org/course-binder/correctional-services>  History of American Corrections  <http://www.sagepub.com/upm-data/26034_1.pdf>  Trends in U.S. Corrections  <https://www.sentencingproject.org/wp-content/uploads/2016/01/Trends-in-US-Corrections.pdf>  From Rehabilitation to Punishment  <http://www.academia.edu/2488086/From_Rehabilitation_to_Punishment_American_Corrections_After_1945>  Recidivism  <http://www.nij.gov/topics/corrections/recidivism/Pages/welcome.aspx>  <https://www.bjs.gov/content/pub/pdf/18upr9yfup0514_sum.pdf>  5 Challenges Facing Criminal Justice Professionals Right Now  <http://www.cps.neu.edu/prospective-students/tips-for-success/challenges-facing-criminal-justice-professionals.php>  Math Lesson Plan: Incarceration Data  <http://www.pbs.org/newshour/extra/lessons_plans/paying-for-crime/>  Maryland Division of Correction  <https://www.dpscs.state.md.us/corrections/> | Students develop a one-page opinion statement on the success of corrections in the U.S.  Students complete an in-class quiz on the components of the corrections system.  Engage a classroom discussion evaluating the quote: “You can judge a society by how well it treats its prisoners”  (Fyodor Dostoevsky). |

|  |  |  |  |
| --- | --- | --- | --- |
| Current Issues in Policing | Identify three current trends, issues, or challenges in today’s law enforcement. | Cox et al. (2019), Chapters 12, 13, and 15  Smart Policing Initiative  <https://www.bja.gov/Publications/SmartPolicingFS.pdf>  Strategies for Policing Innovation  <http://www.strategiesforpolicinginnovation.com/>  Using Future Broadband Communications Technologies to Strengthen Law Enforcement  <https://www.rand.org/pubs/research_reports/RR1462.html>  This training uncovers the implicit bias in all of us. Can it change police behavior? (Video)  <https://www.pbs.org/newshour/show/this-police-training-uncovers-the-implicit-bias-in-all-of-us>  APA: Policing in black & white  <https://www.apa.org/monitor/2016/12/cover-policing>  Big Data Policing: Changing the force? (Video roundtable)  <https://www.youtube.com/watch?v=ao1KoxZmn0s>  Big Data Surveillance: The Case of Policing  <http://www.asanet.org/sites/default/files/attach/journals/oct17asrfeature.pdf>  The Unprecedented Opioid Epidemic  <https://www.policeforum.org/assets/opioids2017.pdf>  Fighting the Opioid Crisis  <https://www.nij.gov/about/director/Pages/muhlhausen-opiod-crisis-remarks.aspx>  NPR: Do Police Officers In Schools Really Make Them Safer?  <https://www.npr.org/2018/03/08/591753884/do-police-officers-in-schools-really-make-them-safer>  National Police Foundation: Defining the Role of School-Based Police Officers  <https://www.policefoundation.org/new-brief-defining-the-role-of-school-based-police-officers/>  Police Use of Force  <http://www.nij.gov/topics/law-enforcement/officer-safety/use-of-force/Pages/welcome.aspx>  National Police Foundation: Police Use-of-Force Infographic  <https://www.policefoundation.org/general-resources/use-of-force-infographic/>  Washington Post: Who wants to be a police officer? Job applications plummet at most U.S. departments. <https://www.washingtonpost.com/crime-law/2018/12/04/who-wants-be-police-officer-job-applications-plummet-most-us-departments/?noredirect=on&utm_term=.be32b22d4061>  Recruitment, Retention, and Turnover of Law Enforcement Personnel  <https://www.theiacp.org/sites/default/files/2018-08/BP-RecruitmentRetentionandTurnover.pdf>  America's Growing Cop Shortage  <https://www.npr.org/2018/12/12/675359781/americas-growing-cop-shortage>  Militarization of the Police  Two sides of the issue:  Opinion #1  <http://www.usnews.com/news/articles/2014/08/14/ferguson-and-the-shocking-nature-of-us-police-militarization>  Opinion #2  <http://www.sj-r.com/article/20140815/News/140819603> | Divide current issue topics among groups of students. Have them present, write, or discuss on issue as an expert group.  Class discussion or written assignment: Do the police need military style equipment and tactics? |
| The Future of Policing in America | Predict three major challenges to law enforcement in the future. | Cox et al. (2019), Chapter 16  Final Report of the President’s Task Force on 21st Century Policing  <https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf>  IACP: 21st Century Policing Blueprint  <https://www.theiacp.org/projects/21st-century-policing-blueprint>  Police Foundation: Community Policing & Unmanned Aircraft Systems (UAS) <https://www.policefoundation.org/wp-content/uploads/2016/11/UAS-Report.pdf>  Bard College: Center for the Study of the Drone  <https://dronecenter.bard.edu/public-safety-drones/>  Dallas police used a robot to kill. What does that mean for the future of police robots?  <https://www.washingtonpost.com/national/dallas-police-used-a-robot-to-kill-what-does-that-mean-for-the-future-of-police-robots/2016/07/20/32ee114e-4a84-11e6-bdb9-701687974517_story.html>  High-Priority Information Technology Needs for Law Enforcement  <http://www.rand.org/content/dam/rand/pubs/research_reports/RR700/RR737/RAND_RR737.pdf>  The Effect of Encryption on Lawful Access to Communications and Data  <https://www.csis.org/programs/technology-policy-program/intelligence-surveillance-and-privacy/effect-encryption-lawful> | Class discussion on future changes in law enforcement. |

## Assessment Considerations

The suggestions for measureable assessment activities include a timeline, an organizational diagram, classroom presentations, classroom discussions, current events research, two written assignments, small group discussions, a quiz, and several homework assignments. This section should have an examination at the conclusion since it is the majority of the course.

# Unit 2: Policing Nontraditional Crime

## Terminal Learning Objectives

* Analyze the impact of organized crime and street gangs on today’s law enforcement professionals.
* Assess the impact of nontraditional crime problems such as cybercrime and human trafficking.

## Lesson Guide

| **Lessons and Topics** | **Learning Objectives** | **Readings and Resources** | **Assignments and Activities** |
| --- | --- | --- | --- |
| Organized Crime | * Define the concept of organized crime. * Describe the activities of organized crime. * Review how organized crime affects the local community. | Review Cox et al. (2019), Chapter 14 (sections on organized crime and gangs)  FBI: Transnational Organized Crime  <https://www.fbi.gov/investigate/organized-crime>  FBI: Glossary of terms  <https://www.fbi.gov/investigate/organized-crime#Glossary-of%20Terms>  Crime Museum: Origins of Organized Crime  <https://www.crimemuseum.org/crime-library/organized-crime/origins-of-organized-crime/>  United National – Organized Crime – Module  <https://www.unodc.org/e4j/tertiary/organized-crime.html> | Homework assignment to research one illegal activity classified as organized crime and share in classroom discussion. |
| Law Enforcement Efforts to Control Organized Crime | Identify local law enforcement activities related to organized crime. | FINCEN: Combating Transnational Organized Crime  <https://www.fincen.gov/resources/international/combating-transnational-organized-crime>  Strategy to Combat Transnational Organized Crime  <https://obamawhitehouse.archives.gov/administration/eop/nsc/transnational-crime/strategy>  The Evolution of Transnational Organized Crime  <https://nij.gov/journals/268/Pages/transnational-evolution.aspx>  CRS Report: Organized Crime: An Evolving Challenge for U.S. Law Enforcement  <https://www.everycrsreport.com/files/20130111_R41547_c5e3bd527aa1d0318fdfc5141b5ff63c7309c52a.pdf> | Student researches a local news article on organized crime control, and shares in class discussion. |
| Street Gangs | * Explain the development and impact of street gangs. * Describe the activities and victims of street gangs. | National Gang Center  <https://www.nationalgangcenter.gov/>  History of Street Gangs in the United States  <http://www.nationalgangcenter.gov/Content/Documents/History-of-Street-Gangs.pdf>  National Gang Center – History of Street Gangs  <https://www.nationalgangcenter.gov/Content/Documents/Gangs-in-Schools.pdf>  NIJ – What Is a gang?  <https://nij.gov/topics/crime/gangs/Pages/definitions.aspx>  LAPD - What Gangs Do  <http://www.lapdonline.org/get_informed/content_basic_view/23469>  Gang Prevention  <http://www.nij.gov/journals/273/pages/preventing-gang-membership.aspx>  FBI – National Gang Report (2015) (unclassified)  <https://www.fbi.gov/file-repository/stats-services-publications-national-gang-report-2015.pdf/view> | Students prepare individual timelines of important events in the development of gangs in the U.S. (1-2 pages).  Classroom activity to develop a complete timeline from individual assignments. |
| Cybercrime | * Identify the types of cybercrime. * Assess local law enforcement resources to address cybercrime. | CRS – Cybercrime: Conceptual Issues for Congress and U.S. Law Enforcement  <https://crsreports.congress.gov/product/pdf/R/R42547>  FBI: Cyber Crime Resources  <https://www.fbi.gov/investigate/cyber>  National Cyber Investigative Joint Task Force  <https://www.fbi.gov/investigate/cyber/national-cyber-investigative-joint-task-force>  FBI: Cyber Task Forces  <https://www.fbi.gov/file-repository/cyber-task-forces-fact-sheet.pdf/view>  National Center for Missing and Exploited Children – NetSmartz  <https://www.netsmartz.org/HOME>  U.S. Secret Service Electronic Crimes Task Forces  <https://www.secretservice.gov/data/investigation/USSS-Cyber-Investigations-Flyer.pdf>  DHS: Combatting Cyber Crime  <https://www.dhs.gov/cisa/combating-cyber-crime>  DHS – Cyber Safety  <https://www.dhs.gov/cisa/cyber-safety>  Maryland State Police Computer Crimes  <https://mdsp.maryland.gov/Organization/Pages/CriminalInvestigationBureau/CriminalEnforcementDivision.aspx>  National Institute of Justice: Cybercrime  <http://www.nij.gov/topics/crime/internet->  [electronic/Pages/welcome.aspx](http://www.nij.gov/topics/crime/internet-)  International Journal of Cyber Criminology  <http://www.cybercrimejournal.com/>  RAND: Cybercrime Resources  <https://www.rand.org/topics/cybercrime.html> | Students research and present a media article that discusses one type of cybercrime.  Identify the specific state or federal laws and the agencies involved in solving the crime or addressing the issue. |
| Human Trafficking | * Define human trafficking. * Identify the government agencies involved in combatting human trafficking. * Assess the impact of human traffic on victims. | FBI Human Trafficking Resources  <https://www.fbi.gov/investigate/civil-rights/human-trafficking>  DHS Blue Campaign  <https://www.dhs.gov/blue-campaign>  Maryland Human Trafficking Task Force  <http://www.mdhumantrafficking.org/>  U.S. Department of State – Trafficking in Persons Report  <https://www.state.gov/j/tip/rls/tiprpt/>  Lesson Plan: UNICEF Child Trafficking  <https://www.unicefusa.org/sites/default/files/9-12_Child_Trafficking_HS_2016.pdf> | Classroom discussion of the impact human trafficking has on victims. |
| Law Enforcement Efforts to Control Street Crime | * Identify local law enforcement activities related to street gangs. * Assess law enforcement operation tactics to control street crime. | The Role of Local Police in Addressing Gangs and Urban Violence: U.S. Perspective and The Role of Community Policing  <https://webcache.googleusercontent.com/search?q=cache:DX4I_frY_3IJ:https://cddrl.fsi.stanford.edu/download/file/213777+&cd=1&hl=en&ct=clnk&gl=us>  PERF: Gang Violence  <https://www.policeforum.org/assets/docs/Critical_Issues_Series/gang%20violence%20-%20the%20police%20role%20in%20developing%20community-wide%20solutions.pdf>  Crime Control in the 21st Century: Proactive, Analytical, and Collaborative  <http://www.policechiefmagazine.org/crime-control-21st-century/>  Impacts of Proactive Policing  <https://www.nap.edu/read/24928/chapter/6>  Analyzing Stop and Frisk: Lesson Plan  <http://www.pbs.org/newshour/extra/lessons_plans/analyzing-stop-frisk-personal-narratives-infographics/> | Students research a local news article on gang control and share in class discussion.  Class discussion or assignment related to NYC use of Stop and Frisk: Is it a valid law enforcement tactic or does it violate civil rights? |
| Local, State, Regional, and National Cooperation on Organized Crime and Street Gangs | Explain the cooperative efforts by local, state, regional, and national law enforcement agencies to eliminate both organized crime and street gangs. | Organized Crime  <http://www.fbi.gov/about-us/investigate/organizedcrime>  Organized Crime Drug Enforcement Task Force (OCDETF)  <https://www.dea.gov/organized-crime-drug-enforcement-task-force-ocdetf>  ICE – National Gang Unit  <https://www.ice.gov/national-gang-unit>  ICE – Combating Gangs  <https://www.ice.gov/features/gangs>  MCAC – Gang News  <http://www.mcac.maryland.gov/newsroom/Gang%20News> | Students prepare a short (2-4 pages) paper on the cooperation of federal, state, regional, and local law enforcement in controlling organized crime and gangs |

## Assessment Considerations

The suggestions for measureable assessment activities include a homework assignment with class discussion, two homework research assignments with class discussion assignments, individual timelines of gang development, which will be used as a classroom activity to complete one class timeline, and several class discussions. The primary assessment for this unit is a short paper (2-4 pages) on the cooperation of federal, state, regional, and local law enforcement in controlling organized crime and gangs.

# Unit 3: Illegal Drugs

## Terminal Learning Objectives

* Identify the central illegal and legal drugs subject to abuse.
* Analyze the physical, social, and emotional reasons for drug abuse and the societal and personal impact of their abuse.
* Assess strategies targeted at reducing both the supply and demand for abused substances.

## Lesson Guide

| **Lessons and Topics** | **Learning Objectives** | **Readings and Resources** | **Assignments and Activities** |
| --- | --- | --- | --- |
| The Drug Problem | Describe the drug problem in the U.S. | National Institute on Drug Abuse  <https://www.drugabuse.gov/>  DEA: 2018 National Drug Threat Assessment  <https://www.dea.gov/sites/default/files/2018-11/DIR-032-18%202018%20NDTA%20%5Bfinal%5D%20low%20resolution11-20.pdf>  NIDA: Trends & Statistics  <https://www.drugabuse.gov/related-topics/trends-statistics>  Illegal Drugs in America: A Modern History  <https://www.deamuseum.org/idatour/enforcing-the-new-drug-laws-6.html>  PBS Frontline Series: *Drug Wars*  <http://www.pbs.org/wgbh/pages/frontline/shows/drugs/>  *Drug Wars*: Teachers’ Guide: <http://www.pbs.org/wgbh/pages/frontline/teach/american/drugs/>  How to Know if Your Kid is Vaping Marijuana — and What to Do About It  <https://drugfree.org/parent-blog/know-kid-vaping-marijuana/>  Opioids & Their Risks Explained  <https://drugfree.org/article/opioids-risks-explained/> | Students prepare a one-page statement on the national drug problem and discuss the issue in class. |
| Drug Abuse | Explain the personal causes of drug abuse. | Principles of Drug Abuse Treatment  <http://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition/drug-addiction-treatment-in-united-states>  Understanding Drug Abuse and Addiction  <http://www.drugabuse.gov/publications/drugfacts/understanding-drug-abuse-addiction>  What is addiction? What causes addiction?  <http://www.medicalnewstoday.com/info/addiction/> | Small group discussions on what causes drug abuse with class report out. |
| Personal Impact | Recognize the causes and impact of drug abuse in the individual. | Foundation for a Drug-Free World: Real Stories (one for each of many drug types)  <http://www.drugfreeworld.org/real-life-stories.html>  Drug Facts: Lessons from Prevention Research  <http://www.drugabuse.gov/publications/drugfacts/lessons-prevention-research> | Students research an individual story involving drug abuse and report to class. Identify the specific substance abused, its addictive properties, and the impact on the individual. |
| Societal Impact | Express the effect of the drug problem on the community. | NIDA: Trends & Statistics  <https://www.drugabuse.gov/related-topics/trends-statistics>  The Impact of Drugs on Society  <http://www.justice.gov/archive/ndic/pubs11/18862/impact.htm>  Consequences of Youth Substance Abuse  <http://www.ojjdp.gov/pubs/drugid/ration-03.html>  Drug Abuse Costs  <http://www.drugabuse.gov/publications/addiction-science-molecules-to-managed-care/introduction/drug-abuse-costs-united-states-economy-hundreds-billions-dollars-in-increased-health> | Class discussion to generate list of impacts of legal and illegal drug use and abuse at the local, state, and federal levels. |
| Law Enforcement and the Drug Issue | Describe the activities of local, state, regional, and federal law enforcement to combat the drug problem. | DEA: 2018 National Drug Threat Assessment  <https://www.dea.gov/sites/default/files/2018-11/DIR-032-18%202018%20NDTA%20%5Bfinal%5D%20low%20resolution11-20.pdf>  Drug Enforcement in the U.S.: History, Policy, and Trends  <https://fas.org/sgp/crs/misc/R43749.pdf>  History of the DEA  <https://www.dea.gov/history>  The United States War on Drugs  <https://web.stanford.edu/class/e297c/poverty_prejudice/paradox/htele.html>  A Comprehensive Approach: Enforcing the Nation’s Laws  <https://www.ncjrs.gov/ondcppubs/publications/policy/99ndcs/iv-e.html>  DEA: High Intensity Drug Trafficking Areas  <https://www.dea.gov/hidta>  PERF: The Unprecedented  Opioid Epidemic: As Overdoses Become a Leading Cause of Death, Police, Sheriffs, and Health Agencies Must Step Up Their Response  <https://www.policeforum.org/assets/opioids2017.pdf>  DEA Mission Statement  <http://www.dea.gov/about/mission.shtml\>  DEA: Drug Take Back  <https://takebackday.dea.gov/content/partnership-toolbox>  International Journal of Drug Policy  <https://www.journals.elsevier.com/international-journal-of-drug-policy>  Effect of Drug Law Enforcement on Drug Market Violence: A Systematic Review  <https://www.hri.global/files/2011/03/25/ICSDP_Violence_and_Enforcement_Report_March_2011.pdf>  DHS: Immigrations and Customs Enforcement: Narcotics Enforcement  <https://www.ice.gov/narcotics> | Students write a short paper (3-4 pages) on the societal dangers of drug abuse and how law enforcement attempts to address the issue. |

## Assessment Considerations

The suggestions for measureable assessment activities include one homework assignment with class report, a small group discussion with group reports, an individual research project with class report, class discussions, and a short (3-4 pages) paper.

# Unit 4: Crime Scene Investigation and Forensic Science

## Terminal Learning Objectives

* Delineate the processes of evidence collection beginning with arrival on the scene.
* Demonstrate proper evidence collection procedures.
* Identify and evaluate options for forensic analysis.

## Lesson Guide

| **Lessons and Topics** | **Learning Objectives** | **Readings and Resources** | **Assignments and Activities** |
| --- | --- | --- | --- |
| Crime Scene Investigation and Forensic Evidence | * Define crime scene investigation and the concept of forensic evidence. * Describe the steps in a crime scene investigation. | Gehl and Plecas (2016), Chapter 8: Crime Scene Management  <https://pressbooks.bccampus.ca/criminalinvestigation/chapter/chapter-8-crime-scene-management/>  Crime Scene Investigation: A Guide for Law Enforcement  <https://www.nist.gov/sites/default/files/documents/forensics/Crime-Scene-Investigation.pdf>  Digital Evidence Guide for First Responders  <http://www.iacpcybercenter.org/wp-content/uploads/2015/04/digitalevidence-booklet-051215.pdf>  Crime Scene Investigation  <http://www.cbsd.org/cms/lib07/PA01916442/Centricity/Domain/1908/CSI%20Text%20Marilyn%20Miller.pdf>  A Simplified Guide To Crime Scene Investigation  <http://www.forensicsciencesimplified.org/csi/how.html>  Documenting the Crime Scene  <http://www.evidencemagazine.com/index.php?option=com_content&task=view&id=184>  Forensic Scene Investigation  <http://emedicine.medscape.com/article/1680358-overview>  Crime Scene Investigator Network  <https://www.crime-scene-investigator.net/index.html> | Utilize local CSI as a speaker to address this objective.  Utilize a mock scene for the identification of potential forensic evidence. |
| Analysis of Forensic Evidence | * Indicate the importance of accurate analysis of forensic evidence. * Discuss the challenges of presenting forensic evidence in the courtroom and the general issue of courtroom use of technology. | Gehl and Plecas (2016), Chapter 10: Forensic Sciences  <https://pressbooks.bccampus.ca/criminalinvestigation/chapter/chapter-10-forensic-sciences/>  DNA’s Revolutionary Role in Freeing the Innocent  <https://www.innocenceproject.org/dna-revolutionary-role-freedom/>  Fingerprint Analysis – How It’s Done  <http://www.forensicsciencesimplified.org/prints/how.html>  Forensic Evidence: What’s Reliable and What’s Not-So-Scientific  <http://www.pbs.org/wgbh/pages/frontline/criminal-justice/real-csi/forensic-tools-whats-reliable-and-whats-not-so-scientific/>  Digital Evidence and Forensics  <https://www.nij.gov/topics/forensics/evidence/digital/Pages/welcome.aspx>  Forensic Science in the Crime Lab (West Virginia)  <https://www.pbslearningmedia.org/resource/0054d86b-1e19-41d4-ab25-e89256210f17/forensic-science-in-the-crime-lab/#.WYTHkelGmM8>  Ethics and Forensic Science  <http://www.evidencemagazine.com/index.php?option=com_content&task=view&id=453> | Small group discussion on why forensic evidence is difficult to present to a jury – classroom report out.  Students complete a short paper (2-4 pages) on a specific forensic analysis practice (fingerprint analysis, DNA analysis, etc.). The paper should identify the procedures and limits on accuracy of the results. |
| Practical Exercises and Games | Demonstrate basic forensic science skills in the gathering of evidence. | State of Texas: Forensic Science Lesson Plans  <https://www.txcte.org/course-binder/forensic-science-0>  Rice University: CSI Web Adventures  <http://forensics.rice.edu/>  Frontline: The Real CSI  <http://www.pbs.org/wgbh/pages/frontline/real-csi/>  Forensic Science Lesson Plans  <http://sciencespot.net/Pages/classforsci.html>  High School/College Forensic Science  <http://www.terrificscience.org/freebies/lessonexchange/forensics/>  Teacher Tips for Implementing a Mock Crime Scene  <http://infohost.nmt.edu/~biology/CSIWeb/CrimeScene.pdf>  How to Set Up a Mock Crime Scene  <http://www.ehow.com/how_5450056_set-up-mock-crime-scene.html> | Utilize video games or mock scenes with evidence collection to demonstrate the complexity in forensic science.  Students complete an in-class quiz. |

## Assessment Considerations

The suggestions for measureable assessment activities include a mock scene with the collection of evidence, a group discussion with class report out, a short paper (2-4 pages) on a forensic analysis technique, completion of one or more practical exercises (either virtually or in a mock crime scene), and finally a short 25-question quiz on the material presented.

# Unit 5: Careers in the Justice System

## Terminal Learning Objectives

* Identify the careers available in the American justice system.
* Evaluate the role of law enforcement as first responders.
* Develop and demonstrate ability to administer basic first aid and cardiopulmonary resuscitation.

## Lesson Guide

| **Lessons and Topics** | **Learning Objectives** | **Readings and Resources** | **Assignments and Activities** |
| --- | --- | --- | --- |
| Careers in the American Justice System | * Identify the major areas and occupations available in the justice system. * Explore a career that interests you within the justice system. | Bureau of Labor Statistics (BLS): Occupational Handbook – Police and Detectives  <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm>  BLS: Occupational Employment and Wages,  33-3051 Police and Sheriff's Patrol Officers  <https://www.bls.gov/oes/2017/may/oes333051.htm>  BLS: Correctional Officers and Bailiffs  <https://www.bls.gov/ooh/protective-service/correctional-officers.htm>  BLS: Probation Officers and Correctional Treatment Specialists  <https://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm>  BLS: Lawyers  <https://www.bls.gov/ooh/legal/lawyers.htm>  BLS: Judges and Hearing Officers  <https://www.bls.gov/ooh/legal/judges-and-hearing-officers.htm>  BLS: Forensic Science Technicians  <https://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm>  Career Profiles – U.S. Courts  <https://www.uscourts.gov/careers/who-works-judiciary>  Law Enforcement Careers  <http://www.careerprofiles.info/law-enforcement-careers.html> | Consider having guest speakers from several different justice areas speak to the class about their career choice.  Student will be assigned a specific career area to research and report back to class.  Student should select a career of interest and research the career field focusing on requirements to hold the position, required training, and the career paths available within the field. |
| Preparing for Careers in the American Justice System | * Identify and discuss the important preparation you should do for pursuing a career in the justice system. * Relate the importance of maintaining a clear background and record. | Cox et al. (2019), Chapter 4  Maryland Police Officer standards  <https://mdle.net/regs/ptcgenregs.pdf>  Example: Georgetown, TX – Police Disqualifiers  <https://civilservice.georgetown.org/police-careers/police-disqualifiers/>  Example: Hagerstown, MD Police – Standards  <https://www.hagerstownmd.org/472/Qualifications>  Example: MD State Police – Applicant Polygraph Screening Booklet  <https://mdsp.maryland.gov/Careers/Trooper%20and%20Cadet%20Application%20Documents/Applicant%20Polygraph%20Screening%20Booklet%2040-23%20rev%2009-16.pdf>  Example: Baltimore County Police Hiring Process  <https://www.baltimorecountymd.gov/Agencies/police/careers/applicationprocess.html>  Criminology Careers  <http://criminologycareers.about.com/>  How to Become a Police Officer  <http://criminologycareers.about.com/od/Education_and_Training/a/How-To-Become-A-Police-Officer.htm>  10 Desirable Traits for Public Safety Candidates  <https://www.publicsafetytesting.com/informationcenter/info/index/page/top-10-ways-to-be-an-outstanding-candidate/>  Demystifying the Background Investigation Process: What You Can Expect When Applying for a Law Enforcement Job  <http://inpublicsafety.com/2014/02/demystifying-the-background-investigation-process-what-you-can-expect-when-applying-for-a-law-enforcement-job/> | Student identifies potential career opportunities in the justice system in a small group activity with class report out.  Guest speaker discussing that maintaining good behavior as a teenager relates to successful employment. |
| Role of Law Enforcement as First Responders | Illustrate the role of law enforcement officers as first responders. | All-Hazards Approach and Cross-Trained Responders  <http://www.hendonpub.com/resources/article_archive/results/details?id=2070>  Maryland: Emergency Medical Responder  <https://www.miemss.org/home/Portals/0/Docs/EducationCert/First_Responder.pdf>  Tactical Emergency Casualty Care  <http://www.naemt.org/education/tecc>  Law Enforcement’s Role in Responding to Disasters  <https://www.fema.gov/blog/2013-08-12/law-enforcements-role-responding-disasters>  Critical Incident Stress Management (CISM)  <https://www.miemss.org/home/ems-providers/cism> | Student identifies a current events article on a police officer first responder situation. |
| CPR and First Aid Training | Successfully complete First Aid and CPR Training. | Red Cross CPR and First Aid Training  <http://www.redcross.org/take-a-class/program-highlights/cpr-first-aid>  Stop the Bleed Training Program  <https://www.bleedingcontrol.org/> | Student successfully completes First Aid and CPR Training.  ***Note: This training should be scheduled conveniently through the semester!*** |

## Assessment Considerations

The suggestions for measureable assessment activities include a career research assignment, a personal career identification, a current events assignment, and completion of the First Aid and CPR Certification. (Note: First Aid and CPR should be scheduled conveniently throughout the course.)

***Note: There is a recommendation for an examination at the end of Unit 1. The instructor may consider a second summary examination for Units 2, 3, 4, and 5 or a final examination for the entire course.***