

**ITT Technical Institute**

**CJ1220**

**Fundamentals of Law Enforcement**

**Onsite Course**

**SYLLABUS**

**Credit hours: 4.5**

**Contact/Instructional hours: 45** (45 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: CJ1110 Introduction to Criminal Justice or equivalent

**Course Description:**

This course provides an overview of policing and law enforcement, criminal justice administration and community policing. Topics include a historical and social review of policing with an emphasis on current trends and strategies used by modern law enforcement agencies to combat and prevent crime.

**Outside Work:**

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the "Course Outline" section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

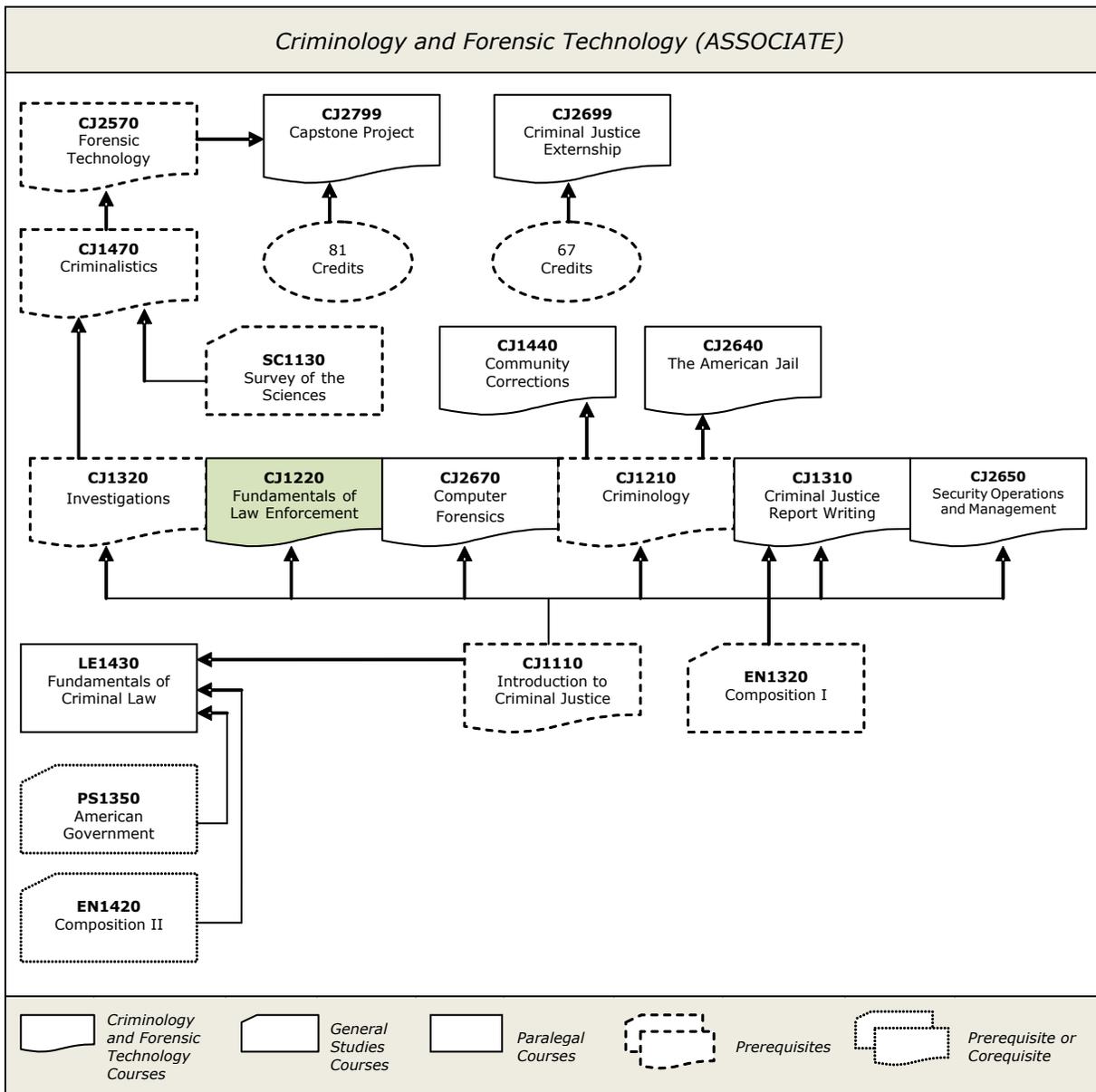
## **Where Does This Course Belong?**

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This course is offered in the Criminology and Forensic Technology associate's degree program in the School of Criminal Justice. The Criminology Forensic Technology degree from ITT Technical Institute helps to prepare students for meaningful careers as a private investigator, detention officer, corrections officer, crime scene technician, crime scene investigator, loss prevention specialist, and other areas of the criminal justice system primarily in five main areas: (1) law enforcement, (2) adjudication, (3) corrections, (4) forensics, and (5) security. Depending on each agency and organization's special requirements and selection process, careers in criminal justice may be pursued at four levels: local, state, federal, and private.

The program introduces the fundamentals of criminal law and law enforcement, community corrections, criminal justice report writing, criminalistics, forensic technology, investigations, and many other key components of the criminal justice system. Students are exposed to teamwork concepts, technology, and multiple approaches to problem solving.

The following diagram demonstrates how this course fits in the program:



## Course Summary

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1. Foundations: historical and social development of policing
2. Police organization and administration
3. Policing roles and functions
4. Policing issues, challenges, and legal aspects
5. Special populations
6. The role of technology in policing and the future of policing

### Course Objectives

1. Describe the historical development of policing in the United States.
2. Discuss the major law enforcement arms of federal, state, and local governments.
3. Explain the processes involved in becoming a police officer.
4. Evaluate the chain of command in police agencies.
5. Discuss the functions, duties of a patrol officer, and the dangers associated with the job.
6. Apply knowledge of the discretionary use of authority to sample scenarios.
7. Compare and contrast the principles and strategies of community and problem-oriented policing.
8. Discuss the evolution of forensic science, criminalistics, criminal investigation, and law enforcement technology.
9. Discuss the challenges U.S. police face with regard to terrorism and homeland security.
10. Describe the protections offered to citizens by the Fourth, Fifth, and Sixth Amendments to the Constitution of the United States of America.
11. Examine the ethical issues associated with law enforcement.
12. Describe issues related to violence and corruption within the police force.
13. Discuss the trends and issues in policing in the United States.
14. Understand how the advancement of technology has enhanced police functions.
15. Understand the importance that police administrators should place on conceptualizing the future of law enforcement.
16. Use the ITT Tech Virtual Library to research various topics related to law enforcement.

## Learning Materials and References

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### Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Peak, K. J. (2012) <i>Policing America: Challenges &amp; best practices, 7th Ed. Upper Saddle River, New Jersey: Pearson Prentice Hall.</i>	■		■
Identikit software	■		
SmartDraw Academic VP software		■	■

### Recommended Resources

#### Internal

- ITT Tech Virtual Library:  
<http://myportal.itt-tech.edu/library/Pages/HomePage.aspx>

#### External

- Web sites:
  - Noblis Center for Criminal Justice Technology

<http://www.noblis.org/CenterforCriminalJusticeTechnology.htm> (accessed June 29, 2011)

Noblis partners with federal, state, and local criminal justice agencies to develop adaptable approaches for modernizing systems and practices that improve the efficiency, safety, and coordination of criminal justice activities.

- National Association of Chiefs of Police

<http://www.apfh.org> (accessed June 29, 2011)

The American Police Hall of Fame and Museum is the nation's only memorial and museum honoring the police in federal, state, county, and local departments.

- AELE Law Enforcement Legal Center

<http://www.aele.org> (accessed June 29, 2011)

AELE is a research-driven educational organization that produces and disseminates legal information through traditional seminars, electronic media, and direct contact.

- The Bureau of Alcohol, Tobacco, Firearms, and Explosives

<http://www.atf.gov> (accessed June 29, 2011)

This federal law enforcement agency in the U.S. Department of Justice protects communities from violent criminals, criminal organizations, the illegal use and trafficking of firearms, the illegal use and storage of explosives, acts of arson and bombings, acts of terrorism, and the illegal diversion of alcohol and tobacco products.

- Central Intelligence Agency

<https://www.cia.gov> (accessed June 29, 2011)

The CIA is an independent US Government agency responsible for providing national security intelligence to senior U.S. policymakers. The website also includes the popular World Factbook.

- Community Oriented Policing Services

<http://www.cops.usdoj.gov> (accessed June 29, 2011)

Community policing is a philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

- U.S. Department of Justice

<http://www.usdoj.gov> (accessed June 29, 2011)

The U.S. Department of Justice Web site provides access to text and multimedia information about community-oriented policing. This Web site is a source of general and technical information on community-oriented policing.

- U.S. Drug Enforcement Administration

<http://www.usdoj.gov/dea/index.htm> (accessed June 29, 2011)

The DEA site provides information about federal drug law enforcement efforts to combat drugs. It also provides federal law enforcement and crime data.

- Federal Bureau of Investigation

<http://www.fbi.gov> (accessed June 29, 2011)

This is the official Web site of the Federal Bureau of Investigation (FBI). The site provides links to law enforcement and crime information and data.

- Federal Law Enforcement Training Center

<http://www.fletc.gov> (accessed June 29, 2011)

The FLETC serves as an interagency law enforcement training organization for over 80 federal agencies.

- International Association of Chiefs of Police

<http://www.theiacp.org> (accessed June 29, 2011)

The International Association of Chiefs of Police is the world's oldest and largest nonprofit membership organization of police executives, with over 20,000 members in over 100 different countries. Its leadership consists of the operating chief executives of international, federal, state, and local agencies of all sizes.

- Justice Information Technology Network

<http://www.justnet.org/Pages/home.aspx> (accessed June 29, 2011)

The National Institute of Justice (NIJ) works to bring technology closer to the frontlines through the National Law Enforcement and Corrections Technology Center (NLECTC) System.

- National Security Agency

<http://www.nsa.gov> (accessed June 29, 2011)

The National Security Agency/Central Security Service (NSA/CSS) leads the U.S. government in cryptology that encompasses both Signals Intelligence (SIGINT) and Information Assurance (IA) products and services, and enables computer network operations to gain a decision advantage for the nation and our allies under all circumstances.

- State Troopers Directory

<http://www.statetroopersdirectory.com> (accessed June 29, 2011)

This web site provides links to all 50 state patrol agencies.

- Police Executive Research Forum

<http://www.policeforum.org> (accessed June 29, 2011)

PERF is a forum is dedicated to improving policing and increasing professionalism through research and involvement in public policy debate.

- Police Futurists International

<http://www.policefuturists.org> (accessed June 29, 2011)

Police Futurists International fosters excellence in policing by promoting and applying methodologies of futures research.

- United States Coast Guard

<http://www.uscg.mil> (accessed June 29, 2011)

This site provides information about the agency that guards U.S. coastal waters. The agency searches for vessels as well as rescues seafarers in danger.

- United States Postal Inspection Service

<https://postalinspectors.uspis.gov/> (accessed June 29, 2011)

The U.S. Postal Inspection Service is a federal agency that enforces laws dealing with unlawful use of mail.

- U.S. Secret Service

<http://www.secretservice.gov> (accessed June 29, 2011)

The U.S. Secret Service, a federal law enforcement agency that protects the president, primarily pursues counterfeiters and guards against financial crime and electronic crime.

- U.S. Marshals Service

<http://www.usdoj.gov/marshals> (accessed June 29, 2011)

This Web site provides information on the agencies that provide security for the federal courts and pursue federal fugitives and escapees.

- Police Employment

<http://www.policeemployment.com> (accessed June 29, 2011)

The Web site is a good starting place to find a career in law enforcement.

- Officer.com

<http://www.officer.com> (accessed June 29, 2011)

This site is an online news source for articles pertaining to international police affairs.

- U.S. Customs and Border Protection

<http://www.customs.gov/xp/cgov/home.xml> (accessed June 29, 2011)

Besides being an anti-smuggling agency, customs service also focuses on illegal activities such as money laundering, child pornography, and vessel and cargo thefts.

- Books:

- Corwin, M. (1998). *The killing season, A summer Inside an LAPD homicide division*. New York, NY: First Ballantine Books Edition.

- Delattre, E. J. (2002). *Character and cops: Ethics in policing*. (5<sup>th</sup> ed.). Washington, D.C: American Enterprise Institute for Public Policy Research.

- Lee, H., & Thomas W. O'Neil. (2002). *Cracking cases: The science of solving crimes*. Amherst, NY: Prometheus Books.

- Pistone, J. D., & Woodley, R. (1989). *My undercover life in the mafia Donnie Brasco*. New York, NY: Signet.

- Sullivan, R. (2002) *Labyrinth: A detective investigates the murders of Tupac Shakur and Notorious B.I.G., the implication of Death Row Records' Suge Knight, and the origins of the Los Angeles police scandal*. Huntington Beach, CA: Grove Press.

- Periodicals:

- "Citizen Police: A Valuable Resource for America's Homeland Security." *Martin Alan Greenberg*. *Journal of Security Administration*. Savannah: Jun 2003. Vol. 26, Iss. 1; p. 25 (13 pages)

- "Psychological Principles and Practices for Superior Law Enforcement Leadership." Laurence Miller. *The Police Chief*. Alexandria: Oct 2006. Vol. 73, Iss. 10; p. 160

- "The need for a new learning culture in law enforcement" Ramirez, Stephen M. *The Police Chief*. Alexandria: Nov 1996. Vol. 63, Iss. 11; p. 24 (3 pages)

- "The Transformation of Policing; Understanding Current Trends in Policing Systems." Trevor Jones, Tim Newburn. *The British Journal of Criminology*. London: Dec 1, 2002. Vol. 42, Iss. 1; p. 129

- “Toward a better understanding of the hierarchical nature of police organizations: Conception and measurement.” *William R King. Journal of Criminal Justice. New York: Jan/Feb 2005. Vol. 33, Iss. 1; p. 97*
- *Police: The Law Enforcement Magazine:* <http://www.policemag.com/mstore/index.cfm>
- *Law and Order Magazine:* <http://www.hendonpub.com/publications/lawandorder>
- *Police Marksman Magazine:* <http://www.policemarksman.com>
  
- Professional Associations:
  - National Sheriffs' Association  
<http://www.sheriffs.org/>  
This professional association is dedicated to serving the Office of Sheriff and its affiliates through education, training, and information resources.
  - Academy of Criminal Justice Sciences  
<http://www.acjs.org/>  
ACJS is an international association established in 1963 to foster professional and scholarly activities in the field of criminal justice.
  - American Society of Criminology  
<http://www.asc41.com/>  
The ASC is an international organization whose members pursue scholarly, scientific, and professional knowledge concerning the measurement, etiology, consequences, prevention, control, and treatment of crime and delinquency.
  - Commission of Law Enforcement Accreditation  
<http://www.calea.org/content/commission>  
The purpose of CALEA’s Accreditation Programs is to improve the delivery of public safety services, primarily by maintaining a body of standards developed by public safety practitioners covering a wide range of up-to-date public safety initiatives; establishing and administering an accreditation process; and recognizing professional excellence.
  
- Professional Portals:
  - Justice Studies Association  
<http://www.justicestudies.org/>  
The JSA is a not-for-profit membership association established in 1998 to foster progressive writing, research, practice, and activism in all areas of criminal, social, and restorative justice.
  - Justice Research and Statistics Association  
<http://www.jrsa.org/>  
This national nonprofit organization of state Statistical Analysis Center (SAC) directors, researchers, and practitioners throughout government, academia, and criminal justice organizations is dedicated to policy-orientated research and analysis.

**Information Search**

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Political Era
- Reform Era
- Community Era
- Police Authority
- Police Ethics
- Homeland Security
- Terrorism
- Commission on Accreditation for Law Enforcement Agencies
- Automated fingerprint identification system (AFIS)
- Biometrics
- Computer-aided dispatching (CAD)

**NOTE:** All links are subject to change without prior notice.

## Course Plan

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### Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"><li>▪ Do take a proactive learning approach.</li><li>▪ Do share your thoughts on critical issues and potential problem solutions.</li><li>▪ Do plan your course work in advance.</li><li>▪ Do explore a variety of learning resources in addition to the textbook.</li><li>▪ Do offer relevant examples from your experience.</li><li>▪ Do make an effort to understand different points of view.</li><li>▪ Do connect concepts explored in this course to real-life professional situations and your own experiences.</li></ul>	<ul style="list-style-type: none"><li>▪ Don't assume there is only one correct answer to a question.</li><li>▪ Don't be afraid to share your perspective on the issues analyzed in the course.</li><li>▪ Don't be negative about the points of view that are different from yours.</li><li>▪ Don't underestimate the impact of collaboration on your learning.</li><li>▪ Don't limit your course experience to reading the textbook.</li><li>▪ Don't postpone your work on the course deliverables – work on small assignment components every day.</li></ul>

**Course Outline**

<p><b><i>Unit 1: FOUNDATIONS: HISTORICAL AND SOCIAL DEVELOPMENT OF POLICING</i></b></p>			<p><i>Unit Duration:</i> <i>Onsite: 1 week</i></p>
<p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• LO1 Analyze the development of policing during a specific time period and location in America.</li> <li>• LO2 Compare the major law enforcement agencies of a specific state to the duties of the four early English policing offices (e.g. sheriff, constable, justice of the peace, and coroner).</li> <li>• LO3 Research homeland security measures adopted by federal and state law enforcement.</li> </ul>			
<b>GRADED ACTIVITIES / DELIVERABLES</b>			
READING ASSIGNMENT			Grade Allocation
	Grading Category	Activity/Deliverable Title	(% of all graded work)
<ul style="list-style-type: none"> <li>• Peak, Chapters 1 and 2</li> </ul>	Assignments	Unit 1 Assignment 1: Police Officer/Administrator Interview	2%
	Research Papers	Unit 1 Research Paper 1: Law Enforcement and Homeland Security	3%
	Presentations	Unit 1 Presentation 1: Modern Agencies vs. Early English Policing	5%

<p><b><i>Unit 2: POLICE ORGANIZATION AND ADMINISTRATION</i></b></p>			<p><i>Unit Duration:</i> <i>Onsite: 1 week</i></p>
<p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• LO4 Create a visual representation of a local or state agency.</li> <li>• LO5 Research the requirements to become a certified law enforcement officer in a specific state.</li> <li>• LO6 Develop a recruiting strategy that addresses the challenges facing the recruitment and retention of women and minorities in policing.</li> </ul>			
<b>GRADED ACTIVITIES / DELIVERABLES</b>			
READING ASSIGNMENT			

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>Peak, Chapters 3 and 4</li> </ul>	Assignments	Unit 2 Assignment 1: Police Organizational Chart	2%
	Research Papers	Unit 2 Research Paper 1: Requirements to Become a Law Enforcement Officer	4%
	Presentations	Unit 2 Presentation 1: Ideal Traits of Police Officers	5%

<p><b><i>Unit 3: POLICE ROLES AND FUNCTIONS</i></b></p> <p style="text-align: right;"><i>Unit Duration:</i> <i>Onsite: 2 weeks</i></p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>LO7 Use discretionary decision making to respond to various scenarios.</li> <li>LO8 Analyze a problem using the SARA model.</li> <li>LO9 Compare and contrast the practices of a specific agency regarding appearance, uniforms, and dress code with those discussed in the textbook.</li> </ul>			
<p><b>READING ASSIGNMENT</b></p>	<b>GRADED ACTIVITIES / DELIVERABLES</b>		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>Peak, Chapters 5, 6, and 7</li> </ul>	Assignments	Unit 3 Assignment 1: Police Detective Interview	3%
	Research Papers	Unit 3 Research Paper 1: Agency Policy	4%
	Presentations	Unit 3 Presentation 1: SARA Analysis (PORTFOLIO)	5%
	Projects	Unit 3 Project 1: Discretionary Decision Making	5%

<p><b><i>Unit 4: POLICING ISSUES, CHALLENGES, AND LEGAL ASPECTS</i></b></p> <p style="text-align: right;"><i>Unit Duration:</i> <i>Onsite: 3 weeks</i></p> <p>Upon completion of this unit, students are expected to:</p>	
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<ul style="list-style-type: none"> <li>• LO10 Develop search and seizure or arrest procedures that conform to Supreme Court rulings and practices.</li> <li>• LO11 Research current events related to Police Ethics.</li> <li>• LO12 Explain concepts such as duty of care, failure to protect, and the incidence and benefits of lawsuits against the police.</li> <li>• LO13 Research a recent trend or issue in policing.</li> </ul>			
<b>READING ASSIGNMENT</b>	<b>GRADED ACTIVITIES / DELIVERABLES</b>		
	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
<ul style="list-style-type: none"> <li>• Peak, Chapters 8, 9, 10 and 11</li> </ul>	Midterm Exam	Midterm Exam	10%
	Presentations	Unit 4 Presentation 1: Police Ethics	5%
	Projects	Unit 4 Project 1: Duty of Care, Failure to Protect...Lawsuits against Police	5%
	Research Papers	Unit 4 Research Paper 1: Search and Seizure/Arrest Procedures Policy	4%

<b>Unit 5: SPECIAL POPULATIONS</b>		<b>Unit Duration:</b> <i>Onsite: 2 week</i>	
<p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• LO13 Research a recent trend or issue in policing.</li> <li>• LO14 Research hate crimes that have occurred in a specific state over the past ten years.</li> <li>• LO15 Research prescription drug abuse and “pill mills.”</li> <li>• LO16 Research issues regarding criminal street gangs in a specific city, county or state.</li> <li>• LO17 Examine homelessness in a specific community.</li> </ul>			
<b>READING ASSIGNMENT</b>	<b>GRADED ACTIVITIES / DELIVERABLES</b>		
	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
<ul style="list-style-type: none"> <li>• Peak, Chapters 12</li> </ul>	Research Papers	Unit 5 Research Paper 1: Policing	5%

and 13		Trend/Issue	
	Assignments	Unit 5 Assignment 1: Hate Crimes	3%
	Projects	Unit 5 Project 1: Homelessness	5%

<p><b><i>Unit 6: THE ROLE OF TECHNOLOGY IN POLICING AND THE FUTURE OF POLICING</i></b></p> <p><i>Unit Duration:</i> <i>Onsite: 2 weeks</i></p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• LO18 Rank a group of technologies in terms of their crime fighting capabilities.</li> <li>• LO19 Propose the design of a police organization several decades in the future.</li> </ul>			
<b>GRADED ACTIVITIES / DELIVERABLES</b>			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Peak, Chapters 14 and 15</li> </ul>	Research Papers	Unit 6 Research Paper 1: Recommend New Technologies	5%
		Unit 6 Research Paper 2: Police Organization for the year 2050	5%
	Final Exam	Final Exam	15%

## Evaluation and Grading

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### Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Projects	15%
Assignments	10%
Presentations	20%

<b>Category</b>	<b>Weight</b>
Research Papers	30%
Midterm Exam	10%
Final Exam	15%
<b>TOTAL</b>	<b>100%</b>

**Grade Conversion**

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90-100%	4.0
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5
D	60-64%	1.0
F	<60%	0.0

**Academic Integrity**

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All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

*(End of Syllabus)*