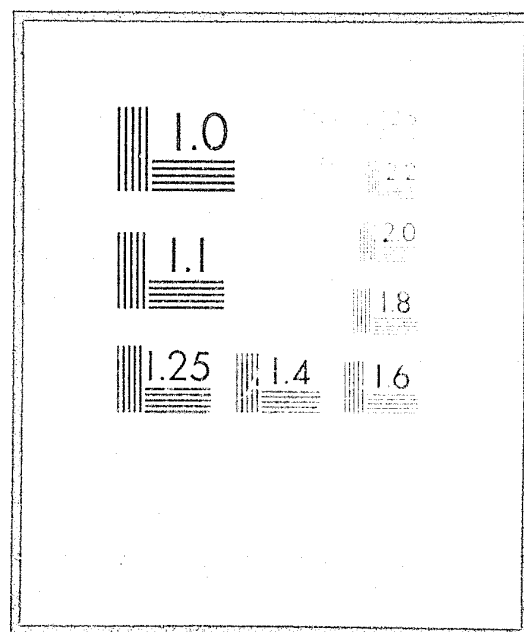


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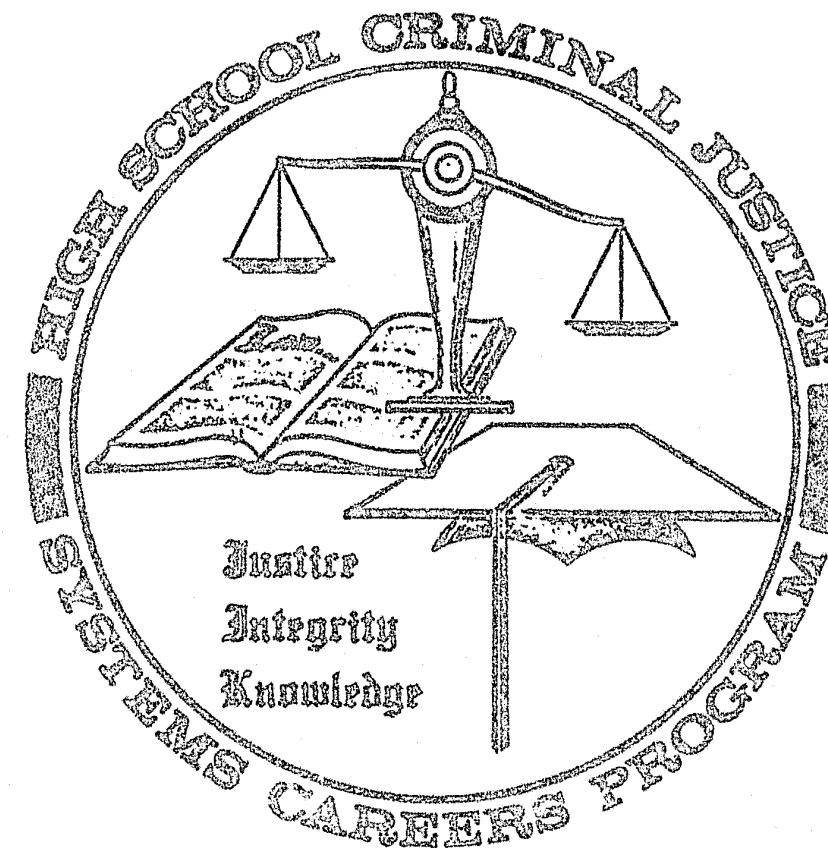
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U.S. DEPARTMENT OF JUSTICE  
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION  
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE  
WASHINGTON, D.C. 20531

2/28/77

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## DETROIT PUBLIC SCHOOLS DETROIT, MICHIGAN

Prepared by:

Ozell DuPree, Director, Criminal Justice Careers  
Detroit Board of Education

and

Sgt. Julius Higdon, Coordinator, Training Section  
Detroit Police Department

36519

DETROIT PUBLIC SCHOOLS

CRIMINAL JUSTICE SYSTEMS  
CAREERS PROGRAM

STEVENSON BUILDING - ROOM 101-C - 834-4600  
10100 GRAND RIVER - DETROIT, MICHIGAN

OZELL DUPREE  
DETROIT PUBLIC SCHOOLS

SGT. JULIUS HIGDON  
DETROIT POLICE DEPARTMENT

# 36519

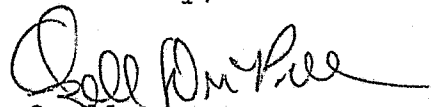
September 15, 1976

Mr. J.G. Gady  
National Criminal Justice  
Reference Service  
c/o Acquisitions  
P.O. Box 24036  
S.W. Station  
Washington, D.C. 20024

Dear Mr. Gady:

This package contains materials related to the Detroit High School Criminal Justice System Careers Program. Hopefully, the information contained herein should answer any questions regarding funding, curriculum, and grade application. However, should further information be desired, feel free to contact either myself or Sgt. Higdon.

Sincerely,

  
Ozell DuPree  
Director

OD:bem  
Enclosures (3)

NCJRS

SEP 17 1976

INTRODUCTION

The Criminal Justice Career Program was launched in four high schools (Henry Ford, Kettering, Murray-Wright, Western) in September, 1975 as the result of a joint venture by the Detroit Police Department and the Detroit Board of Education. The purposes of the program are to provide students with an awareness of the true role of the police officer in the community, an understanding of the entire criminal justice system, and to stimulate an interest in police or other criminal justice careers. The program is an extension of a pilot effort operating at Murray-Wright High School that was originally sponsored by New Detroit, Inc., Model Neighborhoods, Michigan Department of Education, and the U.S. Department of Justice. The expanded program including Murray-Wright and the three high schools mentioned above, was funded by the Law Enforcement Assistance Administration (LEAA) through the Michigan Office of Criminal Justice Programs (OCJP).

Students may enter the program in the tenth grade and continue through the twelfth grade. The classes are designed for a maximum of 125 students at each school. In the senior year, students may participate in a co-op program in which they can earn \$2.30 per hour (10 hours per week) as they work at various jobs within the criminal justice system, such as police precincts, the courts, the prosecutor's office, or the Criminal Justice Institute. Upon graduation from the program, the students may have an opportunity to become members of the Detroit Police Department. It is expected that this program will provide a needed source of

qualified applicants for the police services and other careers within the criminal justice system.

Instructors for the program are from the staff of the Detroit Board of Education. In addition, the guest lecturers from the Detroit Police Department and other related criminal justice fields play a significant role in the training and educational process.

In addition to the purposes of the program, as initially stated, the following objectives have been formulated for this program:

1. To familiarize the student with the law, his relationship with it, and his responsibility to it.
2. To provide the student with training which will prepare him to enter police work.
3. To provide the student with experience through a co-op program which will include exposure to police officers and police activities by working at such police installations as mini-stations.
4. To kindle an interest in police work among students and develop and maintain that interest through high school graduation, thus developing a defined career direction in the student.
5. To develop an interest in continued education in police administration at the college level.
6. To create among students an understanding of the nature of the criminal justice system.

Evaluation of the Criminal Justice Careers Program's First Year in Operation and Its Accomplishments

One accomplishment of the CJC Program was the successful recruitment of Blacks and Latino students in substantial numbers. Another accomplishment was the utilization of results obtained

from the medical screening of students to assist them in correcting any deficiency that would hinder a career opportunity within the area of law enforcement.

The major goals of the project are to provide the police department with a source of qualified applicants for police services, and to create among juveniles and young people an understanding of the real role of the police officer in the community, an awareness of the nature of police work in the real world as contrasted to the entertainment media world, and the basic workings of the criminal justice system.

The first goal, providing the police department with a source of qualified applicants for police services, cannot be evaluated at this time because the program has just completed its first year of operation. However, a tracking system is being developed to provide follow-up information on all CJC students leaving the program. This will enable the administrators to determine if specific goals as outlined in the original grant are being met. However, at this point in time, it would appear that the first goal has excellent prospects of being attained because a substantial percentage of students have indicated intentions to seek jobs in the criminal justice system.

The second goal, to enhance the understanding of the real role of the police officer and the workings of the criminal justice system, has been an overwhelming success. This conclusion is based on a study of questionnaires administered to teachers, students, and work supervisors participating in the program. This goal will be clarified specifically as the six

objectives of the program discussed below.

Objective 1: To familiarize the student with the law, his relationship with it and his responsibility to it.

A Criminal Justice Systems Test was administered to all project participants at the beginning of the school year, and again at the close of the school year. This test was given to determine the students' understanding of law, special vocabulary, knowledge of the criminal justice system, etc. The test consisted of 55 questions. The pretest mean score for all four schools involved was 26. The posttest mean score for the same schools was 49. These data suggest that the students have shown great progress in increasing their knowledge of the law and the criminal justice system. Also, written comments by the students suggest that they have an adequate understanding of their relationship and responsibility to the law. One student remarked, "I wanted to know more about the laws, their background, their purpose, and thanks to this program, I have done just that."

Objective 2: To provide the student with training which will prepare him to enter police work.

Objective 3: To provide the student with experience through a co-op program which will include exposure to police officers and police activities by working at installations, such as mini-stations.

The two above questions are quite related and could have been combined into one objective. Criminal Justice senior students (twelfth grade) have the opportunity to work at various criminal justice job site locations throughout the city. They may work at police precincts, the courts, or the prosecutor's

office. This co-op program provided 28 students from Murray-Wright High School with on-the-job training and exposure to police officers, police activities and other criminal justice system workers.

Work supervisors were asked to rate the students under their charge in personal characteristics, work attitude, and work habits. Overall, the majority of the students were rated "Average" to "Above Average."

The guest lecturers from the police department, F.B.I., and the courts also played a significant role in providing superior training for CJC participants.

Objective 4: To kindle an interest in police work among students and develop and maintain that interest through high school graduation, thus developing a definite career direction in the student.

Objective 5: To develop an interest in continued education in police administration at the college level.

Objectives 4 and 5 should also be combined into one objective. Students were asked if they planned to continue their studies in the CJC Program. One hundred sixty seven (65.7%) of the questionnaire sample said, "Yes," 25 (9.8%) said, "No," and the remaining students reported that they were "Not Sure." The above data suggest that the students are interested in the CJC Program and apparently, the program has kindled interest in a variety of careers within the criminal justice system. Thirteen percent of the responding students indicated that they plan to go to college when they graduate from the program. Five percent stated they planned to continue their studies

in the criminal justice field, 14 percent wanted to be lawyers, and 12 percent planned on becoming police officers.

Objective 6: To create among students an understanding of the nature of the criminal justice system.

On the Pupil Rating Scale, most student respondents (195 or 77%) gave the highest possible ratings of 4 (Much) or 5 (Very Much) to the question, "Do you feel that you have a better understanding of the role of the police officer and the criminal justice system as a result of your participation in the CJC Program?" This rating suggests that the program has been quite successful in reaching Objective 6. Also, comments by students and test scores show that they have a better understanding of the criminal justice system.

The Criminal Justice Careers Program is very unique and should have far-reaching ramification. Although the program has been in operation for one year only, based on the questionnaire studies of students, teachers, and work supervisors, it has had a definite impact on the individual student, the environment or community, and the criminal justice system. The students have increased their knowledge and understanding of the law and, apparently, this knowledge may be a positive force in reducing juvenile crime. Several students have stated that the program has changed their daily life activities, such as not participating in illegal acts as they once did. One student stated that when his friends talk about breaking the law, he tries to talk them out of it. The students' knowledge of the law is also referred back to community people as they discuss various cases

with their friends, neighbors and relatives. This interchange between the students and friends may also help the community to have a better understanding of the workings of the criminal justice system and to realize that the system is there for their protection. The above actions may result in a safer community environment, and improved community attitude.

Students have made various field trips, and have come in close contact with the various institutional workers. It is suggested that this closer contact with criminal justice workers has had a positive impact on changing students' attitudes about the workers, and, perhaps, workers may have improved their attitudes toward students. We do know for sure that a high percentage of students (Blacks and Latinos) would like to be employed in the criminal justice areas which should have a definite impact on the criminal justice system in the future.

Included in this package is a condensed version of the Curriculum Guide used in the high school Criminal Justice Careers Program.



CRIMINAL JUSTICE CAREERS PROGRAM

HIGH SCHOOL

CURRICULUM GUIDE

This is a pilot curriculum guide for a high school course of study for a Criminal Justice Careers Program. This curriculum guide has been written to assist in the development of a worthwhile educational program in Criminal Justice Careers. This program has the support of the Detroit Police Department as well as the Detroit School Board. This curriculum guide is a functional document and is designed primarily as a tool for instruction.

A Definition of the  
Criminal Justice Careers Program

Criminal Justice Careers Program covers a broad spectrum of interrelated activities. Briefly, CJC can be defined as a group of activities or occupations that deal with providing health, safety, and security safeguards to persons, places, and things. It encompasses those fields of security that assist in the keeping of public peace and order. Law enforcement officers, F.B.I. Agents, Private Detectives, Psychologists, Social Worker, Counselors, and Teachers are a part of this field. Career Opportunities in criminal justice studies may also be found in such fields as parole officer, correction officers and other ancillary personnel.

The CJC program strives to develop a balanced view of law, order, and justice as it exists in modern day society. CJC tries to take into consideration social differences, physical differences, individual capabilities (aptitudes and modes of learning), as well as the personality and rate of achievement of each learner.

Finally, the CJC program seeks to develop a learner who can acquire the knowledge, skills, and attitude that will enable him or her to become a law abiding, intelligent, and productive citizen in our society.

The Criminal Justice System Careers Program seeks to accomplish the following goals:

1. To interest young men and women in the Criminal Justice System as a career.
2. To help generate better police--community relations.
3. To help generate increased student knowledge of the law and their relationship and responsibilities to it.
4. To increase the placement of blacks, Spanish-speaking and other minorities in city, county and state Criminal Justice Agencies.
5. To present a balanced view of justice, law enforcement and citizens' rights as they exist in this country today.

Specific objectives of the Criminal Justice System Careers Program are:

1. At the end of the first semester, a written or oral evaluation test given to all CJC students will show that 70 percent made significant improvement in reading comprehension as well as written and oral skills.
2. CJC students will define and spell one hundred new vocabulary words with 75 percent accuracy.
3. CJC students will show a general understanding of the Criminal Justice Careers Program at the end of the first semester.

## Points for the CJC Instructor

It has been implied earlier that telling is not teaching and sitting passively is not learning. This program views learning as a way of developing a learner's total resources for understanding and dealing creatively with his life and the environment within which he lives. Learning deals with analysis as well as with memory with systems as well as with thought processes, and with divergent as well as with convergent thinking.

Learning involves inquiry. It is an active seeking process. It should be individualized as much as possible. Individualized instruction is necessary because of the broad range of individual differences, rates of learning, readiness for specific learning experiences, and learning styles.

A positive self-concept and clarity of purpose are critical for learning. Learners must be helped to develop skills essential for defining their learning goals. Finally, learning is enhanced when the learner understands and accepts the learning.

Therefore, it is imperative that the teacher involved in this program adopt a systematic instructional approach by using goals and objectives. Goals are global, timeless, and are never attained, but objectives have time constraints and are attainable.

## 10th Grade - First Semester

### CJC 100 - Preparing for a Career in Criminal Justice

#### Course Objectives

The objective of this course is to present background information relating to the origin of the Criminal Justice System as well as the myriad of job opportunities available in today's changing society.

Communication skills, both oral and written will be stressed during this semester as to prepare the student for report writing as it relates to law enforcement. Students in CJC 100 will also be introduced to the special vocabulary and special terms used within the criminal justice system.

#### Major Units of Study

- I. Vocabulary Terms and Abbreviations
  - a. Effective Spelling
- II. Specific Fact Regarding the U.S. Constitution
  - a. Bill of Rights
  - b. Amendments Relating to the Criminal Justice System (First, Fourth, Fifth, Sixth, and Fourteenth)
- III. Effective Speaking, Listening and Writing Skills
  - a. Improve Reading Efficiency
  - b. Writing Mechanics
- IV. Major Divisions of the Criminal Justice System
  - a. Law Enforcement Agencies
  - b. Prosecutors
  - c. Defense Counsel
  - d. The Judiciary
  - e. Corrections

10th Grade - Second Semester

CJC 120 - History of Law Enforcement

Course Description

This course is designed to give specific facts regarding the historical development of law enforcement, as well as a study of crime and what causes it.

Major Units of Study

I. Ancient and Feudal Background

- a. Anglo-Saxon England
- b. The Frank-Pledge System (Tithing - developed in France)
- c. English Precedents (English Common Law)
- d. The Peelian Reform

II. The American Police System

- a. A History of its Development

III. Federal Law Enforcement Agencies

- a. Federal Bureau of Investigation
- b. Treasury Department
- c. Alcohol Tax Unit
- d. Secret Service
- e. Bureau of Customs

IV. Causes of Crime

- a. Environment
- b. Economic Factors
- c. Age, Race, Drugs, etc.

V. Juvenile Delinquency

- a. Laws Covering Juveniles
- b. Age of Majority, etc.

Basic Text

Administration of Justice, An Introduction  
J. Norman Swaton - Loren Morgan

Supplementary Texts

Criminal Law and Court Procedures  
Melroy B. Hutnick

Juvenile Justice  
Kenneth R. McCreedy

Learning Activities

1. Field Trips
  - a. Courts - City, State and Federal
  - b. Police Headquarters
  - c. Wayne County Jail
  - d. City County Building
2. Guest Speakers
  - a. Michigan Bar Association
  - b. Wolverine Bar Association
  - c. Federal Law Enforcement Agencies
  - d. Detroit Police Department
  - e. Judges
  - f. Social Services Agencies

Teaching Aids

1. Video Tape Equipment
2. Games and Simulation
3. Individualized Projects
4. Field Trips
5. Guest Lecturers
6. Films and Filmstrips



11th Grade - First Semester

CJC 200 - Judicial Administration and Criminal Law

Course Description

This course is designed to introduce students in the CJC program to the American Judicial System, and to give students an overview of our concept of criminal law.

Major Units of Study

- I. Organization of the Federal Courts
  - a. Historical Background
- II. Organization of the State Courts
  - a.
- III. Prosecuting Attorney
  - a.
  - b.
- IV. Defense Attorney
- V. Criminal Law
  - a. Origin of Criminal Law
  - b. Criminal Law and Civil Law
  - c. Vocabulary - Spelling
  - d. Writing, Listening, and Spelling Skills
  - e. Discussion of Current Events
- VI. Career Advantages

Basic Text

Criminal Law and Court Procedures  
Melroy B. Hutnick

11th Grade - Second Semester

CJC 210 - The Correctional Process and Criminal Law

Course Description

The course is designed to give proper prospect to the correctional process currently utilized in the United States, and to continue the development of Criminal Law.

Major Units of Study

- I. The Emergence of the Concept of Correction
  - a. Historical Background
- II. Probation
  - a.
- III. Parole
  - a.
- IV. Criminal Law and Procedures
- V. Vocabulary
- VI. Writing, Listening, and Speaking Skills
- VII. Current Events
- VIII. Career Advantages

12th Grade - First Semester (Co-op Program Begin)

CJC 300 - Procedures in Law Enforcement

Course Description

This course is designed to acquaint students with general procedures related to Law Enforcement

Major Units of Study

- I. Introduction to Evidence
  - a. Definition
  - b. How to Correct, Identify, etc.
  - c. Kinds of Evidence
- II. Methods of Police Patrol
- III. Police Examinations and other Civil Service Test
- IV. Basic First Aid
- V. Vocabulary - Spelling
- VI. Writing, Speaking, and Listening Skills
- VII. Current Events
- VIII. Co-op Program

12th Grade - Second Semester (Co-op. Program)

CJC 310 - Fundamentals of Law Enforcement

Course Description

This course is designed to give students a better understanding of the principles of Law Enforcement; the functions of Law Enforcement practices; the techniques of various police activities and the purpose of Law Enforcement.

Major Units of Study

- I. Crime, Criminals and the Uniform Crime Reporting System
  - a. Extent of Crime
  - b. Criminal Type
- II. Police - Community Relations Program
- III. Police Apparatus
  - a. Police Weapons
  - b. Police Field Notebook
- IV. Laws Relating to Specific Crimes
- V. Police Patrol
- VI. Vocabulary - Spelling
- VII. Writing, Speaking, Listening
- VIII. Current News Events

Basic Text

Fundamentals of Law Enforcement

A.F. Brandstatter and Allen A. Hyman

Supplementary Texts

Theory and Methods of Police

Kenneth R. McCreedy

Police Community Relations

Charles D. Hale

Criminal Law and Court Procedures

Melroy B. Hutnick

Rules of Evidence

George T. Felkewas

## CO-OP PROGRAM

Criminal Justice Careers' senior students (twelfth grade) have the opportunity to work at various criminal justice job site locations throughout the city. These assignments help the students to gain work experience, contact with criminal justice personnel, and insight into the operations of the criminal justice system. The students may be given work assignments a maximum of ten hours a week at police precincts, corrective facilities, the courts, and the prosecutor's office. The work activities may include the following:

1. Maintain charts
2. Update business card file
3. Update community service bank
4. Telephone and clerical services
5. Issue bicycle licenses
6. Make agency referrals
7. Survey of abandoned HUD homes, and cars
8. Help set up block clubs
9. Attend block club meetings (P.T.A., etc.)
10. Working on special projects within the community
11. Informing the community of mini-station locations and services provided.

The work days and hours are arranged between the sponsor and student. However, the students' school responsibilities will be given first priority. All co-op students must be cleared through the identification bureau and the youth service bureau because of the sensitive areas within some of the criminal justice departments.

STUDENTS WILL BE ABLE TO INTERPRET THE TEN AMENDMENTS  
UNDER THE BILL OF RIGHTS

- 1st - Freedom of Speech
- 2nd - Right to Bear Arms
- 3rd - Freedom from forced Quartering of Soldier
- 4th - Freedom against Unreasonable Searches and Seizures
- 5th - Freedom from Self Incrimination
- 6th - Right to a Speedy and Public Trial
- 7th - Right of a Trial by Jury
- 8th - Freedom against Excessive Bail
- 9th - Freedom from Conflicting Rights
- 10th - Certain Powers Reserved to the States
- 14th - Due Process

VOCABULARY TERMS USED WITHIN THE  
CRIMINAL JUSTICE SYSTEM

Students will define the following vocabulary terms:

1. accusation - accused - accusatory stage
2. acquittal
3. adjudicate - adjudication
4. adversary - adversary proceeding - adversary system
5. advocate
6. affidavit
7. aggravated assault
8. alias
9. allocation
10. amicus curiae
11. appeal
12. appellant - appellate jurisdiction
13. arraign - arraignment
14. arrest
15. assault - assault and battery
16. auto theft
17. bail - bail bond - bailee
18. bench warrant
19. beyond a reasonable doubt
20. booking
21. breach of the peace
22. breaking and entering
23. burglary

24. carrying concealed weapon
25. chance of venue
26. charge
27. circumstances - circumstantial evidence
28. civil action - civil law - civil court
29. coercion
30. complain
31. concurrent
32. consecutive sentences
33. contempt - contempt of court
34. contraband
35. conviction
36. corpus delicti
37. count
38. court of appeal - court of competent jurisdiction - courts of the U.S.
39. crime - criminal - criminal action - criminal charge
40. criminal intent
41. criminal justice system
42. criminal procedure
43. cross examination
44. curfew
45. curtilage



- 46. day in court
- 47. decree
- 48. defendant
- 49. defense
- 50. delinquent child
- 51. detainer
- 52. disorderly conduct
- 53. doubt
- 54. due process of law
- 55. embezzlement
- 56. evidence
- 57. exclusionary rule
- 58. ex post facto
- 59. felony
- 60. forgery
- 61. fruits of a crime
- 62. grand jury
- 63. habeas corpus
- 64. hearing
- 65. hearsay
- 66. homicide
- 67. hung jury

- 68. index crimes
- 69. indictment
- 70. infamous
- 71. information
- 72. informer
- 73. infraction
- 74. impeachment
- 75. injunction
- 76. judgment
- 77. judicial process
- 78. jurisdiction
- 79. jury panel
- 80. larceny
- 81. law
- 82. legal
- 83. legislation
- 84. lesser offense
- 85. line-up
- 86. manslaughter
- 87. moot
- 88. murder
- 89. narcotic offense
- 90. original jurisdiction

- 91. pardon
- 92. parole
- 93. precedent
- 94. preliminary examination
- 95. probable cause
- 96. probation
- 97. prosecutor
- 98. provocation
- 99. public defender
- 100. rebuttal
- 101. relevant
- 102. robbery
- 103. sentence
- 104. sequester
- 105. simple assault
- 106. statutory law
- 107. subpoena
- 108. summons
- 109. suspect - suspicion
- 110. testimony
- 111. tort
- 112. vagrancy
- 113. vandalism
- 114. venue
- 115. verdict
- 116. warrant
- 117. waive

## CRIMINAL JUSTICE SYSTEM INSTRUCTOR GUIDELINES

### I. Introduction to Consitutional Law

- A. OBJECTIVES: When the student completes this lesson, he will be able to:
1. Discuss the overall objective of constitutional law.
  2. State and explain constitutional mandates and/or limitations on law enforcement in Michigan.

### II. History and Philosophy of Law Enforcement

- A. OBJECTIVES: When the student completes this lesson, he will be able to:
1. Describe the methods of law enforcement prevalent in primitive societies.
  2. Explain the methods utilized in the Greek and Roman civilizations.
  3. Describe the progressive development of law enforcement in England from the hue and cry to the constable and reeve.
  4. Explain the Peelian reform, stating the principles upon which reorganization of the metropolitan police was based.
  5. Describe American development, and its relation to that in England.
  6. Explain the role of both the police and the public regarding law enforcement in a democratic society. Emphasize the dangers of the development of a police state in any society, and the consequent restrictions placed upon the police in our society.

### III. Jurisdiction of Federal Law Enforcement Agencies

A. OBJECTIVES: When the student completes this lesson, he will be able to:

1. Identify the various federal law enforcement agencies.
2. Cite common federal law violations and the federal law enforcement agency responsible for their investigation.
3. Explain the necessity for cooperation among local and federal law enforcement agencies.

### IV. Michigan Correction, Parole and Probation System

A. OBJECTIVES: When the student completes this lesson, he will be able to:

1. State the functions performed by Corrections, Parole and Probation and how they relate to the other.
2. Describe the corrections system.
3. State the functions of the parole and probation officer.
4. State several rules normally applicable to the parolee and probationer.
5. Explain the normal procedures to be followed by the officer when a parole or probation violator is apprehended.

## V. Court Functions

- A. OBJECTIVES: When the student completes this lesson, he will be able to:
1. Describe the structure of both the Michigan and Federal Court system.
  2. Explain venue, including statutory limitations on types of offenses tribal in particular courts and the difference between circuit and district court.
  3. State the functions of a prosecuting attorney.
  4. Describe the role of judges in relation to authorization of warrants and functions at a trial.
  5. Cite the role and function of the jury.
  6. Explain the grand jury system of Michigan.
  7. Describe the following stages of criminal prosecution: indictment, arraignment, preliminary examination, pre-trial motions, trial, appeals, pre-sentence investigation, and sentencing.
  8. Describe appellate procedures.
  9. Explain proper courtroom demeanor and presentation of testimony.
  10. Describe the court's ancillary functions: bond forfeiture extradition, etc.
  11. State the officer's obligation to carry out court orders and functions incident to the judicial process.

## VI. Criminal Law

- A. OBJECTIVES: When the student completes this lesson, he will be able to:
1. Explain the sources of criminal law in Michigan: common law, precedents, statutes or code laws and Attorney General's opinion.

2. Explain the sources of law and general classifications of law such as criminal, civil, tort, and offenses against property versus offenses against persons.
3. Define and explain the classifications of crime: felony, court misdemeanor, and misdemeanor.
4. Cite the most common criminal offenses specified by Michigan substantive criminal law and state the elements of each offense.
5. Define and explain criminal defenses.
6. Identify legal terms, phrases, and definitions.

#### VII. Juvenile Law

- A. OBJECTIVES: When the student completes this lesson, he will be able to:
1. State the jurisdiction and uniqueness of the probate court.
  2. State laws, legal limitations and rights of juvenile offenders.
  3. Identify the primary justifications for the detention of juveniles.

#### VIII. Criminal Investigation

- A. OBJECTIVES: When the student completes this lesson, he will be able to:
1. Explain the objectives and basic tools of criminal investigation.
  2. Explain scientific analysis of at least the following types of evidence: firearms, blood and other body fluids, soil and minerals, fabrics, plaster casting, and tool marking.

3. State the elements and investigative techniques associated with: burglary, larceny, assaults, robbery, homicides sex offenses, checks (forgery, frauds and arson.)
4. Cite examples of the types of offenses for which false reports are most often made, and specify the usual motives for making false reports in these cases.

#### IX. The Juvenile Offender

- A. OBJECTIVES: When the student completes this lesson, he will be able to:
1. Define juvenile delinquency.
  2. Describe theories of juvenile delinquency causation.
  3. Describe the juvenile justice process.
  4. Explain correctional facilities for juveniles in Michigan.
  5. Describe police handling of juvenile offenders.
  6. Cite examples of the types of offenses in which juveniles are most often involved.
  7. Describe methods of delinquent control.

#### X. Field Notetaking and Report Writing

- A. OBJECTIVES: When the student completes this lesson, he will be able to:
1. State the value and necessity of field notes, including their possible use in court presentation.
  2. Describe proper methods of taking notes, including sketches and diagrams.
  3. Explain the purpose and function of investigative reports.



4. Explain the basic style of police reports, emphasizing the organization and the sound logical sequencing of events in the narrative body of the report.
5. Explain adequate descriptions of person property, and events.
6. Demonstrate proficiency in writing a complete report.

#### XI. Patrol Techniques

A. OBJECTIVES: When the student completes this lesson, he will be able to:

1. Explain the theory of patrol as a deterrent to crime and the backbone of the police service.
2. Explain the purpose of patrol: protection, prevention, repression of crime, identification and apprehension of criminals, regulation of non-criminal conduct, and providing miscellaneous services.
3. Explain the types of patrol and the purpose for conspicuous and inconspicuous methods.
4. Explain preparation for patrol.
5. Describe effective patrol procedures, emphasizing the reasons for randomly varying the patrol routes.
6. Explain proper techniques for conducting a field interrogation.
7. Describe the procedures to be followed in approaching and searching buildings.
8. Explain conditions which are conducive to crime.
9. Give examples of conditions that indicate that a crime is being or has been committed.
10. Explain the conditions under which emergency equipment should and should not be used.
11. Describe the operating practices of both one and two man patrol units.
12. State the importance of the powers of perception and observation of persons, places and things.
13. Identify common types of routine service calls and effective methods of handling them.

## XII. Human Relations

A. OBJECTIVES: When the student completes this lesson, he will be able to:

1. Define human relations.
2. Explain the process of socialization.
3. State examples of, and reasons for, differences in the perception of the police by various ethnic groups.
4. Explain social trends in the United States, emphasizing the results of urbanization.
5. Cite examples of behavior by police officers which are resented by the public, including the use of trigger words.
6. Describe the detrimental effects of bias and prejudice upon an individual's thinking and actions.
7. Explain methods of maintaining favorable human relations.

## XIII. Law of Arrest

A. OBJECTIVES: When the student completes this lesson, he will be able to:

1. Define and cite the elements of arrest.
2. Define misdemeanor and felony.
3. Identify distinctions between felony and misdemeanor law violations relative to arrest situations without warrants.
4. Explain "Probable Cause" for arrest.
5. Identify persons exempt from arrest.
6. Explain where an arrest may be made with regard to arrest without a warrant and arrest with a warrant.
7. Explain the use of necessary force in various arrest situations including deadly force and forceful entry.
8. Identify the rights of a person arrested.

**END**

7 ables/more