

Secondary Articulation Agreement

Part A (To be completed by Secondary CTE Instructor or Administrator.)

District / High School / Career Center	Dearborn Public Schools/Dearborn High School		
Secondary Program Title:	Criminal Justice	CIP Code:	43.0100
Name and Title of Secondary Contact:	Winifred Green, Principal		
Mailing Address:	19501 Outer Drive	Dearborn	MI 48124
	Street & Office Number	City	State & Zip
Office Phone:	313	827-1600	Email: greenw@dearborn.k12.mi.us
	Area Code	Number	

Part B (To be completed by HFC Instructor, Dean, Associate Dean or Administrator.)

HFC Program Title:	Criminal Justice	CIP Code:	43.0103
Date of Agreement:	03/25/2021		
Agreement Period:	3 Years		
*Expiration Date:	03/25/2024		

*For the purposes of students enrolling and receiving articulated credit, this agreement remains effective for three (3) additional years after the expiration date. This will allow students who completed the secondary program during the agreement period to finalize the agreed upon requirements and receive articulated credit.

Purpose: The purpose of this agreement is to facilitate the transition of students from the above-named high school Career and Technical Education program to the aligned Associate Degree Program or Career and Technical Education Program at Henry Ford College (HFC). Academic credit is awarded for course requirements of the HFC certificate or degree program based on the completion of equivalent courses in the above named program at the recognized secondary institution.

General Terms and Conditions: An articulation agreement established with the College shall not exceed three years in duration. Students requesting articulated credit shall satisfy the conditions and requirements as stated in this agreement within three (3) years after their termination of student status at the secondary institution. Any request received after that period shall be subject to approval by the appropriate HFC instructor and dean. Credit will be awarded as specified under the "Program Specific Terms, Conditions, and Requirements" of this agreement. Students shall be responsible for initiating the process to receive articulated credit as specified by this agreement by submitting a completed "Student Application for Articulated Credit" form. Credit granted beyond HFC is at the sole discretion of the transferring institution accepting credit.

Revisions and Renewals: This agreement shall be reviewed annually by both parties or at such time that substantive program changes occur within the HFC or secondary program. Revisions and renewals must be in writing and agreed to by both parties before any modifications are made to this agreement. **Contact: Brandon Nowak, Articulation Agreement Manager** bnowak1@hfcc.edu

**Secondary Articulation Agreement
Program Specific Terms, Conditions, and Requirements**

Part C (To be completed by HFC Instructor, Dean, Associate Dean or Administrator.)

HFC Program Title: Criminal Justice

CIP Code: 43.0103

(The space below is used by HFC instructors, Faculty Chair or Administrators to specify secondary articulation agreement terms, conditions, and requirements for the above program.)

1. Students must achieve a "C" or better average for each applicable class taken at Dearborn Public Schools/Dearborn High School that may apply to the specified program at Dearborn Public Schools/Dearborn High School.
2. Students must have demonstrated a good/satisfactory attendance record for the course/program at Dearborn Public Schools/Dearborn High School.
3. Students from Dearborn Public Schools/Dearborn High School must demonstrate competency in each course, for which HFC will grant articulated credit, as determined by HFC Faculty.
4. The secondary articulation agreement is predicated on relevant course/program curriculum submitted by Dearborn Public Schools/Dearborn High School and reviewed/evaluated by HFC Staff.
5. Secondary articulated credit will be held in escrow for CRJ 131 Introduction to Law Enforcement and Criminal Justice (3 CR). Credit will be awarded upon completion of the following HFC course(s) with a grade of "C" or better:

CRJ 132	Police Administration – Staff and Line Operations	3 CR
CRJ 251	Criminal Law	3 CR
	Total	6 CR

Secondary Instructor or Administrator Name and Title:

Shannon Peterson
Printed Name

Executive Director of Student Achievement
Printed Title

Authorizing Signatures:

Shannon Peterson

Secondary Instructor or Administrator

Date

Daniel Kearney
HFC Instructor or Faculty Chair

03/25/2021

Date



Instructional Standards (Segments) – Criminal Justice/Law Enforcement
 Academy: Health & Human Services Career Pathway: Public Safety/Protective Services
 CIP: 43.100 PSN: New Program Application 18-19

Instructional Standards:

*Detailed Michigan CTE standards are found on the CTE Navigator site (CTENavigator.org) under the “Resources” tab.
 Direct Link: <http://ctenavigator.org/resources/download/193>*

Instructional Segments :

Instructional standards are grouped into the following twelve “Instructional Segments”.

1. Organizational Structure
2. Professional Standards including Ethics and Legal Responsibility
3. Safety, Health and Environment
4. Public Safety Branches
5. Law and Legal Systems
6. Public Relations
7. Career Development
8. Workplace Technology
9. Problem Solving/Investigations
10. Leadership and Teamwork
11. Communications
12. Applied Academics in Law and Public Safety

Dearborn Public Schools accepts a variety of languages that may be used to request accommodations. For more help with understanding the content of this document, please call the Student Services office 827-3002 for translation/interpretation assistance.

معلومات إضافية: 827-3005
 Dearborn Public Schools يقبل مجموعة متنوعة من اللغات التي يمكن استخدامها لطلب التسهيلات. للحصول على مزيد من المساعدة في فهم محتوى هذا المستند، يرجى الاتصال بمكتب خدمات الطلاب 827-3002 للحصول على مساعدة في الترجمة/التفسير.

Accès: 827-3005
 Dearborn Public Schools accepte une variété de langues pour faire des demandes d'accommodement. Pour plus de renseignements sur le contenu de ce document, veuillez appeler le bureau des services à l'étudiant 827-3002 pour obtenir de l'aide en matière de traduction/interprétation.

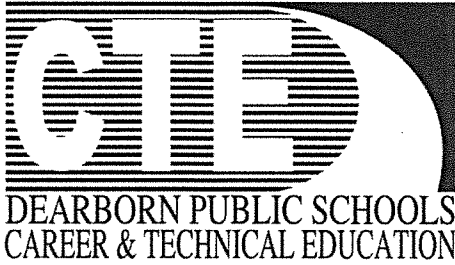
Acceso: 827-3005
 Dearborn Public Schools acepta una variedad de idiomas para solicitar acomodaciones. Para más información sobre el contenido de este documento, por favor llame a la oficina de Servicios al Estudiante 827-3002 para recibir asistencia.

Acceso: 827-3005
 Dearborn Public Schools accetta una varietà di lingue per richiedere accomodamenti. Per aiuto con la comprensione del contenuto di questo documento, si prega di chiamare l'ufficio Student Services 827-3002 per la traduzione/interpretazione di assistenza.

Acceso: 827-3005
 Dearborn Public Schools acepta una variedad de idiomas para solicitar acomodaciones. Para más información sobre el contenido de este documento, por favor llame a la oficina de Servicios al Estudiante 827-3002 para recibir asistencia.

Acceso: 827-3005
 Dearborn Public Schools accetta una varietà di lingue per richiedere accomodamenti. Per aiuto con la comprensione del contenuto di questo documento, si prega di chiamare l'ufficio Student Services 827-3002 per la traduzione/interpretazione di assistenza.

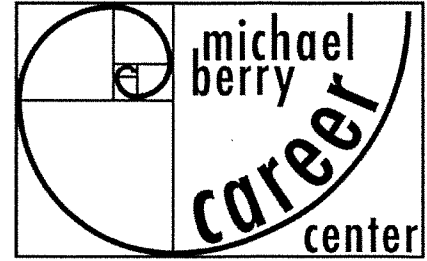
NOTICE OF NON-DISCRIMINATION: it is the policy of the Dearborn Public Schools not to discriminate on the basis of race, color, national origin, gender, age, disability, height, weight or marital status in programs, services or activities. The following department has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources, 18700 Audette, Dearborn, MI 48124. (313) 827-3002. Upon request of the school district superintendent, the district shall make reasonable accommodations for a person with disabilities to be able to participate in this program.



2018-2019 SYLLABUS

Criminal Justice and Law Careers

Michael Berry Career Center
 22586 Ann Arbor Trail
 Dearborn Heights, MI 48127
www.berry.dearbornschools.org
 (313) 827-4800



PROGRAM DESCRIPTION:

Developed in cooperation with the Dearborn Police Department (DPD) as well as the Criminal Justice degree programs at Henry Ford College (HFC) and the University of Michigan, Dearborn (UMD), the Criminal Justice and Law Careers program at the Michael Berry Career Center (MBCC) is a two-year, four-course sequence that prepares students for entry level employment and/or post-secondary studies in public safety careers including (but not limited to):

- Police Officer
- Legal Aid/Assistant
- Security/Corrections Guard
- Forensic Lab Technician
- Firefighter
- Detective/Investigator
- Emergency Medical Technician
- Federal Agent
- Lawyer
- Disaster/Relief Response

The program is aligned to the DPD Explorers program as well as the certificate, associate’s degree and bachelor’s degree programs at HFC and UMD allow students multiple training, certification and education opportunities as they prepare for Criminal Justice and Law careers.

INSTRUCTIONAL STANDARDS

This program is aligned to the State of Michigan Career & Technical Education Standards for Public Safety/Protective Services (CIP 43.1000). Detailed standards are available at the Michigan CTE Navigator Website under the “Resources” tab. Direct link: <http://ctenavigator.ocr/resources/download/193>

NO	Instructional Segment	Student Learning Outcome (Students will...)
1	Organizational Structure	Describe different job functions within public safety organizations including Career Ready knowledge, skills and certifications required
2	Professional Standards including Ethics and Legal Responsibility	Apply knowledge of law and persona/public ethics to guide positive decision making
3	Health, Safety and the Environment	Operate equipment and conduct themselves personally in a manner safe for themselves, the community and the environment
4	Public Safety Branches	Compare the purpose and function of various public safety organizations and detail how they interact
5	Law and Legal Systems	Demonstrate understanding of the law and legal systems and their impact on society
6	Public Relations	Develop high personal and organizational standards to present a positive presence in the community
7	Career Development	Evaluate the academic, financial and licensing requirements for various public safety and law careers
8	Workplace Technology	Use industry specific tools, equipment, technology and procedures to solve public safety problems
9	Problem Solving/Investigations	Apply inquiry, research and investigative skills to solve problems, document solutions and seek answers to questions
10	Leadership and Teamwork	Model leadership and teamwork skills in daily practice to function individually and part of a team in law enforcement/public safety scenarios
11	Communications	Apply academic and technology skills for effective communication with peers and the public
12	Applied Academics in Law and Public Safety	Develop language, mathematic and problem solving skills appropriate for the Criminal Justice and Law workplace.

GENERAL REQUIREMENTS:

The Criminal Justice and Law Careers is open to all Dearborn Public Schools students in grades 10-12th with an interest in the Health & Human Services Career Path and/or specific career interests aligned to the course (based on counselor input and approval). This is a rigorous program which presents students with significant academic and physical challenges. Excellent behavior, personal responsibility and attendance are expected. Reasonable accommodations can and will be made for students with IEPs and 504 plans as approved by case workers.

UNIFORMS AND MATERIALS:

Students in the Criminal Justice & Law Careers program will be provided with appropriate uniform as required. Students may purchase additional approved uniform items if they wish, but are not required to do so. All other equipment, supplies and materials will be provided.

ARTICULATED CREDIT:

Students who successfully complete the Criminal Justice & Law Careers sequence and enroll in the Criminal Justice program at Henry Ford College may earn college credit for their high school classes. The specific agreements are being negotiated but will allow students to earn credit in at least one of the required courses towards a certificate/degree. HFC also has an articulated agreement with UMD to allow these course to transfer towards the 4-year bachelor's degree in criminal justice. Similar agreements are in place with a variety of community colleges and universities throughout the state. See instructor for specific details.

RESOURCES:

- **Textbook:** Textbook and materials under review. Will be updated upon school board approval.
- **iLearn** is a Dearborn public schools computer based program where the students will view documents and announcements that are applicable to the lesson
- **Google Classroom** is another internet based application where students can access assignments and homework from their home computer.
- **Chromebooks.** Students will use Chromebooks in the classroom almost every day. Students will be assigned a numbered Chromebook to use and they will be held responsible to take care of that equipment and to notify me immediately if there is a problem with the equipment. Failure to notify me within 5 minutes of receiving this equipment on any given day will result in the student being held accountable for the problem with the computer, which may result in fees to cover the cost of repair or replacement.
- **MiStar** is the district electronic attendance and gradebook system. Students and parents have access to this system through StudentConnect and ParentConnect. Parents- View your student's progress in my course by reviewing Parent Connect regularly - go to www.dearbornschools.org/parents to log i

EVALUATIONS AND GRADING SCALE

A variety of methods will be used to evaluate student progress. Among the methods used are: class and homework assignments, quizzes, exams, class discussion, individual and group projects, clinical skills check-offs, job shadowing or externship and a final exam.

The final grade is determined by 80% summative assessment; including exams, projects, job shadowing, written assignments, computer work. The remaining portion of the final grade is 20% formative assessment which includes homework, projects, class work, quizzes and participation.

It is my desire to see all students succeed and to support you in your efforts to do so. If you put in the effort and follow the course expectations, you can succeed in this class. All work, tests, and projects will be graded on a 10-point scale. Point values that differ will be indicated at the time the assignment is given.

Formative assignments will not be accepted late unless there is an excused absence. Summative assignments will be reduced by 25% for each day that it is late.

Students should expect homework on a fairly regular basis. Homework is to be completed at home and brought finished to class or submitted online. Do not come to class expecting time to finish your homework during class. Also, do not expect to finish homework during other classes.

Participation involves coming to class prepared, participating thoughtfully and respectfully in class discussions (speaking, listening, note-taking) and demonstrating the ability to work well with others.

Students will be graded using the following scale:

93-100%A	73-76.9%C *
90-92.9%A-	70-72.9%C-
87-89.9%B+	67-69.9%D+
83-86.9%B	63-66.9%D
80-82.9%B-	60-62.9%D-
77-79.9%C+	< 59.9% E

**Extra Credit

* Extra credit may be made available at the discretion of the instructor

* Extra credit will be limited to students who have made a consistent and concerted effort to fulfill all program requirements (grade in core content only)

REQUIRED COURSE COMPONENTS

Work Based Learning:

Students will be expected to participate in a Job Shadowing or Externship experience. Job Shadowing consists of at least 1 entire school day and Externships consist of 120 hours of after-school work in an appropriate and preapproved setting. The student will be required to find a site on their own, work with the site contact to complete the training agreement, obtain teacher's and parent/guardian's signed permission, and provide their own transportation to and from the site. Upon completion of the field experience, the student will turn in an assignment and present to the class on their experience and assignment research. All work-based learning requirements must be completed by the end of the 4th card-marking. This assignment is worth 30 summative points, equal to three tests.

Career and Technical Student Organization:

Students are required to participate in SkillsUSA (afterschool club/competitions for students in this career field) or other, pre-approved student leadership activity. Students are responsible for the State and National dues. However, we recognize that this may create a financial hardship for students/parents. Scholarship/Grant options are available for students to reduce or eliminate the cost to students on an as-needed basis. Students or parents should contact teachers with a request to support the student's dues. This will be confidential, "no explanation required) application. All students will have the opportunity during the year to participate in fund-raising activities to further reduce the financial obligation. The more the student participates, the more of their annual dues can be refunded

Group and Individual Projects:

Students will work in groups to plan and deliver a thorough lesson on a topic mutually agreed on by instructor, including creating and effectively teaching from a PowerPoint presentation, conducting a learning activity, creating and teaching with a physical model and grading the topic worksheets. All group members will receive the same grade, which will be impacted by the class average on the test on that topic. This assignment is worth 30 summative points, equal to three tests. Students will also work individually and in groups on these types of projects throughout the year.

Resume, Cover letter and Interview:

Students will create an error-free Resume based on their current education and work/volunteer experience as well as a cover letter for a potentially desired position. They will participate in a mock interview for that desired position with their cover letter and resume geared to that position.

Safety Training

All CTE students must complete safety training, which includes CPR training, internet safety training and OSHA training on workplace safety including safe lifting and job-place safety assessment. They must also demonstrate knowledge of the proper use of PPE, Handwashing Procedures and proper Body Mechanics.

ATTENDANCE POLICY

- It is extremely important that you attend class on a daily basis. Your grade depends upon regular attendance and participation. Students are responsible for completing all work missed due to absences.
- Students with excused absences will receive the same number of days missed to make up assignments for full credit.
- Work assigned prior to an absence (including long-term/major projects/papers) – Work is due upon return from absence (For example- An assignment is given on Thursday and due on Monday. The student is absent on Monday. The student returns to school on Tuesday. The assignment must be turned in on Tuesday)
- Work assigned on date of an absence- One day grace period for each day missed (For example - Student is absent on Monday when a new assignment is given, which is due Tuesday. Student returns to school on Tuesday and obtains the missed assignment, which is now due on Wednesday.
- If you plan on being absent it is important to let your teacher know as well as myself for proper attendance tracking.

ACADEMIC INTEGRITY/CHEATING/PLAGARISM

Definition - Copying or taking someone else's work (including copying from sources on the internet, such as Quizlet or copies of course worksheets) as well as allowing others to copy your work is considered plagiarism or cheating. This includes class worksheets, homework and tests.

Consequences- This will result in 0 points for that assignment for all students involved. This work cannot be made up or redone. In addition, parents, coaches, advisors, and school administration may be contacted and disciplinary action may be taken.

CELL PHONES AND FAMILY COMMUNICATION

Most high school students today have cell phones in order to communicate with parents regarding transportation and scheduling matters. We also know that cell phones can often be helpful educational tools, allowing students to review class PowerPoints or other online resources, conduct some research on various topics and create and use study aids such as flash cards. There will be times during class when students will be asked to use their phones for educational purposes. During these times, a sign in the classroom will indicate that phones are "ok." This means that students are allowed to use their phones for the assigned educational tasks only.

Students (and their family and friends) should only expect to use their phones for personal use before class begins and during breaks between classes. Except for the above-stated tasks, phones will be put away and not accessible to students during class time. As a result, family and friends should not anticipate being able to reach a student except during class passing times. ****YOU ARE NOT TO BE ON YOUR PHONES DURING YOUR SCHEDULED WORK BASED LEARNING ACTIVITIES****

If you have an emergency and must reach your student during class, please contact the school secretary. The student will be notified so that the situation can be addressed. If you need to get a non-emergency message to your student, please be aware that he/she will be able to receive your text and respond to it ONLY during passing time. It is crucial that we receive your support with this procedure as our goal is that time in school is dedicated to learning.

We follow the Michael Berry Career Center's Cell phone policy which states:

1. If a student is found to be in violation of this Cell Phone/Electronic Device Policy, the personal electronic device WILL BE confiscated by school personnel.
 - First Violation: The device will ONLY be returned to a parent/guardian at the end of the day/beginning of the next day.
 - Second Violation: The device will be ONLY be returned to a parent/guardian on the next Monday or Friday, which will be designated as cell phone pick up day (depending on when the incident took place).
 - Third Violation: The device will be kept by the school until the end of the school year/semester and must be picked up ONLY by the parent/guardian.
 - Fourth & Future Violations: The student will receive a disorderly conduct ticket issued by the Dearborn Police Department, where the parents must pay a fine in order to have the device returned to them.
2. REFUSAL TO TURN IN CELL PHONE/ELECTRONIC DEVICE
 - a. If student and/or parent refuses to turn in the cell phone/electronic device, the incident will be considered insubordination and the following:
 - First Violation Refusal: Automatic one day suspension & parent meeting for the student to return
 - Second Violation Refusal: Automatic three-day suspension & parent meeting for the student to return
 - Third Violation Refusal: Automatic five-day suspension & parent meeting for the student to return

CLASSROOM/LAB EXPECTATIONS

- Follow the DPS Code of Conduct, and be mindful of the Core Values at all times.
- Follow classroom procedures, which will be presented during the first days of school. These include coming to class on time prepared to learn and being in your seat and working on bell work by the time class begins. Being prepared includes using the restroom before class. Permission to leave class will be given only in emergency situations. The goal is to use class time effectively and with minimal interruptions.
- Keep all outside items (food, drinks, electronics, etc.) from disturbing and disrupting your work and the work of others.
- Raise your hand to make a comment or ask a question. Do not yell out or mock your classmates. This is unacceptable and will not be tolerated.
- A student who is consistently disruptive or displays conduct unbecoming a professional environment will be dealt with following the progressive steps of discipline.

STUDENT EXPECTATIONS

- Students arrive on time to the classroom.
- Students will complete activities as assigned by the classroom teachers.
- Students will maintain confidentiality with all aspects of the classroom experience.
- Students will provide feedback regarding the course.
- Students will dress appropriately following the DPS dress code.
- Students will follow the Students Code of Conduct.

- Student will not use their cell phone during offsite visits.
- Students will wear program uniform/ID Card as instructed

PROFESSIONAL BEHAVIOR EXPECTATIONS

Offsite activities are an extension of the high school classroom and, as such, all rules and regulations covered in the Secondary Student Code of Conduct are enforced. The use of cellular phones is prohibited during placement time. Students are a role-model as well as a representation of the profession and as such must also follow ALL placement site rules and regulations.

COURSE DESCRIPTIONS:

Individual courses are listed below and include student learning outcomes (what you should expect to learn) as well as specific course requirements and certifications students may earn.

Criminal Justice I: Public Safety & Law Careers (71XXXXT), 2-hour block (1.0 credit), Fall Semester (First Year)

Designed to introduce students to the various careers in Criminal Justice and the law, this course focuses on the organization and structure of the Criminal Justice system with emphasis on the role of each organization and the education, skills and licenses required for various jobs/careers in each field. The course includes visits from professionals working in each of these systems, as well as field trips to HFC, UMD, DPD, District Court and other local Criminal Justice agencies. Students should exit the course with a well-developed Educational Development Plan (EDP) detailing the courses/programs/certifications they need to complete before graduation and a plan for post-secondary training.

Student Learning Outcomes (upon completion of this course students will be able to...)

- Describe different organizational structures and job functions within criminal justice organizations.
- Compare the purpose and functions of various criminal justice organizations and detail how they interact to serve the public.
- Evaluate the education, training and licensing required for various jobs within the criminal justice system.

Certifications Available (students who earn a passing score on exam may receive the following)

- Precision Exams: *21st Century Success Skills Certificate*
- Precision Exams: *Preparing for College & Careers Certificate*

Course Outline

- I. History of Criminal Justice
 - a. Historical Development of Policing
 - b. Early American Policing
 - c. Prohibition Era
 - d. Evidenced Based Policing
 - e. Policing post-9/11
 - f. American Policing Today
- II. US Court System and Criminal Law
 - a. Levels of US Court System
 - b. Local, State and Federal Laws/Courts
 - c. Three tiers of US Courts
 - d. Roles and Responsibilities of Court Personnel
 - e. Types of Trials
 - f. Understand "Burden of Proof"
 - g. Juvenile Court System
 - h. Other Types of Courts

- III. Corrections System
 - a. Types of Correctional Institutions
 - b. Prison Security Levels
 - c. Procedures for Holding Juveniles, Adults
 - d. Characteristics of the Prison System
 - e. Probation and Parole
 - f. Supervision and Discipline
- IV. Career Planning and Management
 - a. Qualifications, Interests, Aptitudes, Knowledge and Skills
 - b. Professional and Industry Organizations, Associations and Labor Unions
 - c. Past, Present and Future Trends in Criminal Justice

Criminal Justice I: Tools & Techniques (72XXXXT), 2-hour block (1.0 credit), Spring Semester (First Year)

This course provides students with an introduction to the law and personal ethics, as well as hands-on training in the tools, techniques and technologies used in the Criminal Justice system. Both traditional (writing, test, etc.) and performance based (demonstration of skills) assessment will be used to evaluate students.

Student Learning Outcomes (upon completion of this course students will be able to...)

- Apply knowledge of the law and personal ethics to guide positive decision making.
- Operated equipment and conduct themselves personally in manner safe for themselves, the community and the environment.
- Use industry-specific tools, equipment and technology to solve public safety problems.

Certifications Available (students who earn a passing score on exam may receive the following)

- Precision Exams: *Law Enforcement Certificate*
- Precision Exams: *Criminal Justice I Certificate*
- American Red Cross: *First Aid*
- American Red Cross: *Cardio Pulmonary Resuscitation (CPR)*
- American Red Cross: *Automatic Electronic Defibrillator (AED)*

Course Outline

- I. Legal Responsibilities and Ethics
 - a. Laws, ethics, procedures and workplace standards.
 - b. Personal integrity and ethics in the workplace
 - c. Confidentiality, Impartiality and Discretion
 - d. Responding to illegal and unethical behavior in the workplace
- II. Police Concepts and Procedures
 - a. Arrest procedures
 - b. Interview and Interrogation process
 - c. Crime scene investigation
 - d. Types of patrol
 - e. Traffic stops and crash investigation
- III. Technical Skills and Knowledge
 - a. Basic Criminal Investigation
 - b. Suspicion
 - c. Fundamentals of Arrest
 - d. Search & Seizure
 - e. Booking
 - f. Use of Force

- IV. Basic Police Equipment
 - a. Personal Equipment
 - b. Vehicle Equipment
 - c. Technology
- V. First Responder Training
 - a. First Aid
 - b. Cardio Pulmonary Resuscitation (CPR)
 - c. Automatic Electronic Defibrillator (AED)

Criminal Justice II: Laws & Ethics (71XXXXT), 2-hour block (1.0 credit), Fall Semester (Second Year)

Students will explore the law and its impact on the public in relation to their chosen career field. Significant emphasis is placed on public relations and effective communications. Students will also continue to develop industry-specific knowledge, skills and career awareness.

Student Learning Outcomes (upon completion of this course students will be able to...)

- Demonstrate understanding of the law and legal systems and their impact on society
- Develop high personal and organizational standards to present a positive presence in the community.
- Apply academic and technology skills for effective communication with peer and the public.

Certifications Available (students who earn a passing score on exam may receive the following)

- Precision Exams: *Interpersonal Relationships*

Course Outline

- I. Legal Responsibilities and Ethics
 - a. Laws, ethics, procedures and workplace standards.
 - b. Personal integrity and ethics in the workplace
 - c. Confidentiality, Impartiality and Discretion
 - d. Responding to illegal and unethical behavior in the workplace
- II. Criminal Law and Procedures
 - a. Common Law and the Modern Penal Code
 - b. The Bill of Rights
 - c. Types and Sources of Laws
 - d. Prosecuting Violations of the Law
 - e. Locate and Identify Federal Criminal Laws
 - f. Structure and Application of Laws, Ordinances and Regulations
- III. Constitutional Law
 - a. Principles of Criminal Law
 - i. Elements of the Offense
 - ii. Jurisdiction and Venue
 - iii. Classification of Crimes
 - b. Crimes Against Persons
 - c. Crimes Against Property
 - d. Crimes Against the Public
 - e. State's Criminal Procedure
 - f. Application of Criminal Laws, Ordinances and Regulations
 - i. Criminal Code
 - ii. Vehicle Code
- IV. Criminal Communications
 - a. Radio Skills, Procedures and Practice

- b. Interpersonal Communication
- c. Report Writing and Field Notes
- d. Public and Media Relations
- e. Public Speaking
- f. Computerized Data Bases

Criminal Justice II: Investigations & Reporting (72XXXXT), 2-hour block (1.0 credit), Spring Semester (Second Year)

This course focuses on the individual and team skills needed to conduct forensic investigations, record results and prepare/present a final report. Leadership and teamwork skills are emphasized.

Student Learning Outcomes (upon completion of this course students will be able to...)

- Apply inquiry and investigative skills to solve problems, document solutions and seek answers to questions.
- Model leadership and teamwork skills in daily practice
- Develop language, mathematical and problem-solving skills appropriate for the workplace

Certifications Available (students who earn a passing score on exam may receive the following)

- Precision Exams: *Criminal Justice II*

Course Outline

- I. Problem Solving and Critical Thinking
 - a. Conflict Resolution
 - b. Community Policing
 - i. Purpose
 - ii. Role of Police
 - iii. Role of community
- II. Leadership and Teamwork
 - a. Organizational Structures and Roles
 - i. Role of the Leader
 - ii. Role of the Team
 - iii. Individual Accountability and Responsibility
- III. Technical Writing and Reporting
 - a. Field Notes
 - b. Police Reports
 - c. Electronic Reporting
- IV. Booking
 - a. Basic Procedures
 - b. Handling of Person(s) in custody
 - c. Finger Printing and Photography
 - d. Evidence Handling Procedures
- V. Conflict Resolution and Logical Thinking
 - a. Presences
 - b. Verbal Commands
 - c. Empty Hand Control
 - d. Non-Lethal Methods
 - e. Lethal Force
- VI. Professional Documentation
 - a. Degrees, Certification and Licensure
 - b. Continuing Education
 - c. Resumes and Cover Letters

- d. Job Applications
- e. Interview Skills
- VII. Search and Seizure Case Study
- VIII. Arrest and Booking Case Study

OPTIONAL CLASSES

CTE Work Based Learning (71XXXXT, 72XXXXT), 1-, 2-, or 3-hour block (0.5-1.5 credit), Either Semester (Third Year). Can be taken up to four (4) semesters total.

Students who have completed the entire Criminal Justice Sequence with a “C” or better in each class may elect to further develop their skills in a paid or unpaid “co op” placement. This may include the Dearborn Police Department’s Explorers Internship (if student meet the selection criteria) or a job in the Criminal Justice field per the student employment/work permit requirements from the department of labor.

Student Learning Outcomes (upon completion of this course students will be able to...)

- Students will be required to have a signed training agreement and training plan on file with their specific learning outcomes outlined.

RECOMMENDED ELECTIVES

These courses are not required to complete the Criminal Justice and Law Career sequence, but are highly recommended as they add to students’ qualifications for transitioning into entry level employment and/or post-secondary education in the Criminal Justice career path.

ER Response Training (Emergency Medical Response) (718630, 728630), 1-hour block (1.0 credit), Full Year Course

Students will master the knowledge, skills and vocabulary necessary to work as a first responder. Hands on training and skill development are emphasized, as is significant career exploration in first response careers (police, fire, EMT, community health, disaster relief, emergency management, etc.). Hands-on training in the use of equipment and tools available to first responders. Significant focus on safety and customer service.

Student Learning Outcomes (upon completion of this course students will be able to...)

- Apply inquiry and investigative skills to solve problems, document solutions and seek answers to questions.
- Model leadership and teamwork skills in daily practice
- Develop language, mathematical and problem-solving skills appropriate for the workplace

Certifications Available (students who earn a passing score on exam and skills assessment may receive the following American Red Cross Emergency Medical Responder (EMR) Certificates.

- American Red Cross: *First Aid for Emergency Medical Responders (EMR)*
- American Red Cross: *Cardio Pulmonary Resuscitation (CPR) for Emergency Medical Responders (EMR)*
- American Red Cross: *Automatic Electronic Defibrillator (AED) for Emergency Medical Responders (EMR)*
- American Red Cross: *Oxygen Administration for Emergency Medical Responders (EMR)*

Forensic Science (613970D, 623970D) 1-hour block (1.0 credit), Full Year Course

This is a lab-based course offered to students who have taken Biology and either Chemistry or Physics and counts towards the third year of science under the Michigan Merit curriculum. Students must understand and practice proper laboratory techniques. First semester course work will include an overview of forensic science, crime scene, investigation, fingerprint analysis, document analysis, blood analysis, hair and fiber analysis, and ballistics. Students will also be required to do research and prepare a PowerPoint presentation on a career in forensic science. Second semester course work will include an overview of the crime lab, glass analysis, impressions and prints, DNS, toxicology, anthropology, entomology, soil analysis, explosives and arson, and death and decomposition. Students will be required to do research and prepare a PowerPoint presentation on a high-profile criminal case that was solved using forensic science techniques learned in class

Student Learning Outcomes (upon completion of this course students will be able to...)

- Develop a general understanding of the history of forensic science and how it has evolved
- Develop a general understanding of the various forensic science disciplines
- Develop a general understanding of the basics of evidence collection
- Understand the importance forensic science plays in court proceedings
- Develop a general understanding of the basic principles of forensic science and how they are applied to the various disciplines

Articulated Credit (students who earn a passing score on exam and skills assessment and enroll at Henry Ford College in may receive articulated credit for the following courses:

- CRJ 134: *Criminal Investigation (3 credits)*
- CRJ 234: *Criminalistics: Criminal Investigation Laboratory Techniques (3 credits)*

SUGGESTED ELECTIVES

The following classes are not required to complete the Criminal Justice and Law Careers sequence, but may be beneficial to students based on the specific requirements of their chosen career-path and Educational Development Plan (EDP). Students should discuss these options with their counselors to ensure they are appropriate for students and will fit the student's schedule and graduation requirements.

- **Psychology** (612110, 622110) 1-hour block (0.5 Credit), either Semester
- **Sociology** (612120, 622120) 1-hour block (0.5 Credit), either Semester
- **Social Justice** (612122, 622120) 1-hour block (0.5 Credit), either Semester
- **Spanish** (615000, 625010, 615020, 625030) 1-hour block (0.5 credit), Two+ Year Sequence:
 - Candidates bilingual in Spanish or other languages are highly sought after in Criminal Justice.
- **AP Government** (612610, 622610) 1-hour block (1.0 credit), full year

NOTICE OF NONDISCRIMINATION:

It is the policy of the Dearborn Public Schools not to discriminate on the basis of race, color, national origin, gender, age, disability, height, weight or marital status in its programs, services or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Hassane Jaafar, Director Curriculum & OCR, 18700 Audette, Dearborn, MI 48126, (313) 827-3181. Upon request to the school district superintendent, the district shall make reasonable accommodations for a person with disabilities to be able to participate in this program.

SYLLABUS AND EXPECTATIONS VERIFICATION

Welcome to Criminal Justice and Law Careers! I am excited to have you in my class and I look forward to working with you this year. Please read the attached Syllabus and Course Expectations then return this form, signed by you and a parent or guardian. Should you have any questions regarding expectations, please contact me.

I, (print student name) _____, have read and understand the Course Syllabus and Course Policies and Expectations for my Criminal Justice and law Careers program. I understand what it is expected and I will follow all class and school policies. If I do not follow these policies I will be held accountable for my actions.

I will come to school and class on time and ready to learn.

I will complete my schoolwork as expected and participate in classroom activities.

I agree to ask for help when I do not understand

I know that I am the only person who can make me learn.

Student Signature

Date I,

(print parent name) _____ have reviewed this syllabus and I agree to subscribe to the teacher's blog and review ParentConnect regularly to monitor my student's progress.

Parent Signature

Date

Best parent phone number(s) to call: _____

Best Parent email address(es): _____

CTEIS DELIVERY MODEL - MULTIYEAR BY SEMESTER

School:	Michael Berry Career Center	PSN:	New Program Application 18-19
Program:	Criminal Justice & Law Careers	CIP Code:	43.1000
Directions: - Identify which segments are delivered each semester - Identify when the majority of the segment standards are delivered - Mark when each segment will be delivered and mark the segment only once - This information will assist in the entry course sections into the CTEIS system			

Year 1						Year 2					
Class: Criminal Justice I: Public Safety & Law			Class: Criminal Justice I: Tools & Techniques			Class: Criminal Justice II: Laws & Ethics			Class: Criminal Justice II: Investigations & Reports		
Teacher: TBD			Teacher: TBD			Teacher: TBD			Teacher: TBD		
1	2	3	1	2	3	1	2	3	1	2	3
4	5	6	4	5	6	4	5	6	4	5	6
7	8	9	7	8	9	7	8	9	7	8	9
10	11	12	10	11	12	10	11	12	10	11	12

Year 3					
Class: CTE WBL			Class: CTE WBL		
Teacher: TBD			Teacher: TBD		
1	2	3	1	2	3
4	5	6	4	5	6
7	8	9	7	8	9
10	11	12	10	11	12
		Q			Q

- Must be a Completer before reporting in Segment Q
- Reporting for Advance/Specialized Content in CTEIS not required for completion
- State Aid Section 61a1 funding
- Course section should include only Segment Q, no other

X _____
 Instructor Signature

_____/_____/_____
 Date



PROGRAM DESCRIPTION – Criminal Justice/Law Enforcement

Academy: Health & Human Services

Career Pathway: Public Safety/Protective Services

CIP: 43.0100

PSN: New Program Application 18-19

Program Description:

Developed in cooperation with the Dearborn Police Department (DPD) as well as the Criminal Justice degree programs at Henry Ford College (HFC) and the University of Michigan, Dearborn (UMD), the Criminal Justice and Law Careers program at the Michael Berry Career Center (MBCC) is a two-year, four-course sequence that prepares students for entry level employment and/or post-secondary studies in public safety careers including (but not limited to):

- *Police Officer*
- *Security/Corrections Guard*
- *Firefighter*
- *Emergency Medical Technician*
- *Lawyer*
- *Legal Aid/Assistant*
- *Forensic Lab Technician*
- *Detective/Investigator*
- *Federal Agent*
- *Disaster/Relief Response*

*The program is aligned to the DPD Explorers program as well as the certificate, associate's degree and bachelor's degree programs at HFC and UMD allow students multiple training, certification and education opportunities as they prepare for Criminal Justice and Law careers. **Program Learning***

Outcome:

Upon successful completion of the program, students should be able to:

1. *Describe different job functions within public safety organizations*
2. *Apply knowledge of the law and personal/public ethics to guide positive decision making*
3. *Operate equipment and conduct themselves personally in a manner safe for themselves, the community and the environment*
4. *Compare the purpose and function of various public safety organizations and detail how they interact*
5. *Demonstrate understanding of the law and legal systems and their impact on society*
6. *Maintain high personal and organizational standards to present a positive presence in the community*
7. *Evaluate the academic, financial and licensing requirements for various public safety careers*
8. *Use industry-specific tools, equipment and technology to solve public safety problems*
9. *Apply inquiry and investigative skills to solve problems, document solutions and seek answers to questions*
10. *Model leadership and teamwork skills in daily practice*
11. *Apply academic and technology skills for effective communication with peers and the public*
12. *Develop language, mathematics and problem solving skills appropriate for the workplace*



PROGRAM DESCRIPTION – Criminal Justice/Law Enforcement
Academy: Health & Human Services Career Pathway: Public Safety/Protective Services
CIP: 43.0100 PSN: New Program Application 18-19



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