

Introduction to Criminal Justice

<u>Week #</u>	<u>Subject Matter</u>
1	Orientation Current Events
2/3	Overview of the System Bulletin Board Project
4	Evolution of the Present System
5	Explanation of Contemporary Crime
6	The Development of the Criminal Justice System
7	Organization and Operation of Law Enforcement Systems
8	Critical Issues For Law Enforcement Personnel
9	Police Operations
10	Structure and Role of Courts
11	Roles in the Court System
12	Pretrial and Trial Process
13	Sentencing
14	Structure and Purpose of the Correctional System
15	Juvenile Justice
16	Criminal Victimology and Victims' Rights
17	Drug Abuse and the Criminal Justice System
18	Our Criminal Justice System – Today and Tomorrow

Presentation of content may vary from the schedule above.

On the following pages you will see a detailed outline of the content for the above areas to be covered.

Course: All Courses

Unit: Orientation

Objective: After receiving instruction, the student will be able to

Insure that the student knows the rules, regulations, policies, and expectations of the school and class.

To have the student complete all forms necessary for the school and class.

To collect required fees.

To handout all materials necessary for the course and school.

To allow the student to become familiar with the administrative personnel of the school.

To let the student become familiar with the layout of the school.

To allow students to get acquainted with other students in the Criminal Justice and Protective Services Program.

To explain and allow the student to understand the grading system of the course.

For the student to have an understanding of the organizational structure and the rank system utilized in the program.

Course: All Courses

Unit: Current Events

Objective: After receiving instruction, the student will be able to

To make students aware of events taking place in their lives that affects them and the career field of Criminal Justice and Protective Services

Course: All Courses

Unit: Bulletin Board Project

Performance Objective: After receiving instruction, the student will be able to

Students will gain experience in working together as team members.

Students will gain organizational and leadership skills.

Students will get to know other classmates better.

Unit 1 Overview of the System

Objective: After receiving instruction, the student will be able to:

1. Identify the philosophy of the contemporary system.
2. Trace citizen involvement in the criminal justice system.
3. Explain the concept of crime.
4. Describe the basic components of the justice system.
5. Define the roles of attorney general, district attorney, police, courts, and corrections.
6. Explain how individual rights and "law and order" often conflict.
7. Comprehend the due process concept.
8. Describe the legal foundations of crime, the types of laws, and the nature of criminal law.
9. Trace the sources and classifications of criminal laws.
10. Explain the nature and classifications of crime.
11. Identify the basic concepts of legal research and methodology.

1.1 PHILOSOPHY OF THE CONTEMPORARY SYSTEM

1.1.1 CITIZEN INVOLVEMENT IN THE JUSTICE SYSTEM

1.1.2 COMPONENTS OF THE JUSTICE SYSTEM

1.1.3 ADVERSARIAL SYSTEM

1.2 CRIMINAL JUSTICE ADMINISTRATION

1.2.1 ATTORNEY GENERAL

1.2.3 DISTRICT ATTORNEY

1.2.4 POLICE

1.2.5 THE COURTS

1.2.6 CORRECTIONS

1.3 INDIVIDUAL RIGHTS V. LAW AND ORDER

1.4 THE DUE PROCESS CONCEPT

1.4.1 INCORPORATION CONTROVERSY

1.4.2 THE MODERN APPROACH

1.4.2.1 MAPP V. OHIO

1.5 LEGAL FOUNDATIONS OF CRIME

1.5.1 WHAT IS CRIME?

1.5.2 TYPES OF LAW

1.5.3 NATURE OF CRIMINAL LAW

1.5.4 SUBSTANTIVE AND PROCEDURAL CRIMINAL LAW

1.6 SOURCES AND CLASSIFICATIONS OF CRIME

1.6.1 GENERAL AND SPECIFIC SOURCES OF LAW

1.6.2 FELONY OR MISDEMEANOR

1.6.3 THE NATURE AND CLASSIFICATION OF CRIMES

1.6.4 PUNISHMENT

Unit 2

Evolution of the Present System of Justice

Objective: After receiving instruction, the student will be able to:

1. Explain the foundations of our justice system.
2. Discuss the importance of the Code of Hammurabi.
3. Trace the evolution of our present system of justice.
4. Explain the development of common law.
5. Describe the early American justice system.
6. Outline the development of our present trial system.
7. Identify and discuss the cornerstones of our present trial system

2.1 FOUNDATIONS OF OUR JUSTICE SYSTEM

2.1.2 CODE OF HAMMURABI

2.1.3 BIBLICAL ISRAEL

2.1.4 ATHENS

2.1.5 ROMANS

2.1.6 THE EARLY WESTERN EUROPEAN

2.3.1 THE ENGLISH

2.3.2 JUSTICE IN EARLY AMERICA

2.2 DEVELOPMENT OF THE TRIAL SYSTEM

2.3 CORNERSTONES OF OUR PRESENT TRIAL SYSTEM

2.3.1 MAGNA CARTA

2.3.2 COMMON LAW

Unit 3

Explanation of Contemporary Crime

Objective: After receiving instruction, the student will be able to:

1. Describe the basic concepts of crime causation theories.
2. Distinguish between the classical school and the positivist school.
3. List some of the contributions of Cesare Beccaria and Cesare Lombroso to the crime causation theories.
4. Explain the basis for the sociological theories of crime causation.
5. Differentiate between the strain and control theories.
6. List the contributions of Emile Durkheim to the study of crime causation.
7. Compare the general theories of crime causation.
8. Explain the process of labeling a person a "criminal."
9. Explain the relationship between sin and crime.
10. Define the "cycle of violence" and implicate conclusions.

3.1 CONCEPTS OF CRIME CAUSATION

3.1.1 CLASSICAL SCHOOL

3.1.2 THE POSITIVIST SCHOOL

3.1.3 SOCIOLOGICAL THEORIES

3.1.4 STRAIN THEORIES

3.1.5 CONTROL THEORIES

3.1.6 CONFLICT AND RADICAL THEORIES

3.1.7 CULTURAL DEVIANCE THEORIES

3.1.8 DIFFERENTIAL ASSOCIATION

3.1.9 LABELING

3.1.10 BIOLOGICAL THEORIES

3.1.11 INFERIORITY BODY-TYPE THEORIES

3.1.12 BIOCHEMICAL IMBALANCES

3.1.13 NUTRITION AND CRIMINAL BEHAVIOR

3.1.14 PSYCHOLOGICAL THEORIES

3.1.15 PAST MOLESTATION AS A DEFENSE

3.1.16 EMOTIONAL PROBLEMS, MENTAL DISORDER THEORIES

3.1.17 EVOLUTION OF SOCIAL CONTROL

3.1.18 COMMON CRIMINALS

3.1.19 CYCLE OF VIOLENCE

Unit 4 Scope of The Crime Problem

Objective: After receiving instruction, the student will be able to:

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1. List and describe the sources of crime data.
2. Explain the differences between Part 1 and Part 2 crimes listed in the Uniform Crime Index.
3. Define the eight index crimes.
4. Describe the National Incident-Based Reporting System.
5. Explain the use of victimization surveys to determine the parameters of crime.
6. Compare the UCRs and NCVS.
7. Discuss the other crime statistics data bases.
8. List the volume and rates of criminal activity.
9. Recognize victimization by race, gender, and age.
10. Explain the results of the juvenile cohort studies.
11. Discuss the role of discretion in the criminal justice system.
12. Identify the emerging crime trends.

4.1 SOURCES OF CRIME DATA

4.1.1 UNIFORM CRIME REPORTS

4.1.2 NATIONAL CRIME VICTIMIZATION SURVEY

4.1.3 COMPARISON OF UCRS AND NCVS

4.1.4 MEASURING OCCUPATION-RELATED CRIMES

4.1.5 OTHER CRIME STATISTICS

4.2 VOLUME AND RATES OF CRIMINAL ACTIVITY

4.2.1 MURDER

4.2.2 RAPE

4.2.3 ROBBERY

4.2.4 ASSAULT

4.2.5 BURGLARY

4.2.6 LARCENY-THEFT

4.2.7 MOTOR VEHICLE THEFT

- 4.2.8 ARSON
- 4.2.9 ILLEGAL DRUGS AND ALCOHOL OFFENSES
- 4.3 VICTIMIZATION BY RACE, GENDER, AND AGE**
 - 4.3.1 RACE
 - 4.3.2 WOMEN
 - 4.3.3 AGE
 - 4.3.4 FAMILY INCOME
 - 4.3.5 PRISONERS
 - 4.3.6 COHORT STUDIES OF JUVENILES
- 4.4 ROLE OF DISCRETION IN CRIMINAL PROCESSES**
- 4.5 EMERGING CRIME TRENDS**

Unit 5 The Development of the Criminal Justice System

Objective: After receiving instruction, the student will be able to:

1. Define "police."
2. List the four demands for police services.
3. Explain the role of the "thief-takers" in the development of our present day law enforcement agencies.
4. List the contributions received from the London Metropolitan Police.
5. Trace and explain the development of the law enforcement system in the U.S.
6. Describe the law enforcement system in colonial America.
7. Discuss "frontier justice."
8. Explain the growth and types of vigilante movements.
9. Describe policing in the 19th and early 20th centuries.
10. Explain the reform movement in policing.
11. List the contributions to policing by August Vollmer and the Wickersham Commission.
12. Evaluate policing in the "Great Society."
13. Describe the contemporary law enforcement systems.

5.1 FROM THE ENGLISH MODEL AND OTHER INTERNATIONAL HERITAGE

5.2 EMERGING LAW ENFORCEMENT SYSTEM IN THE U.S.

5.2.1 COLONIAL AMERICA

5.2.2 FRONTIER JUSTICE

5.2.3 VIGILANTISM

5.2.4 POLICING IN THE 19TH CENTURY

5.2.5 POLICING IN THE EARLY 20TH CENTURY REFORM MOVEMENT

5.2.6 THE KEFAUVER COMMITTEE

5.2.7 POLICING AND THE GREAT SOCIETY

5.3 CONTEMPORARY LAW ENFORCEMENT SYSTEMS, PUBLIC-PRIVATE

5.3.1 CITIZEN AS A POLICE OFFICER

5.3.2 PUBLIC POLICE OFFICER

5.3.3 PRIVATE POLICE OFFICER

5.3.4 PUBLIC SAFETY OFFICER

5.3.5 POLICE SERVICE

Unit 6 Organization and Operation of Law Enforcement Systems

Objective: After receiving instruction, the student will be able to:

1. Describe types of local law enforcement agencies found in the U.S.
2. List and define the four models of sheriff departments.
3. Identify the six general principles of organization for law enforcement agencies.
4. Analyze the American resistance to national police forces.
5. Explain the organization and law enforcement duties of the U.S. Department of Justice, U.S. Treasury Department and the National Guard.
6. Describe the styles of policing.
7. Explain the structure and operation of law enforcement agencies.
8. Briefly explain the administrative processes of law enforcement agencies.
9. Identify factors affecting the recruitment and selection of police personnel.
10. List possible career paths available in law enforcement.

6.1 LOCAL LAW ENFORCEMENT

6.1.1 METROPOLITAN POLICE

6.1.2 RURAL LAW ENFORCEMENT

6.2 STATE POLICE

6.3 NATIONAL LAW ENFORCEMENT AGENCIES

6.3.1 NATIONAL GUARD

6.4 STYLES OF POLICING

6.5 STRUCTURE AND OPERATION

6.5.1 SEMI-MILITARY MODEL

6.5.2 POLICE ORGANIZATIONAL ENVIRONMENT

6.5.3 MANAGEMENT

6.5.4 ADMINISTRATIVE PROCESSES

6.6 PERSONNEL ISSUES

6.6.1 RECRUITMENT AND SELECTION

6.6.2 PROMOTION

6.6.3 CAREER DEVELOPMENT

6.6.4 CAREER PATHS

6.6.5 DRUG TESTING

6.6.6 MOONLIGHTING

6.6.7 EMPLOYEE TERMINATION

Unit 7 Personnel

Objective: After receiving instruction, the student will be able to:

1. List the critical issues facing law enforcement personnel.
2. Explain the role expectations and limitations placed on law enforcement personnel.
3. Describe Niederhoffer's study on police personalities.
4. Explain the exclusionary rule.
5. List the requirements necessary to obtain a search warrant.
6. Describe the constitutional limitations on searches and seizures.
7. Distinguish between search warrants and arrest warrants.
8. Explain the police emphasis on order maintenance.
9. List the areas and theories under which police officers may be held civilly liable for their conduct.
10. Discuss the important concepts involved in police ethics.
11. Give an example of a stress problem that officers face.

7.1 CONSTITUTIONAL PROVISIONS- EFFECTS OF LEGAL INTERPRETATION

7.1.1 THE EXCLUSIONARY RULE

7.1.2 SEARCHES AND SEIZURES

7.1.3 ARREST WARRANTS

7.1.4 INTERROGATIONS

7.2 CIVIL LIABILITY

7.3 POLICE ETHICS

7.3.1 TYPES OF DISHONESTY

7.4 POLICE STRESS

Unit 8 Police Operations

Objective: After receiving instruction, the student will be able to:

1. Explain basic police operations.
2. List the duties of the patrol division or section.
3. Identify positive reasons for patrolling.
4. List the arguments regarding single officer patrols.
5. Explain alternative patrols.
6. List the duties of a traffic division or section.
7. List and describe the various sobriety tests.
8. Identify the duties of a criminal investigator.
9. Trace the background of community policing.
10. List the critical assumptions made by supporters of community policing.
11. Differentiate between problem oriented policing and community policing.
12. Name the duties of each police department support function

8.1 PATROL

8.1.1 EFFECTIVENESS OF PATROLLING

8.1.2 SINGLE OFFICER PATROLS

8.1.3 ALTERNATIVE PATROLS

8.2 TRAFFIC

8.2.1 ACCIDENT CAUSING VIOLATIONS

8.2.2 SPEED TRAPS

8.2.3 SOBRIETY TESTS

8.3 CRIMINAL INVESTIGATIONS

8.4 COMMUNITY POLICING

8.4.1 CRITICAL ASSUMPTIONS IN COMMUNITY POLICING

8.4.2 PROBLEMS WITH COMMUNITY POLICING

8.5 PROBLEM-ORIENTED POLICING

8.6 SUPPORT FUNCTIONS

8.6.1 PERSONNEL UNIT

8.6.2 BUDGET AND FINANCE

8.6.3 INTERNAL AFFAIRS

8.6.4 COMMUNITY RELATIONS

8.6.5 PLANNING AND RESEARCH

8.6.6 RECORDS

8.6.7 COMMUNICATIONS CENTER

8.6.8 TRAINING

8.6.9 PROPERTY

8.6.10 DETENTION

8.7 INNOVATIONS IN POLICE OPERATIONS

Unit 9 Structure and Role of the Courts

Objective: After receiving instruction, the student will be able to:

1. Diagram the structure of our state and federal courts.
2. Explain some of the main problems with our present courts.
3. Distinguish between trial and appellate courts.
4. Compare between lower and major trial courts.
5. Understand the role of appellate courts.
6. Describe the attempts to reform our court system.
7. Diagram the various roles of the individuals involved in the court systems.
8. Explain the informal "courthouse work group" and its importance.
9. Describe the duties of the prosecutor, defense, and judge.
10. Define the role of the U.S. Attorney.
11. Explain the accused's Sixth Amendment right to counsel.
12. List the various methods used to appoint counsel for defendants.
13. Examine the problems with plea bargaining.
14. Describe the various methods used to select and remove judges.

9.1 FEDERAL COURTS

9.1.1 U.S. DISTRICT COURTS

9.1.2 COURTS OF APPEAL

9.1.3 U.S. SUPREME COURT

9.2 STATE COURTS

9.2.1 LOWER COURTS

9.2.2 MAJOR TRIAL COURTS

9.2.3 APPELLATE COURTS

9.2.4 CASELOAD

9.2.5 COURT REFORM

Unit 10 Roles in the Court System

Objective: After receiving instruction, the student will be able to:

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2. Explain some of the main problems with our present courts.
3. Distinguish between trial and appellate courts.
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11. Explain the accused's Sixth Amendment right to counsel.
12. List the various methods used to appoint counsel for defendants.
13. Examine the problems with plea bargaining.
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10.1 ROLES IN THE COURT SYSTEM

10.2 COURTHOUSE WORK GROUP

10.3 PROSECUTORS

10.3.1 DUTIES OF PROSECUTOR

10.3.2 MANAGEMENT OF CASES

10.3.3 TRAINING AND EDUCATION OF PROSECUTORS

10.3.4 PART-TIME PROSECUTORS

10.4 U.S. ATTORNEY-EXPANDED FEDERAL ROLE

10.5 DEFENSE COUNSEL

10.5.1 PUBLIC DEFENDER

10.5.2 ASSIGNED COUNSEL

10.5.3 CONTRACT SYSTEM

10.5.4 QUALITY OF REPRESENTATION

10.5.5 COUNSEL ON APPEAL

10.5.6 DUTIES OF DEFENSE COUNSEL

10.5.7

10.6 JUDGES

10.6.1 TRIAL JUDGES

10.6.2 APPELLATE JUDGES

10.6.3 SELECTION OF JUDGES

10.6.4 REMOVAL OF JUDGES

10.6.5 FEDERAL COURT JUDGES

10.6.6 FEDERAL MAGISTRATES

10.7 OTHER COURT PERSONNEL

10.7.1 COURT ADMINISTRATOR

10.8 CASELOADS AND PLEA BARGAINING

Unit 11 Pretrial and Trial Process

Objective: After receiving instruction, the student will be able to:

1. List the factors used by a prosecutor in deciding whether or not to prosecute a case.
2. Name and describe the various types of pretrial releases.
3. Describe the functions of a grand jury.
4. Compare and contrast the trial of misdemeanor and felony cases.
5. Explain the various types of pleas that a defendant may enter in a criminal case and the effect of each type.
6. Explain the purpose of pretrial motions.
7. Describe the two types of speedy trial motions.
8. Explain the defendant's right to a jury trial.
9. Describe trial proceedings in a felony case.

11.1 PRETRIAL PROCEDURES

11.1.1 DECISION TO PROSECUTE

11.1.2 BAIL

11.1.3 GRAND JURY

11.1.4 MISDEMEANOR PROCEDURES

11.1.5 FELONY CASES

11.1.6 PRETRIAL MOTIONS.

11.1.7 SPEEDY TRIAL

11.1.8 RIGHT TO A PUBLIC TRIAL

11.1.9 RIGHT TO CONFRONT WITNESSES

11.2 THE JURY

11.2.1 JURY SELECTION

11.2 TRIAL PROCEEDING

Unit 12 Sentencing

Objective: After receiving instruction, the student will be able to:

1. Understand the four basic types of punishment.
2. Explain the limitations to each type of punishment.
3. Describe the three models of incarceration sentencing.
4. Evaluate the use of good time credits in the 1990's
5. Define and explain indeterminate, determinate, presumptive, and sentencing in federal court.
6. Explain sentencing practices involving mandatory and non-mandatory sentencing.
7. Describe the habitual criminal statutes.
8. Explain the principles of punishment.
9. List the requirements necessary before the death penalty may be imposed

12.1 TYPES OF PUNISHMENT

12.1.1 FINES

12.1.2 PROBATION

12.1.3 INCARCERATION

12.1.4 GOOD TIME CREDITS

12.1.5 INDETERMINATE/DETERMINATE SENTENCING

12.1.6 PRESUMPTIVE SENTENCING

12.1.7 SENTENCING IN FEDERAL COURT

12.1.8 HABITUAL CRIMINAL STATUTES

12.2 PRINCIPLES OF PUNISHMENT

12.3 DEATH PENALTY

12.4 ALTERNATIVE SENTENCING

Unit 13 Structure and Purpose of the Correctional System

Objective: After receiving instruction, the student will be able to:

1. Explain contemporary correctional philosophy.
2. Trace the history of corrections.
3. Compare and contrast the Auburn and Pennsylvania Systems.
4. Describe our present day correctional institutions and jails.
5. Discuss and evaluate the various court cases involving prisoners' rights.
6. Give examples of the prison sub-culture.
7. Explain the concepts behind community corrections.
8. Trace the origin of probation.
9. Describe the problems with the use of probation as a punishment.
10. List the criteria for granting probation.
11. Recognize how probation is administered.
12. List the rights of probationers.
13. Distinguish between probation and parole.
14. Paraphrase how parole works.
15. Appraise post conviction restrictions.

13.1 STRUCTURE AND PURPOSE OF THE CORRECTIONAL SYSTEM

13.2 CONTEMPORARY CORRECTIONAL PHILOSOPHY

13.2.1 HISTORY OF CORRECTIONS

13.2.2 AUBURN SYSTEM

13.2.3 PENNSYLVANIA SYSTEM

13.2.4 MODERN ERA

13.2.5 INSTITUTIONS

13.2.6 PRISONERS' RIGHTS

13.3 LIFE IN PRISON

13.3.1 TREATMENT PROGRAMS

13.3.2 INMATE CULTURE

Unit 14 Community Corrections

Objective: After receiving instruction, the student will be able to:

1. Explain contemporary correctional philosophy.
2. Trace the history of corrections.
3. Compare and contrast the Auburn and Pennsylvania Systems.
4. Describe our present day correctional institutions and jails.
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13. Distinguish between probation and parole.
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14.1 PROBATION

14.1.1 CONDITIONS OF PROBATION

14.1.2 ADMINISTRATION

14.1.3 PROBATIONER'S RIGHTS

14.1.4 FUTURE OF PROBATION

14.2 PAROLE

14.2.1 PAROLE BOARD

14.2.2 PRESUMPTIVE PAROLE DATES

14.2.3 DUE PROCESS RIGHTS

14.2.4 PAROLE RULES

14.2.5 PAROLE SUPERVISION

14.2.6 REVOCATION OF PAROLE

14.3 POST CONVICTION RESTRICTIONS

Unit 15 Juvenile Justice

Objective: After receiving instruction, the student will be able to:

1. Discriminate between the components of the juvenile justice system.
2. Recognize the primary issues in juvenile justice.
3. Paraphrase the history of juvenile justice.
4. Describe juvenile court jurisdiction.
5. Discuss police involvement in the juvenile justice system.
6. Explain the procedures used in juvenile court.
7. Identify the requirements in order to waive juvenile court jurisdiction.
8. Analyze the right to treatment for juveniles confined in correctional facilities.
9. Detect the problems involving juvenile gangs.

15.1 HISTORY OF JUVENILE JUSTICE

15.1.1 ESTABLISHMENT OF THE JUVENILE COURT

15.1.2 THE PRESENT ROLE OF OUR JUVENILE JUSTICE SYSTEM IS TO:

15.2 JUVENILE COURT JURISDICTION

15.3 POLICE AND THE JUVENILE OFFENDER

15.4 JUVENILE COURT

15.4.1 DIFFERENCES BETWEEN JUVENILE AND ADULT JUSTICE SYSTEMS

15.4.2 DIVERSION

15.4.3 WAIVER OF JUVENILE COURT JURISDICTION

15.4.4 JUVENILE TRIAL

15.4.5 DISPOSITION

15.4.6 INSTITUTIONALIZATION

15.4.7 THE RIGHT TO TREATMENT

15.5 JUVENILE GANGS

Unit 16 Criminal Victimology and Victims' Rights

Objective: After receiving instruction, the student will be able to:

1. Explain criminal victimology.
2. Recognize the victims' rights movement.
3. Describe the various victim assistance programs.
4. Summarize the findings of the President's Task Force on Victims of Crime.
5. Discuss the right of the victim to be heard.
6. Explain the importance of the victim's impact statement.
7. Identify victim compensation programs.
8. Predict about the future of victims' rights.

16.1 VICTIMS' RIGHTS MOVEMENT

16.2 RIGHT TO BE HEARD

16.2.1 BAIL DECISIONS

16.2.2 PLEA BARGAINING

16.2.3 VICTIM IMPACT STATEMENT.

16.2.4 PAROLE

16.3 VICTIM COMPENSATION

Unit 17 Drug Abuse and the Criminal Justice System

Objective: After receiving instruction, the student will be able to:

1. Recognize the problems of drug abuse.
2. Describe the reaction of the justice system to drug abuse.
3. List the problems associated with the prosecution of drug cases.
4. List the factors that influence drug use.
5. Identify the sources of illegal drugs.
6. Understand money laundering and the illegal aspects of this crime.
7. Identify law enforcement strategies used against drugs.
8. Compare and contrast civil and criminal forfeiture statutes.
9. Explain the restrictions on drug testing.

17.1 FACTORS THAT INFLUENCE DRUG USE

17.1.1 HOW MANY PEOPLE USE ILLICIT DRUGS?

17.2 SOURCES OF ILLEGAL DRUGS

17.2.1 DRUG REVENUES

17.3 DRUG CONTROL

17.3.1 DRUG TESTING

17.3.2 LEGALITY OF DRUG TESTING

17.3.3 ASSET FORFEITURES

Unit 18 Our Criminal Justice System Today and Tomorrow

Objective: After receiving instruction, the student will be able to:

1. Recognize the present status of the criminal justice system.
2. Provide a summary of future trends.
3. Explain the issues explored in the included readings.
4. Appraise the future of law enforcement.

18.1 SUMMARY OF FUTURE TRENDS

18.1.1 PROFESSIONALIZATION OF PERSONNEL

18.1.2 ACCREDITATION