Course Information
Division: Social Sciences
Course Number: AJS 101 (SUN# AJS 1101)
Title: Introduction to Criminal Justice
Credits: 3
Developed by: Kris Matthews
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status:
<table>
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<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tr>
<td>CRJ 100, JUS Dept Elective, Social-</td>
<td>CCJ 101; Social and Political Worlds</td>
<td>SOC 241 --or-- PA</td>
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<tr>
<td>Behavioral Sciences (SB)</td>
<td>[SPW]</td>
<td>241</td>
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<td>NAU Extended</td>
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<td>Campuses: JUS 110; Social and Political</td>
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<td>Worlds [SPW]</td>
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Activity Course: No
CIP Code: 43.0107
Assessment Mode: Pre/Post Test (50 Questions/50 Points)
Semester Taught: Fall and Spring
GE Category: Social Sciences
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No
Diversity and Inclusion Course: Yes

Prerequisites
ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

Educational Value
Affords students a broad understanding of the nature of crime, how the Criminal Justice System operates and its affect upon our society, laws, and citizenry through an interdisciplinary approach. Fulfills general education requirements. Meets Diversity and Inclusion (DI) requirement.

Description
An introduction to crime and society’s responses to it. Examines the nature and causes of crime, the criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, and corrections. Covers the history of the criminal justice system, terminology, and career opportunities.
Supplies
Access to a personal computer and the Internet.

Competencies and Performance Standards
1. Analyze the importance of studying the Criminal Justice System.
   Learning objectives
   What you will learn as you master the competency:
   a. Provide an overview of the criminal justice system.
   b. Discuss crime control and due process.
   c. Explain the differences between criminology and criminal justice.
   d. Identify and describe the major sources of crime data.
   e. Describe the major types of leading criminological theory.
   f. Describe the sources and purposes of modern law.
   Performance Standards
   Competence will be demonstrated:
   o by completion of online quizzes, crossword puzzles and examinations
   o through Internet Web based computer assignments
   o through an objective cumulative final exam
   Criteria - Performance will be satisfactory when:
   o learner discusses the meaning of social control and its goals
   o learner identifies the difference between individual rights versus public order
   o learner explains the differences between social justice and criminal justice
   o learner explains the differences between criminal justice and criminology
   o learner identifies how criminal justice crime data is gathered and analyzed
   o learner describes the nine (9) types of criminological theory discussed in chapter 3 and their relevance to social policy
   o learner analyzes the elements of a criminal act and their respective defenses

2. Characterize the history of policing in America.
   Learning objectives
   What you will learn as you master the competency:
   a. Identify the various levels of law enforcement in America.
   b. Discuss the historical development of the police in England and America.
   c. Describe the importance of private security in the criminal justice system.
   d. Describe different types of police corruption.
   e. Identify factors that influence police use of discretion.
   f. Discuss the key principles and cases pertaining to the Bill of Rights.
   g. Critically discuss diverse values, perspectives and behaviors, which are characteristic of various cultural, ethnic and gender groups within our society and how these have a significant impact on the justice system.
   Performance Standards
   Competence will be demonstrated:
   o by completion of online quizzes, crossword puzzles and examinations
Criteria - Performance will be satisfactory when:

- learner can describe the specific agencies within each level
- learner can compare and contrast law enforcement in America to law enforcement in England
- learner summarizes three (3) styles of policing and discusses differences in these approaches
- learner describes efforts to professionalize the police
- learner explains civil liability issues in policing
- learner describes private protective services used in America
- learner identifies the changing legal environment and its effect on police behavior

3. Examine the courts component and the court work group.

Learning objectives

What you will learn as you master the competency:

a. Explain the unique characteristics, history, and structure of the American court system.
b. Identify the steps typically taken in the court system.
c. Identify the professional courtroom actors in the courtroom workgroup.
d. Discuss the steps in and facets of the criminal trial.
e. Explain punishment rationales of criminal sentencing.
f. Discuss the importance of sentencing guidelines (federal and state).
g. Explain the importance of the presentence investigation report.
h. Explain the relationship of the criminal justice court system to contemporary social justice issues and the wider notions of equity and fairness as these relate to culture, ethnicity, and gender concerns.

Performance Standards

Competence will be demonstrated:

- by completion of online quizzes, crossword puzzles, and examinations
- through Internet Web based computer assignments
- through an objective cumulative final exam

Criteria - Performance will be satisfactory when:

- learner can outline the steps typically taken during pretrial activities
- learner discusses the differences between the federal and state court systems
- learner understands the role of the courtroom workgroup
- learner can discuss methods that have been suggested for improving the adjudication process
- learner understands the difference between indeterminate and determinate sentencing
- learner comprehends the growing role of the victim in criminal sentencing proceedings
4. Examine the corrections component including probation, parole, and community corrections.

Learning objectives
What you will learn as you master the competency:

a. Explain the difference between probation and parole and discuss the history of both processes.
b. Discuss the advantages and disadvantages of the use of intermediate sanctions.
c. Outline the characteristics of prisons in the 21st century.
d. Discuss the trend toward the increased use of private prisons.
e. Outline the legal aspects of correctional issues and how they impact prisoner’s rights.
f. Identify the stages and problems facing “special population” inmates.

Performance Standards
Competence will be demonstrated:

- by completion of online quizzes, crossword puzzles and examinations
- through Internet Web based computer assignments
- through an objective cumulative final exam

Criteria - Performance will be satisfactory when:

- learner can discuss the legal environment surrounding the use of probation and parole
- learner can give an informed opinion concerning the future of both probation and parole
- learner can discuss the history of early punishments and show how it impacts on modern correctional efforts
- learner can comprehend the major problems and issues facing corrections today

5. Discuss special issues in Criminal Justice such as juvenile delinquency and the future of the Criminal Justice System.

Learning objectives
What you will learn as you master the competency:

a. Discuss the evolution of the juvenile justice system.
b. Identify problems faced by youth today.
c. Identify important U.S. Supreme Court decisions and their effects on the treatment of juveniles in the criminal justice system.
d. Identify various efforts to respond to the drug problem.
e. Explain the history of drug abuse in America.
f. Identify the main characteristics of multinational criminal justice.
g. Explain the important role technology has played and will continue to play in the fight against crime.
h. Identify issues related to ethnic and gender diversity in policing and ways of addressing perceived disparities.

Performance Standards
Competence will be demonstrated:

- by completion of online quizzes, crossword puzzles and examinations
- through Internet Web based computer assignments
- through an objective cumulative final exam
Criteria - Performance will be satisfactory when:

- learner can discuss similarities and differences in the processing of juveniles and adults through the justice system
- learner can discuss why juvenile behavior may be different today than in the past
- learner can link drugs to other social problems in America
- learner can identify various common types of drugs
- learner can outline the features and characteristics of multinational criminal justice, including China, England, Wales and Islamic criminal justice
- learner can explain how technology has been used and will continue to be used to fight crime in America

Types of Instruction
Classroom Lecture/Discussion Presentation
Multimedia

Grading Information

Grading Rationale
Each instructor has the flexibility to develop evaluative procedures within the following parameters:

1. A Pre-Test MUST be administered to EACH student during the first two (2) weeks of class, if a new textbook is being used OR every 3 years. It will NOT count toward the student's grade.
2. The Final Examination/Post-Test will be the same test. It will represent 20% of the final course grade.
3. Exams/Quizzes represent 20% of the final course grade.
4. The midterm exam represents 30% of the final course grade.
5. Other activities will represent 30% of the final course grade.
6. Extra credit points up to 3% can be awarded to students for completing the end-of-semester student course survey and providing evidence of doing so to their instructor.

Grading Scale
A 90% - 100%
B 80% - 89%
C 70% - 79%
D 60% - 69%
F Below 60%