SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 43.0102
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Introduction to Criminal Justice
COURSE NUMBER: CRJS-0101
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE IIOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course provides an in-depth look at policy issues related to policing, courts, and corrections. It gives the student the opportunity to focus on difficult issues including the links between police, politics, law, corrections and the administration of Justice. This course will review changes in law and police practices, preparation for prosecution, the court system, and finally the link between prisons and probation.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. The Criminal Justice System
   A. Crime and Justice in America
   B. Crime, victimization and criminal behavior
   C. Criminal Justice and the role of law
II. Police
   A. Development of police in the United States
   B. Police Operations
   C. Policing issues and trends
   D. Police actions and the role of law
III. Courts
   A. Structure of American courts
   B. Federal, State and local
   C. Prosecution and defense
   D. Pre-trial processes
   E. Trial and post-trial processes
   F. Punishment and sentencing
IV. Corrections
   A. Development of corrections
   B. Community corrections
   C. Prisons-their goal and management
   D. Prison society
   E. Release and supervision
   F. Parole
V. Juvenile Justice
   A. Youth crime in the United States
   B. Juvenile justice system
   C. Law for juveniles
   D. Juvenile justice operations, problems and perspectives

EXPECTED LEARNER OUTCOMES:
A. The student will be able to describe the Criminal Justice System in America
B. The student will be able to explain the development of policing in the United States
C. The student will be able to discuss the structure of the American court system at the Federal, State and Local level.
D. The student will be able to discuss the Correctional System at the Federal, State and Local level.
E. The student will be able to describe the Juvenile Justice System in America, to include youth crimes and the law for Juveniles.

COURSE COMPETENCIES:

The student will be able to describe the Criminal Justice System in America
1. The student will be able to describe the long and short-term effects of crime, and relate this to the administration of justice in America.
2. The student will be able to discuss the link between crime, victimization and criminal behavior.
3. The student will be able to evaluate the role of law enforcement as part of the justice system.
4. The student will be able to evaluate the role of the courts as part of the criminal justice system.
5. The student will be able to evaluate the role of corrections as part of the criminal justice system.
6. The student will be able to describe the process of criminal justice from the view of prevention; as a means to effective law enforcement.
7. The student will be able to describe the concept of effective policing on crime reduction.

_The student will be able to explain the development of policing in the United States._
8. The student will be able to describe the roles and functions of Federal, State and Local law enforcement agencies.
9. The student will be able to explain the history and development of law enforcement in America.
10. The student will be able to discuss police issues and trends that resulted in progressive policing from 1900-present.
11. The student will be able to discuss the role of the automobile, radio, training and leadership in the development and growth in police agencies in America.
12. The student will be able to evaluate the success of police patrol strategies at reducing response time to emergency calls, while increasing arrests.
13. The student will be able to describe the changes in training and education of law enforcement officers from 1900- present.
14. The student will be able to discuss the effects of education, specialized training and technology on law enforcement.
15. The student will be able to discuss specialization of effort and its effect on criminal apprehensions and crimes solved rates.

_The student will be able to discuss the structure of the American court system at the Federal, State and Local level._
16. The student will be able to describe role and function of the Federal Court system.
17. The student will be able to describe the role and function of the State Court system.
18. The student will be able to discuss the role and function of local courts.
19. The student will be able to describe the role of the prosecutor in the criminal justice system.
20. The student will be able to explain the function of the defense for the defendant in criminal cases.

_The student will be able to explain the correctional system at the Federal, State and Local level._
21. The student will be able to describe the changes in the Federal, State and Local correctional system between 1900- present.
22. The student will be able to describe the role of the correctional officer.
23. The student will be able to explain the disciplinary board and its function.
24. The student will be able to discuss the function of "Community Corrections" in the criminal justice system.
25. The student will be able to explain the goal and management of Federal and State correctional facilities.
26. The student will be able to discuss "prison society" and its impact on rehabilitation.
27. The student will be able to give examples of programs focused on successfully returning the offender to society.
28. The student will be able to discuss the dilemma of repeat offenders.
29. The student will be able to explain parole and post-release supervision.
30. The student will be able to describe and explain pre-trial and post-trial processes.
31. The student will be able to describe the role of the court in sentencing.
32. The student will be able to explain the function of the court in diversion (parole, boot camp) for qualified offenders.
33. The student will be able to discuss the role of the court judge in the criminal justice system.

The student will be able to describe the juvenile justice system in America, to include youth crimes and the law for juveniles.
34. The student will be able to describe the youth offender in America today.
35. The student will be able to explain the process, procedures and purpose of the juvenile justice system.
36. The student will be able to discuss the difference in the law for juveniles as compared to an adult offender.
37. The student will be able to outline the various juvenile justice program aimed at preventing delinquency, rehabilitating offenders and reducing repeat offenders.
38. The student will be able to explain why "boot camps" for juveniles are effective.
39. The student will be able to describe how the court uses diversion programs for juveniles.
40. The student will be able to explain how the court uses supervision and probation for juvenile offenders.
41. The student will be able to explain the differences in the court's view of the juvenile and the adult offender.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:
Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.
Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of Academic Resource Center, in Rm. 3354 or call 913-288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.