COURSE SYLLABUS

Course Prefix and Number       Course Title

CRIJ 1301                      Introduction to Criminal Justice

Hill College is committed to the principal of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies.

Catalog Description:

CRIJ 1301 – Introduction to Criminal Justice
History, philosophy, and ethical considerations of criminal justice; the nature and impact of crime; and an overview of the criminal justice system, including law enforcement and court procedures.

Lecture Hours: 3    Lab Hours: 0    Semester Credit Hours: 3

Prerequisites: None

Introduction and Purpose:

1. To introduce students to the components (law enforcement, courts and corrections) of the criminal justice process in the United States.

2. To introduce students to past, present and future operations of criminal (and juvenile) justice in the United States.

3. To introduce students to the unique vocabulary of criminal justice.

4. To provide students with the basis for a critical understanding of criminal justice in the United States.

5. To introduce students to employment opportunities in criminal justice.

Instructional Materials:


Supplies: Note-taking materials, Pens or Pencils and Paper.
Objectives/Student Learning Outcomes:
SCANS are a list of skills developed by the Department of Labor to insure students are trained on necessary skills required by industry. Each objective listed relates to one or more of these skills standards. The translation for these standards is attached to the end of this syllabus.

THIS COURSE IS AN OVERVIEW; THE STUDENT WILL BE RESPONSIBLE TO READ AND RESEARCH IN DEPTH THE SUBJECTS SURVEYED THROUGH ONGOING CONTINUING EDUCATION.

TCLEOSE Basic Training Objectives:
LEARNING OBJECTIVE(S): The student should be able to demonstrate an understanding of lifestyle, nutrition, and fitness concepts required to maintain a high level of fitness and wellness. (C1, C4-C9, C12-C19, F1, F2, F5, F6, F11-F17)
   A. Describe the importance of fitness and wellness in the law enforcement profession.
   B. Identify healthy nutritional strategies and develop a personal nutrition plan.
   C. Develop a personal nutrition plan.

LEARNING OBJECTIVE(S): The student should be aware of the causes and effects of stress in the lives of peace officers. (C1, C4-C9, C12-C19, F1, F2, F5, F6, F11-F17)
   A. Identify the common stressors of peace officers.
   B. Identify emotional and physical symptoms of stress.
   C. Explain post-traumatic stress disorder.
   D. Recognize the positive role of stress and approaches to coping with stress.

LEARNING OBJECTIVE(S): The student should be aware of the problems, symptoms, and responses to substance abuse in law enforcement. (C1, C4-C9, C12-C19, F1, F2, F5, F6, F11-F17)
   A. Identify the extent of alcohol and drug abuse in the workplace and in law enforcement.
   B. Explain the consequences of personal use of alcohol/drugs.
   C. Discuss responsibilities an officer has to a co-worker when substance abuse threatens the safety and efficiency of the department.

LEARNING OBJECTIVE(S): The student should be able to develop personal strategies for the positive management of stress. (C1, C4-C9, C12-C19, F1, F2, F5, F6, F11-F17)
   A. Describe the role of attitude and perception in stress management.
   B. Recognize and discuss stress reduction techniques.
   C. Discuss psychological reactions that officers often experience following a shooting incident.

LEARNING OBJECTIVE(S): The student should be able to develop a knowledge of the development and influence of the evolution of police service models and styles. (C1, C3-C20, F1, F2, F5-F17)
   A. Describe significant historical events that have influenced policing in the United States.
   B. Describe the historical development of police service models and styles.
   C. Describe the evolution of policing in Texas.
   D. List the requirements of licensees under selected sections of the current Commission rules.
E. Explain the traditional police service model.
F. Define “community policing” and explain the service model.

LEARNING OBJECTIVE(S): The student should be able to increase the understanding of the organization’s role in society and police organizational issues. (C1, C3-C20, F1, F2, F5-F17)
   A. Interpret the police organization’s role in society.
   B. Recognize the values and rewards of providing quality police customer service.
   C. Analyze and discuss the characteristics of traditional (formal) police organizational structure and police subculture (informal).

LEARNING OBJECTIVE(S): The student should be able to understand and respect professionalism as it applies to law enforcement. (C1, C3-C9, C14, C15, F1, F2, F5, F6)
   A. Discuss the concept of professionalism.
   B. Discuss the characteristics of professionalism.

LEARNING OBJECTIVE(S): The student should be able to understand and accept the crucial role of ethics as related to professionalism. (C1, C3-C9, C14, C15, F1, F2, F5, F6)
   A. Discuss the Law Enforcement Code of Ethics.
   B. Discuss ethical dilemmas in law enforcement.
   C. Discuss the differences between physical and moral courage.

LEARNING OBJECTIVE(S): The student should be able to understand the civil and criminal laws related to unethical behavior of peace officers. (C1, C3-C9, C14, C15, F1, F2, F5, F6)
   A. Discuss Title 8 of the Texas Penal Code in relationship to an officer’s behavior.
   B. Explain relevant federal criminal law in relationship to an officer’s behavior.
   C. List civil penalties for sexual harassment and inappropriate officer conduct.

LEARNING OBJECTIVE(S): The student should be able to understand and appreciate the specific roles and inter-relationships of the various components within the Criminal Justice System. (C1, C3-C20, F1, F2, F5-F17)
   A. Outline the structure and role of the Criminal Justice System.
   B. Explain how the three components of the criminal justice system directly impact each other.
   C. Identify the differences between civil and criminal law.
   D. Identify the civil/criminal courts and their jurisdiction.

LEARNING OBJECTIVE(S): The student should be able to increase their awareness of the role of multiculturalism in law enforcement. (C1, C3-C9, C14, C15, F1, F2, F5, F6)
   A. Discuss key concepts of the origins of prejudice.
   B. Identify forms of prejudice.
   C. Discuss personal prejudices.
   D. Define key functions of discrimination.

LEARNING OBJECTIVE(S): The student should be able to increase their awareness of the importance of human relations in law enforcement. (C1, C3-C9, C14, C15, F1, F2, F5, F6)
A. Discuss the importance of not allowing personal prejudices to affect his/her professional behavior.
B. Discuss the value of, respect for, and sensitivity to the feelings and needs of others.
C. Discuss the public's perceptions and attitudes toward peace officers.

LEARNING OBJECTIVE(S): The student will have an understanding of the statutory authority for administration of criminal procedure as enumerated by the Texas Code of Criminal Procedure (CCP). (C1, C5-C9, C12-C15, F1, F6, F7-F12)
   A. Identify the basis for administration of criminal procedure in Texas.
   B. Identify the basic rights enumerated in the CCP.

Program Threads and SCANS Competencies
The curriculum content in all Criminal Justice courses are organized around five general content areas known as program threads.

   Program Threads: Communication
               Legal and Ethical Practices
               Effective Helping
               Diversity
               Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary's Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Criminal Justice Department are organized around these competencies and the three part foundational skills that the competencies are based on Learning Activities and outcomes which relate to the SCANS Competencies are identified in the syllabus with C1-20 and/or F1-17 in bold print.

The competencies C1-20 include:

   Resources: identifies, organizes, plans, and allocates resources (C1-C4).
   Information: acquires and uses information (C5-C8).
   Interpersonal: works with others (C9-C14).
   Systems: understands complex interrelationships (C15-C17)
   Technology: works with a variety of technologies C18-C20.

The foundation competencies F1-F17 include:

   Basic Skills: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
   Thinking Skills: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
   Personal Qualities: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).
Methods of Instruction:
This course will be taught using traditional lecture with a question and answer period daily, independent study, guest speakers, field trips, periodic quizzes and examinations. Audio-visual materials and computer based technology will be used when appropriate.

Methods of Evaluation:
There will be four (4) major exams during the semester. These will make up 60% of the student’s final grade.

Chapter quizzes, chapter assignments and discussion board assignments will make up 40% of the student’s final grade.

Letter grades for the course will be based on the following percentages:

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

Course Outline:
Class Policies:
A. “Excused and Unexcused” absences are treated exactly the same way as far as attendance policy is concerned except that excused absences allow the student to make up work missed. “Excused” absences will be granted for the following reasons:
1. Illness
2. Death in the family
3. School sponsored events
   Excusing an absence for reasons other than those above is the prerogative of each instructor concerned.

B. Warnings are issued after:
1. Three (3) consecutive hours; or
2. A total of four (4) hours absent

C. It should be remembered that absences always result in work being missed and, in spite of the best efforts of both the instructor and the student this usually means the grade will suffer.

D. An “Incomplete” grade may be given only in those cases where, because of personal illness, death in the immediate family, school sponsored trips, or military orders, the student is unable to complete the final examination for a course. Prior approval of the instructor is required before the grade of “I” is recorded. A student who merely fails to show up for the final examination will receive a zero (0) for the final and “F” for the course.

All work must be completed and on time or no credit will be received.

E. Students should consult with their instructor or advisor before dropping a course. Failure to attend class is not tantamount to dropping a course.
You may leave a message for me at (254) 659-7980, if you have an emergency.

**Disabilities/ADA:**
In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), Hill College’s designated ADA coordinator, Debra Hargrove, Vice President, Human Resources and Organizational Development, shall be responsible for coordinating the College’s efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Salley Schmid, Director of Counseling, at (254) 659-7651 or sschmid@hillcollege.edu.

**Course Requirements:**
A. Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online. The Hill College attendance policy will be rigorously enforced. Students will be counted absent from class meeting missed, beginning with the first official day of classes. In the case of online courses, attendance will be determined in terms of participation, as described in the course syllabus.

B. Turn in all assignments on time ~ Students will be permitted to make up class work and assignments missed due to one of the above mentioned absences. It is the student’s responsibility to inform the instructor of the reason for an absence and to do so in a timely fashion.

C. Proper classroom behavior ~ Disturbance in the classroom, which includes talking during class, will not be tolerated. Students disturbing the class will be requested to leave the classroom. **NO texting during class.** Anyone caught texting will have their phone taken up until the end of class.

D. Your first responsibility is scholarship. The grade you receive will be the result of your efforts, not a gift from the instructor.

E. Cheating during tests or where related to a term paper will result in the student being given an “F” for the course.

F. This course is designed to require a steady, continuous effort from the student. A crash-cram policy will not result in the best grade possible.

G. From time-to-time, special library and other assignments may be made to members of the class, individually, and in groups.

H. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

**Topics and Tests:**
**Part I: THE CRIMINAL JUSTICE SYSTEM.**
4. Inside Criminal Law.

Part II: THE POLICE AND LAW ENFORCEMENT.
5. Law Enforcement Today.
6. Challenges to Effective Policing.

Part III: CRIMINAL COURTS.

Part IV: CORRECTIONS.
11. Probation and Community Corrections.

Part V: SPECIAL ISSUES.

Bibliography:

Textbooks:


Assessment:
Students will display competence in the course by scoring a satisfactory grade on subjective quizzes and/or tests. The student may be required to make a classroom presentation on the subject related to the course material or submit a paper, the length and topic to be approved by the instructor.

Identify the common stressors of peace officers.
Recognize the approaches to coping with stress.
Discuss the Law Enforcement Code of Ethics.
Discuss Title 8 of the Texas Penal Code in relationship to an officer’s behavior.
Explain how the three components of the criminal justice system directly impact each other.
Identify the differences between civil and criminal law.
Identify forms of prejudice.
Identify the basic rights enumerated in the CCP.

SCANS Skills are grouped in two areas: (1) foundation skills and (2) workplace competencies.

1. **Foundation Skills** are defined in three areas: (a) basic skills, (b) thinking skills, and (c) personal qualities.

(a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
- Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
- Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
- Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
- Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
- Speaking: organize ideas and communicate orally.

(b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
- Creative Thinking: generate new ideas.
- Decision Making: specify goals and constraints generate alternatives, consider risks, and evaluate and choose the best alternative.
- Problem Solving: recognize problems and devise and implement plan of action.
- Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
- Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
- Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

(c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
- Responsibility: exert a high level of effort and persevere toward goal attainment.
- Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
- Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
- Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self control.
- Integrity and Honesty: choose ethical courses of action.

2. **Workplace Competencies** are defined in five areas: (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology.

(a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
- Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
- Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
- Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
- Human Resources: Assess skills and distribute work accordingly, evaluate performance and provide feedback.

Examples: use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

(b) **Interpersonal Skills:** A worker must work with others effectively.
- Participate as Member of a Team: contribute to group effort.
- Teach Others New Skills.
- Serve Clients/Customers: work to satisfy customers’ expectations.
- Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
- Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation; train a colleague; deal with a dissatisfied customer
in person; select and use appropriate leadership styles; use effective
delegation techniques; conduct an individual or team negotiation;
demonstrate an understanding of how people from different cultural
backgrounds might behave in various situations.

(c) **Information:** A worker must be able to acquire and use information.
- Acquire and Evaluate Information.
- Organize and Maintain Information.
- Interpret and Communicate Information.
- Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to
collect data; develop an inventory record-keeping system; produce a report
using graphics; make an oral presentation using various media; use on-line
computer data bases to research a report; use a computer spreadsheet to
develop a budget.

(d) **Systems:** A worker must understand complex interrelationships.
- Understand Systems: know how social, organizational, and
technological systems work and operate effectively with them.
- Monitor and Correct Performance: distinguish trends, predict impacts
  on system operations, diagnose deviations in systems' performance
  and correct malfunctions.
- Improve or Design Systems: suggest modifications to existing systems
  and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring
process; choose a situation needing improvement, break it down, examine it,
propose an improvement, and implement it.

(e) **Technology:** A worker must be able to work with a variety of
technologies.
- Select Technology: choose procedures, tools or equipment including
  computers and related technologies.
- Apply Technologies to Task: understand overall intent and proper
  procedures for setup and operation of equipment.
- Maintain and Troubleshoot Equipment: Prevent, identify, or solve
  problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select
equipment to meet needs; set up and assemble appropriate equipment from
instructions; read and follow directions for troubleshooting and repairing
equipment.
3. SCANS Occupational Assessment

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities needed for solid job performance. The rating level ranges from 1 (low) to 5 (high). Please circle your response.

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>RATING</th>
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<tbody>
<tr>
<td>Resources: Identifies, organizes, plans, and allocates resources.</td>
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<tr>
<td>C1 Time: Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C2 Money: Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C3 Materials and Facilities: Acquires, stores, allocates, and uses materials or space efficiently.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C4 Human Resources: Assesses skills and distributes work accordingly, evaluates performance, and provides feedback.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Information: Acquires and uses information.</td>
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<tr>
<td>C5 Acquires and evaluates information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C6 Organizes and maintains information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C7 Interprets and communicates information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C8 Uses computers to process information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Interpersonal: Works with others.</td>
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<td>C9 Participates as a member of a team: Contributes to group effort.</td>
<td>1 2 3 4 5</td>
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<td>C10 Teaches others new skills.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C11 Serves Clients/Customers: Works to satisfy customer=s expectations.</td>
<td>1 2 3 4 5</td>
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<td>C12 Exercises Leadership: Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.</td>
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<td>C13 Negotiates: Works toward agreements involving exchange of resources; resolves divergent interests.</td>
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<td>C14 Works With Diversity: Works well with men and women from diverse backgrounds.</td>
<td>1 2 3 4 5</td>
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<td>Systems: Understands complex interrelationships.</td>
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<tr>
<td>C15 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively with them.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C16 Monitors and Corrects Performance: Distinguishes trends, predicts impacts on system operations, diagnoses system=s performance, and corrects malfunctions.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C17 Improves or Designs Systems: Suggests modifications to existing systems and develops new or alternative systems to improve performance.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Technology: Works with a variety of technologies.</td>
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<td>C18 Selects Technology: Chooses procedures, tools, or equipment, including computers and related technologies.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C19 Applies Technology to Task: Understands overall intent and proper procedures for setup and operation of equipment.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C20 Maintains and Troubleshoots Equipment: Prevents, identifies, or solves problems with equipment, including computers and other technologies.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Basic Skills</strong></td>
<td><strong>thinking Skills</strong></td>
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<tr>
<td><strong>F1 Reading:</strong> Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.</td>
<td><strong>F7 Creative Thinking:</strong> Generates new ideas.</td>
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<tr>
<td><strong>F2 Writing:</strong> Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flow charts.</td>
<td><strong>F8 Decision Making:</strong> Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.</td>
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<tr>
<td><strong>F3 Arithmetic:</strong> Performs basic computations; uses basic numerical concepts such as whole numbers, etc.</td>
<td><strong>F9 Problem Solving:</strong> Recognizes problems and devises and implements plan of action.</td>
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<td><strong>F4 Mathematics:</strong> Approaches practical problems by choosing appropriately from a variety of mathematical techniques.</td>
<td><strong>F10 Seeing Things in the Mind’s Eye:</strong> Organizes and processes symbols, pictures, graphs, objects, and other information.</td>
</tr>
<tr>
<td><strong>F5 Listening:</strong> Receives, attends to, interprets, and responds to verbal messages and other cues.</td>
<td><strong>F11 Knowing How to Learn:</strong> Uses efficient learning techniques to acquire and apply new knowledge and skills.</td>
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</tbody>
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