

***This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.***

**Course Number**

CJ 1103

**Course Title**

Introduction to Criminal Justice

**Course Description**

**Examination of the history and philosophy of the administration of justice in America. The systems and sub-systems, their roles and interrelationships, theories of crime, punishment, and rehabilitation; and the ethics, education, and training professionals will be studied.**

**College Mission**

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking

Responsibility

Communication

**ACTS Course**

**Program Course**

**Program Outcomes**

1. Understand perspectives of the criminal justice systems.
2. Contrast public and private sector administration.
3. Comprehend the application of organizational theory to criminal justice organizations.
4. Describe innovations in American law enforcement.
5. Understand personnel procedures and apply practices in contemporary criminal justice agencies.
6. See courts as organizations with unique administration.
7. Understand corrections agency structures, personnel functions, and current challenges.
8. Demonstrate knowledge of the rights of criminal justice employees.
9. Know the special challenges in discipline, labor relations, and liability.
10. Identify various examples of criminal justice technology.

**ACTS Outcomes**

1. A basic understanding of criminal justice terminology, trends, and the operation of the system in theory and practice.
2. Understanding of the functions of law enforcement, courts, & correctional agencies.
3. A basic knowledge of the evolution and application of law and philosophies of sentencing.
4. A comprehensive understanding of the American criminal justice system including its, history, purposes, organization, procedures and processes.
5. A knowledge of how American criminal justice system function in a culturally diverse society.
6. An ability to understand and discuss the ethics involved in the criminal justice system.

## Course Outcomes

#	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
1	Define crime and how it relates to the criminal justice system.	1. 1-6		1,3		C1		Written Test
2	List the main components of the criminal justice system and their functions.	1. 1-6	1,2	1,5	CT1			Written Test
3	Explain the purpose of probation and parole.	4. 1-4		1,4				Written Test
4	Describe criminal sentencing.	6.1-7	3			C1		Written Test
5	Explain multiculturalism and diversity present special challenges to, and opportunities for, the American System of Criminal Justice.	1. 1-6	5,6				R1	Written Test
6	Describe the importance of presentence investigation report and explain how it is used in court.	6. 1-7						Written Test

## Unit Outcomes/ Competencies

Unit I: Course Introduction. At the end of this unit, students should be able to:

1. Explain the history of criminal justice.
2. Define crime.
3. List the main components of the criminal justice system.
4. List the states of case proceedings.
5. Explain due process.
6. Explain multiculturalism and diversity present special challenges to, and opportunities for, the American system of criminal justice

Assessment Tools: written test.

Unit II: The Crime Picture. At the end of the unit students should be able to:

1. List Part I and Part II Offenses.
2. Compare and contrast National Incident Based Reporting System and Uniform Reporting Crime Program.
3. List different types of cybercrime.

Assessment Tools: Written Test

Unit III: Theories of Criminal Justice. At the end students should be able to:

1. Define the word theory.
2. Identify different theorists and their contributions.
3. Identify the different types of somatotyping.

4. List the five neutralization techniques.

Assessment tools: written test.

Unit IV: Criminal Law. At the end of this unit, students should be able to:

1. Explain the purpose the nature and purpose of law.
2. Identify the various categories or types of law, and explain the purpose of each.
3. List and describe the five categories of crime.
4. List and describe the eight general features of crime.

Assessment tools: Written Test

Unit V: Policing. At the end of this unit, students should be able to:

1. Identify significant federal law enforcement agencies, and describe their responsibilities.
2. Describe the three major levels of public law enforcement.
3. Summarize the history of policing.
4. Identify three styles of policing, and discuss differences in their approaches.
5. List and discuss the five operational strategies of today's police departments.

Assessment Tools: Written Test

Unit VI. Sentences and Probation, Parole, and Community Corrections. At the end of this unit, students should be able to:

1. Describe the five goals of contemporary criminal sentencing.
2. Identify alternative sanctions.
3. Describe the importance of the presentence investigation report.
4. List the four traditional sentencing options.
5. Explain the history, nature, and purposes of probation
6. Explain the history, nature and purposes of parole.
7. Describe the advantages and disadvantages of probation and parole

Assessment Tools: Written Test

Assessment Description(s)

Hands-on Exercise, Class Discussion, and Written Test

### **Materials and Technological Requirements**

Criminal Justice Today, 13th ed.  
ISBN:9780133460049

### **Class Attendance Policy**

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

### **Regular Semester**

Courses which meet once a week ..... 2 absences  
Courses that meet twice per week ..... 3 absences  
Courses that meet four times per week ..... 5 absences

## Summer Session

Courses that meet four times per week in a five week session ..... 3 absences

Courses which meet two evenings per week in a 10 week session ..... 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

### Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

### Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

## Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

## Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

### **Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

### **Procedures to Accommodate Students with Disabilities:**

If you need course adaptations or accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation.

### **The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

**Date of Revision: 9/9/2016**