**Criminal Justice Technology (A55180)**

**Associate in Applied Science**

|  |  |  |
| --- | --- | --- |
| **ACA-111** | **College Student Success** | **ACA-111** |

|  |
| --- |
| This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |  |
| --- | --- | --- |
| **ACA-122** | **College Transfer Success** | **ACA-122** |

|  |
| --- |
| This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. |

|  |
| --- |
|  |

|  |
| --- |
| Competencies |
| 1. Develop a strategic plan for completing community college academic goals, including certificates, diplomas, and/or associate degrees.2. Develop a strategic plan for transferring to a university and preparing for a new career.3. Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including Universal General Education Transfer Component (UGETC) designated courses, the Transfer Assured Admissions Policy (TAAP), the CAA appeals process, and university tuition surcharge.4. Evaluate learning strategies, including note-taking, test-taking, information processing, time management, and memorization techniques, and identify strategies for improvement.5. Identify essential college resources, including financial aid, advising, registration, tutoring, library services, computer labs, and counseling services and recognize the importance of these resources on student success.6. Identify essential college policies and procedures, including academic integrity such as avoiding plagiarism; calculating a GPA, and maintaining satisfactory academic progress for financial aid eligibility and/or good academic standing. |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **CIS-110** | **Introduction to Computers** | **CIS-110** |

|  |
| --- |
| This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (quantitative option). |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |
| --- | --- |
| College Transfer | This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). |
| **ENG-111** | **Writing and Inquiry** | **ENG-111** |

|  |
| --- |
| This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. |

|  |
| --- |
|  |

|  |
| --- |
| Competencies |
| Student Learning Outcomes1. Demonstrate writing as a recursive process.2. Demonstrate writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats.3. Students will reflect upon and explain their writing strategies.4. Demonstrate the critical use and examination of printed, digital, and visual materials.5. Locate, evaluate, and incorporate relevant sources with proper documentation.6. Compose texts incorporating rhetorically effective and conventional use of language.7. Collaborate actively in a writing community. |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | Take One Set:Set 1: DRE-097Set 2: ENG-002Set 3: BSP-4002 |

|  |  |
| --- | --- |
| State Corequisites | Take ENG-011 |

|  |  |
| --- | --- |
| College Transfer | This course has been approved for transfer under the CAA as a general education course in English Composition.This course has been approved for transfer under the ICAA as a general education course in English Composition. |
| **CJC-111** | **Intro to Criminal Justice** | **CJC-111** |

|  |
| --- |
| This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |
| --- | --- |
| College Transfer | This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. |
| **CJC-221** | **Investigative Principles** | **CJC-221** |

|  |
| --- |
| This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **CJC-231** | **Constitutional Law** | **CJC-231** |

|  |
| --- |
| The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **CJC-113** | **Juvenile Justice** | **CJC-113** |

|  |
| --- |
| This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |  |
| --- | --- | --- |
| **CJC-121** | **Law Enforcement Operations** | **CJC-121** |

|  |
| --- |
| This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |
| --- | --- |
| College Transfer | This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. |
| **CJC-132** | **Court Procedure & Evidence** | **CJC-132** |

|  |
| --- |
| This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **CJC-141** | **Corrections** | **CJC-141** |

|  |
| --- |
| This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |
| --- | --- |
| College Transfer | This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. |
| **ENG-114** | **Prof Research & Reporting** | **ENG-114** |

|  |
| --- |
| This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | Take ENG-111 |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |
| --- | --- |
| College Transfer | This course has been approved for transfer under the CAA as a general education course in English Composition.This course has been approved for transfer under the ICAA as a general education course in English Composition. |
| **MAT-143** | **Quantitative Literacy** | **MAT-143** |

|  |
| --- |
| This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. |

|  |
| --- |
|  |

|  |
| --- |
| Competencies |
| ·Student Learning Outcomes1. Judge the reasonableness of results using estimation, logical processes, and a proper understanding of quantity2. Utilize proportional reasoning to solve contextual problems and make conversions involving various units of measurement3. Identify, interpret, and compare linear and exponential rates of growth to make predictions and informed decisions based on data and graphs4. Differentiate between simple and compound interest and analyze the long-term effects of saving, investing, and borrowing5. Describe, analyze, and interpret statistical information such as graphs, tables, and summarized data to draw appropriate conclusions when presented with actual statistical studies6. Determine probabilities and expected values and use them to assess risk and make informed decisions7. Analyze civic and/or societal issues and critique decisions using relevant mathematics |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | Take One Set:Set 1: DMA-010, DMA-020, DMA-030, and DRE-098Set 2: DMA-010, DMA-020, DMA-030, and ENG-002Set 3: DMA-010, DMA-020, DMA-030, and BSP-4002Set 4: DMA-025, and DRE-098Set 5: DMA-025, and ENG-002Set 6: DMA-025, and BSP-4002Set 7: MAT-003 and DRE-098Set 8: MAT-003 and ENG-002Set 9: MAT-003 and BSP-4002Set 10: BSP-4003 and DRE-098Set 11: BSP-4003 and ENG-002Set 12: BSP-4003 and BSP-4002 |

|  |  |
| --- | --- |
| State Corequisites | Take MAT-043 |

|  |  |
| --- | --- |
| College Transfer | This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). |
| **CJC-112** | **Criminology** | **CJC-112** |

|  |
| --- |
| This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **CJC-122** | **Community Policing** | **CJC-122** |

|  |
| --- |
| This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **CJC-212** | **Ethics & Comm Relations** | **CJC-212** |

|  |
| --- |
| This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |  |
| --- | --- | --- |
| **CJC-213** | **Substance Abuse** | **CJC-213** |

|  |
| --- |
| This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **CJC-232** | **Civil Liability** | **CJC-232** |

|  |
| --- |
| This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |  |
| --- | --- | --- |
| **PSY-150** | **General Psychology** | **PSY-150** |

|  |
| --- |
| This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |
| --- | --- |
| College Transfer | This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. |
| **CJC-131** | **Criminal Law**  | **CJC-131** |

|  |
| --- |
| This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **CJC-225** | **Crisis Intervention** | **CJC-225** |

|  |
| --- |
| This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **CJC-241** | **Community-Based Corrections** | **CJC-241** |

|  |
| --- |
| This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |
| **SOC-210** | **Introduction to Sociology** | **SOC-210** |

|  |
| --- |
| This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |

|  |  |
| --- | --- |
| College Transfer | This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. |
| **WBL-110** | **World of Work** | **WBL-110** |

|  |
| --- |
| This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work. |

|  |
| --- |
|  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| State Prerequisites | None |

|  |  |
| --- | --- |
| State Corequisites | None |