

**DELAWARE TECHNICAL AND COMMUNITY COLLEGE  
COLLEGE WIDE COURSE SYLLABUS**

**Campus:** Terry

**Department:** Criminal Justice

**Course Number and Title:** CRJ101 Introduction to Criminal Justice

**Instructor Name:** Telephone: Email:

**Pre-Requisites:** None

**Co-Requisites:** None

**Course Hours and Credits:** 3:0:3

**Course Description:**

This course provides an examination of the history and philosophy of the Criminal Justice system. The structure and function of Law Enforcement and the Judicial and Correctional systems are compared and contrasted with an overview of law and order issues facing the State, Federal and Local agencies. Public Service careers in the Criminal Justice system are surveyed.

**Text:** Bohm, Robert M. and Haley, Keith N. (1999). *Introduction to Criminal Justice*. New York: Glencoe McGraw-Hill.

**Materials:** None

**Method of Instruction:** Campus Classroom

**Manuals:** None

**Disclaimer:** None

**COLLEGE WIDE CORE COURSE PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Assess the potential for a career in public service within the Criminal Justice system by exploring the educational, technological and training requirements, selection process, and the nature and demands of the various positions. (PGC 1, 3; CCC 4)
2. Describe the historical development of Law Enforcement in the United States. (PGC 1; CCC 4)
3. Identify and explain the functional philosophical and legal bases for the operation of Law Enforcement, including systems and agencies at the local, state and federal levels. (PGC 1, 3, 6, 9; CCC 1, 4).
4. Identify and explain the functions of the Judicial system including the courts at the federal, state and local levels, and their interface with law enforcement agencies and correctional systems. (PGC 1, 3, 6, 9; CCC 1, 4).
5. Identify and explain the functions of the Correctional system including detention facilities at the federal, state and local levels; custody, treatment, probation, parole and release processes, and the correctional systems' interface with the judicial system. (PGC 1, 3, 6; CCC 1, 4).
6. Compare and contrast the processing of juveniles and adults through the criminal justice system components, including offenses, prevention, and treatment resources. (PGC 1, 3, 6, 9; CCC 1, 2, 4).

## MEASURABLE PERFORMANCE OBJECTIVES

The student will be able to:

1. Assess the potential for a career in public service within the Criminal Justice system

by exploring the educational, technological and training requirements, selection process, and the nature and demands of the various positions.

*1.1. Identify the various professional positions within the Criminal Justice system.*

*1.2. Explain the responsibilities and demands of various professional positions within the Criminal Justice system.*

*1.3. Describe the educational, technological and training requirements necessary for various positions.*

*1.4. Formulate a personal career perspective.*

2. Describe the historical development of Law Enforcement in the United States.

*2.1. Explain the British influence on American Law Enforcement.*

*2.2. Describe the influence of technology on American Law Enforcement.*

*2.3. Identify key philosophical, economic, social and political forces which shaped American Law Enforcement.*

*2.4. Define the branches of government, and the process of legislation.*

*2.5. Define elements of crime.*

*2.6. Explain characteristics of a sound criminal law.*

*2.7. Contrast criminal and civil law.*

3. Identify and explain the functional philosophical and legal bases for the operation of

Law Enforcement, including systems and agencies at the local, state and federal levels.

*3.1. Explain the social control theory of law.*

*3.2. Compare and contrast trial by ordeal, trial by inquisition and the adversarial systems of justice.*

*3.3. Explain the 4,5,6,and 8 amendments of the Bill of Rights.*

*3.4. Apply the 4, 5, 6, and 8 amendments to case scenarios.*

*3.5. Differentiate reasonable suspicion and probable cause.*

*3.6. Explain the situations which justify warrantless searches.*

*3.7. Define jurisdiction.*

- 3.8. *Apply the concept of jurisdiction at the local, state and federal levels.*
- 3.9. *Explain the first responder's duties at the crime scene.*
- 3.10. *Describe basic principles of evidence collection and handling, including*

*the*

*handling of witnesses and physical evidence.*

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- 3.11. *Explain booking procedures.*
- 3.12. *Differentiate UCR, NIBRS and NCVS.*
- 3.13. *Analyze and draw inferences from UCR tables.*

4. Identify and explain the functions of the Judicial system including the courts at the federal, state and local levels, and their interface with law enforcement agencies and correctional systems.

- 4.1. *Explain the dual court system.*
- 4.2. *Explain how the federal and state courts interact.*
- 4.3. *Identify the federal district and circuits pertaining to Delaware.*
- 4.4. *Identify the local and state court systems.*
- 4.5. *Differentiate original, limited and general jurisdictions.*
- 4.6. *Explain the functions of the prosecutor, defense attorney, judge, jury.*
- 4.7. *Describe three systems of indigent defense.*
- 4.8. *Apply admissibility rules and the exclusionary rule to case scenarios.*
- 4.9. *Explain discovery, suppression and dismissal motions.*
- 4.10. *Differentiate initial hearing, preliminary hearing, arraignment.*
- 4.11. *Differentiate information and indictment.*
- 4.12. *Differentiate pre-trial, trial and post-conviction functions.*
- 4.13. *List reasons for appeal.*

5. Identify and explain the functions of the Correctional system including detention facilities at the federal, state and local levels; custody, treatment, probation, parole and release processes, and the correctional systems' interface with the judicial system.

- 5.1. *Differentiate lock-up, jail and prison facilities.*
- 5.2. *Differentiate determinate, indeterminate and mandatory sentencing.*
- 5.3. *Apply the SENTAC guidelines to case scenarios.*
- 5.4. *Explain current treatment philosophies in the Correctional system.*
- 5.5. *Explain intermediate sanctions.*
- 5.6. *Differentiate good time, probation, parole and pardon.*

6. Compare and contrast the processing of juveniles and adults through the criminal justice system components, including offenses, prevention, and treatment resources.

- 6.1. Define and list status offenses.
- 6.2. Analyze scenarios to determine the type of Court to hear juvenile cases.
- 6.3. List and describe crime prevention programs for juveniles.
- 6.4. Differentiate adult corrections from juvenile corrections.

**EVALUATION CRITERIA:**

Student will demonstrate proficiency on all the Measurable Performance Objectives at least to the 75% proficiency level. The final course grade will be derived from:

**Examinations:** 75%

Test	Topic	Chapter	Measurable Performance Objectives
1	Law Enforcement	1, 2, 4, 5	2.1-2.7, 3.1-3.13
2	Judiciary	7, 8	4.1-4.13
3	Corrections and Juvenile Justice	8, 9, 11, 12	5.1-5.6, 6.1-6.4

**Portfolio:** 25%

The student will create a portfolio of career information for employment within the Criminal Justice System of the State of Delaware and the United States. This portfolio will contain job descriptions, recruitment procedures, qualifications and points of contact for (1) Law Enforcement agencies; (2) Court systems; and (3) Correctional facilities at the local, state and federal levels. This information will be obtained through agency sources, agency advertising and Internet sites. The student will write an essay stating his/her career goals and plan for reaching these goals in light of his/her interests.

Dates and schedules for the topic coverage and evaluation measures will be announced in class by the instructor.

Grades will be computed using the following scale:

- 92 - 100 = A
- 83 - 91 = B
- 75 - 82 = C
- 0 - 74 = R

**Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their progress.**