

## **COURSE OUTLINE**

### **Introduction to Administration of Justice**

#### **Course Description**

AJ 102. Introduction to Administration of Justice. 3 hours credit. This course will enable the student to understand the history, nature and function of the criminal justice system in America. The student will study the various processing stages, practices, and personnel of law enforcement, courts and corrections and their relationship to the individual and society.

#### **Course Relevance**

This course is designed to provide the student with a broad-based understanding of both the effects of crime on our community structures and the challenges the criminal justice system faces in responding to crime in our contemporary society.

#### **Required Materials**

Schmallegger, F., *Criminal justice: A brief introduction*. Upper Saddle River, NJ: Pearson Prentice Hall Education, Inc.

#### **Supplemental Materials**

Schmallegger, F., *The definitive guide to criminal justice and criminology on the world wide web*. Upper Saddle River, NJ: Pearson Prentice Hall Education, Inc.

\* - For complete textbook information, refer to <http://www.butlercc.bkstr.com>

#### **Learning Outcomes**

The intention is for the student to be able to:

1. Demonstrate an understanding of law enforcement procedures, judicial system functions, and correctional techniques used in the criminal justice system
2. Articulate the roles and responsibilities of various officials involved in the criminal justice system

#### **Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

##### **Analytical Thinking Skills**

1. Critical thinking

Through written assignments and other activities, the student will develop critical thinking and analytical skills about the criminal justice process.

#### **Major Summative Assessment Task(s)**

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Completing a written assignment requiring the application of law enforcement procedures and principals related to the functions of the criminal justice system, including roles and responsibilities of various officials.

### **Course Content**

- I. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Explain the laws, procedures and policies involved in processing an offender through the criminal justice system
  - B. Describe the police role, the judicial system function, and the correctional techniques used in dealing with offenders
  - C. Identify the roles and responsibilities of various officials in the criminal justice system
  - D. Discuss the history of the public's attitudes toward the offender and the resulting changes in laws, system policies and legal practices
- II. Themes – Key recurring concepts that run throughout this course:
  - A. Procedures related to the functions of the criminal justice system
  - B. Roles and responsibilities of criminal justice system officials
- III. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Individual rights v. public order
  - B. Understanding of public attitudes toward the criminal justice system
  - C. Role limitations of criminal justice system personnel
- IV. Concepts – Key concepts that must be understood to address the issues:
  - A. Importance of laws, procedures and policies in the criminal justice system
  - B. Recognizing differences between individual rights and public order perspectives

### **Learning Units**

- I. Criminal justice framework
  - A. Individual rights v. public order
  - B. Consensus and conflict models of criminal justice
  - C. Crime control and due process
  - D. Criminal justice process overview
- II. Crime classification instruments
  - A. Major sources of crime data
  - B. Eight major index crimes
  - C. UCR vs. NCVS
  - D. Emerging patterns of criminal activity
- III. Criminal law
  - A. Sources of modern law
  - B. Purposes of law
  - C. Types of law
  - D. Eight general features of crime
  - E. Four categories of criminal defenses
- IV. Purpose and organization of policing

- A. Three major levels of public law enforcement
  - B. Three styles of policing
  - C. Nature of community policing
  - D. Scientific studies of law enforcement
  - E. Police use of discretion
- V. Legal aspects of policing
- A. Bill of rights
  - B. Due process guarantees
  - C. Search and seizure
  - D. Arrest
  - E. Interrogation
  - F. Miranda warnings
- VI. Issues and challenges in policing
- A. Police culture
  - B. Police corruption
  - C. Dangers of police work
  - D. Civil liability
  - E. Police professionalism
  - F. Ethnic and gender diversity
  - G. Private protective services
- VII. The courts
- A. American court system
  - B. State court system
  - C. Federal court system
  - D. Pretrial activities
- VIII. Courtroom work group and the trial process
- A. Professional courtroom participants
  - B. Nonprofessional courtroom participants
  - C. Stages in a criminal trial
- IX. Sentencing
- A. Philosophy and goals of sentencing
  - B. Indeterminate v. determinate sentencing
  - C. Presentence investigation report
  - D. Victim's rights and services
  - E. Modern sentencing options
- X. Probation, parole, and community corrections
- A. Probation
  - B. Parole
  - C. Legal environment of community corrections
  - D. Intermediate sanctions

- XI. Prisons and jails
  - A. Characteristics and purposes of prisons
  - B. Role and function of jails
  - C. Private prisons

- XII. Prison life
  - A. Prison subculture
  - B. Prisonization
  - C. Correctional officer roles
  - D. Prison riots
  - E. Prisoners' rights

### **Learning Activities**

Learning activities will be assigned to assist the student to achieve the intended learning outcome(s) through lecture, instructor-led class discussion, guest speakers, group activities, drills/skill practice and other activities at the discretion of the instructor.

### **Grade Determination**

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, comprehensive examinations, projects, presentations, class participation, and other methods of evaluation employed at the discretion of the instructor.