

ITT TECHNICAL INSTITUTE
CJ299
Criminal Justice Capstone
Onsite Course

SYLLABUS

Credit hours: 4 credit hours

Contact/Instructional hours: 66 hours (46 Theory, 20 Lab)

Prerequisites: Completion of a minimum of 80 credits earned in the program of study including CJ242P Forensics and Crime Scene Investigation or equivalent

Course Description

This course provides a culminating experience after two years of study in the criminal justice program. Students are given the opportunity to demonstrate competency and knowledge they have learned throughout the program.

Course Summary

Where Does This Course Belong?

This is the final course in the Criminal Justice associate's degree program in the School of Criminal Justice. The course provides opportunities to practice and apply concepts related to the following roles: the private investigator, detention officer, corrections officer, crime scene technician, crime scene investigator, loss prevention specialist, and other areas of the criminal justice system primarily in five main areas: (1) Law Enforcement, (2) Adjudication, (3) Corrections, (4) Forensics, and (5) Security. Depending on each agency and organization's special requirements and selection process, careers in criminal justice may be pursued at four levels: local, state, federal, and private. A final project provides students with the opportunity to demonstrate criminal justice skills in a format that can be presented to perspective employers.

Major Instructional Areas

1. Basic Principles of Criminal Justice
2. Ethical Considerations Related to Criminal Justice
3. Project Design, Development, and Implementation
4. Technical or Business Presentation of a Solution
5. General Skills Assessment

Course Objectives

1. Relate and apply important concepts of criminal justice to the actual capstone project proposed for this course.
2. Use Microsoft Office Project to develop a project plan for the actual capstone project.
3. Integrate and apply knowledge acquired in the program to provide effective technological solutions to given problems.
4. Document solutions to a problem in detail by applying critical thinking and resolution skills.
5. Present and defend a proposal professionally in spoken and written forms.
6. Complete a comprehensive skills assessment for the program of study.
7. Evaluate criminal justice systems.
8. Assess theoretical and practical aspects of criminal investigation procedures.
9. Evaluate the role of forensics in criminal justice.
10. Classify threats posed by cybercrimes.

11. Incorporate proper interviewing and interrogation techniques and tactics into a criminal investigation.
12. Diagnose security risks to protect lives, property, and proprietary information.

Learning Materials and References

Required Resources

Complete Textbook Package	New to This Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Chamelin, N. E., & Thomas, A. (2009). <i>Essentials of criminal law (10th ed.)</i> . Upper Saddle River, NJ: Prentice Hall.		■	
Schmallegger, F. J. (2009). <i>Criminal justice today: An introductory text for the 21st century (Custom 10th ed.)</i> . Boston, MA: Pearson Custom.		■	
Peak, K. J. (2006). <i>Justice administration: Police, courts, and corrections management (Custom 5th ed.)</i> . Boston, MA: Pearson Custom.		■	
Schmallegger, F. J. (2009). <i>Criminology today: An integrative introduction (5th ed.)</i> . Upper Saddle River, NJ: Prentice Hall.		■	
Hunter, R. D., & Barker, T. D. (2011). <i>Police community relations and the administration of justice (8th ed.)</i> . Upper Saddle River, NJ: Prentice Hall.		■	
Brockman, E. (2007). <i>Law enforcement reporting & recording (Custom ed.)</i> . Boston, MA: Pearson Custom.		■	
Report writing DVD (Custom ed.). (2007). Boston, MA: Pearson Custom.		■	
Weston, P. B., & Lushbaugh, C. A. (2009). <i>Criminal investigation: Basic perspectives (11th ed.)</i> . Upper Saddle River, NJ: Prentice Hall.		■	
Saferstein, R. (2011). <i>Criminalistics: An introduction to forensic science (10th ed.)</i> . Upper Saddle River, NJ: Prentice Hall.		■	
Meloan, C. E., James, R. E., Saferstein, R., & Brettell, T. (2011). <i>Lab manual for criminalistics: An introduction to forensic science (10th ed.)</i> . Upper Saddle River, NJ: Prentice Hall.		■	
Britz, M. T. (2009). <i>Computer forensics and cybercrime:</i>		■	

Complete Textbook Package	New to This Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
<i>An introduction (2nd ed.)</i> . Upper Saddle River, NJ: Prentice Hall.			
Curtis, G. E., & McBride, R. B. (2009). <i>Proactive security administration (Custom ed.)</i> . Boston, MA: Pearson Custom.		■	
Other Items	New to This Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
SmartDraw.com. (2012). Student CD for SmartDraw		■	

Recommended Resources

Books and Professional Journals

- Smith, Christopher E. (2003). *Courts and trials: A reference handbook*. Santa Barbara, CA: ABC-CLIO.
- McLaughlin, E. (2001). *Sage dictionary of criminology*. London: Sage Publications.

Professional Associations

- The Academy of Criminal Justice Sciences (ACJS)
The Academy of Criminal Justice Sciences is an international association established in 1963 to foster professional and scholarly activities in the field of criminal justice. ACJS promotes criminal justice education, research, and policy analysis within the discipline of criminal justice for both educators and practitioners.
<http://www.acjs.org>
- American Society of Criminology
The American Society of Criminology is an international organization whose members pursue scholarly, scientific, and professional knowledge concerning the measurement, etiology, consequences, prevention, control, and treatment of crime and delinquency.
<http://www.asc41.com>
- International Association of Chiefs of Police
The International Association of Chiefs of Police is the world's oldest and largest nonprofit membership organization of police executives, with over 20,000 members in over 100 different countries. Its leadership consists of the operating chief executives of international, federal, state, and local agencies of all sizes.
<http://www.theiacp.org>
- Police Futurists International

Police Futurists International fosters excellence in policing by promoting and applying methodologies of futures research.

<http://www.policefuturists.org>

ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)

- Entwistle, M. (2010). Special report: Women in security. *Security Systems News*, 13(1). 4-8. Available from ProQuest Criminal Justice.
- Robert, J.K. (2012). Professional development in corrections: Commitment or complacency? *Corrections Today*, 74(5), 26-29. Available from ProQuest Criminal Justice.
- Cybercrime.gov: A website with information about Computer Crime and Intellectual Property Section (CCIPS) of the Criminal Division of the U.S. Department of Justice. Available through Criminal Justice >Recommended Links>Research.

Other References

- Bureau of Justice Statistics

<http://www.bjs.gov/>

This is the home page of the U.S. Dept. of Justice Bureau of Justice Statistics, with data on various aspects of criminal justice plus links to related sites.

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that you may use to support your work on the course assignments:

- Criminal justice system
- Law enforcement
- Judicial system
- Individual rights versus public order
- Police organization
- Correctional agencies
- Police technology
- Judicial system
- Criminology
- Criminal theory
- Criminal behavior
- Community policing
- Police reporting
- Problem-oriented policing
- Criminalistics
- Security
- Cyber-security
- Physical evidence
- Forensic science
- Physical evidence
- Police report writing
- Police interviewing
- Criminal law
- Civil law
- Substantive law
- Computer crime
- Cybercrime
- Prosecution of computer and cybercrimes
- Probation
- Parole
- Community corrections

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none">▪ Do take a proactive learning approach▪ Do share your thoughts on critical issues and potential problem solutions▪ Do plan your course work in advance▪ Do explore a variety of learning resources in addition to the textbook▪ Do offer relevant examples from your experience▪ Do make an effort to understand different points of view▪ Do connect concepts explored in this course to real-life professional situations and your own experiences	<ul style="list-style-type: none">▪ Don't assume there is only one correct answer to a question▪ Don't be afraid to share your perspective on the issues analyzed in the course▪ Don't be negative about the points of view that are different from yours▪ Don't underestimate the impact of collaboration on your learning▪ Don't limit your course experience to reading the textbook▪ Don't postpone your work on the course deliverables – work on small assignment components every day

Course Outline

Unit 1: THE CRIMINAL JUSTICE SYSTEM Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> Define the role of law enforcement, the judicial system, and corrections. Explain the nature and purpose of law. Evaluate individual rights versus public order. 			Total outside work: 6 hours
READING ASSIGNMENT	<ul style="list-style-type: none"> Schmallegger, <i>Criminal Justice Today: An Introductory Text for the 21st Century</i>, Chapters 1–2 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading assignment	2 hrs	
	Complete the assignment	2 hrs	
	Work on the project	2 hrs	
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 1 Assignment 1: From Arrest to Trial	3%
	Lab	Unit 1 Lab 1: Research Criminal Justice Organization and Administration	3%

Unit 2: ORGANIZATION OF THE CRIMINAL JUSTICE SYSTEM Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> Analyze the steps of the criminal justice system process. Define the various types of judicial procedures and their purposes. Explain the role and importance of organization, administration, and supervision in the functioning of the U.S. criminal justice system. Discuss key issues and challenges concerning the police. Examine the impact of technology on criminal justice agencies. 			Total outside work: 6 hours
READING ASSIGNMENT	<ul style="list-style-type: none"> Peak, Chapters 1–10 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading assignment	2 hrs	
	Complete the assignment	2 hrs	
	Work on the project	2 hrs	
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 2 Assignment 1: Finding Out Who Is Running the System Part 1	3%
	Lab	Unit 2 Lab 1: Finding Out Who Is Running the System Part 2	3%

Unit 3: THE STUDY OF CRIME				
Upon completion of this unit, students are expected to:			Total outside work: 5 hours	
<ul style="list-style-type: none"> Define the basic concepts of criminology. Interpret the relationship of crime patterns and trends with the issues of gender, age, ethnicity, culture, and socioeconomic status. Examine the connection among sociological theories, ideas, and real-world phenomena. Analyze the strategies for preventing and controlling crime. 				
READING ASSIGNMENT	<ul style="list-style-type: none"> Schmallegger, <i>Criminology Today: An Integrative Introduction</i>, Chapters 1 and 4 			
OUTSIDE WORK	Activity			Estimated Time
	Complete the reading assignment			2 hrs
	Complete the assignment		1 hr	
	Study for the quiz		1 hr	
Work on the project		1 hr		
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)	
	Assignment	Unit 3 Assignment 1: The Study of Crime: Theory and Real Criminals	3%	
	Lab	Unit 3 Lab 1: Research Criminology and Crime Prevention	3%	
	Quiz	Unit 3 Quiz 1	5%	

Unit 4: LAW ENFORCEMENT STRATEGIES AND GUIDELINES				
Upon completion of this unit, students are expected to:			Total outside work: 6 hours	
<ul style="list-style-type: none"> Explain the processes involved in becoming a police officer. Describe the chain of command in police agencies. Demonstrate the principles and strategies of community- and problem-oriented policing. Produce police reports and other professional documents used within the criminal justice field. 				
READING ASSIGNMENT	<ul style="list-style-type: none"> Hunter and Barker, Chapters 1–4 			
OUTSIDE WORK	Activity			Estimated Time
	Complete the reading assignment			2 hrs
	Complete the assignments		2 hrs	
	Work on the project		2 hrs	
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)	
	Assignment	Unit 4 Assignment 1: The Study of Crime: Police and the Community	1.5%	
	Assignment	Unit 4 Assignment 2: Solving and Reporting the Crime	1.5%	
	Project	Submit Project Plan	5%	
	Lab	Unit 4 Lab 1: Public and Community Relations	3%	

Unit 5: FORENSICS AND CRIME SCENE INVESTIGATION

Upon completion of this unit, students are expected to:

- Describe the services forensic scientists provide in a modern crime laboratory.
- Explain the proper procedure for processing forensic evidence obtained at a crime scene.
- Demonstrate the steps involved in reconstructing a crime scene.
- Describe the proper techniques for identifying and collecting physical evidence resulting from firearms, fires, and explosives.
- Demonstrate the procedure for examining documents and voice samples.
- Describe the process of criminal investigation.
- Identify the special process of investigating illegal drugs, vice, terrorism, and computer crimes.
- Explain the importance of investigative testimony in court proceedings.
- Discuss the ethical issues faced by investigators.
- Apply investigative tools and resources to the criminal investigation process.

**Total
outside
work:**
6 hours

READING ASSIGNMENT	<ul style="list-style-type: none"> • Saferstein, Chapters 1–20 		
OUTSIDE WORK	Activity		Estimated Time
	Complete the reading assignment		2 hrs
	Complete the assignment		2 hrs
	Work on the project		2 hrs
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 5 Assignment 1: The Forensic Scientist	3%
	Lab	Unit 5 Lab 1: The Many Roles of Forensic Scientists	3%

Unit 6: LAW ENFORCEMENT REPORTING AND RECORDING

Upon completion of this unit, students are expected to:

- Demonstrate grammar skills in report writing.
- Write reports in first person.
- Use military time when documenting time.
- Describe best practices for interviewing.
- Demonstrate effective note taking.
- Write a police narrative.

**Total
outside
work:**
6 hours

READING ASSIGNMENT	<ul style="list-style-type: none"> • Brockman, Chapters 1, 2, 3, and 5 		
OUTSIDE WORK	Activity		Estimated Time
	Complete the reading assignment		2 hrs
	Complete the assignment		2 hrs
	Work on the project		2 hrs
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 6 Assignment 1: Effective Report Writing	3%
	Lab	Unit 6 Lab 1: Noting the Interview	3%

Unit 7: CRIMINAL LAW			
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> Identify the steps of the interview process. Formulate a list of questions for a purposeful interrogation. Identify the constitutional and legal considerations that must be made during an interview or interrogation. Analyze techniques used by police officers in obtaining a confession. 			Total outside work: 6 hours
READING ASSIGNMENT	<ul style="list-style-type: none"> Chamelin, Chapters 1, 2, 3, and 5 		
OUTSIDE WORK	Activity		Estimated Time
	Complete the reading assignment		2 hrs
	Complete the assignment		2 hrs
	Work on the project		2 hrs
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 7 Assignment 1: The Constitution and the Confession	3%
	Lab	Unit 7 Lab 1: The Interrogator	3%

Unit 8: CYBERCRIME			
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> Examine the categories of computer crimes. Describe the investigation, prosecution, and preventative issues associated with the crime of identity theft. Explore the statutory issues related to cybercrime investigations. Explain the relationship between the First Amendment and computer crime and the Fourth Amendment and computer crime. Conduct an electronic crime scene investigation. 			Total outside work: 5 hours
READING ASSIGNMENT	<ul style="list-style-type: none"> Britz, Chapters 1, 2, and 9 		
OUTSIDE WORK	Activity		Estimated Time
	Complete the reading assignment		2 hrs
	Complete the assignment		1 hr
	Work on the project		2 hrs
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 8 Assignment 1: Cybercrime	3%
	Lab	Unit 8 Lab 1: Research Cybercrime	3%

Unit 9: SECURITY				
Upon completion of this unit, students are expected to:			Total outside work: 5 hours	
<ul style="list-style-type: none"> Explain the process of planning for the security needs of an agency or corporate entity. Describe how to secure physical assets for organizations and individuals. Demonstrate how to secure information and intellectual property. Identify how to investigate a security incident or crime. Analyze the measures taken for the protection of transportation facilities in the United States. Evaluate threats to the global transportation system and the countermeasures designed to mitigate these threats. 				
READING ASSIGNMENT	<ul style="list-style-type: none"> Curtis, Chapters 2, 4, and 5 			
OUTSIDE WORK	Activity			Estimated Time
	Complete the reading assignment			2 hrs
	Complete the assignment			1 hr
Work on the project		2 hrs		
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)	
	Assignment	Unit 9 Assignment 1: Security Risks	3%	
	Lab	Unit 9 Lab 1: Research Transportation Security	3%	

Unit 10: CORRECTIONS				
Upon completion of this unit, students are expected to:			Total outside work: 4.5 hours	
<ul style="list-style-type: none"> Define the characteristics of the probation and parole system in the United States. Explain the concept of probation in juvenile court. Examine the importance of parole in the criminal justice system. Describe the role of parole officers. Explain the various types of specialized units in probation and parole. 				
READING ASSIGNMENT	<ul style="list-style-type: none"> Schmallegger, Chapter 12 			
OUTSIDE WORK	Activity			Estimated Time
	Complete the reading assignment			1 hr
	Complete the assignment			1.5 hrs
Work on the project and presentation		2 hrs		
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)	
	Assignment	Unit 10 Assignment 1: Privatization of Parole and Probation	3%	
	Lab	Unit 10 Lab 1: Research Juvenile Probation	3%	

Unit 11: COURSE REVIEW AND PRESENTATIONS			Total outside work: 4.5 hours
None			
READING ASSIGNMENT	None		
OUTSIDE WORK	Activity		Estimated Time
	Work on the project and presentation		4.5 hrs
GRADED ACTIVITIES/ DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Submit Final Project Documentation (ePortfolio)	15%
	Presentation	Present Course Project	15%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignment	30%
Lab	30%
Quiz	5%
Project	20%
Presentation	15%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

CJ299—COURSE SNAPSHOT

Grading Category	Grade Book Category Weight (% of Course Total)	Unit	Activity/Graded Deliverable	Grade Allocation (% of Course Total)	Measuring Rubric* (Subcategory)
A. Course Project	35%	1	Submit Project Concept	NA	1-2 Project Concept Proposal
		4	Submit Project Plan	5%	5-1 Microsoft Office Project Plan
		11	Submit the Final Project Documentation	15%	1-1 Criminal Justice Concepts Use Evaluation Rubric in the IG for Project and include the Criminal Justice Concepts Rubric, as well.
			Present and Defend The Project	15%	1-2 Present and Defend Project (Presentation)
B. Quiz	5%	3	Quiz	5%	Use the Answer Keys Provided N/A—All Objectives Tested for Units Assessed
C. Labs	30%	1	Research Criminal Justice Organization and Administration	3%	2-1 Research
		2	Finding Out Who Is Running the System Part 2	3%	1-1 Critical Thinking and Problem Resolution Skills
		3	Research Criminology and Crime Prevention	3%	2-1 Research
		4	Public and Community Relations	3%	3-1 Evaluate Criminal Justice Systems
		5	The Many Roles of Forensic Scientists	3%	2-1 Research

		6	Noting the Interview	3%	7-1 Interview and Interrogation Techniques
		7	The Interrogator	3%	7-1 Interview and Interrogation Techniques
		8	Research Cybercrime	3%	2-1 Research
		9	Research Transportation Security	3%	2-1 Research
		10	Research Juvenile Probation	3%	2-1 Research
D. Assignments	30%	1	From Arrest to Trial	3%	1-1 Critical Thinking and Problem Resolution Skills
		2	Finding Out Who Is Running the System Part 1	3%	1-1 Critical Thinking and Problem Resolution Skills
		3	The Study of Crime: Theory and Real Criminals	3%	1-1 Critical Thinking and Problem Resolution Skills
		4	The Study of Crime: Police and the Community	1.5%	1-1 Critical Thinking and Problem Resolution Skills
			Solving and Reporting the Crime	1.5%	5-3 Technological Solutions
		5	The Forensic Scientist	3%	4-2 Role of Forensics in Criminal Justice
		6	Effective Report Writing	3%	2-2 Assess Criminal Investigation Procedures
		7	The Constitution and the Confession	3%	2-2 Assess Criminal Investigation Procedures
		8	Cybercrime	3%	5-2 Threats Posed by Cybercrimes
		9	Security Risks	3%	6-1 Security Risks
10	Privatization of Parole and Probation	3%	3-1 Evaluate Criminal Justice Systems		
Total	100%			100%	

***Please refer to the rubrics in this document and specific criteria in the course.**

COURSE GRADING RUBRIC CJ299—Criminal Justice Capstone

Campus: _____

Faculty Name: _____

Student Name: _____

Directions: Please assign a percentage grade on the line for each subcategory.

A. Course Project and Presentation (35% of total grade)

Unit 2—Course Project Concept (No grade)

Unit 4—Microsoft Project Plan

_____ *A-5-1 Microsoft Office Project Plan:*

1. 90–100%: Student has developed a Microsoft Office Project plan with all components and realistic dates. In addition, the project plan design has been reviewed, and some critical thinking skills were utilized in the design.
2. 80–89%: Student has developed a Microsoft Office Project plan, and it includes all components and dates that are realistic for the course timeline.
3. 70–79%: Student has developed a Microsoft Office Project plan, and it includes all components and dates, but dates are unrealistic for course timeline.
4. 60–69%: Student has developed a Microsoft Project Plan, but it was missing EITHER components OR dates. (Dates also may be unrealistic for the course timeline.)
5. Below 60%: Student did not or cannot use Microsoft Project to develop a project plan. Project Plan included NEITHER components NOR dates.

Unit 11—Final Project

_____ *D-1-1 Criminal Justice Concepts—Use the Evaluation Rubric in the Graded Assignments for the Project and include this Criminal Justice Concepts Rubric, as well:*

1. 90–100%: Project includes clear understanding and great organization of all criminal justice concepts. The topic is well defined, includes examples, applies the knowledge learned in the program, and relates the criminal justice concepts to the project topic and how criminal justice operates in our society and communities today.
2. 80–89%: Project includes most concepts of criminal justice. Student has good understanding of most criminal justice concepts.
3. 70–79%: Project includes more than two concepts of criminal justice. Student has general understanding of some criminal justice concepts.

4. 60–69%: A couple of criminal justice concepts are incorporated into the student's project. Those included are developed and demonstrate application and knowledge of criminal justice concepts.
5. Below 60%: Criminal justice concepts are not incorporated into the student's project. There is no evidence of understanding or applying criminal justice concepts.

Unit 11—Presentation Evaluation

_____ A-1-2 Present and Defend Project:

1. 90–100%: Accurate and concise message effectively delivered through writing and/or speech with clarity, logical organization of thoughts, and appropriate format/style for expected understanding by targeted audience
2. 80–89%: Accurate message delivered through writing and/or speech with appropriate format/style for expected understanding by the target audience
3. 70–79%: Intended message gets across to the target audience in writing or speech with necessary modification and/or polishing.
4. 60–69%: Most of the intended message gets across to the audience in writing and/or speech with some degree of ambiguity; lack of consistent format/style.
5. Below 60%: Disorganized thoughts with little evidence of logical structure in writing and/or speech; failure to get the intended message across to the audience

B. Quiz (5% of total grade)—Unit 3

Use Answer Key for Grading—No Rubric Needed

C. Labs (30% of total grade)**Unit 1—Research Criminal Justice Organization and Administration*****C-2-1 Research:***

1. 90–100%: Selection of valid topic with clearly defined problem statement, substantial literature review, appropriate methodology, convincing conclusions, quality documentation, and accurate bibliographical format/style
2. 80–89%: Valid topic with clear problem statement, adequate literature review, and specific methodology; meaningful conclusions with adequate documentation and proper bibliographical format/style
3. 70–79%: Valid topic with adequate problem statement and minimum literature review; evidence of attempting with certain methodology; reasonable conclusions with required documentation and proper bibliographical format/style
4. 60–69%: Loosely defined topic with unstructured problem statement and random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation with inconsistent bibliographical format and style
5. Below 60%: Largely undefined topic and no problem statement; little literature review; lack of methodology; no conclusion and no evidence of purposeful documentation

Unit 2—Finding Out Who Is Running the System***A-1-1 Critical Thinking and Problem Resolution Skills:***

1. 90–100%: Effective decision making based on analysis of data and convincing reasoning; evidence of original creativity in providing solutions for challenging problems
2. 80–89%: Making decisions based on adequate research and reasoning that require a fair amount of analytical reading and critical thinking; capable of solving problems
3. 70–79%: Evidence of making decisions based on some research and analysis; able to solve normal problems
4. 60–69%: Making decisions by following the status quo; lack of evidence of strenuous research, analysis, and reasoning in making a decision or solving problems
5. Below 60%: No evidence of making any decision based on analysis; incapable of solving specific problems

Unit 3—Research Criminology and Crime Prevention***C-2-1 Research:***

1. 90–100%: Selection of valid topic with clearly defined problem statement, substantial literature review, appropriate methodology, convincing conclusions, quality documentation, and accurate bibliographical format/style
2. 80–89%: Valid topic with clear problem statement, adequate literature review, and specific methodology; meaningful conclusions with adequate documentation and proper bibliographical format/style
3. 70–79%: Valid topic with adequate problem statement and minimum literature review; evidence of attempting with certain methodology; reasonable conclusions with required documentation and proper bibliographical format/style
4. 60–69%: Loosely defined topic with unstructured problem statement and random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation with inconsistent bibliographical format and style
5. Below 60%: Largely undefined topic and no problem statement; little literature review; lack of methodology; no conclusion and no evidence of purposeful documentation

Unit 4—Public and Community Relations

C-3-1 Research:

1. 90–100%: Selection of valid topic with clearly defined problem statement, substantial literature review, appropriate methodology, convincing conclusions, quality documentation, and accurate bibliographical format/style
2. 80–89%: Valid topic with clear problem statement, adequate literature review, and specific methodology; meaningful conclusions with adequate documentation and proper bibliographical format/style
3. 70–79%: Valid topic with adequate problem statement and minimum literature review; evidence of attempting with certain methodology; reasonable conclusions with required documentation and proper bibliographical format/style
4. 60–69%: Loosely defined topic with unstructured problem statement and random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation with inconsistent bibliographical format and style
5. Below 60%: Largely undefined topic and no problem statement; little literature review; lack of methodology; no conclusion and no evidence of purposeful documentation

Unit 5—The Many Roles of Forensic Scientists

C-2-1 Research:

1. 90–100%: Selection of valid topic with clearly defined problem statement, substantial literature review, appropriate methodology, convincing conclusions, quality documentation, and accurate bibliographical format/style
2. 80–89%: Valid topic with clear problem statement, adequate literature review, and specific methodology; meaningful conclusions with adequate documentation and proper bibliographical format/style
3. 70–79%: Valid topic with adequate problem statement and minimum literature review; evidence of attempting with certain methodology; reasonable conclusions with required documentation and proper bibliographical format/style
4. 60–69%: Loosely defined topic with unstructured problem statement and random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation with inconsistent bibliographical format and style
5. Below 60%: Largely undefined topic and no problem statement; little literature review; lack of methodology; no conclusion and no evidence of purposeful documentation

Unit 6—Noting the Interview

_____ D-7-1 Interview and Interrogation Techniques

1. 90–100%: Student articulates the personal and interpersonal skills needed to incorporate proper interviewing and interrogation techniques into a criminal investigation. Student evaluates techniques and tactics used and makes recommendations for improvements.
2. 80–89%: Student describes all of the various skill sets needed to effectively incorporate proper interviewing and interrogation techniques and tactics into a criminal investigation.
3. 70–79%: Student articulates most of the proper interviewing and interrogation techniques and tactics used in a criminal investigation.
4. 60–69%: Student identifies one or two of the skill sets for incorporating proper interviewing and interrogation techniques and tactics into a criminal investigation.
5. Below 60%: Student does not identify any interpersonal skills needed to effectively incorporate proper interrogation and interviewing techniques and tactics into a criminal investigation.

Unit 7—The Interrogator

_____ D-7-1 Interview and Interrogation Techniques

1. 90–100%: Student articulates the personal and interpersonal skills needed to incorporate proper interviewing and interrogation techniques into a criminal investigation. Student evaluates

- techniques and tactics used and makes recommendations for improvements.
2. 80–89%: Student describes all of the various skill sets needed to effectively incorporate proper interviewing and interrogation techniques and tactics into a criminal investigation.
 3. 70–79%: Student articulates most of the proper interviewing and interrogation techniques and tactics used in a criminal investigation.
 4. 60–69%: Student identifies one or two of the skill sets for incorporating proper interviewing and interrogation techniques and tactics into a criminal investigation.
 5. Below 60%: Student does not identify any interpersonal skills needed to effectively incorporate proper interrogation and interviewing techniques and tactics into a criminal investigation.

Unit 8—Research Cybercrime

C-2-1 Research:

1. 90–100%: Selection of valid topic with clearly defined problem statement, substantial literature review, appropriate methodology, convincing conclusions, quality documentation, and accurate bibliographical format/style
2. 80–89%: Valid topic with clear problem statement, adequate literature review, and specific methodology; meaningful conclusions with adequate documentation and proper bibliographical format/style
3. 70–79%: Valid topic with adequate problem statement and minimum literature review; evidence of attempting with certain methodology; reasonable conclusions with required documentation and proper bibliographical format/style
4. 60–69%: Loosely defined topic with unstructured problem statement and random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation with inconsistent bibliographical format and style
5. Below 60%: Largely undefined topic and no problem statement; little literature review; lack of methodology; no conclusion and no evidence of purposeful documentation

Unit 9—Research Transportation Security

C-2-1 Research:

1. 90–100%: Selection of valid topic with clearly defined problem statement, substantial literature review, appropriate methodology, convincing conclusions, quality documentation, and accurate bibliographical format/style
2. 80–89%: Valid topic with clear problem statement, adequate literature review, and specific methodology; meaningful

- conclusions with adequate documentation and proper bibliographical format/style
3. 70–79%: Valid topic with adequate problem statement and minimum literature review; evidence of attempting with certain methodology; reasonable conclusions with required documentation and proper bibliographical format/style
 4. 60–69%: Loosely defined topic with unstructured problem statement and random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation with inconsistent bibliographical format and style
 5. Below 60%: Largely undefined topic and no problem statement; little literature review; lack of methodology; no conclusion and no evidence of purposeful documentation

Unit 10—Research Juvenile Probation

C-2-1 Research:

1. 90–100%: Selection of valid topic with clearly defined problem statement, substantial literature review, appropriate methodology, convincing conclusions, quality documentation, and accurate bibliographical format/style
2. 80–89%: Valid topic with clear problem statement, adequate literature review, and specific methodology; meaningful conclusions with adequate documentation and proper bibliographical format/style
3. 70–79%: Valid topic with adequate problem statement and minimum literature review; evidence of attempting with certain methodology; reasonable conclusions with required documentation and proper bibliographical format/style
4. 60–69%: Loosely defined topic with unstructured problem statement and random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation with inconsistent bibliographical format and style
5. Below 60%: Largely undefined topic and no problem statement; little literature review; lack of methodology; no conclusion and no evidence of purposeful documentation

D. Assignments (30% of total grade)

Unit 1—From Arrest to Trial

A-1-1 Critical Thinking and Problem Resolution Skills:

1. 90–100%: Effective decision making based on analysis of data and convincing reasoning; evidence of original creativity in providing solutions for challenging problems
2. 80–89%: Making decisions based on adequate research and reasoning that require a fair amount of analytical reading and critical thinking; capable of solving problems

3. 70–79%: Evidence of making decisions based on some research and analysis; able to solve normal problems
4. 60–69%: Making decisions by following the status quo; lack of evidence of strenuous research, analysis, and reasoning in making a decision or solving problems
5. Below 60%: No evidence of making any decision based on analysis; incapable of solving specific problems

Unit 2—Finding Out Who is Running the System Part I

A-1-1 Critical Thinking and Problem Resolution Skills:

1. 90–100%: Effective decision making based on analysis of data and convincing reasoning; evidence of original creativity in providing solutions for challenging problems
2. 80–89%: Making decisions based on adequate research and reasoning that require a fair amount of analytical reading and critical thinking; capable of solving problems
3. 70–79%: Evidence of making decisions based on some research and analysis; able to solve normal problems
4. 60–69%: Making decisions by following the status quo; lack of evidence of strenuous research, analysis, and reasoning in making a decision or solving problems
5. Below 60%: No evidence of making any decision based on analysis; incapable of solving specific problems

Unit 3—The Study of Crime: Theory and Real Criminals

A-1-1 Critical Thinking and Problem Resolution Skills:

1. 90–100%: Effective decision making based on analysis of data and convincing reasoning; evidence of original creativity in providing solutions for challenging problems
6. 80–89%: Making decisions based on adequate research and reasoning that require a fair amount of analytical reading and critical thinking; capable of solving problems
7. 70–79%: Evidence of making decisions based on some research and analysis; able to solve normal problems
8. 60–69%: Making decisions by following the status quo; lack of evidence of strenuous research, analysis, and reasoning in making a decision or solving problems
9. Below 60%: No evidence of making any decision based on analysis; incapable of solving specific problems

Unit 4—The Study of Crime: Police and the Community

D-1-1 Critical Thinking and Problem Resolution Skills

1. 90–100%: Effective decision making based on analysis of data and convincing reasoning; evidence of original creativity in providing solutions for challenging problems

2. 80–89%: Making decisions based on adequate research and reasoning that require a fair amount of analytical reading and critical thinking; capable of solving problems
3. 70–79%: Evidence of making decisions based on some research and analysis; able to solve normal problems
4. 60–69%: Making decisions by following the status quo; lack of evidence of strenuous research, analysis, and reasoning in making a decision or solving problems
5. Below 60%: No evidence of making any decision based on analysis; incapable of solving specific problems

Unit 4—Solving and Reporting the Crime

C-5-3 Technological Solutions:

1. 90–100%: Selection of appropriate technology with clearly defined analysis, good literature review, appropriate methodology, and convincing conclusions with exceptional documentation
2. 80–89%: Selection of appropriate technology with all methodology defined appropriately; all conclusions are reasonable with adequate documentation
3. 70–79%: Selection of appropriate technology with some evidence of attempting to define proper methodology; some of the conclusions are reasonable with adequate documentation
4. 60–69%: Selection of technology with random literature review; weak evidence of specific methodology; lack of conclusion; poor documentation.
5. Below 60%: Loosely identified technology with little literature review; lack of evident methodology; no conclusion and no evidence of documentation

Unit 5—The Forensic Scientist

D-4-2 Role of Forensics in Criminal Justice:

1. 90–100%: Student can evaluate the role of forensics in criminal justice exceptionally well. Student understands forensics has many different sciences involved, and they are used to evaluate crime scenes to determine many answers about the scene, such as time of death through insect evaluation, decay, climate, and vegetation around the body, etc.; hair analysis; fiber analysis; paint chip analysis; trace evidence; and many others.
2. 80–89%: Student can evaluate most of the roles forensics plays in criminal justice as learned in the program. Student can describe how forensics is used to solve crime scenes and develop answers to questions about the scenes.
3. 70–79%: Student can evaluate some of the roles forensics play in criminal justice with a good understanding of how these roles are used to solve crimes and develop answers about crime scenes.

4. 60–69%: Student can evaluate a couple of the roles forensics plays in criminal justice as learned in the program, but with very limited ability and understanding.
5. Below 60%: No evidence of being able to evaluate the role of forensics in criminal justice. Student is unable to describe the role that forensics plays in solving crimes.

Unit 6—Effective Report Writing

_____ D-2-2 Assess Criminal Investigation Procedures:

1. 90–100%: Articulates the practical aspects of the criminal investigation procedures; expands and provides details about the procedures of conducting a successful criminal investigation
2. 80–89%: Student is able to identify most theoretical AND practical procedures necessary for a criminal investigation.
3. 70–79%: Describes some of the practical aspects AND some of the theoretical aspects of criminal investigation procedures
4. 60–69%: Describes or identifies EITHER the theoretical OR the practical aspects (but not both) of criminal investigation procedures
5. Below 60%: Describes or identifies NEITHER the theoretical NOR the practical aspects of criminal investigation procedures

Unit 7—The Constitution and the Confession

_____ D-2-2 Assess Criminal Investigation Procedures:

1. 90–100%: Articulates the practical aspects of the criminal investigation procedures; expands and provides details about the procedures of conducting a successful criminal investigation
2. 80–89%: Student is able to identify most theoretical AND practical procedures necessary for a criminal investigation.
3. 70–79%: Describes some of the practical aspects AND some of the theoretical aspects of criminal investigation procedures
4. 60–69%: Describes or identifies EITHER the theoretical OR the practical aspects (but not both) of criminal investigation procedures
5. Below 60%: Describes or identifies NEITHER the theoretical NOR the practical aspects of criminal investigation procedures

Unit 8—Cybercrime

_____ D-5-2 Threats Posed by Cybercrimes:

1. 90–100%: Student can classify threats posed by cybercrimes; specify the harm that they cause to victims and society, how to locate the perpetrators of these crimes, and how to gather information from their computers when they have been seized; and identify prevention possibilities.

2. 80–89%: Student can classify threats posed by cybercrimes AND identify some of the means for helping to prevent and locate these types of crimes.
3. 70–79%: Student can EITHER: a) classify threats posed by cybercrimes with limited ability, OR, b) identify means for helping to prevent and locate these types of crimes. (Cannot do both)
4. 60–69%: Student can identify that computers are used to commit crimes, but demonstrates very limited knowledge about types of crimes or how cybercrimes are conducted.
5. Below 60%: Student cannot identify threats posed by cybercrimes.

Unit 9—Security Risks

D-6-1 Security Risks:

1. 90–100%: Student can provide a full assessment of risks to life, property, and proprietary information. Student can provide details as to where the security threats are posed and how to alleviate them.
2. 80–89%: Student is aware of the complications in assessing the entire situation for security risks. Student looks for risks to life first and foremost. Student is able to articulate ways to improve the scene.
3. 70–79%: Student can diagnose the majority of security risks to protect lives, property, and proprietary information.
4. 60–69%: Student identifies one or two fundamental risks when attempting to diagnose security risks to protect lives, property, and/or proprietary information.
5. Below 60%: Student is unable to diagnose security risks to protect lives, property, and/or proprietary information. Student misses the key components of the security risks and is unable to identify them in full. Student misses potential security risks to life, which is the most fundamental.

Unit 10—Privatization of Parole and Probation

D-3-1 Evaluate Criminal Justice Systems:

1. 90–100%: Student is able to provide insight as to the values of all criminal justice systems and their uses in today's society.
2. 80–89%: Student is able to identify and evaluate the majority of criminal justice systems.
3. 70–79%: Student can evaluate some of the criminal justice systems effectively.
4. 60–69%: Student is unable to evaluate most criminal justice systems effectively.
5. Below 60%: Student does not evaluate any criminal justice systems.

(End of Syllabus)