

**CRJ 101: Introduction to Criminal Justice**

3 lecture hours / 3 credits

**CATALOG DESCRIPTION**

Prerequisite: Passing Grade in RDG 099 or equivalent

This is an introduction to the philosophical and historical backgrounds of law enforcement. It includes an orientation to U.S. Law enforcement agencies and other closely related criminal justice professions and an analysis of the role of the modern law enforcement officer. It is prerequisite to all Criminal Justice (CRJ) courses.

**TEXTBOOK AND COURSE MATERIALS**

REQUIRED TEXTS (Author, Title, Edition, Publisher)

To be determined by instructor

It is the **responsibility of the student** to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

*Please see current textbook prices at [www.rcgc.bncollege.com](http://www.rcgc.bncollege.com)*

**EVALUATION AND ASSESSMENT**

**Grading Distribution**

<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Written Assignments</li> <li>• Attendance and Participation</li> </ul>	<p>Grading to be determined by individual instructors</p>
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**Grading Scale Example**

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

**ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES**  
(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

<b>RCGC Core Competencies</b>	
<b>1</b>	<b>Written and Oral Communication</b> Students will communicate effectively in both speech and writing.
<b>2</b>	<b>Quantitative Knowledge and Skills</b> Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
<b>3</b>	<b>Scientific Knowledge and Reasoning</b> Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
<b>4</b>	<b>Technological Competency</b> Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
<b>5</b>	<b>Society and Human Behavior</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
<b>6</b>	<b>Humanistic Perspective</b> Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
<b>7</b>	<b>Historical Perspective</b> Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
<b>8</b>	<b>Global and Cultural Awareness</b> Students will understand the importance of a global perspective and culturally diverse peoples.
<b>9</b>	<b>Ethical Reasoning and Action</b> Students will understand ethical issues and situations.
<b>10</b>	<b>Information Literacy</b> Students will address an information need by locating, evaluating, and effectively using information

**CRJ101 CORE COMPETENCIES**

This course focuses on 3 of RCGC's Core Competencies:

- Oral/Written Communication
- Technological Competency
- Information Literacy

<b>CRJ 101 (Introduction to Criminal Justice) students will</b>	<b>RCGC Core Competencies</b>	<b>Evaluation/Assessment</b>
<p>1. The student will be able to recognize and discuss the concepts involved in Policing in America.</p> <ul style="list-style-type: none"> <li>a. Define police roles and functions.</li> <li>b. Explain organization, management, and related operations.</li> <li>c. Discuss the application of developing technologies and enhancements.</li> </ul>	Oral/Written Communication	Text review. Analysis and discussions Class participation
<p>2. The student will demonstrate and evaluate police discretion, the use of force, police culture/behavior and ethics/deviance.</p> <ul style="list-style-type: none"> <li>a. Describe the nature of police discretion; the processes and variables.</li> <li>b. Examine the use of force discuss patterns and identify the use of force continuum.</li> <li>c. Distinguish and identify less-than lethal force options.</li> <li>d. Recognize police stress, police suicide, and examine the psychological/sociological perspectives.</li> <li>e. Identify and connect the code of conduct, code of ethics, and the applicability of rules and regulations to police functionality.</li> </ul>	Oral/Written Communication	Open conversation and reviews
<p>3. The student will recognize and reframe civil liability, policing a modern community, and policing a drug problem.</p> <ul style="list-style-type: none"> <li>a. Identify the incidence of civil suits and the nature of the problem.</li> <li>b. Restate civil liability and tort law.</li> <li>c. Discuss public attitude toward the police.</li> <li>d. Explain the community policing philosophy.</li> <li>e. Explain negligence.</li> <li>f. Identify those issues that can prevent liability and how this can be measured against the less than lethal force options available.</li> <li>g. Evaluate crime prevention/crime reduction tactics with community policing in mind.</li> </ul>	Technological Competency/Information Literacy	Project assignments. Article reviews. Text discussions.
<p>4. The student will discriminate and generalize an appreciation within the scope of the law enforcement functions in society.</p> <ul style="list-style-type: none"> <li>a. Review the structure and functions of the policing agencies.</li> <li>b. Review and prioritize the qualifications of the various law enforcement officers.</li> <li>c. Articulate the various agencies that share the law enforcement functions in the Federal, State, County and Municipal agency.</li> <li>d. Differentiate between the responsibilities and jurisdictions of the various law enforcement agencies.</li> </ul>	Oral/Written Communication	Text review. Quizzes and Chapter Tests

**STUDENT LEARNING OUTCOMES CRJ 101: Introduction to Criminal Justice**

<p>5. Students will demonstrate and develop an appreciation for the use of computer-based technology in the study of Law Justice.</p> <p>a. Use search engines to locate specific criminal justice agency web sites.</p> <p>b. Search criminal justice agency web sites for designated information.</p> <p>c. Use links to move between web sites.</p> <p>d. Download, organize, and combine information gathered through web searches.</p> <p>e. Incorporate, rewrite and debate information gleaned from computerized databases in course discussion.</p>	<p>Technological Competency/Information Literacy</p>	<p>Project preparation and submission. Analysis and class participation</p>
<p>6. Use appropriate written and oral communication skills. Satisfy other related course requirements as depicted in learning objectives described below.</p> <p>a. Communicate information orally in a logical and grammatical manner.</p> <p>b. Present written information using standard MLA/APA style.</p> <p>c. Be responsible for accepting and completing all required assignments, quizzes, exams, or other assignments on time. Failure to submit those documents can result in an “F” grade.</p> <p>d. Complete all required reading assignments and be prepared to participate in class discussion or other related activities.</p> <p>e. Be responsible for completing all outside required reading and/or assignments and be prepared to discuss those assignments during class. Failure to complete this responsibility can result in an “F” grade.</p> <p>g. Discover that they are responsible and required to complete their own work. They will refrain from cheating and/or plagiarism. Plagiarism is copying or imitating the language, ideas, and thoughts of another author and passing off the same as one’s original work.</p> <p>h. Take the responsibility to bring any and all related material(s), the assigned text, the course syllabus, other papers to class and be prepared to reference, follow, or discuss that source during class.</p>	<p>Written Communication Oral Communication</p>	<p>Project Preparation &amp; Submission. Analysis and Class Participation.</p>

**Affirmative Action Statement**

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or [ajones@rcgc.edu](mailto:ajones@rcgc.edu).

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or [dcook@rcgc.edu](mailto:dcook@rcgc.edu).

### **Department of Special Services**

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit [RCGC.edu/SpecialServices](http://RCGC.edu/SpecialServices).

### **To Register with Special Services**

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
  - a. Diagnosis with written evaluation of current disability;
  - b. Date the student was diagnosed;
  - c. Tests used to reach diagnosis;
  - d. Credentials of the medical professional conducting evaluation; and

- e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
  - Contact the Special Services office to schedule a meeting with a staff member.
    1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
    2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

### **Accommodations**

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

### **Confidentiality**

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.