

2013 Mississippi Curriculum Framework

Postsecondary Criminal Justice

(Program CIP: 43.0199 – Corrections and Criminal Justice, Other)

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Standards in this document are based on information from the following organizations:

Standards for Program

Add standards here

Related Academic Standards

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21st Century Skills

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Preface

Criminal Justice Research Synopsis

Information listed at the end of each course was considered during the developmental process. The Pearson Criminal Justice was especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to give input related to the development of the curriculum framework. Specific comments related to soft skills needed in this program include maintaining a positive attitude, being at work every day and on time, and having reading and writing skills to complete reports related to the criminal justice field. Occupational-specific skills stated include knowledge of the fundamentals of law enforcement and court procedures. Safety practices emphasized include practicing all safety rules and wearing the proper safety equipment related to the Criminal Justice curriculum.

Needs of the Future Workforce

The Criminal Justice occupation is projected to grow slower than average in the United States, 12%, and slightly faster than average in Mississippi, 13% (EMSI, 2012.2).

Finance and Accounting Employment Projections and Earnings

Occupation Title	2012 Jobs	2022 Jobs	Change	% Change	Openings	2012 Median Hourly Earnings
Probation Officers and Correctional Treatment Specialists	519	674	155	30%	266	\$14.06
First-Line Supervisors/Managers of Correctional Officers	502	582	80	16%	263	\$18.10
First-Line Supervisors/Managers of Police and Detectives	813	920	107	13%	465	\$22.62
Bailiffs	224	238	14	6%	71	\$9.54
Correctional Officers and Jailers	5,429	6,375	946	17%	2,173	\$11.74
Detectives and Criminal Investigators	1,107	1,329	222	20%	450	\$20.04
Police and Sheriff's Patrol Officers	6,948	7,788	840	12%	2,647	\$14.75
Transit and Railroad Police	71	76	5	7%	22	\$20.32
Private Detectives and Investigators	624	822	198	32%	325	\$17.54
Security Guards	10,156	10,962	806	8%	3,167	\$9.43
Protective Service Workers, All Other	634	757	123	19%	553	\$12.93
STATE TOTAL	27,028	30,521	3,493	13%	10,402	\$12.64

Source: EMSI Complete Employment- 2012.2

Curriculum

The following national standards were referenced in each course of the curriculum:

-
- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, forms 9 and 10* Academic Standards
- *21st Century Skills*

Assessment –

Add assessment here**Professional Learning**

It is suggested that instructors participate in professional learning related to the following concepts:

-
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course and review the additional resources.
- 21st Century Skills – To learn more about 21st Century Skills, please go to <http://www.p21.org/> and click on Overview – 21st Skills Framework.
- Related Academics – To learn more about Related Academics, please go to <http://www.ctb.com/ctb.com/control/main?p=home> and click on the TABE logo and learn about the most updated standards of the TABE exam.

Articulation**Add articulation here**Statewide Guidelines on Articulated Credit*Eligibility*

- To be eligible for articulated credit, a student must do the following:
 - Complete the articulated Secondary Vocational Program.
 - Score 80% or higher on the Mississippi Career Planning and Assessment System (MS-CPAS) in his or her secondary program of study.
- To be awarded articulated credit, a student must do the following:
 - Complete application for articulated credit at the community or junior college.
 - Enroll in the community or junior college within 18 months of graduation.
 - Successfully complete 12 non-developmental career–technical or academic credit hours in the corresponding articulated postsecondary career–technical program of study.

How MS-CPAS will be documented

- The Research and Curriculum Unit of Mississippi State University will provide the SBCJC a list of all secondary CTE students scoring at or above the 80 percentile for the articulated programs.
- The SBCJC will forward the list of students eligible for articulated credit to the colleges.

Transcription of Articulated Credit

- Students must complete 12 non-developmental career–technical or academic credit hours in the articulated postsecondary career–technical program of study before the articulated credit is transcribed.
- No grade will be given on the transcript for articulated courses; only hours granted will be transcribed (thus resulting in no change in quality points).

Time Limit

- MS-CPAS2 scores will be accepted to demonstrate competencies for up to 18 months after high school graduation.

Cost

No costs will be assessed on hours earned through articulated credit.

DEVELOPMENTAL

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Career–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local career–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and career skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide career and technical educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. Another important aspect of learning and working in the 21st century involves technology skills. The International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. The MS-CPAS2 blueprints are based upon the suggested course sequences to allow for Career Certificate (Y1) and Technical Certificate (Y2) assessments for all exit options. Please refer to the blueprint online. Each career–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Career–technical core – A required career–technical course for all students
 - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Career–technical elective – An elective career–technical course
 - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester

- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
- Corequisites – A listing of courses that may be taken while enrolled in the course
- Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.
 - *Section 2.7.3 For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.*

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
- Revising or extending the suggested objectives for individual competencies

- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Adding courses listed in the “Approved Career and Technical Electives List” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career and Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is not required.

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Program Description

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Suggested Course Sequence

Criminal Justice Technology

Career Certificate Option

A Career Certificate will be awarded upon completion of the required courses for the Career Certificate option in Criminal Justice Technology.

*CRJ 1313	Introduction to Criminal Justice	3 sch:
*CRJ 1363	Introduction to Corrections	3 sch:
*CRJ 1323	Police Administration and Organization	3 sch:
*CRJ 1383	Criminology	3 sch:
*CRJ 2333	Criminal Investigation	3 sch:
*CRJ 2313	Police Operations	3 sch:
*CRJ 2513	Juvenile Justice	3 sch:
*CRJ 2323	Criminal Law	3 sch:
	Elective	3 sch
	Elective	3 sch
	Total Semester Credit Hours for a Career Certificate	30 sch

MSCPAS2 test will be administered upon completion of the above courses.

***These course competencies will be assessed in the MSCPAS2 Y1 Test.**

Students who lack entry level skills in math, English, science, etc. will be provided related studies.

Suggested Course Sequence

Criminal Justice Technology

Technical Certificate Option

A Technical Certificate will be awarded upon completion of all required Career Certificate courses **AND** the following required Technical Certificate courses in the Criminal Justice Technology program.

	Career Certificate	30 sch
*CRJ 2393	Survey of Criminalistics	3 sch:
*CRJ 2363	Criminal Court Practice	3 sch:
*CRJ 2413	Administration of Criminal Justice	3 sch:
*CRJ 2713	Foundations of Terrorism	3 sch:
	CTE Elective	3 sch"
	Total Semester Credit Hours for a Technical Certificate	45 sch

The MSCPAS2 test will be administered upon completion of the above courses.

***These course competencies will be assessed in the MSCPAS2 Y2 test.**

Suggested Course Sequence

Criminal Justice Technology

Associate of Applied Science Degree Option

To receive the Associate of Applied Science Degree in Criminal Justice Technology, a student must complete all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.

Section 2.7.3 For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

A student must complete the following minimum credit requirements for the AAS Degree Option:

Career Certificate	30 credits minimum
Technical Certificate	15 credits minimum
General Education Core Courses	15 credits minimum
Total Semester Credit Hours for the Associate of Applied Science Degree	60 credits minimum hours earned as a compilation of Career, Technical, and Academic credit hours.

Approved Career–Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
- Revising or extending the suggested objectives for individual competencies

- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (**after informing the Mississippi Community College Board [MCCB] of the change**)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence to reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (**with MCCB approval**)
- Adding courses listed in the “Approved Career and Technical Electives List” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career and Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is **not** required.

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APPROVED CAREER AND TECHNICAL ELECTIVES FOR
CRIMINAL JUSTICE TECHNOLOGY

CRJ 2623	Assets Protection	3 sch:
CRJ 2733	Transportation and Border Security	3 sch:
CRJ 1343	Police and Community Relations	3 sch:
CRJ 2353	Drugs and Society	3 sch:
CRJ 2723	Intelligence Analysis and Security Management	3 sch:
CRJ 2453	Ethics in Criminal Justice	3 sch:
CRJ 1353	Internship in Criminal Justice	3 sch:
WBL 191(1-3) WBL 192(1-3) WBL 193(1-3) WBL 291(1-3) WBL 292(1-3) WBL 293(1-3)	Work-Based Learning	1-3 sch: 3-9 hr. externship
Other instructor approved electives that are listed in the MCCB approved Career and Technical Uniform Course Numbering document.		

APPROVED ACADEMIC ELECTIVES FOR
CRIMINAL JUSTICE TECHNOLOGY

HPR 2213	First Aid and CPR	3 sch:
MFL 1213	Spanish I	3 sch:
Other instructor approved electives that are listed in the MCCB approved Academic Uniform Course Numbering document.		

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Criminal Justice Courses

Course Name: Introduction to Criminal Justice

Course Abbreviation: CRJ 1313

Classification: Core

Description: History, development, and philosophy of law enforcement in a democratic society, introduction to agencies involved in the administration of criminal justice; career orientation. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives	
1.	Identify crime and the nature of law. <ol style="list-style-type: none"> a. Understand the origin and development of criminal law. b. Distinguish between criminal and civil law. c. List the essential elements of various crimes. d. Know the meaning and uses of various defenses to criminal liability. e. Identify and apply constitutional amendments to scenarios that deal with due process and the right of the accused.
2.	Discuss police and the law. <ol style="list-style-type: none"> a. Understand and identify important historical precedents in the development of law enforcement. b. Distinguish between legal and illegal searches and seizures. c. Define and know the differences between reasonable suspicion and probable cause. d. Identify major U.S. Supreme Court decisions related to police search and arrest. e. Know what gives police the right to use force and what would be deemed excessive.
3.	Explore the court system. <ol style="list-style-type: none"> a. Identify and explain court jurisdiction. b. Discuss the steps and procedures in the accusatory process, including the initial appearance, the preliminary hearing, the grand jury, the setting of bail, and the arraignment.
4.	Define the various aspects of the corrections system. <ol style="list-style-type: none"> a. Describe how incarceration facilities are structured, organized, and administered by the government in the United States. b. c. d.

STANDARDS

Standards for Program

Course Name: Introduction to Corrections

Course Abbreviation: CRJ 1363

Classification: Core

Description: An overview of the correctional field; its origins, historical and philosophical background, development, current status, relationship with other facets of the criminal justice system and future prospects. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
1. Examine the history and evolution of corrections <ol style="list-style-type: none"> a. Discuss early history of corrections to the modern era. b. Identify different forms of punishment used throughout history. c. Explore sentencing options. d. Discuss the death penalty and appropriate cases.
2. Apply the correctional process to specific situations. <ol style="list-style-type: none"> a. Define and understand probation and intermediate punishments. b. Explore correctional institutions and the inmate world.
3. Evaluate prison conditions and inmate rights <ol style="list-style-type: none"> a. Discuss prisoners' rights in confinement. b. Apply appropriate case law to scenarios regarding prisoners' rights. c. Review prison riots and their effects on the evolution of prisoners' rights.
4. Differentiate among probation, parole, and community-based correction <ol style="list-style-type: none"> a. Define and explain community-based correction. b. Identify major Supreme Court decisions associated with probation and parole revocation.

STANDARDS

Standards for Program

Course Name: Police Administration and Organization

Course Abbreviation: CRJ 1323

Classification: Core

Description: Principles of organization and administration in law enforcement as applied to law enforcement agencies; introduction to concepts of organizational behavior. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
<ol style="list-style-type: none">1. Describe the dynamics of politics and how those dynamics impact police administration.<ol style="list-style-type: none">a. Explain how 19th century England influenced the development of unified, full-time police departments in the U.S.b. Explain how politics influences police departments and what can be done to keep politics out of law enforcement.c. Discuss the major difference in organizational structure between traditional versus community policing.d. Discuss how Robert Peelian influenced law enforcement as it is known today.e. Explain Gus Vollmers contributions to policing.f. Define fusion center and its primary goals.
<ol style="list-style-type: none">2. Apply leadership and management techniques that are applicable to police administration.<ol style="list-style-type: none">a. Define leadership and give distinctions between leaders and managers.b. Contrast difference power and authority.c. Identify various leadership styles.d. Discuss major decision making modelse. Describe the steps that make up the communication process.f. Define budgeting.h. Discuss stress in law enforcement and management techniques.
<ol style="list-style-type: none">3. Explain the significance of specific U.S. Supreme Court decisions.<ol style="list-style-type: none">g. Mapp v. Ohio (1966)

- h. Gideon v. Wainwright (1963)
- i. Escobedo v. Illinois (1964)
- j. Miranda v. Arizona (1966)
- k. Chimel v. California (1961)

STANDARDS

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Course Name: Criminology

Course Abbreviation: CRJ 1383

Classification: Core

Description: The nature and significance of criminal behavior. Theories, statistics, trends, and programs concerning criminal behavior. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
1. Explore the basics of criminology <ol style="list-style-type: none"> a. Differentiate between criminology and criminal justice.
2. Discuss the methods of measuring crime <ol style="list-style-type: none"> a. Identify and explain the differences between the three major ways of measuring crime. b. Summarize the advantages and limitations of such measurements.
3. Evaluate victims of crime <ol style="list-style-type: none"> a. Define victimology b. Discuss the extent of victimization. c. Identify the types of victimization and problems associated with each.
4. Explore the theories of criminology <ol style="list-style-type: none"> a. Understand the basic premises of major criminological theories. b. Apply theories to scenarios describing criminal behavior.
5. Relate criminological theories to crime <ol style="list-style-type: none"> a. Apply criminological theories to property, violent, white-collar, organized, and public order offenses. b. Define terrorism and explain the differences between domestic and international incidents.

STANDARDS

Standards for Program

Course Name: Criminal Investigation

Course Abbreviation: CRJ 2333

Classification: Core

Description: Fundamentals, search and recording, collection and preservation of evidence, finger printing, photography, sources of information, interviews and interrogation. Follow up. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
1. Identify the laws governing criminal investigations, procedures and operations. <ol style="list-style-type: none"> a. Define Probable Cause b. List ingredients to an arrest c. Apply all elements of search and seizure to a crime scene.
2. Summarize the duties of an investigator or police officer at a crime scene. <ol style="list-style-type: none"> a. List duties of a First Responder b. Identify duties of crime scene investigator c. Describe the types of crime scenes d. Demonstrate properly a crime scene search
3. Recognize evidence and protocol in collection and preservation of evidence <ol style="list-style-type: none"> a. Define Types of evidence b. Explain collection of evidence procedures c. List evidence collection techniques d. Apply US Supreme Court case law to evidence collection
4. Analyze the difference between Interview and Interrogation <ol style="list-style-type: none"> a. Describe objectives of interview and interrogation b. Apply Case law to the “right to remain silent” c. Discuss the Admissibility of confessions and admissions d. Recognize the signs of deception
5. Recognize the various types of criminal activity

- a. Define crime
- b. Identify types of crime
- c. Differentiate between felony and misdemeanor
- d. Apply investigative technique in solving a crime

6. Explain the process for preparing crime scene evidence for trial purposes.

- a. Develop the criminal case
- b. Assemble all evidence for examination
- c. Reconstruct crime scene
- d. Prepare for testifying

STANDARDS

Standards for Program

Course Name: Police Operations

Course Abbreviation: CRJ 2313

Classification: Core

Description: A study of the operation and administration of law enforcement agencies. Particular emphasis is placed on the functions of the patrol division. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives	
1.	Identify police procedures and enforcement methods.
a.	Describe the different types of policing methods
b.	Demonstrate, identify and implement police survival tactics.
c.	Explain police operations and identify them.
d.	Define Community Policing and give examples.
e.	Identify traditional police pyramid and organizational hierarchy
	Define Communication within police operations
2.	Recognize and describe patrol operations
a.	Define basic purpose of traffic enforcement
b.	List patrol functions and patrol methods
c.	Identify and define phases of an emergency
d.	Relate duties of patrol officer at a crime scene
e.	Recognize signs of gang problems
f.	Define racial profiling and effects on patrol operations
3.	Apply search and seizure laws and methods to patrol operations
a.	Demonstrate use of the Miranda Warning
b.	Define arrest and criteria needed for an arrest
c.	Identify legalities of an arrest
d.	Interpret the difference between an interview and interrogation

e.	Recognize ethical issues during an interrogation
f.	Apply the 1 st , 2 nd , 4 th , 5 th and 14 th Amendments as it applies to patrol operations.
g.	Explain guidelines for “Use of Force” and Deadly Force when making an arrest.
4.	Analyze the differences in police ethics vs. corruption
a.	Define ethics
b.	Identify key elements of corrupt behavior
c.	Identify rights of a police officer during an internal affairs investigation.

STANDARDS*Standards for Program*

DEVELOPMENTAL

Course Name: Juvenile Justice

Course Abbreviation: CRJ 2513

Classification: Core

Description: The role of police in juvenile delinquency and control. Organization, functions, and jurisdiction of juvenile agencies. Processing, detention, and disposition of cases. Statutes and court procedures applied to juveniles. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
<p>1. Explore nature and extent of delinquency</p> <ul style="list-style-type: none"> a. Define juvenile delinquency. b. Explain the concept of <i>parens patriae</i> and its importance in juvenile justice. c. Define "Child Savers" and discuss their philosophy in relation to preventing juvenile delinquency. d. Detail trends in juvenile delinquency. e. Identify the special characteristics of serious, violent, and chronic juvenile offenders.
<p>2. Discuss delinquency theories</p> <ul style="list-style-type: none"> a. Identify and explain major premises of choice, biological, psychological, and sociological theories. b. Apply appropriate theories to various scenarios.
<p>3. Recognize the social context of delinquency</p> <ul style="list-style-type: none"> a. Explain ways that family dynamics govern adolescent behavior. b. Explore the effects of parenting on pro-social and delinquent behaviors. c. Comprehend the nature and extent of the maltreatment of children. d. Discuss the rights afforded to students within the school. e. Identify major U.S. Supreme Court decisions that control the behavior of students and school officials on school property.

f. Identify how drugs and alcohol are related to delinquency.

4. Examine the juvenile justice system

- a. Discuss factors which affect how police officers respond to juvenile issues.
- b. Identify and define the classifications of children that fall under youth court jurisdiction.
- c. Be familiar with the different stages of the juvenile court process.
- d. Identify and apply major U.S. Supreme Court decisions as related to due process for juveniles

STANDARDS

Standards for Program

DEVELOPMENTAL

Course Name: Criminal Law

Course Abbreviation: CRJ 2323

Classification: Core

Description: Basic elements of criminal law under the Constitution of the United States, state Constitutions, and federal and state statutes. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
<p>1. Identify sources of criminal law</p> <ul style="list-style-type: none"> a. Explain the origins of criminal law. b. Define the term crime. c. Trace the sources of criminal law.
<p>2. Discuss limitations on criminal liability</p> <ul style="list-style-type: none"> a. Examine the constitutional limitations on criminal liability. b. Explain the meaning of the due process limitations in the Constitution. c. Identify and apply the Bill of Rights to case scenarios. d. Explain and identify jurisdiction.
<p>3. Evaluate the criminal act</p> <ul style="list-style-type: none"> a. Recognize what constitutes criminal behavior. b. Determine the different types of intent involved in criminal behavior.
<p>4. Discuss the various types of defense.</p> <ul style="list-style-type: none"> a. Distinguish between criminal responsibility, justification and excuse defenses as well as procedural defenses. b. Differentiate between the various types of insanity tests. c. Identify the situations when use of deadly force is permitted in self-defense or defense of others.
<p>5. Discuss the various elements of criminal offenses.</p> <ul style="list-style-type: none"> a. Define homicide and list the elements of each type of criminal homicide.

- b. Relate sexual offenses to their elements.
- c. Define and list the elements of different assault and battery charges.
- d. Distinguish between property and violent crimes; theft, burglary, robbery and arson.
- e. Examine crimes involving drugs and alcohol.
- f. Cite examples of crimes against the administration of justice and public order.

STANDARDS

Standards for Program

DEVELOPMENTAL

Course Name: Survey of Criminalistics

Course Abbreviation: CRJ 2393

Classification: Core

Description: The study of scientific crime detection methods; modus operandi, crime scene search, preservation of evidence, research projects and class participation required. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
<ol style="list-style-type: none"> 1. Describe the dynamics of criminalistics and the impact on crime scene evidence. <ol style="list-style-type: none"> a. Define criminalistics b. Describe the historical development of forensic science and criminalistics c. List the forensic science specialties d. Define physical evidence and its utilization in the legal system.
<ol style="list-style-type: none"> 2. Apply crime scene procedures and techniques. <ol style="list-style-type: none"> a. Record crime scene processing b. List types of crime scenes c. Analyze crime scene documentation, preservation and reconstruction
<ol style="list-style-type: none"> 3. Examine and interpret physical pattern evidence <ol style="list-style-type: none"> a. Compare classifications and types of physical evidence b. Identify fingerprints and other personal identification c. Differentiate between physical, biological and chemical evidence
<ol style="list-style-type: none"> 4. Explain the significance of specific case law <ol style="list-style-type: none"> a. State of Connecticut v. Duntz b. State of Hawaii v. Metheson c. California v. Gerald Mason d. Illinois v. Cecil Sutherland e. U.S. v Ted Kaczynski f. Lindbergh Kidnapping

STANDARDS

Standards for Program

DEVELOPMENTAL

Course Name: Administration of Criminal Justice

Course Abbreviation: CRJ 2413

Classification: Core

Description: A study of the legal concepts and procedures, including laws of arrest and search warrant procedures, beginning with the issuance of legal process to ultimate disposition, including information, indictments, arraignments, preliminary hearings, bail, juries and trial and penal conditions. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
<p>1. Apply the exclusionary rule, reasonable suspicion, and probable cause</p> <ul style="list-style-type: none"> a. Discuss the historical development of the exclusionary rule and its purpose. b. Know when the exclusionary rule is applied c. Define reasonable suspicion and how it is established. d. Identify probably cause and know when it is established. e. Identify and apply law to scenarios relating to the exclusionary rule.
<p>2. Demonstrate lawful arrests, searches, and seizures</p> <ul style="list-style-type: none"> a. Describe the concept of “stop and frisk” and the “plan-feel” doctrine. b. Explain the elements of an arrest. c. Discuss the exceptions to a search warrant and arrest warrant requirement. d. Know the case law regarding vehicle stops and searches. e. Identify major U.S. Supreme Court decisions related to police search and arrest.
<p>3. Utilize identification and interrogation procedures.</p> <ul style="list-style-type: none"> a. Explain the development of the “Miranda Warnings.” b. Comprehend the right against self-incrimination. c. Define interview and interrogation and know the difference. d. Explain a suspect’s right to counsel and when it attaches.

DEVELOPMENTAL

Course Name: Assets Protection

Course Abbreviation: CRJ 2623

Classification: Elective

Description: Security awareness of management and employees; vulnerability training; internal/external theft and fraud; disaster control; physical security planning; investigation; guard protection; and alcohol and drug abuse in work place. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
1. Evaluate the history of security management threats and loss prevention. <ol style="list-style-type: none"> a. Describe the methods of loss prevention programs b. Discuss methods of achieving asset protection c. Identify problems that necessitate changes in security
2. Assess the origins of law pertaining to security and loss prevention <ol style="list-style-type: none"> a. Cite examples of sources of law using the US Constitution, local and state statutes, and administrative law.
3. Describe the impact of both employee and non-employee theft. <ol style="list-style-type: none"> a. Identify indicators of theft b. Formulate an understanding of the physical security program plan. c. Explain methods of protection from external threats d. Acquire an understanding of security e. Define methods of internal and external investigations
4. Apply concepts of emergency management <ol style="list-style-type: none"> a. Discuss planning and management of security for special events. b. Demonstrate appropriate security tools c. Explain terrorism d. Implement threat and risk assessment
5. Differentiate between workplace violence, school safety and substance abuse in the workplace or school.

- a. Explain operational approaches
- b. Identify all types of personnel protection
- c. Prepare school safety concepts.
- d. Recognize the understanding of programmatic approaches to policy development.

STANDARDS

Standards for Program

DEVELOPMENTAL

Course Name: Criminal Court Practices

Course Abbreviation: CRJ 2363

Classification: Core

Description: An in-depth study of the criminal case within the state and federal court systems. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
<ol style="list-style-type: none"> 1. Analyze the history of various legal systems as they pertain to the current legal system of the United States. <ol style="list-style-type: none"> a. Identify and critique the differences in British and American legal system. b. c. Discuss the different types of courts in the United States and Mississippi d. Define types of law
<ol style="list-style-type: none"> 2. Organize the process from arrest to arraignment <ol style="list-style-type: none"> a. Discuss the elements of the crime b. List the key elements defining law c. Discuss the elements of corpus delecti d. Discuss the dynamics of a courtroom trial e. Identify and discuss each courtroom “actors” role in a trial
<ol style="list-style-type: none"> 3. Identify sentencing guidelines and options <ol style="list-style-type: none"> a. Define sentencing b. Evaluate sentencing guidelines c. Propose new ideas for modifying sentencing guidelines d. Define and Discuss sentencing discrimination e. Discuss capital punishment

STANDARDS

Standards for Program

Course Name: Foundations of Terrorism

Course Abbreviation: CRJ 2713

Classification: Core

Description: Survey of the role of the criminal justice professional in combating terrorism in the modern world. Also included will be the mission of Homeland Security as it relates to historical and current domestic and international terrorism. (3 sch: 3 hr lecture)

Prerequisite:

Competencies and Suggested Objectives
<p>1. Analyze the history of and impact of terrorism around the world.</p> <ul style="list-style-type: none"> a. List and identify the different types of Terrorism. b. Locate areas of influence of the known terror organizations both domestic and international. c. Identify from the past known locations of terror attacks what group was responsible and the social, economic, and financial impact of the attack.
<p>2. Cite terror organization tactics, policies, and philosophies with respect toward their members.</p> <ul style="list-style-type: none"> a. Define Terrorism. b. Know group structure and how the individual fits into it. c. Identify personal aspects of the terrorist commitments to the cause and group. d. Identify how a subject fits within a group, how that individual regards himself within that group, and the skills the individual possesses that support the cause of the organization. e. Identify outside support for the terrorist organization in regard to recruiting, financing, and arming. f. Identify the terror organizations leaders, both past and present, and how their philosophies and policies affected the terror organization itself.
<p>3. Discuss how terrorist organization philosophies and policies affect the policies of the United States toward terrorism and terrorist organizations.</p> <ul style="list-style-type: none"> a. Discuss the policies of the United States toward terrorist organizations. b. How do religious beliefs and philosophies increase the hatred toward a

particular country, more specifically the United States.

- c. Identify policies that are being implemented to handle terrorist attacks not in the United States.
- d. Identify policies that have been put into policy or law to avert terrorist attacks in the United States.

4. Analyze investigative techniques as they apply to terrorism.

- a. Research, obtain, and have knowledge of, and study the training manual of known terror organizations if available.
- b. Identify the process to obtain terrorist training manuals.
- c. Recognize methods of properly interviewing/interrogating an associate or known member of a terrorist organization.
- d. Recognize the legal aspects of interviewing and interrogating in regard to known “persons of interest.”
- e. Identify all known investigative techniques that can be used to obtain information on a radical or terror organization.
- f. Recognize legal and ethical issues when conducting an investigation.
- g. Recognize methods of conducting an undercover investigation including the legality of wiretapping.

5. Identify Law Enforcements responsibilities regarding prevention and response to terror.

- a. Determine the process to locate clandestine terrorist organizations, groups, sleeper cells, etc.
- b. Demonstrate courtroom testimony and tactics
- c. Identify methods of properly handling a terrorist attack.
- d. Identify procedures for Crisis preparation/management.

STANDARDS

Standards for Program

Course Name: Transportation and Border Security

Course Abbreviation: CRJ 2733

Classification: Elective

Description: This course provides a student with an analysis of issues that concern the protection of the borders of the United States and U. S. policies regarding the safety of the U. S. Transportation System. (3 sch: 3 hr lecture)

Prerequisite: None

Competencies and Suggested Objectives	
1.	Analyze the history of Transportation and Border Security. <ol style="list-style-type: none"> a. List the primary federal, state and local agencies affiliated with Department of homeland security responsible for transportation and border security. b. Specify the ethical parameters in which they must operate. c. Discuss recent court decisions affecting policy and procedure of federal law versus state law.
2.	Construct a historical timeline reflecting significant transportation related terrorist threats and events. <ol style="list-style-type: none"> a. Identify terrorist threats and events both in the United States and globally. b. Describes modes of transportation and their impact security.
3.	Discuss the general vulnerabilities and risks in transportation systems and border security systems. <ol style="list-style-type: none"> a. Identify the transportation vulnerabilities encountered by Homeland Security. b. Identify the border security vulnerabilities encountered by Homeland Security.
4.	Identify Roles of the Transportation and Border Security within Department of Homeland Security <ol style="list-style-type: none"> a. Classify roles of the Transportation and Border Security within federal and international law. b. Analyze functions and interdependency between local, federal, law enforcement

and military agencies to foster border security.

5. Cite the security differences between passenger versus freight/cargo transportation systems.
 - a. Characterize differences in dealing with the impact on supply chain logistics.
 - b. Identify the different threats of passenger transportation systems in cities, metropolitan areas, cross country, and airline transportation.
 - c. List how the differences can be coordinated to work together in safer security system.
6. Discuss how the U.S security system compares to other nations.
 - a. List the U.S. ally transportation and border security laws.
 - b. Discuss how the U.S laws can be strengthened or changed with the global threat of terrorism.
 - c. Analyze whether U.S laws will be able to stop or eliminate terror threats to the U.S.
 - d. Justify and discuss the need for a Global Center for preparedness and response to threats or attacks on a country.

STANDARDS

Standards for Program

Course Name: Intelligence Analysis and Security Management

Course Abbreviation: CRJ 2723

Classification: Elective

Description: This course is designed to develop an understanding of how intelligence assists in maintaining national security, the laws, guidelines, executive directives and oversight relating to intelligence as well as the methodologies used in the intelligence community. (3 sch: 3 hr lecture)

Prerequisite: None

Competencies and Suggested Objectives
<ol style="list-style-type: none"> 1. Identify the operational knowledge of intelligence gathering and analysis. <ol style="list-style-type: none"> a. List the key intelligence questions(KIQ) and key analytic issues used by Department of Homeland Security (DHS) b. List and describe the diverse components of DHS Intelligence Enterprise. c. Articulate familiarity with the intelligence process including the collection, analysis and dissemination of intelligence. d. Discuss the four general categories of intelligence. e. Identify the four levels of intelligence analysis. f. Analyze the functional core competencies for intelligence analysis. g. Discuss the meaning and purpose for the Intelligence Reform & Terrorism Prevention Act of 2004.
<ol style="list-style-type: none"> 2. Describe the foundation and goals for security <ol style="list-style-type: none"> a. Identify threats to national and international safety and security b. Discuss ethical and legal issues related to intelligence gathering and security management operations. c. Evaluate information obtained according to its relevance, and use it for making decisions. <p>Analyze the strategies and outcomes to strengthen future investigations.</p>

STANDARDS

Standards for Program

DEVELOPMENTAL

Course Name: Internship for Criminal Justice

Course Abbreviation: CRJ 1353

Classification: Vocational–Technical Elective

Description: Supervised practical experience in an approved criminal justice agency. Provides students the opportunity to apply theory presented in the classroom in a supervised work setting (3 sch: 135 clock hours)

Prerequisite: Introduction to Criminal Justice CRJ 1313 (Minimum Prerequisite)

Competencies and Suggested Objectives
1. Prepare employer-employee documentation. ^(DOK 4) <ol style="list-style-type: none"> a. Create a daily time log of activities and tasks. ^(DOK 2) b. Provide detailed work schedule. ^(DOK 2) c. Provide documentation of work experience from employer. ^(DOK 3)
2. Apply classroom skills to supervised work setting. ^(DOK 4) <ol style="list-style-type: none"> a. Practice professional ethics. ^(DOK 4) b. Utilize applicable areas of law in the workplace. ^(DOK 4)

STANDARDS

Specific standards for this course will depend upon the nature of the problem under investigation.

Course Name: Police and Community Relations

Course Abbreviation: CRJ 1343

Classification:

Description: Current issues between police and community. Role and influence of officer in community relations, tensions and conflict and the problem areas of race and juveniles.

Prerequisite:

Competencies and Suggested Objectives	
1.	a. b. c. d.
2.	a. b.
3.	a. b.
4.	a. b. c. d.
5.	a. b. c. d. e. f. g.

STANDARDS

Standards for Program

Course Name: Drugs and Society

Course Abbreviation: CRJ 2353

Classification:

Description:

Prerequisite:

Competencies and Suggested Objectives	
1.	a. b. c. d.
2.	a. b.
3.	a. b.
4.	a. b. c. d.
5.	a. b. c. d. e. f. g.

STANDARDS

Standards for Program

Course Name: Ethics in Criminal Justice

Course Abbreviation: CRJ 2453

Classification:

Description:

Prerequisite:

Competencies and Suggested Objectives	
1.	a. b. c. d.
2.	a. b.
3.	a. b.
4.	a. b. c. d.
5.	a. b. c. d. e. f. g.

STANDARDS

Standards for Program