

COURSE OUTLINE

Administration of Justice 101
Introduction to the Administration of Justice

I. Catalog Statement

Administration of Justice 101 covers the history and philosophy of administration of justice in America; recapitulation of the system; identification of the various sub-systems, role expectations, and their interrelationships; theories of crime, punishment, and rehabilitation; ethics, education, and training for professionalism in the system.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations

Skill level ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 1.

III. Course Exit Standards

Upon successful completion of required coursework, the student will be able to:

1. demonstrate knowledge of the evaluation of criminal justice;
2. develop an awareness of the objectives of the system, the crime problem, and role expectation of criminal justice personnel;
3. gain an overview of the system's responsibility to the community, and some general concepts in crime causation;
4. recognize a sense for the importance of education, training and professionalism in the justice system;
5. analyze and clarify conceptual level key terms and ideals applied in criminal justice.

IV. Course Content

Total Faculty Contact Hours = 48

A. Crime: Its Nature and Impact

6 hours

1. Crime defined
2. Sources of crimes
 - a. Constitution
 - b. Treaties

- c. Common Law
 - d. Statutes
 - e. Judicial ruling
 - f. Administration regulations
 - 3. Civil actions
 - 4. Amount and trends in crime
 - 5. General comments
 - a. Victims of crime
 - b. Violent crime
 - c. Property crime
 - d. Organized crime
 - e. Drug abuse
 - f. "Victimless" crimes
- B. History of Criminal Justice Systems 6 hours
- 1. Police
 - a. Primitive background
 - b. Watch and Ward - Bow Street Runners, parochial and commercial police
 - c. Peel's principles
 - d. Evolvement in the U.S.A.
 - 2. Courts
 - a. Primitive background
 - b. Anglo-Saxon period
 - c. American court system development
 - 3. Corrections
 - a. Evolvement of philosophy in U.S.A.
 - b. State penal institutions
 - c. Federal prison system
- C. Police - Structure and Function 6 hours
- 1. Police role
 - a. Problems and response
 - b. External controls
 - c. Internal controls
 - 2. Typical structure
 - a. Examples
 - b. Innovations
 - (1) Team policing
 - (2) Police agent
 - (3) Consolidation
 - 3. Function
 - a. Patrol
 - b. Investigation
 - c. Public services
 - d. Traffic
 - e. Juvenile offenders
 - 4. Police and community

5. Goals of police organization
 - a. Multipurposed
 - b. Prevention preferable to repression
 - c. Power required
 - d. Public support and cooperation required
- D. Federal Constitution, Courts, and Regulation of Police Action 6 hours
1. Duty of the court system
 - a. Review legislative enactments
 - b. Provide check on executive branch
 2. Bill of rights
 - a. First eight personal rights
 - b. Ninth, tenth, general provisions re: division of power between state and federal
 3. Exclusionary rule
 4. Trend in cases
- E. The American Court System: Jurisdiction, Structure and Role 6 hours
1. Hierarchy of courts and jurisdiction
 2. Court scheduling, management, organization
 3. Sentencing process
 4. The judge
 - a. Role
 - b. Power
 5. Court problems
 - a. Delays
 - b. Plea Bargaining
 - c. Equality of justice
- F. Prosecutor/District Attorney - Public Defense 6 hours
1. Prosecutor
 - a. Jurisdictional level
 - b. Authority and power
 - c. Prosecutor's duties
 2. Defense attorney
 - a. Sixth Amendment to U.S. Constitution
 - b. Importance of defense attorney
 - c. History of defense case law
 - d. Gideon vs. Wainwright
 - e. Public defense systems
- G. The Trial Process 6 hours
1. Jury
 2. Pre-trial proceedings
 - a. Methods of release
 - b. Warrant application
 - c. Hearing and examination
 - d. Arraignment
 3. Trial proceedings

4. Sentence
5. Appeal

H. The Correctional Process 6 hours

1. Philosophy of corrections
 - a. Changes in attitudes
 - b. Question of deterrence
 - c. Retribution vs. rehabilitation
 - d. Rights of convicted offenders
2. The corrections institution
 - a. General milieu
 - b. Custody and Discipline
 - c. Rehabilitative efforts
 - (1) Types of programs
 - (2) Effectiveness
 - (3) Length of detention
 - (4) Roles of correctional personnel
3. Functions of probation and parole
4. Trends in corrections
 - a. Increased use of probation/parole
 - b. Institutional programs
 - (1) Work release
 - (2) Improved counseling
 - (3) Better vocational training
 - (4) Family visitation
 - c. Community - based programs
 - (1) Special programs for misdemeanants
 - (2) Jail programs
 - (3) Community involvement, volunteers

V. **Methods of Instruction**

The following instructional methodologies may be used in the course:

1. classroom lecture/online;
2. co-operative learning through group problem solving;
3. audio-visual presentations.

VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

1. midterm project: utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice;
2. final project: research a nonviolent criminal case in American history and write an explanatory essay.

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. quizzes;
2. midterm;
3. 2 ½ hour written final examination;
4. midterm and final essays.

VIII. Textbook

Potter, Curtis. *Criminal Justice Swp Glendale Community College*. Glendale: Glendale Community College, 2012.

10th Grade Reading Level ISBN: 9781256578130

IX. Student Learning Outcomes

1. Student will be able to demonstrate knowledge of the evaluation of criminal justice.
2. Student will be able to develop an awareness of the objectives of the system, the crime problem, and role expectation of criminal justice personnel.
3. Student will have an understanding about the system's responsibility to the community, and some general concepts in crime causation.
4. Student will be able to recognize a sense for the importance of education, training and professionalism in the justice system.