



## ARTICULATION AGREEMENT

Date Approved 12/15/17

<b>Yuba College Course:</b>	<b>Dept:</b> Admin of Justice <b>Course No:</b> AJ 10 <b>Title:</b> Intro to Law Enforcement	<b>High School or ROP Course:</b>  <b>Hours:</b>	ROP Intro to Law Enforcement  360 hrs
<b>College:</b>	Yuba College	<b>School/ROP:</b>	Yuba City High School/Tri-County ROP

**A. COLLEGE UNITS:** 3 units

**B. GENERAL COURSE DESCRIPTION:**

Overview of the history and philosophy of the U.S. justice system; study of the modern criminal justice system and its components, law enforcement, courts, and corrections; identifying the roles of the various professionals within the system and their interrelationships; analysis of legal issues; study of theories of crime causation, punishment, and rehabilitation.

**C. COURSE CONTENT:**

- D. Overview of the modern criminal justice system and criminal justice process
- E. Historical development and evolution of the criminal justice system
- F. Crime analysis and the scope of the crime problem in society
- G. Crime causation theory
- H. The roles of law enforcement and law enforcement services
- I. The structure and roles of state and federal courts
- J. The roles of corrections and correctional services
- K. Legal issues in the criminal justice process
- L. Role expectations and professionalism of personnel employed in the Criminal Justice System
- M. Basis of crime statistics methods: Protocol and analysis
- N. Understanding the criminal justice system using the scientific method
  - 1. Types of studies
  - 2. Goals and limits of science
  - 3. Critical thinking as consumers of scientific information as applied to the criminal justice system

**D. COMPETENCIES AND SKILL REQUIREMENT (PERFORMANCE OBJECTIVES):**

***At the conclusion of this course, the student should be able to:***

- 1. Develop an appreciation of education, training and professionalism in the criminal justice system.
- 2. Demonstrate knowledge about the various agencies, their organization structure, and the role of each subsystem within the criminal justice system.
- 3. Distinguish between scientific and non-scientific methods of understanding and analysis within the criminal justice system  
**\*\*Requires Critical Thinking\*\***
- 4. Demonstrate differences in crime statistics methods, which include Uniform Crime Report, Data Driven Statistics with Brief Descriptor, and National Survey Tool regarding unreported crimes. **\*\*Requires Critical Thinking\*\***
- 5. Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.
- 6. Understand the history, development, and structure, and function of American police, courts, and corrections.
- 7. Convey an understanding of the process of adjudication.
- 8. Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails.
- 9. Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development.

- 10. Critically analyze and discuss issues of crime and justice from varying perspectives. **\*\*Requires Critical Thinking\*\***
- 11. Demonstrate the ability to raise critically relevant questions based on independent reading of criminal justice literature. **\*\*Requires Critical Thinking\*\***
- 12. Demonstrate an understanding of the history, structure, and function of the police.
- 13. Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails.
- 14. Analyze the cause and effects of crime causation and its social implications.
- 15. Demonstrate an understanding of criminological theories used to explain crime and criminality.
- 16. Understand the extent of the crime problem in America.

**E. CREDIT BY EXAMINATION CRITERIA:**

Students must obtain a grade of 'B' or better in the course and a grade of 'C' or better on the final examination.

**F. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

- 1. The high school/ROP instructor will enter an articulation agreement with Yuba College.
- 2. Students will enroll into the CTE Transitions Program during the academic year at their high school/ROP.
- 3. When the student has completed the approved credit by examination criteria for the course the high school/ROP instructor will provide CTE Transitions Program the course grade and final exam grade.
- 4. CTE Transitions Program processes students that met credit by examination criteria.
- 5. Students are awarded transcript credit for the articulated course in which they completed.

**G. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):**

P.O.S.T. Curriculum Penal Code, Vehicle Code

Agreement was based on Statewide Career Pathways Project template: Yes  No

Name of Template used: Patrol Procedures

This agreement will be reviewed annually. \_\_\_\_\_

Signatures are provided per the Articulation Credit by Examination Agreement Form:

**HIGH SCHOOL/ROP/DISTRICT SIGNATURES:**

Requested by:			
<u>Genelle Uppal Muppal</u>			
High School Instructor (Print & Sign)	Date	High School Dept Chair/Coordinator (Print & Sign)	Date
<u>ROBERT ROGUE</u>	<u>12/15/17</u>		
High School Principal (Print & Sign)	Date	ROP Director (If Applicable) (Print & Sign)	Date

**COLLEGE SIGNATURES:**

Approved by:	
<u>Donald G. Te...</u>	<u>12/7/17</u>
College Instructor	Date
<u>Sonya Lellen</u>	<u>12/15/17</u>
V.P. Academic and Student Services/ Articulation Officer	Date
<u>[Signature]</u>	<u>12/11/17</u>
Campus Dean/Department Dean	Date