MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title:	**Introduction to Criminal Justice**	**Submitted By:**	**Mark Muhich**
Semester Course Prefix and Number:	**SOC 1551**	**Approval Date:**	
Old Quarter Course Prefix and Number:	**SOC 130**	**Revision Date:**	**October 2002**

Number of Credits:	**3**	**Number of Lecture Credits:**	**3**
Semester(s) Offered:	**Fall**	**Number of Lab Credits:**	**Number of Lab Hours:**
Negotiated Class Size:		**Number of Studio/Demonstration/Internship Credits:**	

Course Purpose Code:

_____ **0 –** Developmental Courses
_____ **1 –** Non-transferable, General Education
_____ **2 –** Technical course related to career programs
_____ **3 –** College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
_____ **4 –** Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
__X__ **5 –** Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
_____ **9 –** Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:
This course is an analysis of the criminal justice system in the United States. It deals with criminal law and the roles and relationships of the four institutions in the criminal justice system: law enforcement, criminal bar, courts, and corrections.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):	None
Reading Prerequisite:	College level reading
Composition Prerequisite:	College level writing
Mathematics Prerequisite:	None

Career Programs and Transfer Majors Accessing this Course:
Pre-Law
Secondary Social Studies Education
Criminal Justice/Criminology
Sociology
Law Enforcement
Psychology
Corrections

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0. ____ None
1. ____ Communications
2. ____ Critical Thinking
3. ____ Natural Sciences
4. ____ Mathematical/Logical Reasoning
5. __X__ History and the Social and Behavioral Sciences
6. ____ The Humanities and Fine Arts
7. ____ Human Diversity
8. ____ Global Perspectives
9. __X__ Ethical and Civic Responsibility
10. ____ People and the Environment

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:

1. To understand how the criminal justice system operates.
2. To understand basic substantive and procedural criminal law.
3. To understand the roles and relationships of the institutions in the criminal justice system.
4. To understand some contemporary issues facing the system.
5. To use and critique alternative explanatory system or theories.
6. To develop and communicate alternative explanations or solutions for contemporary social issues.
7. To understand and apply core ethical concepts to specific issues.
8. To analyze and reflect on ethical dimensions of legal and social issues.
9. To examine, articulate, and apply one's own ethical views.

Student assessment methods:

Quizzes
Examinations
Position Paper
Field Project
Class Participation

Use of instructional technology (includes software, interactive video and other instructional technologies):

Videotapes

Outline of the major course content:

Introduction to criminal justice studies the nature and causes of crime, basic substantive and procedural criminal law, and the four institutions of the criminal justice system: law enforcement, criminal bar, courts, and corrections.

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)
UMD, UWS, Bemidji State, Mankato State and others

Approvals:

Body	Representative Signatures	Date
	Dr. Bonnie K. Edwards	October 10, 2002

Curriculum Committee		
Faculty Association	Georgia Suoja	December 16, 2002
Meet and Confer	Jill Peterson	January 25, 2003
Chief Academic Officer	Jill Peterson	January 25, 2003

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