### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CRJ 299</td>
<td>Cooperative Education - Criminal Justice</td>
<td>3</td>
</tr>
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</table>

#### Hours:

<table>
<thead>
<tr>
<th>lecture/Lab/Other</th>
<th>1 lecture hours</th>
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<tbody>
<tr>
<td></td>
<td>180 work experience hours</td>
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#### Co- or Pre-requisite

- Sophomore status, CRJ 101, CRJ 206 or CRJ 103
- and divisional permission

#### Implementation

- Spring/2019

#### Catalog description (2018-19 Catalog):

Exposure to the philosophy, goals, and daily operations of a criminal justice agency. Through supervised work, the student experiences the roles of the criminal justice employees and evaluates their responsibilities. Designed for the student who is interested in the realistic application of criminal justice theory to the justice system.

#### Is course New, Revised, or Modified?

Revised

#### Required texts/other materials:

Reference Business and Technology Course List.

#### Revision date:

Spring 2020

#### Course coordinator:

Cavit Cooley
(609)570-3625
cooleyc@mccc.edu

#### Information resources:

Reference Criminal Justice Library Materials List

#### Other learning resources:

No tutoring or study groups at this time.

#### Course Competencies/Goals:

**The student will be able to:**

*General Objectives:* The general objectives of the course are to provide students the opportunity to develop a better understanding of, and analyze the workings of specific law enforcement and criminal justice agencies; to provide a setting for the informal learning activities from which the intern will benefit; to make a contribution to the cooperating agency; to assist the student in deciding whether this is the occupation which meets his/her career goals.
Specific Goals: After completing the field experience the student will be able to:

1. Analyze the functions of the criminal justice agency.
2. Evaluate the effectiveness of the specific agency.
3. Discuss and evaluate the intern's contribution to the agency.
4. Identify and delineate the role of the agency in the overall Criminal Justice System.
5. Identify and describe the administrative structure within the specific agency.
6. Evaluate the quality and quantity of communication both within the specific agency and in relationship to other criminal justice agencies.
7. Identify different criminal justice agencies and the nature of their service.
8. Analyze and evaluate his/her training experiences objectively and critically.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.
Units of study in detail.

MCCC Core Skills A, B, C, D, E, F, and G are addressed in the aforementioned general objectives/specific goals as well as the following Units of Study. This Course is not designated as a General Education Course.

WEEKLY SEMINAR OBJECTIVES

Biweekly, students are expected to participate in a two hour seminar with the Instructor-Coordinator. The process of such seminars is to identify and discuss terms which are of common concern and interest to those students who are engaged in a cooperative Criminal Justice field experience course.

Week 1:

a. Discussion of expectations and requirements. Establish schedule for meeting course requirements.
b. The student will create a format for a weekly work diary according to the specifications outlined by the faculty member and a schedule of log submittal will be mutually determined.

Weeks 2 through 5:

a. Participate in seminar discussion on:
   1. Problems encountered at the work site.
   2. Interaction with co-workers and supervisors.
   3. Attitude and habits experienced on the job.

Weeks 6 through 10:

a. Participate in seminar discussion on:
   1. Activities for one day at work.
   2. Skills used on the job.
   3. Expectations about the job.
   4. Whether the job helped the student in a career decision.

Weeks 11 through 15:

a. Participate in seminar discussion on:
   1. The area most beneficial to the student.
   2. Enumeration of the different tasks the student was asked to perform.
   3. Which area of the major field of study was utilized and which area was lacking.
   4. Which areas other than the major field of study was lacking.

b. The daily log of student activities at the work site is due to the supervising faculty member by the end of the fifteenth week.

c. The student’s final paper (a comprehensive analysis of the agency he worked with) will be due by the end of the fifteenth week.
**Evaluation of student learning:**

Students who participate in the criminal justice field experience will receive final grades in compliance with common grading procedure utilized by Mercer County Community College.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100 %</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 %</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 %</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86 %</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 %</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 %</td>
</tr>
<tr>
<td>C</td>
<td>70 – 76 %</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69 %</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59 %</td>
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Requirements and grade for the Cooperative Criminal Justice Field Experience (CRJ 299) will be based on (A) 15 weeks of 12 hours per week (180 hour total) field experience in a participating criminal justice agency (B) satisfactory attendance and work performance (C) satisfactory final evaluation by agency supervisor (D) two hour meetings biweekly with instructor - coordinator (E) maintenance of a work diary (F) selected assignments and (G) a final paper.

**Academic Integrity Statement:**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The complete academic policy and implications can be found at http://mlink.mccc.edu/omb/OMB210.pdf.