

Burlington County Institute of Technology

Medford Campus

Westampton Campus

**Course Title: Criminal Justice and Police Sciences**  
**CAREER CLUSTER: Law, Public Safety, Corrections and Security**  
**CIP CODE: 43.0104 – Criminal Justice and Safety Studies**

**Curriculum Area: CTE**

**Credits: 18**

**Board Approved: December, 2018**

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## Criminal Justice and Police Sciences Curriculum

### I. Course of Study:

A. Introduction to Criminal Justice	(9th) S1 B4
B. Introduction to Criminal Justice	(9th) S2 B4
C. Police Operations and Procedures	(10th/11th) S1 (yr 1)
D. Criminal Law	(10th/11th) S2 (yr 1)
E. Juvenile Delinquency	(10th/11th) S2 (yr 1)
F. Introduction to Courts Systems	(10th/11th) S1 (yr 2)
G. Introduction to Correctional Systems	(10th/11th) S2 (yr 2)
H. Large Scale Incident Management	(10th/11th) S2 (yr2)
I. Criminal Investigations	(12th) S1
J. Criminalistics	(12th) S1/S2
K. Criminal Investigations	(12th) S1 B4
L. Criminalistics	(12th) S2 B4

### II. COURSE DESCRIPTION

A program that focuses on the criminal justice system, its organizational components and processes, and it's legal and public policy context. Includes instruction in criminal law and policy, police and correctional systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues.

Criminal Justice and Police Sciences is a four-year multi-level program designed for students interested in pursuing careers in the criminal justice fields of police courts and corrections specific to criminal and civil law, criminal investigation, forensics, emergency medicine, emergency management, homeland security, telecommunications, loss prevention, and private security. The program is divided into specific units and is organized to provide a logical approach to understanding the complete operation of the criminal justice system and public safety organizations in the United States. This course provides an overview of the entire criminal justice system response to crime, from the commission of the crime, the law enforcement response, the administration (courts and prosecution), to corrections.

Graduates of the Criminal Justice and Police Sciences will possess the skills, competencies, and certifications required for certain entry-level work, as well as a solid foundation for pursuing a post-secondary education. An articulation agreement is currently held with Rowan College

of Burlington County with additional post-secondary educational institutions being considered. The articulation agreement is discussed in detail later in this document.

This program presents a broad overview of criminal law and policy, police and correctional system organization, the administration of justice and the judiciary, and the public attitudes regarding criminal justice issues.

### **III. Program Outcome:**

Graduates of the Criminal Justice and Police Sciences program will possess the skills and competencies for the successful transition to postsecondary education and for entry-level employment opportunities. Upon completion of the course, students can earn college credits and career based certifications. In addition, students will acquire hands-on skills and training specific to those employed within the fields of criminal justice and forensic science career path.

### **IV. Course Description**

#### **a. Introduction to Criminal Justice (9th)**

This course is an introduction to the philosophy and development of the system of dealing with social deviance through criminal justice. It focuses on the concepts, agencies, and institutions involved in the administration of criminal justice.

#### **b. Police Operation and Procedures (10/11th)**

This course is a survey of the role of traffic, investigative, juvenile, vice, and other specialized units within law enforcement agencies. It focuses on the line activities of law enforcement agencies with an emphasis on the patrol function and the prevention of crime.

#### **c. Criminal Law (9th)**

This course examines fundamental provisions and underlying assumptions of criminal law. It focuses on principles and doctrines, crimes against the person, crimes against property and habitation, and crimes against public order.

**d. Juvenile Delinquency (10/11th)**

This course examines the development and philosophy of dealing with juvenile delinquency, youth crime, and youth victimization through the juvenile justice system. It examines the role of probation, treatment approaches, and the Juvenile Justice Commission.

**e. Introduction to Courts Systems (10/11th)**

This course is an overview of the criminal courts and their role within the criminal justice system. It examines some civil aspects of the court system and their interconnection with the criminal courts. It analyzes historical and current data regarding the structure and theory of criminal courts and investigates and questions criminal procedure and the dynamics of criminal court processes.

**f. Introduction to the Correctional System (10/11th)**

This course is an introduction to the entire correctional system from law enforcement through the administration of justice, probation, parole, prison system, and correctional institutions.

**i. Large-Scale Incident Management (10/11th)**

This course will explore the role of first responders and the creation of a unified command capable of dealing with multiple responses. Areas of instruction will include shelter vs. evacuation, the jurisdiction of agencies, and Critical Incident Stress Management. Students will participate in table-top exercises and operational planning scenarios.

**g. Criminal Investigation (12th)**

This course is a survey of the fundamentals of criminal investigation theory and history. The student follows evidence from the crime scene to the courtroom with emphasis on techniques appropriate to specific crimes.

**h. Criminalistics (12th)**

This course focuses on the collection, identification, preservation, and transportation of physical evidence. It emphasizes the examination of physical evidence within the investigator's resources and demonstration of laboratory criminalistics.

**Course: Criminal Justice and Police Sciences S1 Grade 9 Unit: Exploratory Cycles**

CTE Proficiencies	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS
<p>9.3.LW.1 RST.9-10.1 RST.9-10.2 RST.9-10.4 CRP 1,2</p>	<p>What are the potential consequences of the misuse of social networking?</p> <p>How does alcohol affect the body and your ability to operate a motor vehicle?</p> <p>What effects did the events of 9/11 have on the law enforcement community?</p> <p>What are the consequences for juvenile delinquency?</p>	<p>Types of crimes</p> <p>Homeland security</p> <p>Motor vehicle laws and crash investigation.</p> <p>Use of force continuum.</p> <p>Police operations and procedures.</p> <p>Juvenile Justice System.</p>	<p>Students will have an understanding of crimes against persons specific to social media.</p> <p>Students will review the fact surrounding the events of 9/11 and the effect it had on the law community.</p> <p>Students will identify the effects of alcohol on the body and the effects on one's motor skills and the consequences of driving while intoxicated.</p> <p>Students will have an understanding of the procedures involving the response and reporting of a motor vehicle crash.</p> <p>Students will research and write a review on a current event topic relating to the criminal justice field and give an oral presentation on the same.</p> <p>Students will be able to describe the five levels of force associated with the</p>	<p>Students will be able to pass several quizzes and a unit examination</p> <ul style="list-style-type: none"> <li>· Students will be required to submit samples of written assignments.</li> <li>· Students will give several brief oral presentations.</li> <li>· Working in groups, students will complete the juvenile justice exercise for presentation and discussion in class.</li> </ul>

			<p>Use of Force Continuum. The student will participate in hands-on activities revolving around fingerprinting, arrest procedures and crime scene analysis. Students will gain an understanding of the various consequences of juvenile crime and the variety of dispositions available to the juvenile justice system.</p>	
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CTE Proficiencies	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS
<p>9.3.LW.1 9.3.LW.2 9.3.LW.3 9.3.LW.4 9.3.LW.5 9.3.LW.6</p> <p>RST.9-10.1 RST.9-10.2 RST.9-10.3 WHST.9-10.1</p> <p>CRP 1,2,4</p>	<p>What are the crucial roles and duties of citizens, legislators, attorneys, and judges who work to preserve and strengthen our system of justice?</p>	<ul style="list-style-type: none"> <li>● What is Law?</li> <li>● Lawmaking</li> <li>● Advocacy</li> <li>● Settling Disputes</li> <li>● The Court System</li> <li>● Lawyers</li> </ul>	<p>define the term <i>law</i>; explain several reasons for having laws;</p> <p>Describe the role of the legislative branch of government.</p> <p>Describe the role of citizens in making laws Define the term advocacy, grassroots lobbyist, initiative, referendum, and recall</p> <p>List, describe and distinguish among the three most common methods for settling disputes out of court.</p> <p>Define the terms trial court, parties, plaintiff, prosecutor, defendant, adversarial system, inquisitorial system, plea bargain, stare decisis, voir dire, removal for cause, peremptory challenge, appeals court, error of law, precedent, dissenting opinion, and</p>	<p>Students will be required to pass several quizzes and a unit examination.</p> <p>Students will be assessed on their participation in daily discussions on relevant matters to the topic areas.</p> <p>Students will be evaluated on relevant tasks in relation to job performance.</p>

			<p>concurring opinion, probate, inherent powers and delegated powers, position for certiorari.</p> <p>Define the terms litigator and bar association, retainer and contingency fee, attorney-client privilege, disbarred, and legal malpractice.</p>	
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CTE Proficiencies	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS
<p>9.3.LW.3                      9.3.LW.4                      9.3.LW.5                      9.3.LW.6                      9.3.COR.4                      9.3.COR.5</p> <p>RST.9-10.1                      RST.9-10.3                      RST.9-10.6                      WHST.9-10.1</p> <p>CRP 2,4,9</p>	<p>What are the current issues in criminal law?</p> <p>Should juveniles be treated differently than adults?</p>	<ul style="list-style-type: none"> <li>● Crimes in America</li> <li>● Introduction to Criminal Justice</li> <li>● Crimes Against the Person</li> <li>● Crimes against Property</li> <li>● Defenses</li> <li>● The Investigative Phase</li> <li>● Proceedings Before Trial</li> <li>● The Trial</li> <li>● Sentencing and Corrections</li> <li>● Juvenile Justice</li> </ul>	<p>Explain who determines what constitutes a crime and the goals for designating crimes and compare various theories about the causes of crime.</p> <p>Explain categories of crimes such as state and federal crimes, crimes of omission, preliminary crimes, misdemeanors, and felonies.</p> <p>Describe information on crimes against persons and crimes against property, including computer crime.</p> <p>Describes the defenses available to people accused of a crime.</p> <p>Describe the rules that police must follow when conducting arrests, through the proceedings that occur before trial and the constitutional protections that shape the trial itself, to issues</p>	<p>Students will be assessed on their participation in daily discussions on relevant matters to the topic areas.</p> <p>Students will be assessed through quizzes on the subject matter as well as unit examinations.</p> <p>Students will be evaluated on relevant tasks in relation to job performance.</p>

			<p>dealing with sentencing and corrections.</p> <p>Describe the operation of the juvenile justice system and the special challenges it faces in dealing with young people who commit serious and violent crimes and describes each step in the process as offenders move through juvenile court.</p>	
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**Course: Police Operations and Procedures S1 YR 1 Grade 10/11**

**Unit: The Foundations of Crime**

CTE Proficiencies	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS
9.3.LW.3 9.3.LW.4 9.3.LW.5 9.3.LW.6 9.3.LW-ENF.1 9.3.LW-ENF.2 9.3.LW-ENF.3 9.3.LW-ENF.4 9.3.LW-ENF.5 9.3.LW-ENF.6  RST.9-10.1 RST.9-10.2 RST.9-10.3 WHST.9-10.2  CRP 1-12	What are the foundations of crime and justice?	Criminal Justice in America  Crime and the Nature of Law  Legal and Behavior Aspects of Crime?  Criminal Statistics and Extent of Crime  The Process of Justice	What are the differences among criminal justice, criminal law, and criminal procedure?  In what ways is the study of the criminal justice at the beginning of the twenty-first century an outgrowth of the 1960's "war on crime"?  What is the importance of, and the difference between, the "due process" and "crime control" models of criminal justice?	Students will be assessed on their participation in daily discussions on relevant matters to the topic areas.  Students will be assessed through quizzes on the subject matter as well as unit examinations.  The student will be required to interpret trends in the number of crimes reported, arrests made, and who are the victims of crime in the United States.

**Course: Police Operations and Procedures S2 YR 1 Grade 10/11**

**Unit: The Police**

CTE Proficiencies	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS
	What is the structure and	Police Systems in the	Describe the roots of	Students will be assessed

<p>9.3.LW-ENF.1  9.3.LW-ENF.2  9.3.LW-ENF.3  9.3.LW-ENF.4  9.3.LW-ENF.5  9.3.LW-ENF.9  9.3.LW-ENF.10</p> <p>RST.9-10.5  RST.9-10.7  RST.9-10.9  WHST.9-10.6</p> <p>CRP 1,6,7,11</p>	<p>history of police in the United States?</p> <p>What is the philosophy of the juvenile justice system?</p>	<p>United States</p> <p>Enforcing the Law and Keeping the Peace</p> <p>The Laws of Arrest, Search and Seizure; Police and Constitution</p> <p>Police Misconduct and Police Integrity</p> <p>The American Juvenile Justice System</p>	<p>modern policing.</p> <p>Examine the daily functions of police and investigative services.</p> <p>Examine the different levels of force.</p> <p>Demonstrate the rule of arrest.</p> <p>Understand search and seizure.</p> <p>Learn the significance of Mapp, Escobedo and Miranda cases.</p> <p>Understand police integrity.</p> <p>Define police corruption.</p> <p>Examine the difference between the adult and juvenile justice system.</p>	<p>on their participation in daily discussions on relevant matters to the topic areas.</p> <p>Students will be assessed through quizzes on the subject matter as well as unit examinations.</p> <p>Students will be evaluated on relevant tasks in relation to job performance..</p>
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CTE Proficiencies	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS
<p>9.3.LW-ENF.1 9.3.LW-ENF.2 9.3.LW-ENF.3 9.3.LW-ENF.4 9.3.LW-ENF.5 9.3.LW-ENF.9 9.3.LW-ENF.10 9.3.LW-ENF.12</p> <p>RST.9-10.1 RST.9-10.2 RST.9-10.3 WHST.9-10.6</p> <p>CRP 1,6,8,12</p>	<p>What is the Structure of the American Court System?</p> <p>What is the Business of the Courts from Arrest Through Sentencing and Appeals?</p>	<p>The Structure of American Courts</p> <p>The Courtroom Workgroup and the Right to Counsel.</p> <p>The Business of the Court; From First Appearance Through Trial.</p> <p>Sentencing, Appeal, and the Judgement of Death.</p>	<p>Determine what occurs at each level of the state and federal court system.</p> <p>Having an understanding of the functions of the US Supreme Court.</p> <p>Learning the major roles of judges, prosecutors, and defense attorneys.</p> <p>Examine the Sixth Amendment right to counsel.</p> <p>Gain understanding of each stage of the court process.</p> <p>Having an understanding of the Fifth Amendment.</p> <p>Examining the different philosophies and kinds of sentencing.</p> <p>Examining the arguments surrounding the death penalty and being able to intelligently debate both sides.</p>	<p>Students will be assessed on their participation in daily discussions on relevant matters to the topic areas.</p> <p>Students will be assessed through quizzes on the subject matter as well as unit examinations.</p> <p>Students will be evaluated on relevant tasks in relation to job performance.</p>

CTE Proficiencies	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS
<p>9.3.LW-COR.1 9.3.LW-COR.2 9.3.LW-COR.3 9.3.LW-COR.4 9.3.LW-COR.5 9.3.LW-COR.6 9.3.LW-COR.7 9.3.LW-COR.8 9.3.LW-COR.9 9.3.LW-COR.10 9.3.LW-COR.11 9.3.LW-COR.12 9.3.LW-COR.13</p> <p>RST.9-10.5 RST.9-10.7 RST.9-10.9 WHST.9-10.6</p> <p>CRP 1,6,7,11</p>	<p>What is the History of the American Correctional System?</p> <p>What are the types of Correctional institutions in the United States?</p> <p>What are the alternatives to incarceration?</p>	<p>The American Prison Experience.</p> <p>Penitentiaries, Prisons and other Correctional Institutions.</p> <p>Prison Conditions and Inmate Rights.</p> <p>Probation, Parole, and Community Based Correction.</p>	<p>Having an understanding of corporal punishment.</p> <p>Gain understanding of the difference between prisons and jails.</p> <p>Learning the difference between maximum security, medium, and minimum security prisons.</p> <p>Engage in a debate on the effectiveness of the American correctional system.</p> <p>Determine the major advances in the areas of legal services, religion, rehabilitative and medical services. Learn about the constitutionality of prison disciplinary processes.</p> <p>Having an understanding of community-based corrections and the types of programs it</p>	<p>Students will be assessed on their participation in daily discussions on relevant matters to the topic areas.</p> <p>Students will be assessed through quizzes on the subject matter as well as unit examinations.</p> <p>Students will satisfactorily participate in a class debate on the death Penalty.</p> <p>Students will be evaluated on relevant tasks in relation to job performance.</p>

	<p>What are the differences between adults and juveniles in the American Justice System?</p> <p>What is the philosophy of the Juvenile Justice System?</p>	<p>The Emergence of Juvenile Justice in America.</p> <p>The Processing of Juvenile Offenders.</p> <p>Juveniles and the Constitution.</p> <p>Critical Issues in Juvenile Justice.</p>	<p>encompasses.</p> <p>Having an understanding of the early changes in the processing and treatment of juvenile offenders.</p> <p>Learning the differences in the alternatives in how law enforcement can handle delinquent behavior.</p> <p>Examine the due process in landmark juvenile proceedings.</p> <p>Having an understanding of juvenile detention, death row, and correctional institutions.</p>	
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**Course: Criminal Justice and Police Sciences S 1 Grade 12 Unit: Criminal Investigations**

CTE Proficiencies	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS
9.3.LW-ENF.1	What is observation?	Observations by	Gaining a perspective	Students will be assessed

<p>9.3.LW.3 9.3.LW.4 9.3.LW-COR.4 9.3.LW-LEG.2 9.3.LW-ENF.2 9.3.LW-LEG.4 9.3.LW-LEG.5</p> <p>RST.11-12.1 RST.11-12.2 RST.11-12.4 WHST.11-12.1</p> <p>CRP 1-12</p>	<p>What factors influence a witness's account of an event?</p> <p>What is Forensic Science?</p> <p>What does it mean to map a crime scene?</p> <p>How is evidence from a crime scene analyzed?</p> <p>How can hair be used in a forensic</p>	<p>Witnesses and Parties Involved and the way the brain processes this information.</p> <p>Internal and External Factors that Influence Them.</p> <p>What Does the Field of Forensic Science Entail?</p> <p>The seven "S"'s of Crime Scene Investigation;</p> <ol style="list-style-type: none"> <li>1. Securing the Scene</li> <li>2. Separating the Witnesses</li> <li>3. Scanning the Scene</li> <li>4. Seeing the Scene</li> <li>5. Sketching the Scene</li> <li>6. Searching for Evidence</li> <li>7. Securing and Collecting Evidence</li> </ol> <p>The History of Hair Analysis.</p>	<p>on how information is processed in the brain.</p> <p>Gaining an understanding of the skills a forensic scientist must possess.</p> <p>Explain the importance of securing the crime scene.</p> <p>Identify the methods by which the crime scene is documented.</p> <p>Demonstrate the proper technique in collecting and packaging trace evidence.</p> <p>Recognizing the importance of hair</p>	<p>on their participation in daily discussions on relevant matters to the topic areas.</p> <p>Students will be assessed through quizzes on the subject matter as well as unit examinations.</p> <p>Students will satisfactorily participate in observation skills exercises.</p> <p>Students will be assessed on their ability to collect evidence and process crime scene data.</p> <p>Students will complete various forensic science-related research projects.</p>
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	<p>investigation?</p> <p>What are the various parts of a hair?</p> <p>How can Fibers and textiles be used in a forensic investigation?</p> <p>How can forensic botany be used to solve cases?</p> <p>What is the history of fingerprint analysis?</p>	<p>The Stages of Hair Development.</p> <p>The Structure of the Human Hair.</p> <p>Apply Forensic Science Techniques to Analyse Fibers.</p> <p>History of Botanical Forensics.</p> <p>Botanical Evidence Collection and Identification.</p> <p>The Use of Fingerprint Evidence Through History From the Early 1600's to Modern Times.</p>	<p>analysis as trace evidence.</p> <p>Identify and compare the difference between human and animal hair.</p> <p>Compare the characteristics of hair from people of difference ancestries.</p> <p>Having an understanding of collecting, sampling and testing fiber evidence.</p> <p>Identify how forensic botany is used to help solve cases.</p> <p>Compare and contrast the different methods used to collect and analyze botanical evidence.</p> <p>Research how the use of fingerprints became a method of identifying individuals through time.</p> <p>Being able to classify</p>	
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	<p>What are the characteristics of fingerprints?</p> <p>What are the proper procedures for lifting and collecting latent fingerprint evidence?</p> <p>Why is DNA evidence important to criminal investigations?</p> <p>How is DNA being used to help solve cold cases?</p> <p>What is the history of the use of blood and blood spatter analysis in forensics?</p> <p>What are the proper procedures for handling blood evidence?</p>	<p>Basic Fingerprint Ridge Patterns to include Arches, Whorls and Loops.</p> <p>Identification of Minutiae Patterns in Fingerprint Analysis.</p> <p>Chemical Methods Used for Visualizing Latent Fingerprints.</p> <p>The Use of DNA as a Means of Victim and Suspect Identification.</p> <p>The Process of DNA Profiling has Lead to the Solving of Crimes That Have Long Gone Cold.</p> <p>How to Determine the Origin of Blood, the Direction the Blood was Traveling and the Angle of Impact.</p> <p>Making Blood Evidence Visible and the Proper Collection of Samples.</p>	<p>fingerprint patterns through analysis for comparison and investigative purposes.</p> <p>Compare and contrast the techniques for lifting fingerprints through chemical analysis.</p> <p>Being able to identify the various classifications of DNA.</p> <p>Explain the different methods of collecting and preserving DNA evidence.</p> <p>The analysis of blood and blood spatters for comparative purposes.</p> <p>Development through chemical exposure of blood samples and proper collection of evidence for</p>	
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	<p>What is the role of a toxicologist in analyzing substance evidence?</p> <p>How are samples of handwriting evidence compared?</p> <p>What are the new features in paper currency that prevent counterfeiting?</p>	<p>Evidence, Detection, Collection and Storage.</p> <p>The Five Schedules of Drugs and Classifications.</p> <p>Identifying Handwriting Characteristics.</p> <p>Means to Detect Counterfeit Currency and Measures in Place to Prevent this Crime.</p>	<p>laboratory analysis.</p> <p>Understanding the role of toxicology in a forensics investigation.</p> <p>Compare and examine the effects of the five different classifications of drugs.</p> <p>Compare and contrast the formatting of handwriting samples.</p> <p>Identify technology used for analysis of counterfeit documents.</p>	
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**Course: Criminal Justice and Police Sciences S 2 Grade 12 Unit: Criminal Investigations**

CTE Proficiencies	ESSENTIAL	CONTENT	SKILLS	ASSESSMENTS
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	QUESTIONS			
<p>9.3.LW-ENF.1 9.3.LW.3 9.3.LW.4 9.3.LW-COR.4 9.3.LW-LEG.2 9.3.LW-ENF.2 9.3.LW-LEG.4 9.3.LW-LEG.5</p> <p>RST.11-12.4 RST.11-12.5 RST.11-12.7 WHST.11-12.1</p> <p>CRP 1-6</p>	<p>How is forensic entomology used to help solve a crime?</p> <p>What are the proper procedures for processing a crime scene for insect evidence?</p> <p>What are the five manners of death?</p> <p>What is algor, rigor and livor mortis?</p>	<p>Determine Postmortem Interval.</p> <p>4 Collection Procedures:</p> <ol style="list-style-type: none"> <li>1. Death-Scene Observations</li> <li>2. Collection of Meteorological Data</li> <li>3. Collection of Evidence</li> <li>4. After Body Removal</li> </ol> <p>Manners of Death:</p> <ol style="list-style-type: none"> <li>1. Natural</li> <li>2. Accidental</li> <li>3. Suicidal</li> <li>4. Homicidal</li> <li>5. Undetermined</li> </ol> <p>Changes of the Body After Death</p>	<p>Having an understanding of the stages of decomposition.</p> <p>Translate the stages of insect development in relation to human body decomposition.</p> <p>Compare the Characteristics of the five manners of death.</p> <p>Identify and explain the physical and chemical changes that take place in the body after death occurs.</p> <p>Differentiate between</p>	<p>Students will be assessed on their participation in daily discussions on relevant matters to the topic areas.</p> <p>Students will be assessed through quizzes on the subject matter as well as unit examinations.</p> <p>Students will be assessed on their ability to collect evidence and process crime scene data.</p> <p>Students will complete various forensic science-related research projects.</p>

	<p>What are the distinguishing characteristics and compositions of different soils?</p> <p>How can soil analysis link a suspect, victim or tool to a crime scene?</p> <p>What can a forensic anthropologist derive from skeletal remains to construct a biological profile?</p> <p>What are the differences between male and female skeletal remains and how do you determine the age of the deceased?</p> <p>What are the three major components of glass?</p> <p>What information can be gained by analyzing bullet holes</p>	<p>Soil Textures and Profiles</p> <p>Soil Evidence Analysis</p> <p>Bones and Biological Profiles</p> <p>Characteristics of Bones</p> <p>Identifying Soda Glass, Lead Glass, and Heat-Resistant Glass</p> <p>Evidence From Bullet Fractures</p>	<p>the different types of soils in relationship to crime scene analysis.</p> <p>Explain the different methods when collecting, labeling, and packaging soil evidence.</p> <p>Compare the characteristics of injuries, disease, and nutritional deficiencies.</p> <p>Identify and distinguish the difference between male and female skeletal remains and estimate age based on the ossification of bones.</p> <p>Identify the uses and characteristics of the most common types of glass.</p> <p>Analyze glass fracture patterns and determine the sequence of impacts</p>	
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	<p>in fractured glass?</p> <p>What are the differences between a latent, patent, and plastic impression?</p> <p>How are tire skid marks used to identify tire make and vehicle?</p> <p>What are the three major types of tool marks?</p> <p>How can tool mark evidence solve crimes?</p> <p>How can you differentiate between the different types of firearms?</p>	<p>Identifying Distinguishing Characteristics Between Soe, Foot, and Tire Impressions</p> <p>Compare and Contract Skid Marks and How They Can Be Used to Reconstruct Events Leading to a Collision.</p> <p>Identify Indentation Marks, Abrasion Marks, and Cutting Marks.</p> <p>How Variations in Tools Surfaces are Compared to Identify Them in the Commission of a Crime</p> <p>How Can an Investigator Distinguish Between the Different Types of Firearms Through</p>	<p>on the glass.</p> <p>The collection and analysis of foot and shoe impression evidence from different types of surfaces.</p> <p>How to summarize the methods used to produce an impression or tire skid marks.</p> <p>Being able to identify the source tool from the impressions left on the surface of an object.</p> <p>Identification of tools through analysis of evidence-based experiments and comparisons.</p> <p>Comparing and contrasting the different types of firearms including handguns, rifles, and shotguns through</p>	
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	What are the various forms of firearms evidence?	Ballistic Analysis  Distinguishing Forms of Firearms Evidence Including Rifling, Marks on Cartridges, Marks on Projectiles, and Gunshot Residue	ballistic analysis.  Comparative evaluations of various firearms and related evidence for the purpose of identifying its source.	
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Articulation Agreement:

Rowan College at Burlington County – Criminal Justice

Approved Courses:

CRJ 101	-	Introduction to Criminal Justice	(3 Credits)
CRJ 102	-	Police Operations and Procedures	(3 Credits)
CRJ 103	-	Introduction to the Correctional System	(3 Credits)
CRJ 106	-	Introduction to Court Systems	(3 Credits)
CRJ 113	-	Criminal Investigations	(3 Credits)
CRJ 114	-	Criminalistics	(3 Credits)

Total: 18 Credits

#### IV. **RESOURCES AND SUPPLEMENTAL MATERIALS**

##### **Criminal Justice**

Criminal Justice/Police Science

##### **Textbooks & Resources**

Arbetman, L. & O'Brien E. (2016) *Street Law: A Course in Practical Law. 9th edition*, New York, NY: McGraw Hill – Glencoe Publishing

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The United States of America, Department of Homeland Security, Federal Emergency Management Agency. *Training and Education*  
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