



# CTAG – INTRODUCTION TO CRIMINAL JUSTICE

Joseph Nuzzi, Adjunct Professor

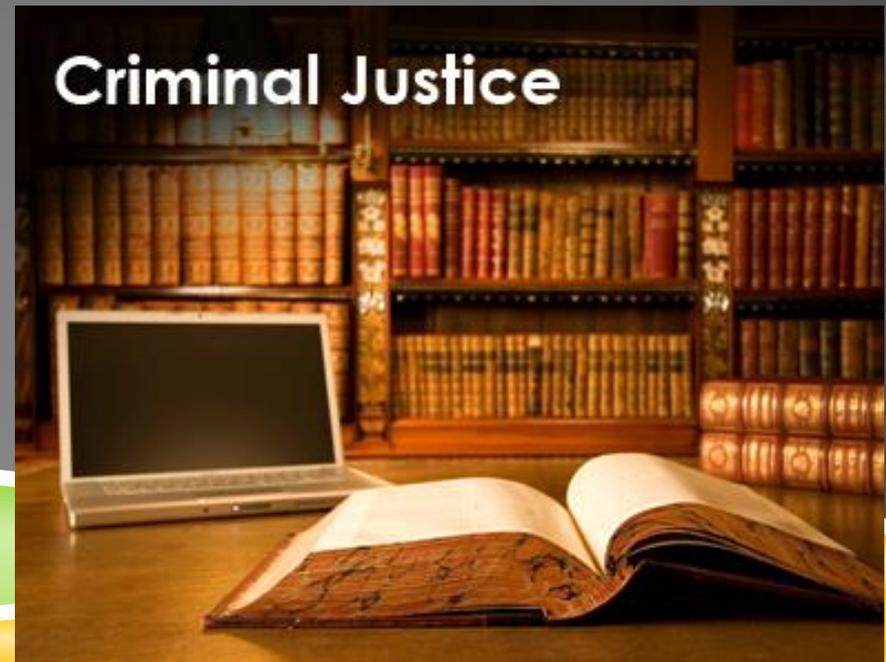
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Bitonte College of Health and Human Services

Department of Criminal Justice and Forensic Sciences

# WHAT TO EXPECT THIS HOUR

- ▶ Background information on the development of the CTAG for Introduction to Criminal Justice
- ▶ Discussion of Learning Outcomes associated with the CTAG
- ▶ Discussion on teaching techniques/strategies to assist with student learning



# SECTION I

## Background information on the development of the CTAG for Introduction to Criminal Justice

(<https://www.ohiohighered.org/sctai/ctags>)

The screenshot shows a web browser window with the URL <https://www.ohiohighered.org/sctai/ctags>. The page content is as follows:

			Secondary
1.16.2015	<b>Criminal Justice</b>	Must be an ODE Career-Tech approved program and align to the three applicable career-technical courses.	<a href="#">Criminal Justice - CTAG</a> <a href="#">Criminal Justice Alignment Document</a> <a href="#">Criminal Justice FAQ Document</a> <a href="#">Announcement Memo - Higher Ed</a> <a href="#">Announcement Memo - Secondary</a>
1.22.2015	<b>Exercise Science</b>	Must be an ODE Career-Tech approved program and align to each applicable career-technical course.	<a href="#">Exercise Science - CTAG</a> <a href="#">Exercise Science Alignment Document</a> <a href="#">Exercise Science FAQ Document</a> <a href="#">Announcement Memo - Higher Ed</a> <a href="#">Announcement Memo - Secondary</a>

**Navigation Links:**

- ▶ Education Programs in Ohio
- ▶ Education Technology
- ▶ Grant Resources & RFPs
  - HEI System
- ▶ Ohio Faculty Council
- ▶ State Grants & Scholarships
  - Tuition Reciprocity
  - USO Academic Program Guide
  - Guidance Counselors
  - The Ohio Staff Council of Higher Education

**Quick Links**

- Ohio's Campuses
- Search School Programs
- R-net, etc.
- Contact Us

**John Carey**  
Chancellor

**Recent News** [More](#)

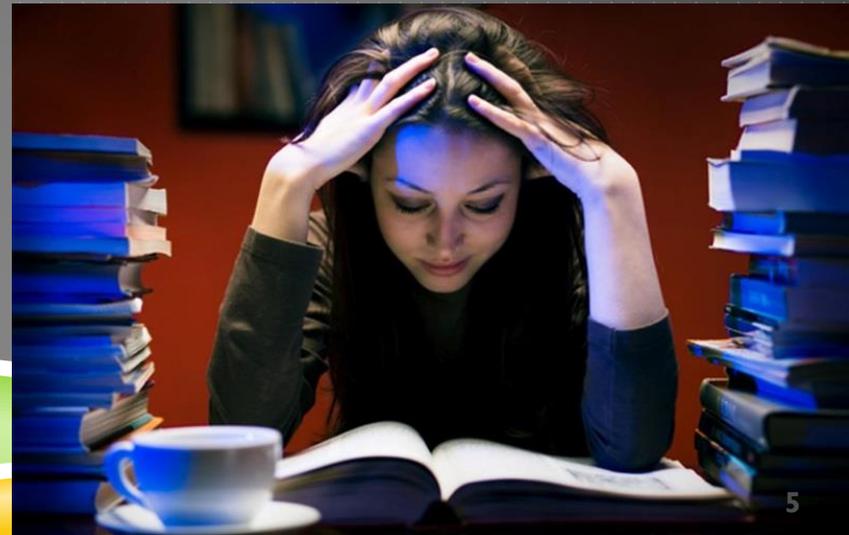
# INITIAL REVIEW OF THE CURRICULUM FOR PUBLIC SAFETY TAUGHT IN HIGH SCHOOL

- ▶ The Curriculum was very reflective of the curriculum that is taught in Ohio Peace Officer Training Academies
  - ▶ There is a CTAG (Career-Technical Assurance Guide) for Ohio Peace Officer Basic Training – OPBT1001
- ▶ Initial evaluation of OPBT1001 lead to the conclusion that the course work done in TechPrep programs was aligned with it except for two learning outcomes: defensive driving and firearm certification. The TechPrep program is not completely compliant with the expectations of Colleges and Universities:
  - ▶ Students have not been tested by the Ohio Peace Officer Training Association
  - ▶ The students who complete TechPrep do not have a state certification from the Ohio Peace Officer Training Association



# ALIGNMENT OF PUBLIC SAFETY COMPETENCIES WITH LEARNING OUTCOMES OF ESTABLISHED TAGs

- ▶ TAGS are courses that transfer among our public colleges and universities. Students are guaranteed the transfer of applicable and equitable treatment in the application of credits to admissions and degree requirements.  
<https://www.ohiohighered.org/transfer/tag/guidingprinciples>
- ▶ Criminal Justice Transfer Assurance Guide (TAG) Evaluated
  - ▶ Introduction to Criminal Justice OSS031
  - ▶ Policing - OSS032
  - ▶ Corrections - OSS033
  - ▶ Criminology - OSS034



# OTHER COURSES – NOT TAGs

- ▶ **Homeland Security and Private Security**
  - ▶ Both were evaluate for possible alignment
- ▶ **Homeland Security**
  - ▶ Only 9 (25%) public institutions of higher education offered a course; 2 offered course on terrorism
    - ▶ Only 3 courses were at the introductory level
- ▶ **Private Security**
  - ▶ Only 12 (33%) public institutions offered a course
    - ▶ Only 6 were at the introductory level



# INTRODUCTION TO CRIMINAL JUSTICE

- ▶ After months of work, it was decided that the curriculum taught through the Ohio Department of Education Career Field Technical Content Standards had competencies that aligned with the learning outcomes for the TAG – Introduction to Criminal Justice



# OHIO DEPARTMENT OF EDUCATION

- ▶ After the 1<sup>st</sup> alignment was submitted, ODE changed the Competencies for Public Safety
  - ▶ The Lead Expert from Colleges/Universities was permitted to attend meetings and assist with development of new competencies for Public Safety
  - ▶ Eric Landversicht from ODE, Career-Based Intervention, Job Training Coordinating, and Law and Public Safety Pathway Consultant for Career-Technical Education led the development of the new competencies
    - ▶ He has a criminal justice background
  - ▶ Additional materials were added to the Public Safety Curriculum to help strengthen the alignment with the TAG - Introduction to Criminal Justice OSS03 I



# TODAY'S CAREER FIELD CONTENT STANDARDS



- ▶ The standards have now been broken down into manageable “courses.”
- ▶ An ODE course can be offered variably from 120-280 hours, and each course has an end-of-course state standardized examination (WebXam or CETE exams).
- ▶ Subsequently, the standard was assembled into pathways, consisting of courses populated with competencies from the master document.
- ▶ Course descriptions were developed, and course titles and numbers were assigned.

# TO MEET THE LEARNING OUTCOMES OF THE COLLEGE LEVEL COURSE

You must teach the three courses listed below to meet the learning outcomes of the TAG / CTAG (<https://www.ohiohighered.org/sctai/ctags>)

## Course Description:

Overview of the American criminal justice process with emphasis on its constituent foundations (police, courts, and corrections), its constitutional limits, ethical issues, and the right of the individual from arrest through sentencing to release.

**Career-Technical Credit Transfer (CT)<sup>2</sup>  
Criminal Justice Career-Technical Assurance Guide (CTAG)  
January 16, 2015**

The following programs/courses, indicated by a Career-Technical Articulation Number (CTAN), are eligible for transfer among Ohio's Public Secondary (CT)<sup>2</sup> approved programs/courses and state institutions of higher education.

<b>CTCJ001 Introduction to Criminal Justice (Shared OAN Course: OSS031)</b>	<b>Credits: 3 Semester Hours</b>
<p>Advising Notes: Three courses will be required to earn credit for the Introduction to Criminal Justice CTAN:</p> <p>Course 1: The American Criminal Justice System (ODE Course 170911) Course 2: Police Work and Practice in Public Safety (ODE Course 170913) Course 5: The Correctional System and Services (ODE Course 170915)</p> <p>In order to access college credit, students must pass all three (3) courses, and receive a qualifying score on the "End of Course" examination for each course.</p> <p>The SCTAI alignment document with ODE competencies and post-secondary learning outcomes can be found on our website.</p>	

Each CTAN identifies the learning outcomes that are equivalent or common in introductory technical courses. In order for students to be able to receive credit under these agreements, the career-technical programs and the state institutions of higher education must document that their course/program content matches the learning outcomes in the CTANs. In accordance with Ohio Revised Code 3333.162, industry standards and certifications provide documentation of student learning. Recognized industry standards are expectations established by business, industry, state agencies, or professional associations. These standards define training program curricular requirements, establish certification or licensure



# THE LEARNING OUTCOMES

**NOTE – Underlined Learning Outcomes are Mandatory; Although a learning outcome may not be mandatory, it is imperative that students understand the concept(s) associated with all the learning outcomes**

- ▶ **I. Describe the contributions of each of the components of the criminal justice system (police, courts, and corrections) to the administration of the justice system (including the juvenile justice system).**
  - ▶ 8.1 (strand - Law Enforcement) Evolution and Foundations: Describe the history of the American criminal justice system from its origins to modern day practice.
  - ▶ 8.1.1 (strand - Law Enforcement) Describe the historical evolution of law enforcement from its early English origins and early American development to its modern structure and technological advancements.



# THE LEARNING OUTCOMES

**NOTE – Underlined Learning Outcomes are Mandatory; Although a learning outcome may not be mandatory, it is imperative that students understand the concept(s) associated with all the learning outcomes**

- ▶ 2. Explain the origin and evolution to the criminal justice system and how it has led to its current form.
  - ▶ 8.1 (strand - Law Enforcement) Evolution and Foundations: Describe the history of the American criminal justice system from its origins to modern day practice.
  - ▶ 8.1.1 (strand - Law Enforcement) Describe the historical evolution of law enforcement from its early English origins and early American development to its modern structure and technological advancements.
  - ▶ (8.1.2 – 8.1.5)



# THE LEARNING OUTCOMES

**NOTE – Underlined Learning Outcomes are Mandatory; Although a learning outcome may not be mandatory, it is imperative that students understand the concept(s) associated with all the learning outcomes**

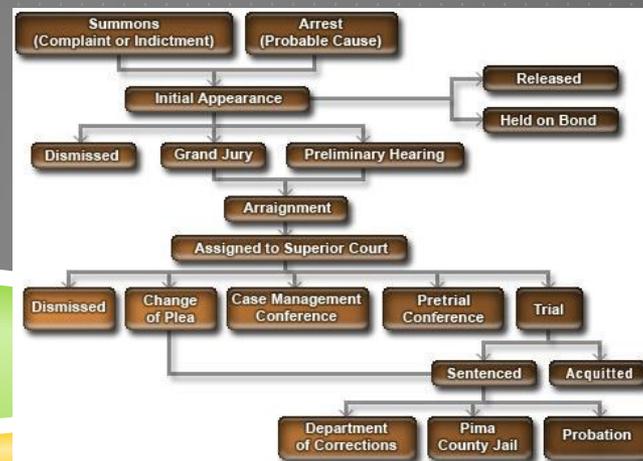
- ▶ 3. Identify the major theories of criminal behavior and victimization.
  - ▶ 8.7 (strand - Law Enforcement) Behavioral Science: Describe the psychological and sociological theories of criminal behavior.
  - ▶ 8.7.1 (strand - Law Enforcement) Evaluate the role that personal values, resources, mental health, substance abuse, and disabilities play in conflict.
  - ▶ (8.7.2 – 8.7.9)





# LEARNING OUTCOMES CONT...

- ▶ 5. Trace the path of both the offender and the victim through the criminal justice system.
  - ▶ 8.10 (strand - Law Enforcement) Court Systems: Summarize court systems, personnel, and processes and how cases move through the criminal justice system.
  - ▶ 8.10.1 (strand - Law Enforcement) Describe the role of judges, prosecutors, special prosecutors, defense attorneys, and public defenders in criminal proceedings, how they are appointed, and the relationships among them.
  - ▶ (8.10.2 – 8.10.13)



# LEARNING OUTCOMES CONT...

- ▶ 6. Define restorative justice and identify its role in serving the needs of participants in the criminal justice process.
  - ▶ 8.11.10 (strand - Law Enforcement) Describe the concept and purpose of restorative justice.
- ▶ 7. **Identify the mission, roles and strategies of policing.**
  - ▶ The competencies are infused in the policing strand.



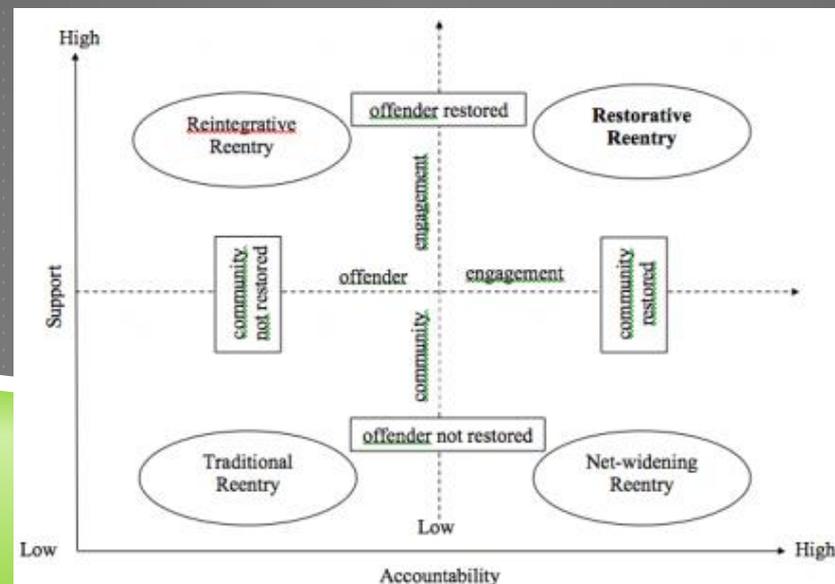
# LEARNING OUTCOMES CONT...

- ▶ 8. Compare and contrast the differences between community-based and institutional corrections
  - ▶ 8.11.1 (strand - Law Enforcement) Differentiated between diversion, jail, prison, probation, parole, and community corrections in local, state, and federal jurisdictions.
  - ▶ 8.11.9 (strand - Law Enforcement) describe community based resources supporting community based correctional programs.
  - ▶ 3.1 (strand – Corrections) The Correctional System: describe the operation of correctional institutions and the management of inmates.
    - ▶ (3.1.1 – 3.1.4; 3.2.4; 3.2.9)



# LEARNING OUTCOMES CONT...

- ▶ 9. Discuss the competing rationales and justifications for sanctions.
  - ▶ 8.11.7 (strand - Law Enforcement) Compare and contrast correctional ideologies (e.g., retribution, deterrence, incapacitation, rehabilitation).
  - ▶ 8.11.10 (strand - Law Enforcement) Describe the concept and purpose of restorative justice.



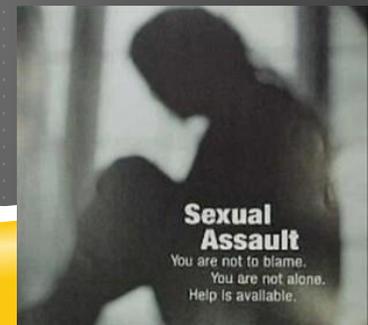
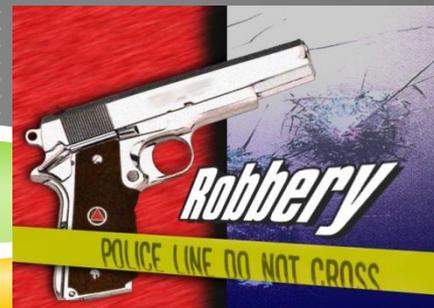
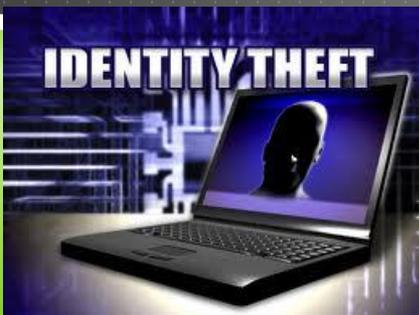
# LEARNING OUTCOMES CONT...

- ▶ 10. **Recognize and explain the impact of diversity in the system and on all those involved in the system.**
  - ▶ 1.1.12 (strand – Business Operations) Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
  - ▶ 1.5.1 (strand – Business Operations) Describe how cultural understanding, cultural intelligence skills, and continual awareness are interdependent.
  - ▶ (1.5.2 – 1.5.7; 8.11.6)
  
- ▶ 11. **Identify and discuss ethical issues in criminal justice.**
  - ▶ 1.2.2 (strand - Business Operations) Follow protocols and practices necessary to maintain a clean and healthy work environment.
  - ▶ 1.2.3 (strand - Business Operations) Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
  - ▶ (1.2.5-1.2.6; 1.2.9; 8.2.1; 8.2.12 – 8.2.15; 8.3.9; 8.5.2; 8.5.5, 8.11.6; 3.3.1; 3.5.3-3.5.6; 3.7.3; 3.8.5)

Why do  
we **kill** people  
who **kill** people  
to show **killing**  
people is  
wrong?

# LEARNING OUTCOMES CONT...

- ▶ 12. Identify the different types of crime and their extent in society.
  - ▶ 8.9.9 (strand - Law Enforcement) Differentiate between traffic, misdemeanor, and felony offenses and penalties.
  - ▶ 8.9.4 (strand - law Enforcement) Describe the elements of criminal offenses listed in the Ohio Revised Code (ORC) and how culpable mental states apply to each offense.
  - ▶ 8.7.3



# LEARNING OUTCOMES CONT...

- ▶ 13. Identify emerging trends and technologies in the criminal justice system.
  - ▶ 2.2 (strand - Asset) Information and Product Security: Describe the role of corporate security in maintaining corporate computer security, protecting proprietary information and trade secrets, and preventing counterfeiting.
  - ▶ 2.2.1 (strand - Asset Protection) Describe hacking and the impact of illegal entry into corporate computer systems and networks.
  - ▶ (2.2.2 – 2.2.3; 8.5.6)



# LEARNING OUTCOMES CONT...

- ▶ 14. Explore the many different career paths in criminal justice.
  - ▶ 1.1.1 (strand – Business Operations) Identify the knowledge, skills, and abilities necessary to succeed in careers.
  - ▶ 1.1.2 (strand – Business Operations) Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.
  - ▶ (1.1.5-1.1.6; 1.6.4; 1.9.5)



# LEARNING OUTCOMES CONT...

- ▶ 15. Understand the basic concepts related to the elements of criminal law and procedure.
  - ▶ 8.9 (strand - Law Enforcement) Criminal Law: Analyze and apply concepts of criminal law, procedure, and individual rights to the criminal justice system.
  - ▶ 8.9.1 (strand - Law Enforcement) Compare and contrast offenses, burden of proof, and penalties in the civil and criminal justice systems.
  - ▶ (8.9.2-8.9.14)



# LEARNING OUTCOMES CONT...

- ▶ 16. Identify and discuss various types of courts and court systems (e.g. juvenile, civil, etc.)
  - ▶ 8.9.1 (strand - Law Enforcement) Compare and contrast offenses, burden of proof, and penalties in the civil, criminal, and juvenile justice systems.



# SECTION III

Discussion on teaching techniques/strategies to assist with student learning

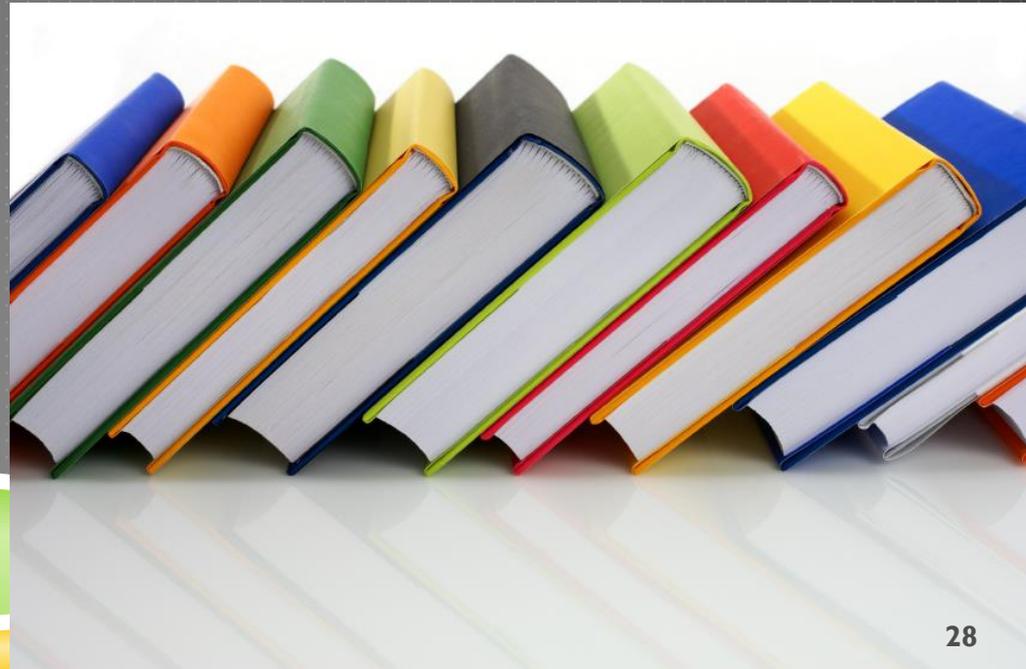


# HTTP://WWW.WEEBLY.COM

The screenshot shows a web browser window with the URL [www.weebly.com/weebly/main.php](http://www.weebly.com/weebly/main.php). The browser's address bar and navigation icons are visible. Below the browser window is the Weebly website editor interface. The top navigation bar includes 'FREE', 'BUILD', 'DESIGN', 'PAGES', 'STORE', 'SETTINGS', and 'PUBLISH'. The main content area features a dark background with a central text box that reads 'Welcome to CJFS 4800 Spring 2015' in red. To the left of the text is the Youngstown State University (YSU) logo, and to the right is a cartoon penguin wearing a Santa hat and a scarf with 'YSU' on it. Below the main content is a horizontal navigation menu with links: 'HOME', 'POWER POINTS', 'SYLLABUS', 'READINGS', 'ARTICLES', 'MAIL', 'STUDY GUIDES', and 'MORE...'. Below the navigation menu is a large image of a stone wall with the text 'Youngstown State University' engraved on it. Below the image is a quote: *If you always do what you always did... you'll always get what you always got.* At the bottom of the page, there is a paragraph of text: 'It is my intention to aid and assist you in developing your full potential. If you require assistance or if you have any questions or concerns please ask me either prior to or after class. You may also email at...'. On the left side of the editor, there is a sidebar with various editing tools categorized into 'BASIC' (Text, Text, Image, Gallery, Slideshow, Map, Contact Form, Embed Code) and 'STRUCTURE' (Divider, Spacer).

# INSTRUCTOR'S RESOURCE GUIDES

- ▶ Frank Schmalleger, for example, provides the following materials:
  - ▶ Sample Syllabus
  - ▶ Chapter Learning Objectives
  - ▶ Chapter Summaries
  - ▶ Chapter Outlines
  - ▶ Lecture Outlines
  - ▶ Teaching Tips



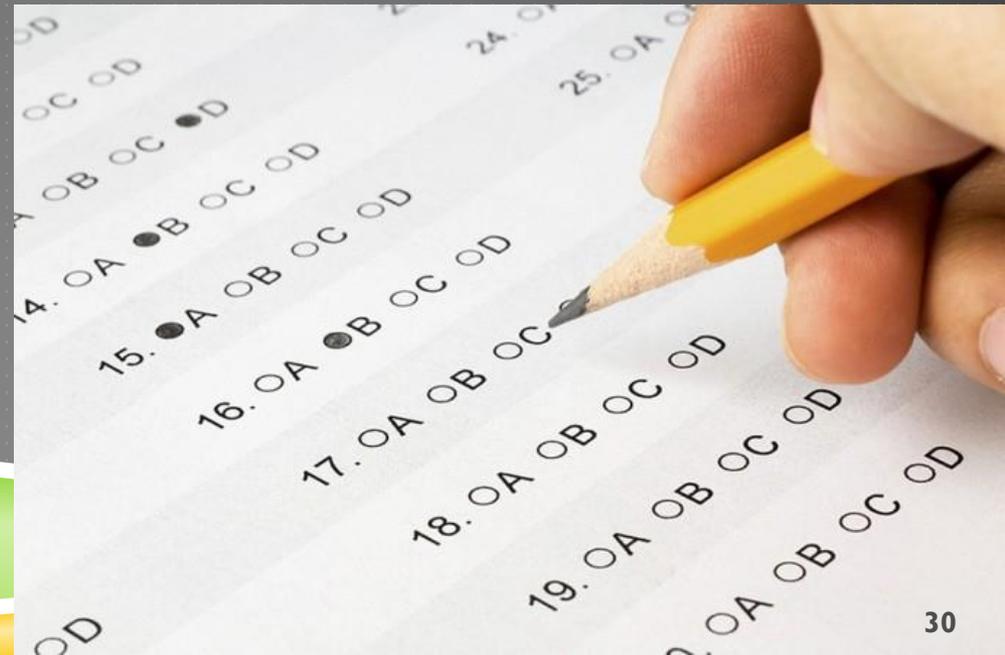
# INSTRUCTOR'S RESOURCE GUIDE CONT...

- ▶ Chapter Glossaries
- ▶ Student Activities
  - ▶ In the Classroom
  - ▶ Outside the Classroom
  - ▶ On the Internet
- ▶ Using Popular Media
  - ▶ Videos
  - ▶ Music



# INSTRUCTOR'S RESOURCE GUIDE CONT...

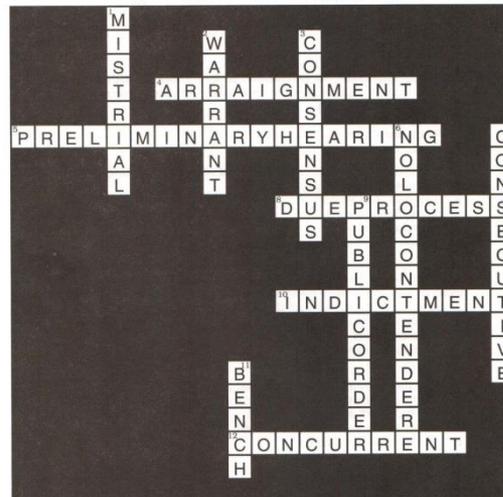
- ▶ Exam Questions
  - ▶ True or False
  - ▶ Multiple Choice
  - ▶ Fill-In
  - ▶ Essay
- ▶ Crossword Puzzles
- ▶ Word Searches



# SAMPLE CROSSWORD PUZZLE

24] PART 1 Crime in America

## Crossword Puzzle



### Across

4. The first appearance of the defendant before the court that has the authority to conduct a trial.
5. Also called the preliminary examination.
8. Constitutional requirement of fairness and equity.
10. A grand jury returns an \_\_\_\_\_.
12. Type of sentence that runs at the same time.

### Down

1. What happens when a jury is deadlocked.
2. Provides the legal basis for an apprehension by the police.
3. The model emphasizing a systems perspective.
6. Also means no contest.
7. Type of sentence where offenders are ordered to serve one sentence after another.
9. Type of advocate that stresses the interests of society.
11. When a trial occurs before a judge.

# SAMPLE WORD SEARCH

## Word Search

L E D O M S U S N E S N O C Y  
 E Q S J W O U U T N L S A K T  
 D E S U A C E L B A B O R P O  
 O C E S R I F E M I R C R B V  
 M I C T R A B O A T R I A L D  
 T T O I A L U I K I P A I Y Q  
 C S R C N J Y K Q N E L G R A  
 I U P E T U Q R L D L C N U C  
 L J E W S S W L V I G O M J D  
 F L U T Y T M D A C N N E D D  
 N I D N Y I G B Y T I T N N I  
 O V L G H C O F F M K R T A S  
 C I I J E E Z Z G E O O J R H  
 Q C I O C R I M I N O L O G Y  
 T B B R I H X P C T B T Y D C

- |                 |                |
|-----------------|----------------|
| Arraignment     | Grand jury     |
| Bail            | Indictment     |
| Booking         | Justice        |
| Civil justice   | Probable cause |
| Conflict model  | Social control |
| Consensus model | Social justice |
| Crime           | Trial          |
| Criminology     | Warrant        |
| Due process     |                |

# TEACHING REFERENCES

- ▶ <http://www.brighthubeducation.com/high-school-teaching-tips/127555-teaching-strategies-for-high-school/> “Teaching High School: Strategies & Tips”
- ▶ <http://education.cu-portland.edu/blog/educator-tips/3-innovative-methods-of-teaching-for-high-school-educators/> “The Innovative Methods of Teaching for High School Educators”
- ▶ <http://www.nea.org/tools/management-tips-for-new-teachers.html> “Managing Tips for New Teachers”
- ▶ <http://pedagogy.merlot.org/TeachingStrategies.html> “Teaching Strategies”
- ▶ <http://www.facultyfocus.com/articles/effective-teaching-strategies/effective-teaching-strategies-six-keys-to-classroom-excellence/> “Effective Teaching Strategies: Six Keys to Classroom Excellence”

# QUESTIONS

