

**INDUSTRY AND TECHNOLOGY**  
**Institutional (ILO), Program (PLO), and Course (SLO) Alignment**

Program: <b>Administration of Justice</b>	<b>Number of Courses:</b> 19	<b>Date Updated:</b> 09.18.2014	<b>Submitted by:</b> SueEllen Warren, ext. 4519 Renee Newell, ext. 3308
---	---------------------------------	------------------------------------	---

<b>ILOs</b>	<b>1. Critical Thinking</b> <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	<b>2. Communication</b> <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	<b>3. Community and Personal Development</b> <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	<b>4. Information Literacy</b> <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
-------------	--	---	--	--

**SLO-PLO-ILO ALIGNMENT NOTES:**

*Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.*

*DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.*

<b>PLOs</b>	<b>PLO to ILO Alignment</b>			
	1	2	3	4
<b>PLO #1 The 4th Amendment</b> Upon completion of a course of study in administration of justice, a student will be able to recognize unlawful behavior and take appropriate enforcement action properly utilizing probable cause as required in the 4th amendment of the US Constitution.	X			
<b>PLO #2 Criminal Justice Reports</b> Upon completion of a course of study in administration of justice, students will be able to properly document a criminal investigation, crime analysis report, intelligence report, or other criminal justice documentation. The report will include the correct elements of the incident involved, will include the relevant facts, be accurate and complete and will be grammatically correct.				X
<b>PLO #3 Interpreting Criminal Profiles and Identifying Criminal Behaviors</b> Students completing a course of study in administration of justice will, after being provided a hypothetical crime scenario will be able to recognize, and interpret as suspicious or criminal behavior based on facts presented in the scenario.	X			
<b>PLO #4 Certificates, Graduation, and Transfer</b> Students completing a course of study in administration of justice will successfully earn a certificate/graduate/transfer to 4 year universities and will successfully compete for jobs in which they can apply legal, investigative and communicative skills acquired in the administration of justice program.			X	
<b>PLO #5 The Criminal Justice System</b> Upon completion of a course of study in Administration of Justice, successful students will be able to explain what the criminal justice system is, what role it performs in society and how its components interact with one another in achieving its goals.				X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
<b>AJ 10 Introduction to Homeland Security: SLO #1 NIMS &amp; ICS</b> Given course readings, lecture, video presentations of simulated scenarios, students will be able to describe and explain the role and functions of the National Incident Management System and Incident Command System.					X	X			X
<b>AJ 10 Introduction to Homeland Security: SLO #2 Historical Terrorism Identification Methods</b> Given course readings, lecture, video presentations of simulated scenarios, students will be able to construct and explain a historical timeline that identifies methods used by national and international law enforcement and military agencies to counter and combat terrorism.			X						
<b>AJ 10 Introduction to Homeland Security: SLO #3 Proper Ethical Issue Response</b> Given course readings, lecture, video presentations of simulated scenarios, students will be able to read and evaluate a hypothetical situation that involves ethical issues and correctly explain a proper response to the situation.			X						
<b>AJ 100 Introduction to Administration of Justice: SLO #1 Components of the Criminal Justice System</b> Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to understand the concept of the criminal justice system and be able to identify and explain its various components.					X	X			X
<b>AJ 100 Introduction to Administration of Justice: SLO #2 Police Agency Structure</b> Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to describe the basic structure of a policing agency and explain its component functions such as patrol, criminal investigation, traffic and its various administrative support functions.					X				
<b>AJ 100 Introduction to Administration of Justice: SLO #3 Crime Causation Theories</b> Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to be able to interpret a behavioral profile and be able to identify at least three crime causation theories that explain such behavior.			X						

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
<b>AJ 103 Criminal Law I: SLO #1 Definition of Crime</b> Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to describe what a crime is and what the legal requirements are for any crime statute.	X					X		X	
<b>AJ 103 Criminal Law I: SLO #2 Felonies &amp; Misdemeanors</b> Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to research and locate any of the major felonies and misdemeanor crimes as discussed in class.				X					
<b>AJ 103 Criminal Law I: SLO #3 Corpus Delicti</b> Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to read any criminal statute, list and describe that statute's elements, and list and describe the corpus delicti of the respective crime as written in the statute.	X								
<b>AJ 106 Criminal Justice Recruitment and Selection: SLO #1 Agency Job Postings</b> Following instruction and practice in a classroom setting, successful students in this course will be able to: <ul style="list-style-type: none"> <li>• Identify at least 3 criminal justice agency job postings through various media</li> <li>• Explain the various steps in the selection process for a criminal justice job</li> <li>• Prepare a resume and personal history statement that is complete and accurate</li> </ul>				X		X			
<b>AJ 106 Criminal Justice Recruitment and Selection: SLO #2 Oral Interview</b> Following instruction and practice in a classroom setting, successful students in this course will be able to communicate in a clear and organized manner during a mock oral interview for a criminal justice position and answer hypothetical problems using logic and correct legal standards.				X					
<b>AJ 106 Criminal Justice Recruitment and Selection: SLO #3 Background Investigation</b> Following instruction and practice in a classroom setting, successful students in this course will be able to identify 3 factors that could disqualify an applicant during a background investigation.				X					

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
<b>AJ 107 Crime and Control – An Introduction to Corrections: SLO #1 Role of Corrections</b> After reading textbook material, participating in classroom discussions, and completing writing assignments, successful students in AJ 107 will be able to: <ul style="list-style-type: none"> <li>• Describe the role of corrections in society and within the criminal justice system</li> <li>• Identify the various correctional positions including position responsibility and the agency within which the position resides</li> <li>• Describe the Department of Corrections and its functions and responsibilities</li> </ul>					X	X			X
<b>AJ 107 Crime and Control – An Introduction to Corrections: SLO #2 Probation and Parole</b> After reading textbook material, participating in classroom discussions, and completing writing assignments, successful students in AJ 107 will be able to: <ul style="list-style-type: none"> <li>• Explain the role of probation within the justice system</li> <li>• Explain the role of parole and how that differs from probation</li> <li>• Review a hypothetical fact situation on a convicted felon, including personal background history, prepare a pre-sentencing report for a judge</li> </ul>					X				
<b>AJ 107 Crime and Control – An Introduction to Corrections: SLO #3 Corrections and Custody</b> Successful students in AJ 107, after reading text material, participating in classroom discussion, watching select videos, and completing writing assignments, will be able to: <ul style="list-style-type: none"> <li>• Describe the Justice and Medical models of corrections, and compare advantages and disadvantages to each system</li> <li>• Explain how inmates are ‘institutionalized’</li> <li>• Compare and contrast the Importation and Deprivation models of inmate life in custody</li> </ul>			X						
<b>AJ 109 Introduction to Police Patrol Procedures: SLO #1 Patrol Functions</b> Given instructions provided and concepts demonstrated, successful students in will be able to describe and demonstrate preparing a patrol shift, how to investigate and document a complaint investigation and how to conduct and document a field interview.		X				X			X
<b>AJ 109 Introduction to Police Patrol Procedures: SLO #2 Suspicious &amp; Unlawful Behavior</b> Given instructions provided and concepts demonstrated, successful students will be able to explain how suspicious and unlawful behavior can be recognized and explain proper and legal procedures in establishing contact with and detaining suspicious subjects.			X						
<b>AJ 109 Introduction to Police Patrol Procedures: SLO #3 Suspicious Vehicle Stop</b> Given instructions provided and concepts demonstrated, successful students will be able to describe proper and safe techniques in making a stop on a suspicious vehicle.			X						

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
<b>AJ 11 Intelligence and Security Management: SLO #1 Safety &amp; Security Threats</b> Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to identify and analyze threats to national and international safety and security.			X			X			X
<b>AJ 11 Intelligence and Security Management: SLO #2 Intelligence and Security Management</b> Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to construct a flowchart that describes the intelligence gathering cycle.		X							
<b>AJ 11 Intelligence and Security Management: SLO #3 Intelligence and Security Management</b> Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to describe the goals for security management.					X				
<b>AJ 111 Criminal Investigation: SLO #1 Criminal Investigation</b> Upon completion of a course in criminal investigations a student will be able to explain and apply the legal concepts of corpus delicti, modus operandi, and legal rules of evidence, including the provisions of the 4th, 5th, 6th, and 14th Amendments to the United States Constitution as they apply to criminal investigations.	X					X			X
<b>AJ 111 Criminal Investigation: SLO #2 Crime Scene Procedures</b> Upon completion of a course in criminal investigations a student will be able to identify the proper procedures for containing a crime scene, identify the evidentiary value of items at a crime scene, and explain current procedures for collecting and analyzing evidence.		X							
<b>AJ 111 Criminal Investigation: SLO #3 Investigation Elements &amp; Facts</b> Upon completion of a course in criminal investigations a student will be able to narrate the elements and facts of a criminal investigation in a written report in preparation for prosecution and courtroom testimony.		X							
<b>AJ 115 Community and Human Relations: SLO #1 Identify Potential Conflict Issues</b> Upon completion of a course of study in multicultural law enforcement the student will be able to identify and explain key issues that pose potential conflict between diverse communities and the courts, police, and corrections.					X	X			X
<b>AJ 115 Community and Human Relations: SLO #2 Identify Strategies in a Multicultural Society</b> Upon completion of a course of study in multicultural law enforcement the student will be able to identify and describe strategies for the administration of justice in a multicultural society.					X				
<b>AJ 115 Community and Human Relations: SLO #3 History and Evolution of Multiculturalism in the U.S.</b> Upon completion of a course of study in multicultural law enforcement the student will be able to explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.					X				

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
<b>AJ 12 Border and Transportation Security: SLO #1 Law Enforcement Agencies</b> Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to successfully define the roles and functions of local, federal and international law enforcement and describe ways in which those respective agencies interact.					X	X			X
<b>AJ 12 Border and Transportation Security: SLO #2 Counterterrorism Technologies</b> Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to identify and describe specific technologies used in countering terrorism and explain how those technologies are used.			X						
<b>AJ 12 Border and Transportation Security: SLO #3 Transportation System Vulnerabilities</b> Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to look at the national transportation systems, air, rail, waterways and interstate highways, and identify 5 specific areas of vulnerabilities and risks.		X							
<b>AJ 126 Juvenile Delinquency and Legal Procedures: SLO #1 Components of Juvenile System</b> After reading text material and hand outs and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to prepare an organization chart of the Juvenile Division of the Department of Corrections and list and explain the various positions that probation officers play within that system.					X	X			X
<b>AJ 126 Juvenile Delinquency and Legal Procedures: SLO #2 Juvenile Process</b> After reading text material and hand outs and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to: <ul style="list-style-type: none"> <li>Describe how a juvenile enters the justice system from point of law enforcement contact/detention through adjudication using correct legal terms, and list each step and include the unique characteristics of the juvenile process as distinct from the adult process</li> <li>Explain the roles of probation and the prosecutor's office with respect to adjudication of minors accused of criminal conduct</li> </ul>					X				
<b>AJ 126 Juvenile Delinquency and Legal Procedures: SLO #3 Diversion and Incarceration</b> After reading text material and hand outs and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to review a hypothetical situation involving a juvenile offender, and prepare recommendations for diversion of that juvenile offender, providing facts that would support diversion in lieu of incarceration.		X							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
<b>AJ 130 Criminal Procedures: SLO #1 Arrest to Verdict</b> Having been given instruction and having participated in class discussions on the criminal justice process and completed written assignments involving hypothetical situations, successful students in AJ 130 will be able to list and explain the various steps in the justice process from point of arrest through jury verdict and post-trial issues.					X	X			X
<b>AJ 130 Criminal Procedures: SLO #2 Prosecution &amp; Defense Plans</b> Successful students will be able to explain the fundamental American legal principles of burden of proof and standard of proof, and how those concepts are applied in a criminal trial.	X								
<b>AJ 130 Criminal Procedures: SLO #3 History and Evolution of Multiculturalism in the U.S.</b> Successful students, having read and analyzed a hypothetical fact situation, will be able to create and build, based on those facts, a prosecution plan and a defense plan.			X						
<b>AJ 131 Legal Aspects of Evidence: SLO #1 Probable Cause</b> Successful students in AJ 131, having read text material, participated in class discussions and group assignments, and after completing various writing assignments during the course, will be able to write and explain the 4th Amendment concept of probable cause, and will be able to contrast that with the appellate court decisions on the concepts of reasonable suspicion and consensual encounter.	X					X			X
<b>AJ 131 Legal Aspects of Evidence: SLO #2 Rules of Evidence</b> After reading a hypothetical fact situation, successful AJ 131 students will be able to locate and identify legal issues and apply the correct rule of evidence to those issues.	X								
<b>AJ 131 Legal Aspects of Evidence: SLO #3 Legal Brief from Published Case Decision</b> After receiving instruction in legal research, successful AJ 131 students will be able to locate a case decision in a published law book or online website, read said decision and prepare a legal brief using proper format.		X							
<b>AJ 132 Crime Scene Investigation: SLO #1 Crime Scene Investigation</b> Upon completion of this course and by participating in the learning process, the students will achieve a basic level of proficiency and an ability to demonstrate the fundamental skills and knowledge necessary to conduct a basic crime scene investigation.		X							X
<b>AJ 132 Crime Scene Investigation: SLO #2 Investigator Role</b> Upon completion of this course and by participating in the learning process, the students will gain a principal understanding of the role of the Crime Scene Investigator in the criminal investigation process.		X							
<b>AJ 132 Crime Scene Investigation: SLO #3 Crime Scene Evidence</b> Upon completion of this course and by participating in the learning process, the students will recognize evidence at the crime scene and understand the value of crime scene evidence as it relates to crime scene investigation and providing investigative leads.		X							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
<b>AJ 133 Fingerprint Classification and Investigation: SLO #1 Fingerprint Fundamentals</b> Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to describe and explain basic fingerprint definitions and describe the major fingerprint patterns using correct terminology.		X				X			X
<b>AJ 133 Fingerprint Classification and Investigation: SLO #2 Identification by Fingerprints</b> Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to compare and document latent prints with known prints and form an opinion of identification.			X						
<b>AJ 133 Fingerprint Classification and Investigation: SLO #3 Lifting Fingerprints</b> Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to use fingerprint powder, fingerprint brush, card and lifting tape, process a potential site for latent fingerprints, develop a print, lift it and place it on a print card.		X							
<b>AJ 134 Introduction to Crime Analysis: SLO #1 Crime Analysis</b> Students in AJ 134, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to explain in detail what crime analysis is and the steps required to formulate an analytical report.		X				X			X
<b>AJ 134 Introduction to Crime Analysis: SLO #2 Crime Analysis Report</b> AJ 134 students, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to prepare an accurate, clear and understandable crime analysis report based upon simulated crimes scenarios and explain where the reports are disseminated within the police organization and also to which outside criminal justice agencies.			X						
<b>AJ 134 Introduction to Crime Analysis: SLO #3 Crime Report Patterns</b> AJ 134 students, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to explain how data is entered into computer programs and how the data on reports produced are subsequently converted to show into specific patterns and modus operandi of criminal offenders.		X							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
<b>AJ 135 Report Writing: SLO #1 First Responder</b> Preliminary Investigation AJ 135 students, after receiving instruction and reviewing handout material, will be able to explain the steps in a first responder preliminary investigation including the following: appropriate response and assessment, first contact with reporting party/victim, protective sweeps if necessary, documentation of statements and crime scene investigation.		X							
<b>AJ 135 Report Writing: SLO #2 Crime Report</b> Successful AJ 135 students, after reviewing sample reports and receiving instruction on report writing format, will be able to explain the two basic parts of the report, face pages, forms and narrative, and will be able to correctly record data from a simulated crime into the appropriate places on said forms.		X							X
<b>AJ 135 Report Writing: SLO #3 Written Narrative</b> Successful students in AJ 135, after having reviewed their report writing manual and video tapes of simulated crimes and arrests and participated in discussions, will be able to construct a narrative based on those scenarios that is written in an acceptable format, accurately and clearly describe the elements of the particular crimes or the probable cause for the arrests, document statements that are clear, accurate and complete, and write such narratives using correct standard English grammar and contain no spelling errors.		X							
<b>AJ 170 Laws Arrest, Search and Seizure: SLO #1 The 4th Amendment</b> Search and Seizure students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to explain several parts of the 4th Amendment including its stated probable cause requirement for warrants for search and seizure, and will be able correctly apply the 4th Amendment in a factual situation.	X								
<b>AJ 170 Laws Arrest, Search and Seizure: SLO #2 Search and Seizure Supreme Court Decisions</b> Students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to list 3 US Supreme Court decisions that provide rules of law and guidance on search and seizure issues.	X					X			
<b>AJ 170 Laws Arrest, Search and Seizure: SLO #3 Exclusionary Rule</b> Students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to explain the exclusionary rule, its historical development and how it is applied to challenge searches and seizures conducted by law enforcement agencies.	X								

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	P4	P5	1	2	3	4
<b>AJ 190 Law Enforcement Explorer Academy: SLO #1 Passing the Explorer Exam</b> Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will successfully pass the final exam and be qualified to be a police explorer.				X					
<b>AJ 190 Law Enforcement Explorer Academy: SLO #2 Police Agency Organization</b> Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will be able to describe the organization of a police agency and explain the functions of its major organizational components.					X			X	X
<b>AJ 190 Law Enforcement Explorer Academy: SLO #3 Responsibilities</b> Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will be able to list and explain 3 responsibilities for each of the patrol, detective, traffic and records functions.					X				