

Appendix C

CJ 202: Introduction to Criminal Justice

Content standard	Assessment tool
All Social Studies teachers shall demonstrate knowledge and skill in:	
1. The history, organization, conceptual framework, modes of inquiry, ethics, and current research and methodologies of the disciplines within the Wisconsin model Academic Standards.	History and organization of criminal justice institutions, and the system itself, are assessed through in class discussion and comprehension, application, and objective exam questions.
2. The major themes, basic principles, philosophic bases, ethics, assumptions, perspectives and schools of thought of the disciplines.	Crime control and due process philosophies are discussed with regard to each of components of the criminal justice system. Comprehension of these philosophies are assessed through comprehension, application, and objective exam questions as well as graded discussion board.
3. The practical applications of the methodology appropriate to the disciplines.	Not applicable to this course.
4. The application of knowledge of each discipline to past and present economic, social, cultural, and political events and situation.	Understanding and an ability to explain how contexts affect criminal behavior and the criminal justice system are assessed through online discussion board posts.
5. The skills associated with the discipline including: <ul style="list-style-type: none"> • Communication. • Data-gathering. • Model building. • Problem solving. • Policy making. • Narrative explanation. • Decision-making. • Scenario building. • Identification of multiple perspectives. • The ability to observe, organize, interpret, infer, analyze, question, evaluate, synthesize, form hypotheses, recognize bias, weigh alternative and develop participatory skills. 	Communication, problem solving, decision making, and participatory skills are assessed through the extent and nature of a student's participation in the online discussion board. Problem solving, narrative explanation, and scenario building are assessed through student papers. These papers require students to run crime and justice scenarios and effectively explain decisions made, the key elements of the scenario, and address how hypothetical situations affect the outcomes of the scenarios.
6. The interdisciplinary nature and integrative aspects of the disciplines in social studies and their connections with disciplines other than social studies.	By its nature criminal justice is interdisciplinary, and as such there is no direct assessment of this standard.
7. The strategies for conducting investigations and research using multiple primary and secondary sources.	Does not apply.
8. The Wisconsin Model Academic Standards for Social Studies in order to assess the evidence or assessment of student understanding and develop curriculum.	Does not apply.
9. Professional organizations, publications, and resources in social studies.	Not directly assessed.
10. State and national laws and current leadership initiatives in the discipline.	Understanding and assessment of current state and federal laws is evaluated through student's online discussion posts, in class discussion, and objective and applied exam questions.

Sociology Standards	Assessment Tool
1. Describing and applying each of the sociological perspectives (functionalist, conflict, and interactionist) methods of social research and the contributions of major theorists in sociology.	Not applicable.
2. The key concepts of culture and/or society, socialization and the self and social structure.	Not applicable.
3. Distinguishing between primary and secondary groups; peer and primary groups; and recognizing characteristics of informal and formal structures within an organization.	Not applicable.
4. Methods of social control and differentiate between deviance and crime.	Methods of social control for criminal behavior are addressed throughout the course. Skills related to these standards are assessed through scenario assignments, online discussion board posts, and various exam questions (objective, application, and comprehension questions).
5. Social stratification and social inequality and its relation to race, ethnicity, gender and age and their relationship to interactions between individuals, groups and institutions in society.	Ability to demonstrate an understanding of these issues is assessed through objective, application and comprehension examination questions.
6. Analyzing the function of the social institutions of family, the economy, politics, religion, education, science/technology and arts and entertainment and how they further both continuity and change, meet individual needs, and promote the common good in contemporary and historical settings.	Does not apply.
7. Comparing and contrasting the functionalist and conflict perspectives of these institutions.	Does not apply.
8. The demographic concepts which influence changes in population such as migration, industrialization, urbanization and suburbanization.	Does not apply.
9. The theories and types of collective behavior, social movements and social change.	Does not apply.