

DANTES

Subject Standardized Tests

Fact Sheet Study Guide

CRIMINAL JUSTICE

TEST INFORMATION

Approximate
Percent

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

CONTENT

The following topics, which are commonly taught in courses on this subject are covered by this examination.

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|---|-----|
| I. Criminal Behavior | 28% |
| A. Defining crime | |
| B. Crime in the United States | |
| C. Theories of crime | |
| D. Types of crime | |
| E. Measurement of crime | |
| F. Juvenile delinquency | |
| II. Criminal Justice System | 15% |
| A. Historical origins | |
| B. Legal foundations | |
| C. Due process | |
| D. Administrative agencies | |
| III. Police | 10% |
| A. History and organization | |
| B. Social function | |
| C. Issues and trends | |
| D. Occupational characteristics | |
| IV. Court System | 19% |
| A. History and organization | |
| B. Adult court systems | |
| C. Juvenile court | |
| D. Pretrial, trial and post-trial processes (e.g., bail, plea bargaining, sentencing) | |
| V. Corrections | 28% |
| A. Purpose (e.g., punishment, deterrence, incapacitation, retribution) | |
| B. Probation and parole | |
| C. Capital punishment | |
| D. Community alternatives | |
| E. Prison organization | |
| F. Inmate characteristics | |
| G. Issues and trends | |



Questions on the test require candidates to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms
(about 35-40% of the examination)
- Understanding of concepts and principles
(about 40-45% of the examination)
- Ability to apply knowledge to specific cases, situations, or issues
(about 20-25% of the examination)

SAMPLE QUESTIONS

1. The three major divisions of the criminal justice system are
 - (A) police, defense, and prosecution
 - (B) courts, prosecution, and police
 - (C) prosecution, defense, and courts
 - (D) police, courts, and corrections
2. Which of the following crimes against a person does society consider to be the most serious?
 - (A) Manslaughter
 - (B) Assault
 - (C) Murder
 - (D) Rape
3. The juvenile court in the United States is based on the doctrine of
 - (A) *habeas corpus*
 - (B) *parens patriae*
 - (C) *nolo contendere*
 - (D) *modus operandi*

4. In the United States, which of the following types of correctional institutions typically has the poorest physical facilities and services?
 - (A) County jail
 - (B) Halfway house
 - (C) State prison
 - (D) Federal prison
5. All of the following are characteristics of criminal acts EXCEPT
 - (A) criminal intent
 - (B) insanity
 - (C) harm to a person
 - (D) criminal capacity

STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet/Study Guide **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Allen, Harry E., and Clifford E. Simonsen. *Corrections in America, An Introduction*. Upper Saddle River, NJ: Prentice Hall, current edition.

Clear, Todd R., and George F. Cole, *American Corrections*. Belmont, CA: Wadsworth Publishing, current edition.

Cole, George F. *The American System of Criminal Justice*. Belmont, CA: Wadsworth Publishing, current edition.

Goldstein, Herman. *Policing a Free Society*. Cambridge, MA: Ballinger Publishing Company, current edition.

Inciardi, James A. *Criminal Justice*. Fort Worth, TX: Harcourt Brace Jovanovich, current edition.

Newman, Donald T., and Patrick R. Anderson. *Introduction to Criminal Justice*. Boston, MA: McGraw-Hill, current edition.

Senna, Joseph J., and Larry J. Siegel. *Introduction to Criminal Justice*. St. Paul, MN: West Publishing Company, current edition.

Current textbook used by a local college or university for a course on the subject.

CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DANTES examination development process. ACE has made the following recommendations:

| | |
|----------------------------|--|
| Area or Course Equivalent: | Criminal Justice |
| Level: | Baccalaureate |
| Amount of Credit: | Three (3) semester hours |
| Source: | ACE Commission on Educational Credit and Credentials |

INFORMATION

Colleges and universities that would like to review copies of tests, have additional information about the national norming, or assistance in local norming or score validation studies should write to: DANTES Program, Mail Stop 11-P, The Chauncey Group International, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. The Chauncey Group will be happy to help schools in this effort.

Correct responses to sample questions: 1.D; 2.C; 3.B; 4.A; 5.B.

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