

Davidson County Community College

Criminal Justice Technical Standards

Criterion: Cognitive

Standard:

- A) Ability to think critically about information, investigations, and law.
 - 1) Example: Review past investigations to look for errors and omissions.
 - 2) Example: Conduct investigations and then evaluate the information.
 - 3) Example: Take a set of facts and determine the legal implications.

Criterion: Communication

Standard:

- A) Ability to listen actively.
 - 1) Example: Evaluate a person's truthfulness during an investigation.
- B) Ability to speak and write effectively.
 - 1) Example: Present material in an organized fashion to other students.
 - 2) Example: Write reports that are clear, concise, and error free.

Criterion: Motor Skills

Standard:

- A) Sufficient motor function to execute movements for the variety of positions found in criminal justice.
 - 1) Example: Loading and cleaning weapons for police and security.
- B) Ability to manipulate the varied equipment used in the various jobs found in criminal justice.
 - 1) Example: Operating and transporting a variety of computers and safety equipment.
 - 2) Example: Physically supporting people and equipment in less than ideal conditions.

Criterion: Professional Conduct

Standard:

- A) Understand and demonstrate ethical behavior.
 - 1) Example: Evaluate ethical dilemmas in all areas of criminal justice.
 - 2) Example: Treat instructors and other students in a way that is both honest and fair.
 - 3) Example: Demonstrate integrity.

Criterion: Sensory

Standard:

- A) Hearing sufficient to assess needs typically found in the criminal justice environment.
 - 1) Example: Ability to hear an alarm, accurately assess heart sounds, and hear a cry for help.

- 2) Example: Ability to read reports, drive vehicles, and identify in the field a variety of physical conditions found in criminal justice.
- B) Vision sufficient for assessment of a variety of experiences found in criminal justice.
 - 1) Example: Accurately interpret non-verbal communication.

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