



## Learning for Life and Pearson's Self-Paced College Courses

Learning for Life and the Exploring Program and Pearson Education are excited to announce their partnership and the opportunity for students to take college-level self-paced courses.

This “digital booklet” is a comprehensive document detailing information about these courses, as well containing important information about how to register for and purchase access to these self-paced courses.

If you have any additional questions, please don't hesitate to contact your local Exploring representative.

Click [Here](#) to find your local Learning for Life & Exploring office.



# The List of Self-Paced Courses

Through the partnership between the Learning for Life and the Exploring program and Pearson Education, Explorers will have the opportunity to take the following college-level self-paced courses:

- Criminal Courts
- Criminal Investigation
- Criminal Justice Ethics
- Criminal Law
- Criminal Procedure
- Criminology
- Introduction to Corrections
- Introduction to Criminal Justice
- Introduction to Homeland Security
- Introduction to Policing
- Juvenile Justice
- Policing Techniques: Interviewing and Interrogation
- Probation and Parole
- Victimology
- Critical Thinking
- Ethics

**These 3-hour college-level courses (accepted as transfer credits at over 2,000 college and universities) will be offered at a special discount (\$269 per course) for Learning for Life Explorers.**

## **Some features of these courses:**

- 3-hour transfer credit accepted at over 1700 colleges and universities
- A Student Success Course Coach to guide the student through the course
- A personalized timeline to complete the course
- The flexibility of "attending" class when it fits your schedule

# About Pearson's Self-Paced Courses

Pearson's self-paced Propero curriculum is a self-paced online learning program that allows students to master academic courses at their own pace, using award-winning content and academic support provided by Pearson.

Propero courses are fully inclusive of all course components, including interactive lesson presentations, downloadable audio podcasts, eBook, assessments and student success coaching.

With a 70% or greater passing score for the course, Explorers are eligible to receive an American Council on Education (ACE) transcript.

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for all Propero courses. The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

Propero also participates in the American Council on Education's (ACE) Transcript Service. The ACE Transcript Service offers a lifelong record for students who have successfully completed our courses that have been reviewed by ACE CREDIT. This service enables learners to present a nationally recognized transcript to the college or university of their choice for the potential award of academic credit.

Most colleges/universities are willing to accept ACE (transfer) credits for up to 15 years upon completion of a course.

For more information about ACE Credit, please visit the [ACE Credit Website](#)

And visit the [The Propero Student Guide to Earning Credit](#)

# About Propero's Student Success Coaches

**Please note: all email correspondence with Explorers will involve the student (a parent/guardian when the Explorer is a minor) and a Pearson Student Success Coach peer.**

Each Propero course comes with access to a personal Student Success Coach. The Success Coach is in place to guide students to resources, help them establish appropriate study habits, and serve as a student support system.

## **Path to Resources**

Student Success Coaches serve as students' path to resources in their Propero courses.

They also help students reach the following resource: ACE network

## **Roadmap to Personalized Learning**

Academic Success Coaches understand that there isn't such a thing as a "standard student," and they work hard to help each student learn and retain based on his/her individual learning style and preferences. Some methods that Student Success Coaches use to achieve this include:

- Asking learning based, open-ended questions that identify learning styles
- Introducing course resources that go beyond the book, such as Audio-To-Go MP3 files and virtual flashcards
- Helping students pinpoint their unique strengths and weaknesses and building on them to create success

## **24/7 Student Support**

Student Success Coaches are held to high standards and are available via email 24 hours a day, 7 days a week. Students can expect a 24-48 hour turn-around regarding all of their questions and concerns. In addition, coaches will reach out to students at least once a week, regardless of whether they hear from the students first.

Student Success Coaches strive to help students set and achieve goals, gain confidence, and learn skills to not only complete their Propero courses, but to take with them in the future as they become independent, self-sufficient learners.

# Registering for and Purchasing Access To a Propero Self-Paced Course A Step-By-Step Guide

1. If the Explorer is a minor, the Explorer and a parent/guardian must fill out and submit the Propero Parent and Student Consent form and email it to [learningconsent@pearson.com](mailto:learningconsent@pearson.com). The Explorer will then receive a unique Learning for Life Propero URL to purchase access to and enroll in Propero's Self-Paced courseware.
2. If the Explorer is 18 years old or older, please reach out to your local Exploring representative for this URL.
3. Once the Explorer has purchased access to a Propero course, Pearson will send a course login/password reset information email. The Explorer will create a unique password.
4. The Explorer will now have access to the Propero course.
5. The Explorer (and, in the case of a minor, the Explorer's parent and/or guardian) will receive a Welcome to Your Course email from the Student Success Coach.

# Join Pearson and the Learning for Life Leadership Team At One of Our Informational Web Meetings:

## LFL and the Exploring Program - College Courses Orientation

Monday, December 7, 2015

7:00 pm | Central Standard Time (Chicago, GMT-06:00) | 1 hr

### [Join WebEx meeting](#)

Meeting number: 801 740 080

Meeting password: lfl

### Join by phone

Call-in toll-free number: [1-8775540877](tel:1-8775540877) (US)

[Show global numbers](#)

Leader PIN: 3089

Conference Code: 354 782 0398

[Add this meeting](#) to your calendar.

Can't join the meeting? [Contact support.](#)

## LFL and the Exploring Program - College Courses Orientation

Monday, December 14, 2015

7:00 pm | Central Standard Time (Chicago, GMT-06:00) | 1 hr

### [Join WebEx meeting](#)

Meeting number: 803 428 502

Meeting password: lfl

### Join by phone

Call-in toll-free number: [1-8775540877](tel:1-8775540877) (US)

[Show global numbers](#)

Conference Code: 354 782 0398

[Add this meeting](#) to your calendar.

Can't join the meeting? [Contact support.](#)

## **LFL and the Exploring Program - College Courses Orientation**

Wednesday, December 16, 2015

7:00 pm | Central Standard Time (Chicago, GMT-06:00) | 1 hr

### **[Join WebEx meeting](#)**

Meeting number: 800 712 499

Meeting password: lfl

### **Join by phone**

Call-in toll-free number: [1-877-554-0877](tel:1-877-554-0877) (US)

[Show global numbers](#)

Conference Code: 354 782 0398

# Course Information



# **Criminal Courts**

## **Course Information**

Upon completion of the course, the student will be able to:

- Describe how laws are created
- Define terms related to criminal courts
- Analyze the relationship between the law and the court system
- Analyze the court process from the committing of a crime through post convictions
- Explain how the court system operates
- Differentiate the people involved in the court system
- Describe the history of criminal courts
- Examine juvenile courts

This class includes the following eText:

Siegel, Schmalleger, and Worrall. (2015). Courts and Criminal Justice in America; 2/E;  
ISBN: 9780133459999

### **Course Objective**

This course provides students with an overview of the criminal justice system and its processes. It examines the courtroom work group, the trial process, and challenges to the process. It also provides an overview of the juvenile court system.

### **Credit Recommendation**

In the upper-division baccalaureate degree category, 3 semester hours in law enforcement or police science.

# **Criminal Investigation**

## **Course Information**

Upon completion of the course, the student will be able to:

- Define terms related to criminal investigation
- Outline the history of criminal investigation
- Analyze the process of criminal investigation
- Examine types of criminal offenses
- Explain the relationship between criminal investigation and the courtroom process

This class includes the following eText:

Lyman. (2014). Criminal Investigation; 7/E; ISBN: 9780133008517

### **Course Objective**

This course teaches students the fundamentals of criminal investigation by examining the processes involved in identifying and arresting criminal suspects, identifying the types of crimes and offenses, and preparing for court.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in criminal investigation.

# **Criminal Justice Ethics**

## **Course Information**

Upon completion of the course, the student will be able to:

- Define key concepts related to ethics
- Explain the impact of ethical decisions
- Explain the relationship between values, morals, ethics, and critical thinking
- Compare and contrast philosophies related to ethics
- Analyze the process of making ethical decisions
- Examine ethics in the criminal justice system
- Evaluate methods used to address ethical misconduct in society

This class includes the following eText:

- Albanese. (2012). Professional Ethics in Criminal Justice: Being Ethical When No One Is Looking; 3/E; ISBN: 0131375652

### **Course Objective**

This course looks at the ethical dilemmas and professional problems faced by criminal justice personnel. Students review various ethical perspectives and discuss the practical applicability of ethical ideals.

### **Credit Recommendation**

In the upper-division baccalaureate degree category, 3 semester hours in criminal justice.

# **Criminal Law**

## **Course Information**

Upon completion of the course, the student will be able to:

- Define terms related to criminal law
- Examine the purpose and function of criminal law
- Assess legal issues as presented in court cases
- Analyze key concepts related to criminal law
- Examine various laws

This class includes the following eText:

Schmallegger and Hall. (2014). *Criminal Law: An Introduction with Capstone Cases*; 5/E; ISBN: 9780133008586

### **Course Objective**

The course objective is to provide students with an historical understanding of criminal law, an overview of general legal principles, including possible defense to a criminal charge, and an awareness of the fundamental nature of law.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in criminal law.

# **Criminal Procedure**

## **Course Information**

Upon completion of the course, the student will be able to:

- Distinguish between the due process and crime control perspectives including the impact on criminal procedure
- Examine what can be done when constitutional rights are violated including civil, criminal, and non-judicial remedies
- Examine how the Fourth, Fifth, and Sixth Amendments protect individual rights
- Analyze criminal procedure prior to trial describing the roles of prosecutors, grand juries, and defense attorneys
- Analyze criminal procedure from first contact to appeals

This class includes the following eText:

Worrall. (2015). Criminal Procedure: From First Contact to Appeal; 5/E; ISBN: 9780133494952

### **Course Objective**

This course focuses on the constitutional rights of criminal defendants as interpreted by the U.S. Supreme Court. Students discuss Supreme Court decisions and identify their significance for the justice system.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in criminal procedures.

# **Criminology**

## **Course Information**

Upon completion of the course, the student will be able to:

- Define terms related to the study of crime
- Analyze the concept of criminology
- Examine research and data collection methods used in criminology
- Examine theories and principles of criminology
- Describe the basic concepts of biological theories of criminal behavior
- Distinguish between various types of crimes
- Evaluate methods used to effectively deal with crimes
- Analyze the relationship between drugs and crime
- Assess laws and social policies that have been established to address crime in the United States
- Examine the future of crime

This class includes the following eText:

Schmallegger. (2015). *Criminology Today: An Integrative Introduction*; 7/E; ISBN: 9780133495539

### **Course Objective**

This course introduces students to the study of crime and criminal behavior as well as to theories of crime causation. It reviews different types of crime and examines crime control policy.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in criminology.

# **Introduction to Corrections**

## **Course Information**

Upon completion of the course, the student will be able to:

- Define terms related to corrections
- Assess the purpose, implementation, and effectiveness of corrections
- Trace the historical evolution of the correctional system
- Examine the organization of corrections
- Examine challenges faced by the correctional system
- Compare and contrast the differences and similarities of the various clients of a correctional facility
- Examine challenges faced by the correctional system
- Analyze prison life and the effects it can have on individuals and society
- Appraise the legal rights of inmates and the use of capital punishment

This class includes the following eText:

Seiter. (2014). Corrections: An Introduction; 4/E; ISBN: 9780133009781

### **Course Objective**

This course provides an overview of the field of corrections. It reviews prisons and jails, correctional policies, agencies, prison life, and challenges facing corrections.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in corrections.

# **Introduction to Criminal Justice**

## **Course Information**

Upon completion of the course, the student will be able to:

- Define key terms related to the justice system
- Examine the justice system
- Analyze concepts related to criminal law
- Compare and contrast theories of crime
- Evaluate the impact history has had on the American justice system
- Examine issues and emerging trends in criminal justice

This class includes the following eText:

Schmallegger. (2013). Criminal Justice Today: An Introductory Text for the 21st Century; 12/E; ISBN: 013273981X This course does not include tutoring.

### **Course Objective**

This course introduces students to the criminal justice system and its three main components: law enforcement, the courts, and corrections. It reviews what constitutes a criminal offense, how crime is measured, and theories of crime causation. This course also looks at issues and challenges facing today's criminal justice system and examines possible future directions.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in introduction to criminal justice.



# Introduction to Homeland Security

## Course Information

Upon completion of the course, the student will be able to:

- Compare national security policy before 9/11 with changes to that policy as a consequence of 9/11 and the formation of the Department of Homeland Security (DHS)
- Describe the purpose and organization of the DHS
- Explain the concept of terrorism
- Examine the use of intelligence and analyze intelligence
- Describe critical infrastructure and key resources
- Examine cyber terrorism
- Examine how transportation systems are at risk and protected from terrorist threats
- Examine the effects of terrorism on public health
- Describe the purpose and structure of the National Response Framework (NRF)
- Describe the U.S. approach to emergency management
- Describe the Incident Command System (ICS)
- Describe how incident response situations are managed
- Describe the purpose, structure, and function of the ICS
- Write a response plan to an emergency situation
- Describe the ethical considerations involved in homeland security issues
- Describe the use of communication technologies in emergency situations
- Examine the role of various fields in preparing for and responding to emergencies
- Describe the role of higher learning institutions in preparing graduates for understanding their role in homeland security

This class includes the following eText:

Byram. (2011). Introduction to Homeland Security; 1/E; ISBN: 0135111927 This course does not include tutoring.

### Course Objective

This course addresses the functions of homeland security, critical infrastructure, and asset protection as they relate to government, industry, and the community. The key functions of threat prevention, crisis response, and operations recovery are addressed from a variety of perspectives given that homeland security is a responsibility that is shared by government agencies, the private sector, and individuals, encompassing a broad spectrum of professional career positions throughout our society. This course provides an overview of the elements involved in the homeland security function, as well as the challenges critical infrastructure managers in government and industry can/will face while maintaining mission operations and staff accountability in the midst of multiple overlapping roles and responsibilities in our rapidly changing world.

### Credit Recommendation

In the lower-division baccalaureate/associate degree category, 3 semester hours in Homeland Security.

# **Introduction to Policing**

## **Course Information**

Upon completion of the course, the student will be able to:

- Define terms related to law enforcement
- Examine the organization of law enforcement
- Examine the roles, functions, and styles of policing
- Describe the impact that history has had on the current law enforcement system
- Analyze the use of forensic science and criminalistics in the criminal justice system
- Examine challenges faced by law enforcement
- Analyze laws as related to policing
- Appraise the use of technology in policing
- Analyze issues related to policing in foreign countries

This class includes the following eText:

- Peak. (2012). Policing America: Challenges and Best Practices; 7/E; ISBN: 0135101824

### **Course Objective**

This course gives students an overview of the police and their mission. It examines the evolution of policing as well as methods, issues, and challenges to present-day policing. The course also looks at technology in the service of law enforcement and explores the future of policing.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in law enforcement.

# **Juvenile Justice**

## **Course Information**

Upon completion of the course, the student will be able to:

- Define terms related to juvenile justice
- Analyze the impact history has had in juvenile justice
- Describe the various theories related to juvenile justice
- Examine the Juvenile Justice System
- Describe the measurement of juvenile crime
- Describe juvenile victims
- Analyze juveniles in the adult court system
- Analyze the effectiveness of juvenile probation and community based programs
- Appraise the treatment of juvenile offenders
- Analyze the juvenile offender
- Investigate international juvenile justice

This class includes the following eText:

- Bartollas and Miller. (2011). Juvenile Justice in America; 6/E; ISBN: 0135050871

### **Course Objective**

This course gives students an overview of American juvenile justice in terms of both system and practice. It examines the juvenile offender, causes of juvenile crime, the juvenile court system, and juveniles in the adult court system. This course also looks at the institutionalization, rehabilitation, and treatment of juveniles, and the future of juvenile justice in America.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in juvenile justice.

# **Policing Techniques: Interviewing and Interrogation**

## **Course Information**

Upon completion of the course, the student will be able to:

- Describe the personal qualities that affect the interview process
- Research, using articles from the Internet, and describe how to successfully interview and interrogate witnesses
- Differentiate an interview from an interrogation
- Formulate a list of questions that can be used in purposeful interrogation
- Identify the steps in the interview process
- Compare the traditional interview method with the cognitive interview method
- Identify the constitutional and legal considerations that must be made during a criminal interrogation
- Using case studies, analyze the techniques used by officers in obtaining a confession and make suggestions for improvements
- Describe interview approaches for special populations

This class includes the following eText:

- Gosselin. (2007). Smart Talk: Contemporary Interviewing and Interrogation; 1/E; ISBN: 0131146963

### **Course Objective**

This course explores policing techniques and tactics used to combat and prevent crime. Emphasis is placed on the knowledge and working skills involved in the art of interviewing and interrogating witnesses and suspects, and the relevant legal parameters that must be followed during field procedures.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in criminal justice or legal studies.

# **Probation and Parole**

## **Course Information**

Upon completion of the course, the student will be able to:

- Analyze the probation and parole process
- Analyze the juvenile court and juvenile justice system
- Summarize the history and administration of probation and parole
- Defend the importance of presentence investigation in the sentencing process
- Examine the basic models for administering parole
- Analyze the role of rehabilitation in probation and parole
- Analyze the role of probation and parole officers
- Examine the role of supervision in probation and parole

This class includes the following eText:

- Abadinsky. (2012). Probation and Parole: Theory and Practice; 11/E; ISBN: 0135112478

### **Course Objective**

This course focuses on adult and juvenile probation, parole, and related institutions.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in criminal justice.

# **Victimology**

## **Course Information**

Upon completion of the course, the student will be able to:

- Define terms related to violence and victimization
- Examine the concept of victimization
- Trace the development of theories of victimization
- Differentiate between types of violence
- Examine offender-victim relationships
- Analyze injustices by the criminal justice system
- Examine motives for terrorism
- Assess laws to combat terrorism
- Appraise ways of responding to criminal victimization

This class includes the following eText:

- Meadows. (2010). Understanding Violence and Victimization; 5/E; ISBN: 0135154642

### **Course Objective**

This course examines the causes of victimization and looks at theories associated with violent victimization. It analyzes the offender-victim relationship and presents ideas on preventing violence and responding to victimization.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in victimology.

# **Critical Thinking**

## **Course Information**

Upon completion of the course, the student will be able to:

- Analyze the processes of logical reasoning to interpret arguments
- Evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs
- Create well-reasoned arguments
- Evaluate mode(s) of inquiry used to gather and generate information
- Interpret evidence/findings, especially alternative positions different from one's own
- Formulate significant questions for exploration
- Recognize one's own biases by viewing an issue through multiple perspectives
- Assess the reasonableness of arguments, positions, and beliefs
- Employ focus, organization, discipline, and empathy in approaching complex problems
- Evaluate one's own position or conclusions through reflective thinking

This class includes the following eText:

- Diestler. (2012). *Becoming a Critical Thinker: A User-Friendly Manual*; 6/E; ISBN: 9780205063451

### **Course Objective**

This introductory level course presents a variety of topics essential to a student's development in critical thinking. Students are introduced to concepts essential to the comprehension, analysis, and creation of arguments: induction, deduction, informal fallacies, Aristotelian and symbolic logic, modes of persuasion, perspective and bias, and language and meaning, culminating in the development of reasonable strategies for belief formation.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in Critical Thinking or Introduction to Argumentation/Persuasion.

# **Ethics**

## **Course Information**

Upon completion of the course, the student will be able to:

- Summarize contextual factors associated with the study of morality
- Compare consequentialist approaches to resolving an ethical problem
- Compare act nonconsequentialist approaches to act utilitarianism and use them to resolve a moral problem
- Compare the principles associated with consequentialist and nonconsequentialist approaches
- Explain the moral framework of virtue ethics
- Appraise alternative moral theories
- Compare the ethical issues presented by absolutism and relativism
- Compare the ethical issues associated with freedom and determinism
- Compare the ethical issues associated with reward and punishment
- Appraise the requirements for establishing a moral system
- Construct a personal moral system
- Apply a moral system to a position on a contemporary moral issue

This class includes the following eText:

- Thiroux (2012). *Ethics: Theory and Practice* 11/E; ISBN: 9780205053148

### **Course Objective**

This introductory level course presents several ethical theories and explores contextual issues. Students are asked to examine ethical theories, moral assumptions and moral principles, apply ethical theories to moral problems, construct a moral system utilizing a theoretical framework, and apply the system to contemporary moral issues.

### **Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in philosophy.