



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2008-2009

- 1. COLLEGE: Los Angeles Southwest College
2. SUBJECT (DISCIPLINE) NAME: Administration of Justice
3. COURSE NUMBER: 63
4. COURSE TITLE: Introduction to Criminology
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course is an introduction to the theoretical and philosophical concept of criminology; the nature and extent of crime in America; the roles of the organization in the Administration of Justice; prevailing theories of crime causation; and the judicial, correction, and rehabilitation processes.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This course provides a historical overview to rationale of law the, the nature and extent of crime in America, roles of the organization in the Administration of Justice, prevailing theories of crime causation and trends in the correctional process.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: 1978
COLLEGE OUTLINE APPROVAL DATE: 12/16/08

- 9. UPDATES (check all applicable boxes):

- Content Previous Update: 11/2008
Objectives Previous Update:
College Specific Course Attributes/Data Elements Previous Update:
Districtwide Course Attributes/Data Elements Previous Update:
Other (describe) Previous Update:

Change in course description; addition as Recommended Elective to AJ Program

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

**10. CLASS HOURS:**

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/activity (w/ homework):	0	0	0
Lab/activity (w/o homework):	0	0	0
Total:	3	54	3

**Note:** The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

**11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT**

**Note:** The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

**ENTRY SKILLS FOR COURSES WITH PREREQUISITES:**

1. Development of the criminal justice system
2. Organization and jurisdiction of local, state and federal justice agencies
3. Policing issues, crime statistics and criminal trends
4. Problems encountered in the transition from correctional environments to community reentry.

. Prerequisites: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Corequisite: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Advisories: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
ADM JUS	1	Introduction to Administration of Justice	3	12/16/08 (formerly 5/18/99)

**12. REPETITIONS**—Number of times course may be repeated for credit (three maximum): **None** (see: Section V, #9)

**13. OTHER LIMITATIONS ON ENROLLMENT** (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – <b>Lecture:</b> <u>If applicable</u> , outline the topics included in the lecture portion of the course ( <i>outline reflects course description, all topics covered in class</i> ).	Hours per topic	COURSE OBJECTIVES - <b>Lecture</b> ( <i>If applicable</i> ): Upon successful completion of this course, the student will be able to... ( <i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i> )
1.Theoretical and Philosophical Concepts of Crime, Law and Criminology A. Crime and criminology; origin and development B. The nature and extent of crime C. Victims and victimization D. Theoretical concepts E. Analysis of philosophical schools of thought	9	As a result of completing this course, students will be able to: 1. Discuss the origin, development and philosophical concept of criminology 2. Compare and contrast various forms of crime 3. Distinguish between different philosophical schools of thought regarding causation of crimes.
2. Theories of Crime Causation A. Rational choice theories B. Trait theories C. Social structure theories D. Social process theories E. Social conflict, critical criminology and restorative justice F. Developmental theories: life course and latent traits	12	4. Compare and contrast the roles of various organizations in the administration of justice. 5. Analyze various forms of judicial, correction and rehabilitation processes for reentry into the community. 6. Describe the concept of the victimization and the routine activities associated with the victimization risk.
3. Crime Typologies; Nature and Extent of Crimes A. Interpersonal violence; victimization B. Political crime and Terrorism C. Property crime D. Enterprise crime: white-collar and organized Crime E. Public order crime F. Cyber-crime and technology	10	7. Describe various causes of violent crimes and the concept of the brutalization process. 8. Differentiate between enterprise crime typology and other forms of crime in the society. 9. Demonstrate an understanding of the various theoretical models in the criminal justice system.
4. Roles of Organizations in the Administration of Justice A. The courts B. The probation C. Parole D. Community half-way houses E. Community-based drug/alcohol rehabilitation agencies	10	<p style="text-align: center;"><b><u>Student Learning outcomes (SLO’s)</u></b></p> As a result of this learning experience a student can: 1. Apply a particular theoretical model to a criminological situation.
5. Judicial, Correction, and Rehabilitation Processes A. Trial process B. Incarceration C. Probation/parole hearing D. Work furlough E. House arrest	9	

Final exam	3	
Total <b>Lecture</b> hours*	54	

<b>COURSE CONTENT AND SCOPE -- Laboratory:</b> If applicable, outline the topics included in the laboratory portion of the course ( <i>outline reflects course description, all topics covered in class</i> ).	Hours per Topic	<b>COURSE OBJECTIVES - Laboratory (If applicable):</b> Upon successful completion of this course, the student will be able to... ( <i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i> ) <sup>2</sup>
Total <b>Lab</b> hours*	0	

\*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

### Bloom’s Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
underline	identify	illustrate	compare	collect	score
	locate	operate	contrast	construct	select
	report	schedule	criticize	create	choose
	review	shop	diagram	set up	assess
	tell	sketch	inspect	organize	estimate
			debate	prepare	measure
			inventory		
			question		
			relate		
			solve		
			examine		
			categorize		

<sup>2</sup> In general “activity” courses or portions of courses are classified “laboratory.”

**Course**  
 **Program**  
 **Institutional**  
 (check one box above)

## LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: ADM JUS 63, Introduction to Criminology

Faculty/Staff Participants: Dan Duru, Instructor, AJ; Chair, Dr. Sandra Lee

SLO Review, 12.10.08

The student will... <b>(outcome)</b>	As measured by the following method.... <b>(assessment strategy)</b>	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
1. Apply a classical or positivist approach to a criminological situation.	1. Rubric	1. Identify applicable traits of the approach, both with a maximum of 6 traits  (See rubric below)	1. Spring 2009	

<i>Selected Approach</i>	<i>Superior Result</i>	<i>Acceptable Result</i>	<i>Unacceptable Result</i>
Classical	Identification of 5-6 traits	Identification of 3-4 traits	Identification of 1-2 traits
Positivist	Identification of 5-6 traits	Identification of 3-4 traits	Identification of 1-2 traits

### 2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Siegel, Larry J. Criminology: Theories, Patterns, and Typologies; 10<sup>th</sup> edition, 2009

### 3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Newspapers, magazines and online research resources to be used in classroom assignments and discussions.

### 4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Writing assignments in this course may include, but are not limited to the following:

Written essay assignments about different philosophical schools of thought in criminology.  
Sample assignment: Choose the most acceptable school of thought to apply to a criminological situation; substantiate the choice.

**5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:**

Out of class assignments may include, but are not limited to the following:

Students will be required to obtain newspaper articles or magazines dealing with recent crime issues.  
Sample assignment: Analyze a crime reported in a newspaper or magazine article. Relate it to one or more of the theoretical models and/or philosophical schools of thought of crime causation as discussed in class sessions.

**6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Students will be required to review and analyze different theoretical models as propounded in the criminal justice system.  
Sample assignment: Write an essay on a victimization issue that reflects a particular theoretical model. Evaluate how the victimization issue justifies the application of the model.

**7. METHODS OF EVALUATION:**

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed "Course Objectives" at the beginning of Section II):

Written homework assignments, Quizzes, Class participation, Mid-term exam and final exam.

**8. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

**9. SUPPLIES:**

List the supplies the student must provide.

Writing materials: pen, pencil, and paper.

## 10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students will utilize the computer and the internet as a resource guide in completing their written homework assignments.

## 11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

The library and the Learning Resource Center are important data sources for all areas of Administration of Justice. They will be asked to find and evaluate information.

## 12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Within the curriculum of the course, students examine different philosophical school of thoughts and the theoretical models in the criminal justice system across genders, cultures and communities.

## 13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

### RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

### INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.

- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

*INFORMATION*

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

*SYSTEMS*

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

*TECHNOLOGY*

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

### Section III: RELATIONSHIP TO COLLEGE PROGRAMS

**1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes**

If yes, the course will be a "restricted" elective portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>)

Recommended elective for AA in Administration of Justice (Program ID 02886)

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office *Inventory of Approved Programs*.

**2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements. [http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

2<sup>nd</sup> Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 - General Education Requirements. [http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

## Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

### 1. TRANSFER STATUS:

Transferable to the University of California: **No**

Transferable to the California State University: **Yes**

UC **approval** date:

College **approval** date: before 1980

### 2. GENERAL EDUCATION FOR TRANSFER:

#### **IGETC Certification:**

Area requested: **None**

Date requested:

IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

#### **CSU Certification:**

Area requested: **None**

Date requested:

CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

--	--

2<sup>nd</sup> Area requested: **None**

Date requested:

IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

2<sup>nd</sup> Area requested: **None**

Date requested:

CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

--	--

### 3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements?

NO

List college/university and the majors:

College/University	Major(s)

**CAN NUMBER:**

**CAN SEQUENCE NUMBER:**

CAN Approval -- Date requested:

Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Behavioral and Social Science

2. **DEPARTMENT/DIVISON CODE:** 2

3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **008** (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)

4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **ADM JUS**

5. **SPC CODE** -- 3 characters, assigned by District Office:

6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **ADM JUS 63**

7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :  
This courses is **Degree Applicable**

8. **CREDIT/NO CREDIT GRADING:** **No**

9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **No** If Yes, course must be non-degree applicable.

12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

**14. COOPERATIVE EDUCATION STATUS** -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

**15. COURSE CLASSIFICATION:** **Liberal Arts Sciences**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

**16. TOP CODE – (6 digits XXXX.XX) 2105.00**

Course content should match discipline description in Taxonomy of Programs found at [www.cccco.edu/cccco/esed/curric/curriculum.htm](http://www.cccco.edu/cccco/esed/curric/curriculum.htm).

**17. SAM CODE (Student Accountability Model):** **D – Possibly Occupational**

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

**Priority "A" – Apprenticeship:** Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

**Priority "B" – Advanced Occupational:** Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

**Priority "C" – Clearly Occupational:** Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

**Priority "D" – Possibly Occupational:** "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

**Priority "E" – Non-occupational.**

## SECTION VI: APPROVAL STATUS

### APPROVAL STATUS:

- New Course
- Addition of Existing District Course
- Course Change\*
- Outline Update

Board Approval Date:  
College Approval Date:  
College Approval Date:  
College Approval Date: 12/16/08

Effective Semester:  
Effective Semester:  
Effective Semester:

\* Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

## LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: **ADM JUS**

Number: **63** Course Title: **Introduction to Criminology**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.	<b>X</b>	
Is taught by a credentialed instructor in the discipline.	<b>X</b>	
Is offered as described <u>in an outline in official college files</u> . That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.	<b>X</b>	
Is taught in accordance with a set of instructional objectives common to all students.	<b>X</b>	
Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.	<b>X</b>	
Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.	<b>X</b>	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	<b>X</b>	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	<b>X</b>	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	<b>X</b>	
Requires learning skills and a vocabulary appropriate for a college course.	<b>X</b>	
Requires the use of college level educational materials.	<b>X</b>	

## CONTENT REVIEW FOR PREREQUISITE VALIDATION

### Target Course & Number, Title: **ADM JUS 63**

(Course to which pre/corequisite/advisory applies)

Check Applicable Box
----------------------------

Prerequisite:

Corequisite:

Advisory: **ADM JUS 1 – Introduction to Administration of Justice**

- A. **Target Course Entry Skills: Course & Number, Title: ADM JUS 63, Introduction to Criminology**  
(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Development of the criminal justice system
2. Organization and jurisdiction of local, state and federal justice agencies
3. Policing issues, crime statistics and criminal trends
4. Problems encountered in the transition from correctional environments to community reentry.

- B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**  
**Course & Number, Title ADM JUS 1 Introduction to Administration of Justice**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Compare and contrast the philosophy, history, and development of the criminal justice system as they relate to crime and justice in America.
2. Analyze and describe how police philosophy, history of law enforcement, and police theories of crime and delinquency have impacted the scope of crime and police problems.
3. Compare pretrial and court room procedures and their impact on sentencing and incarceration.
4. Describe the organization and jurisdiction of local, state, and federal law enforcement agencies.
5. Evaluate policing issues, crime statistics and criminal trends.
6. Discuss and critically analyze associated problems encountered in the transition from correctional environments to community reentry.
7. Conduct and orally report on comparative research and qualifications on professional career opportunities in the field.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

**\*Validation requires at least one match of each entry skill with any exit skill(s).**

**COURSE & NUMBER: ADM JUS 63**  
**Course Title: Introduction to Criminology**  
 Entering Skills of Target Course

**COURSE & NUMBER: ADM JUS 1**  
**Course Title: Introduction to Administration of Justice**

Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	X								
2									
3									
4		X							
5			X						
6				X					
7									
8									
9									

**Was validation achieved?  X  YES or   NO**

**Comments:**

(Include justification for assessments, health and safety, or non-course prerequisites)

**PARTICIPANTS IN CONTENT REVIEW:**

(Signatories should include instructors for both exit and entering skills courses.)

Name:  Dan Duru  Title:  Instructor  Initial:  DD  Date:  12/11/2008

Name:  Sandra Lee  Title:  Department Chair  Initial:  SL  Date:  12/18/2008

Name:   Title:   Initial:   Date:

**CERTIFIED BY:**

<u> Dan Duru </u>	_____
Initiator	Date
<u> Sandra Lee </u>	_____
Department Chairperson	12/11/2008
<u> Linda Larson-Singer </u>	_____
Curriculum Chairperson	Date
	12/16/2008
	Date

## CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

**Dan Duru**

Originator

**12/11/2008**

Date

**Sandra Lee**

Department/Cluster Chairperson

**12/11/2008**

Date

**Linda Larson-Singer**

Articulation Officer

**12/16/2008**

Date

**Shelley Werts**

Librarian

**12/18/2008**

Date

**Phyllis Norwood**

Dean (if applicable)

**12/18/2008**

Date

**Linda Larson-Singer**

Curriculum Committee Chairperson

**12/16/2008**

Date

**Alfred Reed**

Academic Senate President

**12/19/2008**

Date

**Jack E. Daniels, III for Leige Doffoney**

Vice President, Academic Affairs

**12/19/2008**

Date

**Jack E. Daniels, III**

College President

**12/19/2008**

Date