Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2005-2006

1. COLLEGE: Los Angeles Southwest College

2. SUBJECT (DISCIPLINE) NAME[1]): Administration of Justice
(40 characters, no abbreviations

3. COURSE NUMBER: 14

4. COURSE TITLE: Report Writing for Peace Officers

5. UNITS: 3

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course presents various types of technical writing commonly used in police reports, the appropriateness of different styles in different contexts, the conceptualizations of the material, and the use of these reports by analytical officers in police agencies. Aspects of standard report writing are included.

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

This course presents various types of technical writing commonly used in different types of police reports. Legal terminology and various styles of report writing are included.

8. INITIAL COLLEGE COURSE APPROVAL DATE: 1997
COLLEGE OUTLINE APPROVAL DATE: 12/20/05

9. UPDATES (check all applicable boxes):

☒ **Content**	**Previous Update: 1997**
☒ **Objectives**	**Previous Update: 1997**
☐ **College Specific Course Attributes/Data Elements**	**Previous Update:**
☐ **Districtwide Course Attributes/Data Elements**	**Previous Update:**
☒ **Other** (describe)	**Previous Update:**

Minor change in course description; advisory validation

[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. Assess and evaluate the history, philosophy and development of the criminal justice system
2. Ability to conceptualize causal theories and criminal classifications of the criminal justice system
3. Knowledge of policing issues and criminal trends.
4. Use criminal justice terminology in reporting evidence.

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)

Approved 12/13/02
Revised 5/28/2004

Advisories: YES (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	12/20/05 (previously 5/18/99)

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

Approved 12/13/02
Revised 5/28/2004

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE –**Lecture:** If applicable**,** outline the topics included in the lecture portion of the course *(outline reflects course description, all topics covered in class).*	Hours per topic	COURSE OBJECTIVES - **Lecture** (*If applicable)*: Upon successful completion of this course, the student will be able to… *(Use action verbs – see Bloom's Taxonomy below for "action verbs requiring cognitive outcomes.")*
1. Introduction to Report Writing. 2. Characteristics of a Good Report A. Chronological Order B. First vs. Third Person Style C. Clear & Concise Writing Style D. Rules of Grammar, Punctuation & Mechanics E. Paragraphing F. Report Editing 3. Report Formats and Styles A. A review of the various types of technical language commonly used in police reports B. Appropriateness of different styles in different contexts C. Infraction police reports D. Misdemeanor police reports E. Felony police reports 4. Check list for Crime Report Narratives 5. Suspect Descriptions 6. Conceptualizing the Material before Writing: a. Know the overall message you want to impart b. And know the impact/result your report may have 7. Roles and Duties of a Police Agency's Analytical Officer(s). 8. Final Exam	7 15 12 3 4 3 3 4 3	1. Evaluate and discuss the importance of the key characteristics of good police report writing. 2. Compare and contrast the appropriateness of various styles of writing with different situational contexts. 3. Formulate and compare how conceptualizations of a report can either assist or hinder analytical officers in the exercise of their duties. 4. Compose a clear, concise, and legible police report, using appropriate legal terminology. 5. Identify the roles and duties of a police agency's analytical officer and evaluate how they impact resources. Student Learning Objectives (SLO's): As a result of this learning experience a student can: 1. Distinguish between the utilities of various report styles and select which styles and formats seem best fitted to express the described content and context of police office reports. 2. Distinguish functional differences between infraction, misdemeanor and a felony police reports. 3. Differentiate and distinguish essential and nonessential elements in police reports by content and context of report.

Approved 12/13/02
Revised 5/28/2004

Total **Lecture** hours*	54.00	

COURSE CONTENT AND SCOPE -- **Laboratory:** If applicable, outline the topics included in the laboratory portion of the course *(outline reflects course description, all topics covered in class).*	Hours per Topic	COURSE OBJECTIVES - **Laboratory** (*If applicable)*: Upon successful completion of this course, the student will be able to… *(Use action verbs – see Bloom's Taxonomy below for "action verbs requiring cognitive outcomes.")*[2]
Total **Lab** hours*	0.00	

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

REQUIRED TEXTS:

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

1. Author: Lance A. Parr, Report Writing Essentials, Copperhouse Publishing, 2002.
2. Author: Derald D. Hunt & Devallis Rutledge, California Criminal Law Concepts, 4th Edition, Pearson Custom Publishing, 2004.

SUPPLEMENTARY READINGS:

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

[2] In general "activity" courses or portions of courses are classified "laboratory."

Los Angeles County Sheriff's Department Operational Manual and Criminal Reports 2005. Newspapers, magazines and online resources (Eureks, etc.)

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:

Students will conduct minor investigations into simple situations and write standard police reports. The process, where appropriate, will include all related reports.

REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Students will be required to obtain newspaper articles which will be summarized and submitted each class meeting. The students will report the story as a crime or an arrest in standard police report format.

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, analyze, and summarize written police reports from the textbook and supplemental readings. The student's ability to conceptualize and report on relevant and nonessential aspects of the report will assess critical thinking skills.

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):

Essay assignments, quizzes, exams, class participation, written homework assignments and analyses of crime reports.

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)

SUPPLIES:

List the supplies the student must provide.

1. Notebook
2. Dictionary
3. Pen, pencil, and paper

COMPUTER COMPETENCY:

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

Students will use the computer as the processing instument and the internet as a research resource for essay assignments and reports.

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.

Students will locate, evaluate and choose information relevant to the cases and police reports they are studying and researching.

DIVERSITY:

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

Students will discuss the impact of culture, gender, race and ethnicity as it relates to bias in police observation and report writing. This course will emphasize the importance and necessity of bias-free and objective report writing.

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

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

If yes, the course will be a program requirement 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

Associate in Arts 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*.

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

2nd 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

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

TRANSFER STATUS:

Transferable to the University of California: ____

Transferable to the California State University: Yes

UC approval date:

College approval date: 1997

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.

2nd 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.

2nd 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.

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**:**

Approved 12/13/02
Revised 5/28/2004

Section V: SUPPLEMENTAL COURSE INFORMATION

DEPARTMENT/DIVISION NAME: Bhavioral and Social Sciences

DEPARTMENT/DIVISON CODE: 2

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

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

SPC CODE -- 3 characters, assigned by District Office:

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

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

CREDIT/NO CREDIT GRADING: No

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."

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

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 repeatble when continuing success of the students with disabililties is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? No

Approved 12/13/02
Revised 5/28/2004

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 and 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.

17. SAM CODE (**S**tudent **A**ccountability **M**odel): C – Clearly 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	Board Approval Date:	Effective Semester:
☐ Addition of Existing District Course	College Approval Date:	Effective Semester:
☐ Course Change*	College Approval Date:	Effective Semester:
☒ Outline Update	College Approval Date: 12/20/05	

* 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: **14** Course Title: **REPORT WRITING FOR PEACE OFFICERS**

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.

CRITERIA AND STANDARDS Section 55002	RATING CRITERION 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.	X	
Is taught by a credentialed instructor in the discipline.	X	
Is offered as described in an outline in official college files. 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.	X	
Is taught in accordance with a set of instructional objectives common to all students.	X	
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.	X	
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.	X	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	X	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	X	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	X	
Requires learning skills and a vocabulary appropriate for a college course.	X	
Requires the use of college level educational materials.	X	

Approved 12/13/02
Revised 5/28/2004

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: ADM JUS 14, Report Writing for Peace Officers

(Course to which pre/corequisite/advisory applies)

Check Applicable Box	
	☐ Prerequisite:
	☐ Corequisite:
	☒ Advisory: **Course & Number, Title ADM JUS 1 – Introduction to ADM JUS**

A. **Target Course Entry Skills: Course & Number, Title** ADM JUS 14 – Report Writing for Peace Officers
(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.)

5. Assess and evaluate the history, philosophy and development of the criminal justice system
6. Ability to conceptualize causal theories and criminal classifications of the criminal justice system
7. Knowledge of policing issues and criminal trends.
8. Use criminal justice terminology in reporting evidence.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**
Course & Number, Title: AdmJus 1 – Introduction to ADM JUS
(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 evidence and 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.

Approved 12/13/02
Revised 5/28/2004

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 14
Course Title: Report Writing for Police Officers

Entering Skills of Target Course

COURSE & NUIMBER Course Title ADM JUS 1, Introduction to ADM JUS

Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	X								
2	X	X							
3				X					
4	X								
5			X						
6									
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: **Sandra Lee** Title: **Department Chair** Initial: **SL** Date: **12/20/05**

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

_____
Initiator Date
Sandra Lee **12/20/05**
Department Chairperson Date
Linda Larson-Singer **12/20/05**
Curriculum Chairperson Date

Approved 12/13/02
Revised 5/28/2004

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.

Alfred Reed	**12/15/05**
Originator	Date
Dr. Sandra Lee	**12/20/05**
Department/Cluster Chairperson	Date
Linda Larson Singer	**12/20/05**
Articulation Officer	Date
Shelley Werts	**12/21/05**
Librarian	Date
Earnestine Thomas-Robertson	**12/20/05**
Dean (if applicable)	Date
Linda Larson-Singer	**12/20/05**
Curriculum Committee Chairperson	Date
Reggie Morris	**12/20/05**
Academic Senate President	Date
Leige Henderson	**12/20/05**
Vice President, Academic Affairs	Date
Audre Levy	**12/21/05**
College President	Date

Approved 12/13/02
Revised 5/28/2004