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: Southwest

2. SUBJECT (DISCIPLINE) NAME: Administration of Justice

3. COURSE NUMBER: 62

4. COURSE TITLE: Fingerprint Classification

5. UNITS: 3

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

   This is a practical course which covers the technical terminology of fingerprinting, pattern interpretation, classification of fingerprints, the taking of fingerprints, searching and filing procedures and laboratory work in the classroom.

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

   This course covers technical terminology, pattern interpretation, and classification of the fingerprints; taking fingerprints, searching and filing procedures and laboratory work in the classroom.

8. INITIAL COLLEGE COURSE APPROVAL DATE: 10/20/95
   COLLEGE OUTLINE APPROVAL DATE: 4/18/06

9. UPDATES (check all applicable boxes):

   ☒ Content Previous Update: 12/10/04
   ☒ Objectives Previous Update: 12/10/04
   ☐ College Specific Course Attributes/Data Elements Previous Update:
   ☐ Districtwide Course Attributes/Data Elements Previous Update:
   ☒ Other (describe) Previous Update:

   Advisory Revalidation

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

<table>
<thead>
<tr>
<th></th>
<th>“Standard Hours” per Week (based on 18 weeks)</th>
<th>Total Hours per Term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>3.00</td>
<td>54.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/activity (w/o homework):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>3.00</td>
<td>54.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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. Analyze and describe the history and philosophy of the criminal justice system.
2. Describe the organization and jurisdiction of local, state and federal law enforcement agencies.
3. Assess criminal trends and how they impact policing, incarceration, the juvenile justice system, community reentry.
4. Understand the role of criminal offenses in their relationship to evidentiary elements, court room and trial and procedures and punishment and sentencing.

Prerequisites: None  (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Corequisite: None  (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Advisories: Yes  (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM JUS</td>
<td>1</td>
<td>Introduction to Administration of Justice</td>
<td>3</td>
<td>4/18/2006 (previously 5/18/1999)</td>
</tr>
</tbody>
</table>

Page 2 of 17
**REPETITIONS** -- Number of times course may be repeated for credit (three maximum): 0  **None** (see: Section V, #9)

**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

### COURSE CONTENT AND OBJECTIVES:

<table>
<thead>
<tr>
<th>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).</th>
<th>Hours per topic</th>
<th>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.”)</th>
</tr>
</thead>
</table>
| I. Historical Overview and Technical Terminology of Fingerprinting  
   A. History of fingerprints, technical terms, and location of type lines  
   B. Loop Patterns, Ridge Counting, and Application of Ridge Counts using Fingerprint Cards.  
   II. Pattern Interpretation  
   A. Arch Patterns  
   B. Study of Tented Arches  
   C. Plain Arches  
   D. Introduction of Whorl Patterns.  
   a. Whorl Pattern Recognition  
   b. Whorl tracing  
   III. Classification of Fingerprints  
   A. Primary Division and Application of Primary Division.  
   1. Re-examination of Primary Division  
   2. Assignment of the Primary  
   3. Key & Major Divisions  
   B. Secondary and Sub-secondary Division  
   C. Final Divisions.  
   D. Rolling Fingerprints and Fingerprint Comparisons.  
   E. Understanding the Fingerprint Formula, and the Henry Classification system.  
   F. Blocking our Fingerprint Cards, Position of Letters and Symbols in the Formula  
   G. Numerical Codes and the classification system  
   IV. Fingerprint Procedures and Printing Techniques  
   A. Proper Procedures for Taking Major Case prints  
   B. Problems in printing the dead  
   C. Practices in printing the dead  
   V. Final Exam | 5  
   5  
   5  
   5  
   5  
   5  
   4  
   5  
   5  
   4  
   4  
   5  
   4  
   4  
   5  
   4  
   4  
   5  | 1. Apply the correct technical terms to examples of fingerprint characteristics, including lines, patterns, and divisions.  
2. Demonstrate proficiency and accuracy in rolling a clear set of prints from the subject  
3. Identify and classify various fingerprint patterns, including loops, arches, and whorls.  
4. Distinguish the major differences between the Fingerprint Formula and the Henry Classification System.  
5. Discuss and analyze the computerized numerical codes of fingerprinting and the classification system.  
Student Learning Outcomes (SLO’s):  
As a result of this learning experience a student will be able to:  
1. Compare and contrast the differences in various fingerprint characteristics.  
2. Analyze and describe different fingerprint patterns and how they affect fingerprint classification.  
3. Proficiently acquire several clear and accurate sets of fingerprints; compare and classify them according to their patterns. |
| Total Lecture hours* | 54.00 |

*Approved 12/13/02  
Revised 5/28/2004
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).

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

<table>
<thead>
<tr>
<th>Hours per Topic</th>
<th>Total Lab hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

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

Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>SIMPLE SKILLS &lt;&lt;------------------------&gt;&gt; COMPLEX SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>define</td>
</tr>
<tr>
<td>repeat</td>
</tr>
<tr>
<td>record</td>
</tr>
<tr>
<td>list</td>
</tr>
<tr>
<td>recall</td>
</tr>
<tr>
<td>name</td>
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<tr>
<td>relate</td>
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<td>underline</td>
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</tbody>
</table>

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

U.S. Government F.B.I., Fingerprint Classification, 2000

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

Clarence G. Collins, Fingerprint Science, 2000.; to be used in writing assignments

WRITING ASSIGNMENTS:

² In general “activity” courses or portions of courses are classified “laboratory.”
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 be asked to write an essay comparing and contrasting the differences between arches, loops, whorls, and groupings in relation to fingerprint patterns and classifications.

**REPRESENTATIVE OUTSIDE ASSIGNMENTS:**

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

After a field trip to the Los Angeles County Sheriff’s Department and/or the Los Angeles Police Department’s Crime Lab for observation of current procedures and techniques; students will write a summary report comparing and contrasting each department’s procedures and techniques.

**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 select and apply technical terminology to fingerprint patterns, and groupings. They will also interpret patterns, classify and file fingerprints accurately.

**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):

1. Essay examinations: may include the following: compare and contrast the differences in various fingerprint characteristics, evaluate the Fingerprint Formula in relation to the Henry Classification System, and/or interpret and classify fingerprint patterns.
2. Evaluation of problem solving: may include identifying, classifying, taking and processing fingerprints.
3. Demonstration of skill may include accurate procedures involved in rolling a fingerprint.
4. Test and Quizzes on text readings and assignments.

**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)

Field Experience: trips to the crime labs of the LAPD and LA County Sheriff’s Department.
SUPPLIES:

List the supplies the student must provide.

1. Notebook
2. Retractable Ridge Counter
3. Fold-Up Magnifier
4. Pen, Pencil, and paper.

COMPUTER COMPETENCY:

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

Students will use the computer as the word processing instrument and the Internet as a research source for essay assignments. Students will use the fingerprint computer scan to file fingerprints.

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 Learning Resource Center are important data sources for all areas of Administration of Justice; students will locate, evaluate and use relevant information.

DIVERSITY:

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

Students will become aware of cultural, racial, ethnic, and other diversity factors; through classroom interactions, discussions of workplace relationships after researching the topic. Fingerprints in and of themselves are not affected by the diversity of the population.

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

SCANS (Secretary’s Commission on Necessary Skills) 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 "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); Requirement for Skill Certificate, Fingerprinting.

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)

1. TRANSFER STATUS:
Transferable to the University of California: Yes
Transferable to the California State University: Yes
UC approval date: before 1990
College approval date: before 1990

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.

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.

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:

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
</table>

CAN NUMBER: CAN SEQUENCE NUMBER:
CAN Approval -- Date requested: Date approved:
Section V: SUPPLEMENTAL COURSE INFORMATION

DEPARTMENT/DIVISION NAME: Behavioral and Social Sciences

DEPARTMENT/DIVISION CODE: 2

SUBJECT CODE -- 3 characters, assigned by District Office: 008 (existing subject codes are available on the LACCD website 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 5502(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 5502(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 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 (Student Accountability Model): **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:

<table>
<thead>
<tr>
<th>Status</th>
<th>Board Approval Date</th>
<th>Effective Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition of Existing District Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Change*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline Update</td>
<td>College Approval Date: 4/18/2006</td>
<td>Effective Semester:</td>
</tr>
</tbody>
</table>

* 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:** Administration of Justice  
**Number:** 62  
**Course Title:** Fingerprint Classification

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.

<table>
<thead>
<tr>
<th>CRITERIA AND STANDARDS</th>
<th>RATING CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 55002</strong></td>
<td><strong>MET</strong></td>
</tr>
<tr>
<td>Is recommended by the responsible college officials, and the academic senate or other</td>
<td></td>
</tr>
<tr>
<td>appropriate faculty body as meeting the requirements of this subsection and has been</td>
<td></td>
</tr>
<tr>
<td>approved by the local district governing board as a course meeting the needs of the</td>
<td></td>
</tr>
<tr>
<td>students for admission.</td>
<td>X</td>
</tr>
<tr>
<td>Is taught by a credentialed instructor in the discipline.</td>
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<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Is offered as described in an outline in official college files. That the outline</td>
<td></td>
</tr>
<tr>
<td>shall specify the unit value, scope, objectives, content in terms of a specific body</td>
<td></td>
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<tr>
<td>of knowledge, appropriate reading and writing assignments, outside of class assignments,</td>
<td></td>
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<tr>
<td>instructional methodology and methods of evaluation for determining whether the</td>
<td></td>
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<tr>
<td>stated objectives have been met by students.</td>
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<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Provides for measurement of students performance in terms of the stated course</td>
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<tr>
<td>objectives and culminates in a formal recorded grade based upon uniform standards in</td>
<td></td>
</tr>
<tr>
<td>accordance with Section 55578 of Title 5, which is permanently recorded as an</td>
<td></td>
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<tr>
<td>evaluation of student performance; bases grades on demonstrated proficiency in subject</td>
<td></td>
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<tr>
<td>matter determined by multiple measurement for evaluation; and has examinations,</td>
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<td>including essays and/or, where appropriate, uses appropriate symbol systems and/or</td>
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<td>skills demonstrations by students.</td>
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<td>Grants units of credit based upon a specified relationship between the number of</td>
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<td>lecture and/or laboratory hours or performance criteria specified in the course</td>
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<td>outline; and requires a minimum of three hours of work per week including class time</td>
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<td>for each unit of credit, prorated for short-term, lab and activity courses.</td>
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<td>Treats subject matter with a scope and intensity which requires students to study</td>
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<td>independently outside of class time.</td>
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<td>Requires, when appropriate, entrance skills and consequent prerequisites for the</td>
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<td>course before students are enrolled.</td>
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<td>Requires the ability to think critically and to understand and apply concepts in</td>
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<td>order to participate in the course.</td>
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<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
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<td>Requires the use of college level educational materials.</td>
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CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: ADM JUS 62, Fingerprinting Classification
(Course to which pre/corequisite/advisory applies)

Check[ ] Prerequisite:
Check[ ] Corequisite:
Check[ ] Advisory: Course & Number, Title: ADM JUS 1, Introduction to Administration of Justice

A. Target Course Entry Skills: Course & Number, Title: ADM JUS 62, Fingerprinting Classification
(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. Analyze and describe the history and philosophy of the criminal justice system
2. Describe the organization and jurisdiction of local, state and federal law enforcement agencies
3. Assess criminal trends and how they impact policing, incarceration, the juvenile justice system, community reentry
4. Understand the role and relationship of criminal offenses to evidentiary elements; court room and trial procedures; punishment and sentencing

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 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.
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 62
Course Title: Fingerprinting Classification

Entering Skills of Target Course

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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: ___________________________ Title: ___________________________ Initial: ______ Date: ______

Name: ___________________________ Title: ___________________________ Initial: ______ Date: ______

Name: ___________________________ Title: ___________________________ Initial: ______ Date: ______

CERTIFIED BY:

Alfred Reed 04/18/06
Initiator Date

Sandra Lee 05/01/06
Department Chairperson Date

Linda Larson-Singer 04/18/06
Curriculum Chairperson 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.

Alfred Reed 04/17/06
Originator

Sandra Lee 04/18/06
Department/Cluster Chairperson

Linda Larson Singer 04/18/06
Articulation Officer

Linda Brady 04/20/06
Librarian

Earnestine Thomas-Robertson 04/18/06
Dean (if applicable)

Linda Larson-Singer 04/18/06
Curriculum Committee Chairperson

Reggie Morris 04/18/06
Academic Senate President

Leige Henderson 04/19/06
Vice President, Academic Affairs

Mary Gallagher for Audre Levy 04/20/06
College President