



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2004-2005

SECTION I: BASIC COURSE INFORMATION

- 1. COLLEGE: Los Angeles Southwest
2. SUBJECT (DISCIPLINE) NAME (40 characters, no abbreviations): Administration of Justice
3. COURSE NUMBER: 73
4. COURSE TITLE: Law and Minority Groups
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

Overview

This course examines the growing crises of race, ethnicity, gender and discrimination within the American Justice System. Myths and realities about crime and minorities are analyzed. Racism, and inequities within the legal structures including court trials, corrections and the death penalty are discussed. Changes in criminal justice administration advocated by minority groups are reviewed.

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

This course examines the growing crises of race, ethnicity, gender and discrimination within the American Justice System. Myths and realities about crime and minorities are analyzed. Changes in criminal justice administration advocated by minority groups are reviewed.

- 8. COLLEGE COURSE APPROVAL DATE: 2/3/1973
COLLEGE OUTLINE APPROVAL DATE: 06/14/2005

- 9. UPDATES (check all applicable boxes):

- Content
Objectives
College Specific Course Attributes/Data Elements
Districtwide Course Attributes/Data Elements
Other (describe)

- Previous Update:
Previous Update:
Previous Update:
Previous Update:
Previous Update:

Course Description

- 10. CLASS HOURS:

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

	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 (Add a list of entry skills for this course if it has a prerequisite, corequisite or advisory.)**

**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:**

Prerequisites: **None** (If yes, complete information below)

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

Corequisite: **None** (If yes, complete information below)

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

Advisories: **None** (If yes, complete information below)

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

**12. 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:**

<p><b>COURSE CONTENT AND SCOPE –Lecture:</b>                      If applicable, outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).</p>	<p>Hours per topic</p>	<p><b>COURSE OBJECTIVES – 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>)</p>
<p>1. Race, racism, social control and criminalization: A Historical Overview and Present Crisis</p>	<p>5</p>	<p>1. understand, define, and discuss and appropriately employ the concepts of race, ethnicity, disparity and discrimination.</p>
<p>2. Race, Ethnicity, and Crime: The Present Crisis.                      a) Racial and Ethnic Categories                      b) The Politics of Racial and Ethnic Labels                      c) The Quality of Criminal Justice Data on Race and Ethnicity                      d) The Discrimination—Disparity Continuum                      e) Alternative Theories on Race, Ethnicity and Crime</p>	<p>5</p>	<p>2. Describe and differentiate the sources and quality of data on race and ethnicity reported by the different criminal justice agencies.                      3. Distinguish between disparity and discrimination as explanatory factors of criminal justice outcomes.                      4. Describe, compare and contrast victimization rates of racial and ethnic minorities to that of whites.</p>
<p>3. Victims and Offenders: Myths and Realities About Crime.                      a) The National Crime Victimization Survey                      b) Trends in Household and Personal Victimization                      c) A More Comprehensive Picture of the Crime Victim                      d) Profile of the Typical Offender                      e) Crime as an Interracial/Hate Event                      f) Ethnic Youth Gangs:Myths, Realities and Varieties</p>	<p>5</p>	<p>5. Recognize the primarily intraracial nature of crime and the statistical exception, hate crime.                      6. Analyze and describe how race, ethnicity, and social structure, impact crime.                      7. Illustrate the contextual differences that contribute to inconsistencies in criminal data.                      8. Compare attitudinal differences of whites, African Americans and Hispanics toward the police.                      9. Recognize and appraise evidence on police behavior, ranging from least serious activities to the use of deadly force.</p>
<p>4. Race, Ethnicity, Social Structure, and Crime.                      a) Economic Inequality: Income, Wealth, Unemployment, Poverty Status, the debate over the Status of African Americans, and the Debate over the Underclass                      b) Community Social Structure                      c) Theoretical Perspectives on Inequality and Crime                      d) Inequality and Social Reform</p>	<p>4</p>	<p>10. Demonstrate knowledge of citizen complaints, extent of police misconduct and departmental procedures for resolution.                      11. Discuss and demonstrate pre-trial decision making processes and differential treatment of racial minorities and whites in plea bargaining.</p>
<p>5. The Police and Minorities.</p>		<p>12. Demonstrate knowledge of the jury selection process, ability to assess the impact of race on the process and potential for</p>

<ul style="list-style-type: none"> <li>a) A Long History of Conflict</li> <li>b) The Police and a Changing America</li> <li>c) Public Attitudes About the Police</li> <li>d) Policing Racial and Ethnic Minority Communities: African American, Hispanic, Native-American, and Middle Eastern Communities</li> <li>e) Police use of Physical and Deadly Force</li> <li>f) Discrimination in Arrests/Racial Profiling</li> <li>g) Police Officer Attitudes and Behavior</li> <li>h) Minorities and Police Corruption</li> <li>i) Police Community Relations Programs</li> </ul>	6	<p>racially based jury nullification.</p> <ul style="list-style-type: none"> <li>13. Assess the impact of racial disparities in sentencing for specific classes of offenses.</li> <li>14. Describe racial differences in attitudes toward the death penalty.</li> <li>15. Discuss, compare and criticize Supreme Court rulings regarding the constitutionality of the death penalty.</li> <li>16. Examine the rates of incarceration and criminal justice supervision in South Central Los Angeles (federal versus state) by race and gender.</li> <li>17. Illustrate and compare the myths and realities about victimization of and crime by minority youth.</li> <li>18. Examine the relationship between the police and racial and ethnic minority youth.</li> <li>19. Discuss and use the most recent research on racial disparities in the juvenile justice system.</li> <li>20. Analyze and detect discrimination, racism, and inequities within the legal structure.</li> <li>21. Evaluate and describe the current and intergenerational impact of criminal justice discrimination on the lives of minority groups in the United States.</li> <li>22. Formulate policies and procedures rooted in equity for the amelioration of criminal justice ethnocentrism, racism, and sexism.</li> </ul>
<p>6. The Courts: A Quest for Justice During the Pre-Trial Process.</p> <ul style="list-style-type: none"> <li>a) Racial Minorities and the Right to Counsel</li> <li>b) Racial Minorities and Bail Decision Making</li> <li>c) Prosecutors' Charging Decisions</li> <li>d) Race and Plea Bargaining Decisions</li> </ul>	4	
<p>7. Justice on the Bench</p> <ul style="list-style-type: none"> <li>a) Jury Selection: Techniques For Increasing Racial Diversity</li> <li>b) Racial Profiling in the Courtroom: The Supreme Court And the Peremptory Challenge</li> <li>c) Playing the "Race Card" in a Criminal Trial</li> </ul>	4	
<p>8. Race and Sentencing: In Search of Fairness and Justice.</p> <ul style="list-style-type: none"> <li>a) Four Explanations for Racial Disparities in Sentencing</li> <li>b) Reviews of Recent Research</li> <li>c) Sentencing in Three Urban Jurisdictions: Direct and Indirect Race Effects</li> <li>d) Race/Ethnicity, Gender, Age and Employment: A Volatile Combination</li> <li>e) Differential Treatment of Interracial and Intra-racial Sexual Assault</li> <li>f) The Effect of Race on Sentencing for Various Types</li> </ul>	5	<p style="text-align: center;"><b><u>Student Learning Outcomes:</u></b></p> <p>As a result of this learning experience, a student can:</p> <ul style="list-style-type: none"> <li>1. Analyze and evaluate how myths about race, ethnicity and crime have influenced our Criminal Justice System.</li> <li>2. Compare and contrast the crime rates within and without minority communities.</li> <li>3. Analyze, evaluate and describe the factors that</li> </ul>

<p>of Crimes</p> <p>e) Sentencing and the War on Drugs</p> <p>f) Sentencing Reform: Race/ Ethnicity and Federal and State Sentencing Guidelines</p> <p>g) Sentencing Guidelines: Reduction or Increase in Racial Discrimination</p> <p>9. The Color of Death: Race and the Death Penalty.</p> <p>    a) The Constitutionality of the Death Penalty</p> <p>    b) Attitudes Toward Capital Punishment</p> <p>    c) Race and the Death Penalty: The Empirical Evidence</p> <p>    d) McClesky v. Kemp: The Supreme Court and Racial Discrimination in the Application of the Death Penalty</p> <p>    e) The Death Penalty in the 21<sup>st</sup> Century</p> <p>10. Corrections Versus College: Minorities in Society</p> <p>    a) The Incarcerated: Prison and Jail Populations</p> <p>    b) Jails and Minorities</p> <p>    c) Parole: early release from Prison</p> <p>    d) Probation: A Case of Sentencing Discrimination</p> <p>    e) Perspectives on the Racial Distribution of Correctional Populations</p> <p>11. Minority Youth and the Criminal Justice System</p> <p>    a) Young Racial Minorities as Victims and Offenders</p> <p>    b) Juveniles of Color and the Police</p> <p>    c) Race/Ethnicity and the Juvenile Justice System</p> <p>    d) Juveniles Under Correctional Supervision</p> <p>12. The Color of Justice: Race, Crime And Justice</p>	<p>4</p> <p>4</p> <p>4</p>	<p>have influenced race-based differences in the crime rate.</p> <p>4. Propose steps to be implemented for the reduction or eradication of race based criminal justice disparities.</p> <p>5. Recognize and apply vocabulary, concepts and paradigms used in criminal justice administration.</p> <p>6. Formulate and employ approaches for racially/ethnically sensitive methods of criminal justice administration in South Central Los Angeles.</p>
---	----------------------------	--

	4	
Total <b>lecture</b> hours*	54	

COURSE CONTENT AND SCOPE -- <b>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	COURSE OBJECTIVES - <b>Laboratory</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> ) <sup>2</sup>
Total <b>lab</b> hours*	0	

\*Total lecture and laboratory hours (which includes 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 a “laboratory.”

**2. REQUIRED TEXTS:**

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

Walker, Samuel, The Color of Justice-Race, Ethnicity, and Crime in America, Thomson Custom, Third Edition/2003

**3. SUPPLEMENTARY READINGS:**

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

U.S.News, World Reports, World News magazines.

**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:

Student will be asked to identify and define how race, ethnicity, gender and sexual orientation influences the sentencing, corrections, legal and social control aspects of the United States criminal justice system(s). The student will be asked to explain the nature of crime, shifting justice administration priorities and the administration of justice.

**5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:**

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

Students will be able to compare and contrast the jobs in various law enforcement employment environments through making visits to law enforcement agencies, criminal courts and correctional institutions.

**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 may be required to:

1. Identify the racial, ethnic and gender discrimination within America’s justice system and extended communication by writing weekly exercises in essay form.
2. Assess and analyze criminal and civil cases by studying California and U.S. Supreme Courts cases.
3. Assess, analyze and propose alternatives to race based campaigns of civil conflict.
4. Identify the liberties and rights suppression conducted by criminal justice institutions in the United States.
5. Develop a portfolio of work through comprehensive class projects.

## 2. 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, current events, weekly, quizzes, portfolio, mid-term exam and final exam.

## 3. 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)

## 4. SUPPLIES:

List of supplies the student must provide.

Pens, pencils, papers, notebook, blue books.

## 5. COMPUTER COMPETENCY:

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

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

## 6. INFORMATION COMPETENCY:

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

The syllabus and all instructor-generated handouts will be posted on the web site. Computing resources will be available in the campus library. The textbook is available in the campus bookstore.

## 7. DIVERSITY:

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

Racial, ethnic and gender impact of public policy—criminal justice administration—are core elements of this course. Debunking myths, providing accurate information, the examination and formulation of policy to ameliorate racial, ethnic and gender disparities are woven throughout the fabric of this class. Materials and techniques used in the criminal justice arena throughout the United States and internationally will be utilized in order to achieve this end.

## 8. 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, ranks 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<sup>3</sup> 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>).

Restricted elective in proposed Pan American Studies Program.

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 and 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 approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are **not** State approved programs 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\\_AdmsRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmsRegs/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\\_AdmsRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm)

## Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

### 1. TRANSFER STATUS:

University of California:

California State University: **YES**

UC **approval** date:

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.

--	--

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**  
Possibly

**CAN NUMBER:**

**CAN SEQUENCE NUMBER:**

CAN Approval -- Date requested:

Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Social and Behavioral Sciences
2. **DEPARTMENT/DIVISION CODE:** 02
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **008**
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**
7. **DEGREE CREDIT:** 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, according to?

**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.

**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)**

**E – Non-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

### 1. APPROVAL STATUS:

- |   |  |                     |
|---|--|---------------------|
| <input type="checkbox"/> New Course                           | Board Approval Date:                   | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date:                 | Effective Semester: |
| <input type="checkbox"/> Course Change*                       | College Approval Date: <b>06/14/05</b> |                     |
| <input checked="" type="checkbox"/> Outline Update            | College Approval Date: <b>06/14/05</b> |                     |

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

## SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(Complete in consultation with Department Chair and the appropriate Academic Administrator)

### N/A – Existing Course

1. **APPROPRIATENESS TO MISSION**—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.

2. **NEED**—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing courses: List courses and number of sections to be deleted:

First year:                      Second year:                      Third year:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT** -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

**No** (If yes, briefly explain how)

**5. METHOD OF SUPPORT/FEASIBILITY** -- Indicate how the college plans to support the proposed course:

Additional staff- List additional staff needed:

Classroom- List classroom type needed:

Equipment- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- List Library and Learning Resources needed, including the cost and funding source for needed resources:

**LOS ANGELES COMMUNITY COLLEGE DISTRICT  
COURSE STANDARDS AND CRITERIA**

Subject: **Administration of Justice**      Number: **73**      Course Title: **Law and Minority Groups**

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. Are the criteria BELOW MET IN THE COURSE? IF SO, MARK THE APPROPRIATE BOXES/

<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 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.	<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>	

## CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts or Science 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 properly represent this course and that the design of the course is not in conflict with any law.

**Alfred Reed**

Originator

**06/30/05**

Date

**Dr. Leonard Apenahier**

Department/Cluster Chairperson

**06/14/05**

Date

**Linda Larson Singer**

Articulation Officer

**07/05/05**

Date

**Shelley Werts**

Librarian

**06/14/05**

Date

**Earnestine Thomas-Robertson**

Dean (if applicable)

**06/14/05**

Date

**Glenn Yoshida**

Curriculum Committee Chairperson

**06/14/05**

Date

**Reggie Morris**

Academic Senate President

**06/20/05**

Date

**Leige Henderson**

Vice President, Academic Affairs

**06/22/05**

Date

**Audre Levy**

College President

**06/23/05**

Date