

Cerro Coso College  
**Course Outline of Record Report**  
10/06/2021

## ADMJC062 : Special Topics in Administration of Justice

### General Information

Author:	-
Course Code (CB01) :	ADMJC062
Course Title (CB02) :	Special Topics in Administration of Justice
Department:	Public Service
Proposal Start:	Fall 2013
TOP Code (CB03) :	(2105.00) Administration of Justice
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000511794
Curriculum Committee Approval Date:	04/18/2014
Board of Trustees Approval Date:	06/12/2014
External Review Approval Date:	07/22/2014
Course Description:	This course is designed to update current peace officers training with current laws, procedures, and practices. This course does not fulfill core or elective requirements for a certificate or degree in the field of Administration of Justice.
Submission Type:	New Course
	Non-Standard Hours Justification: One Unit/Variable Hour Course: 0-18 hours Lecture 0-54 hours Laboratory 18-54 hours maximum
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>Administration of Justice (Police science, corrections, law enforcement)</li></ul>
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

<b>Basic Skills Status (CB08)</b> Course is not a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Course Special Class Status (CB13)</b> Course is not a special class. <b>Allowed Number of Retakes</b> 0	<b>Grade Options</b> <ul style="list-style-type: none"><li>Pass/No Pass</li></ul> <b>Course Prior To College Level (CB21)</b> Not applicable.
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**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

**Associated Programs** Course is part of a program (CB24)**Associated Program**

No value

**Award Type**

No value

**Active****Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

No value

**Transferability**

Not transferable

**Transferability Status**

Not transferable

**Units and Hours****Summary****Minimum Credit Units (CB07)** 1**Maximum Credit Units (CB06)** 1**Total Course In-Class (Contact Hours)** 18**Total Course Out-of-Class Hours** 36**Total Student Learning Hours** 54**Faculty Load** 0**Credit / Non-Credit Options****Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)



### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54

#### Course In-Class (Contact) Hours

Lecture	18
Laboratory	0
Activity	0
<b>Total</b>	18

#### Course Out-of-Class Hours

Lecture	36
Laboratory	0
Activity	0
<b>Total</b>	36

### Time Commitment Notes for Students

No value

### Faculty Load

Extra Duties: 0

Faculty Load: 0

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Units and Hours: Non Standard Minimum

#### Summary

<b>Minimum Credit Units (CB07)</b>	1
<b>Maximum Credit Units (CB06)</b>	1
<b>Total Course In-Class (Contact) Hours</b>	18
<b>Total Course Out-of-Class Hours</b>	0
<b>Total Student Learning Hours</b>	18

**Faculty Load** 0

## Detail

### Weekly Student Hours

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	1	0
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18  
**Hours per unit divisor** 18

#### Course In-Class (Contact) Hours

Lecture 18  
Laboratory 0  
Activity 0  
**Total** 18

#### Course Out-of-Class Hours

Lecture 0  
Laboratory 0  
Activity 0  
**Total** 0

### Time Commitment Notes for Students

No Value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

## Units and Hours: Non Standard Minimum - Weekly Specialty Hours

<b>Activity Name</b>	<b>Type</b>	<b>In Class</b>	<b>Out of Class</b>
No Value	No Value	No Value	No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

## Entrance Skills

Entrance Skills

Description

No value

No value

## Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

## Specifications

Methods of Instruction

Methods of Instruction

Other

Rationale

Other Methods: Instructor guided problem based learning.Other Methods: Instructor guided problem based learning.An example of a testable scenario:Students will correctly identify several classifications of illegal narcotics by recognizing key characterist

Methods of Instruction

Other

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Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Problem Solving

Rationale

No value

Methods of Instruction

Skills Development and Performance

Rationale

No value

Methods of Instruction	Lecture			
Rationale	No value			
Methods of Instruction	Performance			
Rationale	No value			
Methods of Instruction	Discussion			
Rationale	No value			
<b>Assignments</b> - Student groups of four to six are assigned to scan the local community environment, assess problems of interest to the police, and then develop a response plan intended to mitigate the problem identified. Students will be encouraged to use available community resources, to interview persons or agencies that might help them resolve the issue under study and to use print and electronic resources to identify similar problems in other communities and the strategies used to combat them. Students will create a formal presentation for the academy. Student groups of four to six are assigned to scan the local community environment, assess problems of interest to the police, and then develop a response plan intended to mitigate the problem identified. Students will be encouraged to use available community resources, to interview persons or agencies that might help them resolve the issue under study and to use print and electronic resources to identify similar problems in other communities and the strategies used to combat them. Students will create a formal presentation for the academy.				
<b>Methods of Evaluation</b>	<b>Rationale</b>			
Other	3. Prowling and peeping			
Other	2. Obstruction of a public way			
Other	3. Prowling and peeping Written Tests			
Other	5. Internal and external resources			
Other	Student will describe the crime elements required to arrest for:			
Other	1. Disturbing the peace			
Other	2. Addressing the quality of life issues			
Other	3. Partnership with the community			
Other	4. Partnership with other agencies			
Other	1. Problem Solving			
Other	Student will correctly identify the essential components of community policing, including:			
Other	Example:			
Other	Class Discussion			
Other	Demonstration of learned skills			
Other	Written Tests			
<b>Equipment</b> No Value				
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>

No Author. (2000) No Textbook  
Is Required, , No Publisher

This is for no textbook option  
No Author. (2000) No Textbook  
Is Required, , No Publisher

This is for no textbook option

### Other Instructional Materials

<b>Description</b>	Other: Instructor assigned or suggested reading.
<b>Author</b>	
<b>Citation</b>	Special Topics in Administration of Justice

**Materials Fee**  
No

### Learning Outcomes and Objectives

**Course Objectives**  
No value

#### CSLOs

Implement new methods to perform psychomotor skills relative to defensive tactics, firearms training or physical training.	Expected SLO Performance: 70.0
Compare the current laws relative to the law enforcement profession.	Expected SLO Performance: 70.0
Compare new concepts used in the law enforcement profession.	Expected SLO Performance: 70.0

### Outline

#### Course Outline

- Introduction
- Current laws and policies
- Policy and Procedure Manual
- Learning outcomes
- Physical Training
- Lifetime fitness
- Physical soreness and injury potential

Types of training to expect daily  
Communication  
Verbal/Non-verbal  
Written  
Other communication needs

### Lab Outline

Basic Combat Pistol/Low Light – 30 round course:

Student starts at 25 yard line. On command, students will jog in place for 30 seconds. On whistle, students will jog to the 15 yard line and seek cover. At the 15 yard line students will seek cover, draw and fire 5 rounds center mass with light from barricade or cover. Students will reload and fire an additional 5 rounds center mass in 40 seconds.

Drivers Training Course:

Students will demonstrate the proper shuffle steering technique by placing hands at the proper 8 and 4 o'clock positions on the lower end of the steering wheel. The student will then move the steering wheel in a circular motion by passing the wheel from hand to hand without crossing over either hand at any time.

Arrest and Control Tactics:

Student will demonstrate proper firearm retention by employing one of the POST approved arm locks on a simulated assailant as they try to take away the cadet's firearm. The cadet will complete the retention exercise by subduing the assailant in the proper POST approved carotid choke hold.

### Delivery Methods and Distance Education

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

Face 2 Face true  
Interactive true

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?**

No Value

**Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)**

No Value

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

No Value

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue**



burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv  
LMS  
publisher

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value