

ADMJC101 : Introduction to Administration of Justice

General Information

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Course Code (CB01) :	ADMJC101
Course Title (CB02) :	Introduction to Administration of Justice
Department:	Public Service
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2105.00) Administration of Justice
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000283765
Curriculum Committee Approval Date:	02/07/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	06/19/2014
Course Description:	<p>This is a comprehensive course on the criminal justice system that includes the history and philosophy of the administration of justice in America. The course explores the development of the criminal justice system, including all sub-systems, relationship between the sub-systems and their role expectations, theories on crime, adjudication, punishment, rehabilitation, education, and training for the continued professionalism of the entire system.</p>
Submission Type:	<p>Change to Content</p> <p>This course was last assessed in the 2016-2017 academic year, which revealed there were too many SLOs compared to similar C-ID courses across the state. A revision was necessary to split objectives from SLOs. Within this revision, SLOs were reduced, CB codes corrected for transferability and 705 requirements, advisory course was corrected, author added, methods of instruction and evaluation were updated and outline formatting corrected.</p>
Author:	No value

Faculty Minimum Qualifications

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

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options**Basic Skills Status (CB08)**

Course is not a basic skills course.

 Allow Students to Gain Credit by Exam/Challenge**Rationale For Credit By Exam/Challenge**

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Pass/No Pass
- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

 Allow Students To Audit Course**Associated Programs** Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

CC Associate in Science Degree in Administration of Justice for Transfer -

A.S. Degree for Transfer

Summer 2018

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Law, Public Policy, and Society Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Area 2.1

Categories

Social & Behavioral Sciences Social

Status

Approved

Approval Date

No value

Comparable Course

AJ 110

CSU General Education Certification

Area D.10

Categories

Social Sciences Sociology & Criminology

Status

Approved

Approval Date

No value

Comparable Course

AJ 110

Intersegmental General Education Transfer Curriculum

Area 4.J

Categories

Social and Behavioral Sciences Sociology & Criminology

Status

Approved

Approval Date

05/09/2018

Comparable Course

No Comparable Course defined.

C-ID

Administration of Justice

Categories

C-ID discipline

Status

Approved

Approval Date

No value

Comparable Course

AJ 110

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
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	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

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

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

Advisory

ENGLC101 - Freshman Composition

Due to the industry-specific importance of report writing and the necessity of interpreting case law precedent to comprehending the current legal Zeitgeist, a proficient completion of English 101 will provide the student with the reading and writing skills required to successfully navigate this course.

Outcomes

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

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 Audiovisual

Rationale

Audio/visual presentations including recent events in the news and criminal justice system (i.e. police shootings, high profile court cases, etc.) that are used to promote discussion within the course

on the events application to theory and law.

Methods of Instruction

Discussion

Rationale

Discussion on the interpretation of law, constitutional purview, federalism and debatable authority to implement law. Mixed and active learning involves the lived experience and opinion of those who are subject to the justice system and have experience employed within it.

Methods of Instruction

Project-based learning

Rationale

Project-based learning methods are used when current events in the justice system necessitate a longer pedagogical review, for instance assigning a high profile case presentation, reviewing new crime data, assigning groups to develop a project around community relations, and more.

Assignments

Textbook reading to prepare student for class discussion on applicable chapter.

Case law reading example: read the landmark case of *Miranda V. Arizona*, prepare a case brief, and be prepared to discuss how the *Miranda* decision impacted law enforcement agents in reference to the Fifth and Sixth Amendment.

Methods of Evaluation

Rationale

Final Exam

Final comprehensive exam including true/false, short answer, and multiple choice that directly correspond to the subjects covered in the course, constitutional amendments, case law, current trends, data and police practices.

Participation

Participation in class discussions including debates, tabletop exercises and active learning lessons with real crime data. Evaluations are made based on the ability to actively participate in the conversations surrounding course topics.

Research Paper

Completion of a 3-5 page research paper describing the pendulum effect in reference to crime control and due process within the criminal justice system. The student will provide examples in the form of historical landmark court cases that altered the Zeitgeist of the criminal justice system thereby shifting the focus to either crime control or due process. The student should identify the political, social, and ideological pressures that may have influenced the shift. The student will then provide their opinion on the necessity of the aforementioned dichotomy. Paper should be 3-5 pages in length not including the title, abstract, or reference page. Paper should follow APA format and be free of grammatical and spelling errors. Superior papers will be sufficiently developed and correctly cited with few or no spelling and grammatical errors.

Tests

Formative quizzes are conducted with frequency to help students evaluate and develop their understanding of the SLOs. Typical formative quizzes are conducted via true/false, multiple choice, or reflection writings about current events, constitutional law application and laws. Summative quizzes are conducted to review and assess SLO achievement at the conclusion of learning modules (i.e. chapters 4-6).

Distance Education Description: how outcomes are evaluated

Outcomes are assessed via the LMS assignment tools that are similar to on-ground and hybrid programs. Video recorded project presentation that covers a minimum of one SLO and the final research paper are major assignments that demonstrate a critical analysis of the justice system, these are graded via a rubric and feedback is provided to students. Additional formative (i.e. knowledge assessments) and summative (i.e. quizzes and final exam) assessments are evaluated through active instructor feedback and grading.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Cole, G., Smith, C., and DeJong, C.	Criminal Justice in America (9th ed)	Cengage	2018	978-1-305-96606-2

Other Instructional Materials

Description	OER: Introduction to Administration of Justice
Author	No value
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Demonstrate an understanding of criminological theories used to explain crime and criminality

Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime

Understand the history, development, and structure, and function of American police, courts, and corrections

Demonstrate an understanding of the history, structure, and function of the police

Convey an understanding of the process of adjudication

Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails

Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development

Critically analyze and discuss issues of crime and justice from varying perspectives

Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice

Demonstrate the ability to raise critically relevant questions based on independent reading of criminal justice literature

Effectively follow the appropriate writing style practiced in the social sciences

Explain the definitions of crime

Understand the extent of the crime problem in America

CSLOs

Evaluate the impact of case law on the pendulum effect within the criminal justice system that shifts between due process and crime control.
Expected SLO Performance: 70.0

Critique the various theoretical approaches used to explain deviant and criminal behavior.
Expected SLO Performance: 70.0

Differentiate between individual-rights and public-order perspectives, conflict and consensus models of the criminal justice system, and the structure of the criminal justice system in terms of its major components.
Expected SLO Performance: 70.0

Evaluate the steps typically taken during pretrial activities, the plea bargaining process and its impact on the criminal justice system, and the various stages of the criminal trial as well as the efficacy of current legal sanctions and punishment.
Expected SLO Performance: 70.0

Outline

Course Outline

1. Crime in America

- a. What is Criminal Justice?
 - i. A Brief History of Crime in America
 - ii. The Theme of This Book
 - iii. Social Justice
 - iv. American Criminal Justice: System and Functions
 - v. American Criminal Justice: The Process
 - vi. Due Process and Individual Rights
 - vii. The Role of Research in Criminal Justice
 - viii. Multiculturalism and Diversity in Criminal Justice
- b. The Crime Picture
 - i. The uniform Crime Report/National Incident Based Reporting System Program
 - ii. The National Crime Victimization Survey
 - iii. Special Categories of Crime
- c. The Search for Causes
 - i. Criminological Theory
 - ii. The Classical School
 - iii. Biological Theories
 - iv. Psychobiological Theories
 - v. Psychological Theories
 - vi. Sociological Theories
 - vii. Social Process Theories
 - viii. Conflict Theories
 - ix. Emergent Theories
- d. Criminal Law
 - i. The Nature and Purpose of Law
 - ii. The Rule of Law
 - iii. Types of Law
 - iv. General Categories of Crime
 - v. General Features of Crime
 - vi. Elements of a Specific Criminal Offense
 - vii. Types of Defenses to a Criminal Charge

2. Policing

- a. Policing: History and Structure
 - i. Historical Development of the Police
 - ii. American Law Enforcement Today: From the Federal to the Local Level
 - iii. Federal Agencies
 - iv. State-Level Agencies
 - v. Local Agencies
 - vi. Private Protective Services
- b. Policing: Purpose and Organization
 - i. The Police Mission
 - ii. Operational Strategies
 - iii. Managing Police Departments
 - iv. Policing Styles
 - v. Terrorism's Impact on Policing
 - vi. Discretion and the Individual Officer
 - vii. Professionalism and Ethics
 - viii. Ethnic and Gender Diversity in Policing
- c. Policing: Legal Aspects
 - i. The Abuse of Police Power
 - ii. Individual Rights
 - iii. Search and Seizure
 - iv. Arrest
 - v. The Intelligence Function
- d. Policing: Issues and Challenges
 - i. Police Personality and Culture
 - ii. Corruption and Integrity
 - iii. The Dangers of Police Work
 - iv. Police Use of Force
 - v. Racial Profiling and Biased Policing
 - vi. Police Civil Liability

3. Adjudication

- a. The Courts: Structure and Participants
 - i. History and Structure of the American Court System
 - ii. The State Court System

- iii. The Federal Court System
 - iv. The Courtroom Work Group
 - v. Professional Courtroom Participants
 - vi. Nonprofessional Courtroom Participants
 - b. Pretrial Activities and the Criminal Trial
 - i. Pretrial Activities
 - ii. The Criminal Trial
 - iii. Stages of a Criminal Trial
 - iv. Improving the Adjudication Process
 - c. Sentencing
 - i. The Philosophy and Goals of Criminal Sentencing
 - ii. Indeterminate Sentencing
 - iii. Structured Sentencing
 - iv. Innovations in Sentencing
 - v. The Pre-sentence Investigation
 - vi. The Victim—Forgotten No Longer
 - vii. Modern Sentencing Options
 - viii. Death: The Ultimate Sanction
- 4. Corrections
 - a. Probation, Parole, and Community Corrections
 - i. What Is Probation?
 - ii. What Is Parole?
 - iii. Probation and Parole: The Pluses and Minuses
 - iv. The Legal Environment
 - v. The Job of Probation and Parole Officers
 - vi. Intermediate Sanctions
 - vii. The Future of Probation and Parole
 - b. Prisons and Jails
 - i. Early Punishments
 - ii. The Emergence of Prisons
 - iii. Prisons Today
 - iv. Jails
 - v. Private Prisons
 - c. Prison Life
 - i. The Male Inmate's World
 - ii. The Female Inmate's World
 - iii. The Staff World
 - iv. Prison Riots
 - v. Prisoners' Rights
 - vi. Issues Facing Prisons Today
- 5. Special Issues
 - a. Juvenile Justice
 - i. Juvenile Justice throughout History
 - ii. The Legal Environment
 - iii. The Juvenile Justice Process Today
 - iv. The Post-Juvenile Court Era
 - b. Drugs and Crime
 - i. What Is a Drug?
 - ii. A History of Drug Abuse in America
 - iii. The Most Common Drugs—And Who Is Using Them
 - iv. Costs of Abuse. Solving the Drug Problem
 - c. Terrorism and Multinational Criminal Justice
 - i. Islamic Criminal Justice
 - ii. International Criminal Justice Organizations
 - iii. Globalization and Crime
 - iv. Terrorism
 - d. The Future of Criminal Justice
 - i. Technology and Crime
 - ii. Technology and Crime Control
 - iii. Criminalistics: Past, Present, and Future
 - iv. Technology and Individual Rights

Delivery Methods

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 to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality
- Other

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? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

iTV All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. Online All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums through the LMS. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays. In the online classroom, Student to Student contact is facilitated through weekly discussions. Instructor to student interaction occurs in the weekly discussions, assignment feedback, video lectures, live lectures, and/or class-wide messaging and announcements.

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 -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- iTV - Interactive Video

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—Interactive Video only
- Learning management system
- Publisher course with learning management system interface.

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.

iTV 20 Online 45 Onsite 35

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities