# Course Identification Numbering System (C-ID) logo. Transfer Model Curriculum 5-Year Review Summary - Administration of Justice

**June 30, 2016**

Please attach a copy of the vetting results for the TMC to the document.

1. Provide a breakdown of the respondents to the survey:

* # of CCC respondents: 29
* # of CSU respondents: 2
* # of UC respondents:0
* Total responses: 31

**Provide a written summary of the feedback from the survey to the question below:**

1. Were there any changes suggested to the List A of the TMC?

Statewide, 31 respondents replied to the TMC five-year update survey. Respondents included CCC and CSU faculty.

On 10/28/2015, the FDRG met, via teleconference, to review the survey results. The FDRG was composed of CSU and CCC reviewers. Questions one and two are basically demographic questions. Survey question #3 asks, “Are there are any changes you would like to see in the List “A” section of the TMC?” An overwhelming 81.3% felt that List “A” is appropriate as constructed. Four others each wanted to add another (but different) course to the section.

1. Were there any changes suggested to the List B section of the TMC?

Survey question #4 asks, “Are there any changes you would like to see in the List “B” section of the TMC?” Again, an overwhelming 65.6% felt List “B” was appropriate as constructed. Two suggested an Introduction to Criminology course should be included. The others suggested replacing courses with other courses (none were the same and usually found in the List “B” section already), one felt there should be 9 units in the List “B” section and another felt there should be some type of feeder course for the California Bar.

FDRG recommends no changes in List “B” at this time.

1. If appropriate, were there any changes suggested to the List C section of the TMC?

Survey question #5 asks, “Are there any changes you would like to see in the List “C” section of the TMC?” An overwhelming 84.4% felt that List “C” was appropriate as constructed. One response asked about statistics replacing a math class; one wanted a Social Justice course; one wanted a Drugs and Society course as well as a Criminal Street Gangs course; one requested a Social Deviance course. All of their concerns have already been met and could be included in the List “C” category as presently constructed.

FDRG recommends no changes to List “C” at this time.

1. Please provide any general recommendations from the feedback received from the vetting.

Survey question #6 asks for any comments or suggested changes to the TMC. Of the 14 responses, eight did not want any changes or made positive comments about the TMC and how it is working well for them (however, one included a rant that this was a legislative-mandated curriculum change). The other six respondents each wanted a different course or focus added to the TMC.

FDRG recommends no additional changes to the TMC at this time.

**Provide a written summary of the FDRG’s recommendations and attach a copy of the revised TMC, including the date of completion of the 5-year review.**

**The only course descriptor that needs to be updated for the TMC is for:**

**AJ 110 – Introduction to Criminal Justice**

**The FDRG recommends that the APA research format needs to be made advisory only and not a course requirement. Additionally, the below listed textbooks should be updated to include:**

Suggested Textbooks:

Criminal Justice Today by Frank Schmalleger, 2015, Pearson Prentice Hall, 13th Ed.

The American System of Criminal Justice by Cole and Smith, 2017, Cengage, 5th Ed.

Criminal Justice in Action by Larry Gaines, 2015, Cengage, 8th Ed.

### Rationale:

An overwhelming response (64.9% plus the 5.4% that did not comment or 70.3%) reported that the descriptor is appropriate the way it is. The focus of the 12 responses was to update the textbook and remove the APA writing assignment. Other suggestions were critical of English structure and individual preferences of sentence structure. One thought there were too many course outcomes, but this is not being addressed at this time.

The AOJ course was the only one in the state with that requirement and our CSU member advised us that is not a requirement at the CSU level either. Under the “Methods of Evaluation” section of the AJ110 course descriptors, the “Research papers using APA, ASA, or a generally accepted Social Science format” should be deleted. It should be replaced with “The writing assignment is recommended to be of a scholarly quality.”

## Descriptor 5-Year Review Summary

*Please provide a written summary of the FDRG’s recommendations for each of the* descriptors in the table below. If there are no changes to the descriptors, you can note this by stating “After *a complete review of the descriptor, the FDRG does not propose any changes to the descriptor at this time.”*

Statewide, 37 respondents replied to the Administration of Justice C-ID course descriptor five-year update. Respondents included CCC and CSU faculty/department chairs. On 10/28/2015, the Administration of Justice FDRG met, via teleconference, to review the survey results. The summary was updated on May 2, 2016 to more accurately reflect the recommendations of the FDRG committee. The FDRG was composed of CSU and CCC reviewers. Each C-ID course will be broken down; however, the Executive Summary is as follows:

As a result of the survey, the FDRG has recommended minor adjustments to the program courses for the next five years. No substantive changes were made and most changes were to update the textbooks which seemed to be the focus of many respondents.

| C-ID Descriptor and Name | Summary of the FDRG 5-Year Review |
| --- | --- |
| ***Example***  **COMM 140**  **\*Small Group Communication** | *Example Response*  88.5% of respondents agreed proposed changes were appropriate.  Several comments were about issues not being reviewed at this point (see general comment #4 above). One comment said that oral presentations should not be required in a small group class but it was noted in the FDRG discussion that oral presentations are necessary for articulation in the “Oral Communication” area.  Recommendation: Implement proposed changes. |
| **AJ 110 Introduction to Criminal Justice** | **The FDRG recommends that the APA research format needs to be made advisory only and not a course requirement.** The AOJ course was the only one in the state with that requirement and our CSU member advised us that is not a requirement at the CSU level either. Under the “Methods of Evaluation” section of the AJ110 course descriptors, the “Research papers using APA, ASA, or a generally accepted Social Science format” should be deleted. It should be replaced with “The writing assignment is recommended to be of a scholarly quality.”  **Additionally, the below listed textbooks should be updated to include**:  Suggested Textbooks:  Criminal Justice Today by Frank Schmalleger, 2015, Pearson Prentice Hall, 13th Ed.  The American System of Criminal Justice by Cole and Smith, 2017, Cengage, 5th Ed.  Criminal Justice in Action by Larry Gaines, 2015, Cengage, 8th Ed.  **Rationale:**  An overwhelming response (64.9% plus the 5.4% that did not comment or 70.3%) reported that the descriptor is appropriate the way it is. The focus of the 12 responses was to update the textbook and remove the APA writing assignment. Other suggestions were critical of English structure and individual preferences of sentence structure. One thought there were too many course outcomes, but this is not being addressed at this time. |
| **AJ 120 Concepts of Criminal Law** | Statewide, an overwhelming response (73% plus the 8.1% that did not comment or 81.1%) reported that the descriptor is appropriate the way it is. There were only 7 comments and three of those dealt with textbook updates and suggested textbooks. The other four comments were unique suggesting different topics to be covered.  **The FDRG recommends the AJ 120 descriptor remains as currently constructed.**  Suggested textbooks:  Criminal Law Today by Frank Schmalleger, 2015, Pearson-Prentice Hall, 5th Ed.  California Criminal Law Concepts, Hunt & Rutledge, Pearson Learning, 2015 Ed.  Criminal Law for the Criminal Justice Professional, Garland, 2012, McGraw-Hill, 3rd Ed. |
| **AJ 122 Criminal Court Process** | Statewide, an overwhelming response (69.7% plus the 18.2% declining to comment or 87.9%) reported that the descriptor is appropriate the way it is. There were only four comments and each recommended different changes and topics. The FDRG felt that the focus of this course was still the criminal trial process and was purposefully constructed to not repeat many of the topics covered in Criminal Law (AJ 120) and Legal Aspects of Evidence (AJ 124).  **The FDRG recommends the AJ 122 descriptor remains as currently constructed.**  Suggested Textbooks:  Criminal Procedures, Samaha, 2015, 9th Ed.  Procedures in the Justice System, Roberson & Wallace, 2016, 11th Ed. |
| **AJ 124 Legal Aspects of Evidence** | Statewide, an overwhelming response (69.7 % plus the 9.1% that made no comments or 78.8%) reported that the descriptor is appropriate the way it is. Of the seven comments, three were concerning textbooks and updating them. The other four comments were suggestions to add or remove a sentence on different topics.  **The FDRG recommends the AJ 124 descriptor remains as currently constructed.**  AJ 124 Suggested Textbooks:  Criminal Evidence, Hails, J, 2014, 8th Ed.  Criminal Evidence, Garland, 2015, 7th Ed. |
| **AJ 140 Criminal Investigation** | Statewide, an overwhelming response (72.7% plus the 9.1% declining to comment or 81.8%) reported that the descriptor is appropriate the way it is. Of the six reviewers making a comment, five concerned textbook updating, and one concerned content composition. Once again, the statewide survey overwhelmingly felt the descriptor is appropriate.  **The FDRG recommends the AJ 140 descriptor remains as currently constructed.**  Suggested textbooks:  Criminal Investigation: Basic Perspectives, Lushbaugh, et al, 2016, 13th Ed.  Criminal Investigation, Hess, 2017 11th Ed. |
| **AJ 150 Introduction to Forensics** | Statewide, an overwhelming response (57.6% plus the 30.3% declining to comment or they felt unqualified to evaluate or 87.9%) reported that the descriptor is appropriate the way it is. Of the four comments, three were concerning the textbook updates and one wanted the course content expanded. The FDRG was concerned that about 30% felt unqualified to evaluate or did not comment. Otherwise, the survey felt the descriptor was appropriate.  **The FDRG recommends the AJ 150 descriptor remains as currently constructed.** The FDRG also strongly feels that within the next five year cycle, C-ID make a concerted effort to place a forensically qualified reviewer in the FDRG and C-ID reviews (with one from the CSU and one from the CCC if possible). We may simply be reading into the statewide survey results, however, the number not feeling comfortable enough to evaluate is too large to ignore.  Suggested Textbooks:  The Science of Crime Scenes, Houck, 2012, 1st Ed.  Forensic Science: Fundamentals and Investigation, Bertilo, 2016, 2nd Ed  Criminalistics: Forensic Sciences, Crime & Terrorism, Girard, 2015, 3rd Ed. |
| **AJ 160 Community and the Justice System** | Statewide, an overwhelming response (63.6% plus the 6.1% declining to comment or 69.7%) reported that the descriptor is appropriate the way it is. Of the 10 suggestions submitted, over half had to do with additional textbook suggestions and updates. Two had spelling critiques and the other two wanted it to return to the old community policing course. Since so many were concerned with other textbooks, we need to better inform the stakeholders that the textbooks listed are only suggestions and not required. Any or all current college textbooks that cover the required content are acceptable.  **The FDRG recommends the AJ 160 descriptor remains as currently constructed.**  Suggested textbooks:  Multicultural Law Enforcement, Shusta, 2015, 6th Ed  Multiculturalism in the Criminal Justice System, 2009, 1st Ed |
| **AJ 200 Introduction to Corrections** | Statewide, an overwhelming response (72.7% plus the 15.2% declining to comment or 87.9%) reported that the descriptor is appropriate the way it is. With almost 90% of the respondents statewide approving, no changes were considered. There were only three comments (of which one was about textbook updates and the other wanted to know if there are any prerequisites. One comment was a dissertation on his/her corrections philosophy.  **The FDRG recommends the AJ 200 descriptor remains as currently constructed.**  Suggested Textbook:  American Corrections, Clear & Cole, 2016, 11th Ed. |
| **AJ 220 Juvenile Procedures** | Statewide, an overwhelming response (78.8% plus the 15.2% declining to comment or 94%) reported that the descriptor is appropriate the way it is. With 94% of the respondents statewide approving, no changes were made other than textbook updates.  **The FDRG recommends the AJ 220 descriptor remains as currently constructed**  Suggested Textbooks:  Juvenile Justice in America, Bartollas, 2014, 7th Ed.  The Juvenile Justice System, Dean Champion, et al, 2016, 8th Ed. |