I. **OVERVIEW**

The following information will appear in the 2010 - 2011 catalog

ADJU 144  **Community Agency Service**  1 Unit

*Formerly listed as: ADJU - 145: Community Agency Service*

*Prerequisite:* Satisfactory completion of ADJU 201.

*Corequisite:* Concurrent enrollment in ADJU 145.

Analysis of field experiences of students concurrently enrolled in ADJU 145A, 145B, 145C, or 145D. Class time is devoted to sharing and evaluating problems that develop, and ways of resolving them will be sought by class members.

Three maximum completions.
Field trips might be required.  (A-F Only) Lecture

**Transfer:** (CSU)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Student field experiences
      i. Problems
      ii. Solutions

   b. Administration of Justice data
      i. Data from MJC ADJU courses
      ii. Statistics

Second and third completions: Field experiences occur in different agencies.

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ADJU 201.

2. **Co-requisites**

   Concurrent enrollment in ADJU 145.

3. **Requisite Skills**

   *Before entering the course, the student will be able to:
a. Describe the basic functions of the administration of justice field.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Facilitate student expression of field experiences.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   - Class Discussions - Weekly
   - Term Paper - Per Term
   - Reading Assignments - Weekly

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Identify the mission statement of the agency. Determine if they are obtaining their mission. If so, how? If not, why not?
   b. Discuss in detail a problem you encountered while working or volunteering and how you dealt with it.

F. TEXTS AND OTHER READINGS (TYPICAL)

1. Other: The instructor will hand out periodically newspaper, magazine and journal articles which are appropriate for the class.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   identify the basic workings of either a law enforcement agency or a community service social agency.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:
a. Identify and explain the structure and operation of various agencies, as well as the problems and needs being met by that agency and explain the agency mission as well as the employee mission.

b. Evaluate and describe their field experiences with other students in class.

c. Identify and evaluate the complexity of both community relations and programs related to those needs.

d. Demonstrate and utilize various effective interviewing and counseling techniques as well as interact with other employees effectively.

e. Interact with other employees effectively.

f. Participate in various group reporting and analysis activities.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Written critiques and class discussion on interviewing and counseling techniques.

2. Written critiques on the selection process of a fieldwork agency.

3. Class Discussion on sharing and evaluating a student's field experience.

4. Class Discussion on problems which arise while working and ways to resolve them.

B. SUMMATIVE ASSESSMENT

1. Written term paper.