

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Administration of Justice
Faculty Contact: Michael Brunicardi

Academic Year: 2012-2013
Program Review Submission Date: 03/25/2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Administration of Justice Program prepares students for jobs in the criminal justice system. Through the expertise of the faculty and exposure to professional personnel from the criminal justice system, students can expect to be prepared for a career in various fields of the criminal justice system, including law enforcement, corrections, social services, probation, and law.

The faculty's broad range of experience and rank affords our students unique viewpoints from, and of, multiple areas of the criminal justice system. Students who attend the program bring with them the diversity found throughout the Bay Area, supporting the District's desire to serve "the diverse educational, economic, social, and cultural needs of its students and the community" (Ref.: College Mission Statement).

With the addition of the A.S.-T option, the Administration of Justice program updated the entire degree program curriculum to ensure a relevant, high-quality program that will carry students through CSM and onto a CSU program, should they so choose (Ref.: Institutional Priorities #1 and #3; 5 in 5 College Strategies CTE and Transfer #5).

In addition to the degree program, CSM's Administration of Justice program is the only college in the District certified by the California Commission on Peace Officer Standards and Training (POST) to offer the Regular Basic Course Module III and II courses.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

The updated curriculum and SLOs for the Administration of Justice program took effect in the fall of 2012. With only one semester's worth of assessment for reference, it is too early to identify any trends or areas of improvement.

Trends may be identified after the Spring 2013 assessment for courses that were taught in both semesters. However, some courses are only taught once per year, and will have to wait at least one more cycle to be evaluated.

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

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The Administration of Justice program continues to experience a high success and retention rate, which has remained steady for the past three academic years. Students in this program do not always enter the POST training courses to become a police officer, but instead use the knowledge gained to work in other areas of the Criminal Justice System. Examples include probations, peer and juvenile counseling, pre-law and corrections.

A significant change to the degree program, which began in Fall 2012, aligned all of our major courses with the Transfer Model Curriculum (TMC) as prescribed in SB1440. This will make it much easier for students to transfer from CSM to a CSU Criminal Justice program. This should keep our success and retention rates steady, and could possibly raise them.

For calendar years 2011 and 2012, we were unable to meet the needs of students who wish to participate in the POST courses that CSM is certified to present by the State. A new regulation, effective January 1, 2011, required POST certified presenters of the Regular Basic Course curriculum to have a coordinator on-site during instruction to oversee the program. This leaves students with no choice but to travel outside of this county for this training.

During the fall 2012 semester, our training partner, South Bay Regional, discontinued their Modular Format program. This left nowhere for students to attend these courses and complete the Regular Basic Course on a part-time basis. The Administration of Justice department is planning to start offering Module III and Module II courses again beginning Fall 2013, now that the full-time position has been filled and the regulations are satisfied.

Despite other career opportunities in the Criminal Justice System, the program does still attract more males than females. However, the gender gap is closing and there 1.26:1 ratio of males to female, coming closer to the 1.06:1 ratio for the college overall.

In 2011-12, a little over 40% of our student population identified as Hispanic. This is slightly lower than the current census information for the State of California (38.1%), and far above the amount for San Mateo County (25.6%). Law enforcement agencies, in particular, appreciate having students who are bilingual and can interact more effectively in the field. Unfortunately, we are still seeing low numbers of students who identify as Black or Asian.

Students' success rate (84.3%) has been steadily climbing during the past three academic years, suggesting that students are meeting the recommended preparation of ENGL 100, and coming into the program better prepared for the concepts and theories being addressed in the courses.

While this program attracts individuals from all age ranges, the bulk of our students are in the 18-24 ranges. This is an excellent age to become exposed to the different career paths available in the Criminal Justice System, and work towards a specific goal. This is especially true of students who want to become police officers, because it allows them to complete a degree prior to entering POST certified training. Most law enforcement agencies will not hire anyone less than 21 years of age.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

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Not Applicable. None of the Administration of Justice classes have a distance education component.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-Time FTEF, etc.).

Enrollment numbers remained relatively steady over the last three academic years. Students taking the major courses not only cross over to the POST training courses, but also use their education in areas such as probation, peer counseling, etc. Course offerings have been modified since the Transfer curriculum took effect to ensure a beneficial rotation of courses for both day and evening students. A rise in the load, to 2009-2010 levels, is expected once the POST regular basic course modular format III and II courses resume in the fall of 2013. There are no plans to change how courses are offered at this time. Courses usually begin with between 30 and 40 students, with little attrition.

D. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
ADMJ 100 (two year update)	Michael Brunicardi	No later than 12/2013
ADMJ 102 (two year update)	Michael Brunicardi	No later than 12/2013
ADMJ 104 (two year update)	Michael Brunicardi	No later than 12/2013
ADMJ 106 (two year update)	Michael Brunicardi	No later than 12/2013
ADMJ 108 (two year update)	Michael Brunicardi	No later than 12/2013
ADMJ 120 (two year update)	Michael Brunicardi	No later than 12/2013
ADMJ 125 (two year update)	Michael Brunicardi	No later than 12/2013
ADMJ 145 (last update in 2008)	Michael Brunicardi	No later than 12/2013
ADMJ 185 (two year update)	Michael Brunicardi	No later than 12/2013
ADMJ 771 (last update in 2005)	Michael Brunicardi	No later than 12/2013
ADMJ 775 (last update in 2005)	Michael Brunicardi	No later than 12/2013
ADMJ 780 (last update in 2008)	Michael Brunicardi	No later than 12/2013
ADMJ 781 (last update in 2008)	Michael Brunicardi	No later than 12/2013

E. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Michael Brunicardi	June 2013

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F. *Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)*

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

CalOpps.org is the public employment job board owned and operated by public agencies and is the ultimate resource for public employment in all public services, including law enforcement, county public human services, probation, and corrections. The CalOpps.org job board is the cornerstone of the San Mateo County opportunities relative to the job interests of the students enrolled in the ADMJ program. Additionally, the reduction of public funds developed a trend whereas law enforcement agencies now recruit candidates who have successfully completed a POST Basic Police Academy prior to hire. Highly desired applicants normally have completed a minimum of 60 semester college units. The US Department of Labor, Bureau of Labor Statistics projected that the law enforcement labor market will grow by 7 percent from 2010 through 2020. Related public service safety groups (corrections, probation, and private security) are projected to grow by 11 percent.

The CSM ADMJ program focuses on the practical application of the law from seasoned veterans which prepares students to successfully complete the police academy pre-screening test (POST entry level law enforcement test battery), successfully complete the POST Basic Police Academy, and subsequently gain employment within local law enforcement.

The ADMJ AS transferable degree corresponds to majors for students transferring to the CSU system, which is in line with our noted SLOs obtained via CSM. The CSM transfer model curriculum encourages students to complete their higher degrees, which qualifies the student to be certified by California POST at a higher level which translates into career advancement.

The Regular Basic Course Modular Format (III and II) will again be offered by the CSM ADMJ program in the Fall semester of 2013. The POST modular format is composed of three modules: III, II, and I. Completion of all three modules satisfy the Regular Basic Course training requirement set by POST. Module I must be delivered by an academy, however it does not need to be delivered by the same presenter and is not offered by CSM. Therefore, the student may complete a great portion of the POST Basic Course offered during off business hours at CSM (Module III and II) while continuing to work, care for family, or attend other college courses. This particular format will allow interested students to successfully complete required learning domains necessary to meet the requirements to participate in the Modular I training offered by an academy presenter.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

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The recently hired (August 2012) full time instructor and coordinator representative of the Administration of Justice department and/or the program services coordinator attends the monthly meetings of the San Mateo County Law Enforcement Training Managers' Association (TMA). The TMA regular membership is at the direction of the San Mateo County District Attorney, the San Mateo County Chiefs and Sheriff Association, the regional academy management, the area representative of California POST, and various law enforcement support services agencies. This association is dedicated to ensuring that recent laws and supportive training is current with the best practices in the State relative to professional law enforcement. Meetings are typically held on the third Tuesday of the month, with the exception of July and December.

The last meeting was Tuesday, March 19, 2013 and was attended by both noted CSM representatives.

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

At the beginning of each ADMJ class, students are issued a syllabus which details the course specific Student Learning Outcomes (SLOs). The SLOs are reinforced throughout the semester. At the end of each semester, students are given a survey to evaluate their comprehension of the concepts and theories essential to the SLOs expected in the course. All SLOs for each course are included in the survey. The results are independently calculated. The median percentage success rate from the survey results for the eight ADMJ classes presented in the Fall 2012 is 90.47 %.

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

New program SLOs just took effect Fall 2012. Without any graduates' information for reference, it is too early to determine any future modifications to the program SLOs.

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

The Course Student Learning Outcomes (SLOs) were developed, not only to complement the updated curriculum for the Administration of Justice program, but to provide a solid foundation of knowledge to help students achieve the Program SLOs. Likewise, Program SLOs secure the second foundational level and dovetail into the GE SLOs, ensuring that students leave with more than the narrow focus of their major.

The Criminal Justice System can contain complex concepts and complicated situations, requiring students to possess the skill to think critically and quantitatively. Careers in the Criminal Justice

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System are service oriented, making it important to have the ability to communicate effectively, maintain an ethical and professional manner and be aware of cultural and social diversity.

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

With the development of a transfer program, the ADMJ degree courses will now be predicated on the Transfer Model Curriculum. It will be necessary for the department to stay up-to-date with any changes or updates. Luckily, updating should be easier, as the curriculum will be reviewed on a two year cycle.

Larger agencies around the Bay Area are starting to hire and train Police Officers again to come up to desired staffing levels and in anticipation of retirements. The department will stay in contact with the local agencies, to ensure we are helping to meet their needs for personnel.

In Fall 2012, our regional academy presenter shut down their Modular Format program. This will create an additional strain on the CSM Module III and Module II courses. Additionally, it leaves students without a way to complete the Regular Basic Course via this format, as there is no longer a local Module I presenter. CSM is not certified to offer Module I. The curriculum for these courses is regulated by the California Commission on Peace Officer Standards and Training (POST).

The Program Services Coordinator is a member of various committees facilitated by POST and populated by trainers throughout the state to update and improve the training of police officers in California. This participation not only gives CSM advanced warning of changes coming to the POST courses, but introduces CSM to the law enforcement training community and allows for beneficial networking.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The new transfer program curriculum was introduced in the Fall of 2012. The SLO successful completion rate (90%) as tabulated from the review of student surveys was subsequently entered into the CSM 'TracDat' data system.

A new full-time ADMJ instructor/coordinator was hired in August of 2012. Required California POST qualification training is being completed for the new coordinator/instructor. Additionally, POST instructors are being identified (mandated POST qualifications verified) to once again present the POST Modular Format program in the Fall of 2013.

B. Program Vision

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What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

According to the U.S. Department of Labor, Bureau of Labor Statistics, employment in the field of law enforcement will grow by 7 percent from 2010 to 2020. Continued demand for public safety will lead to new openings for public safety positions in local departments as is reflected in the recent data research into the public employment job board (CalOpps). Related protective service occupations (corrections, probation, and private security) are projected to grow by 11 percent during the same time frame.

High turnover rates and projected retirements make opportunities more plentiful for qualified applicants. Qualified applicants with associate and bachelor degrees that have successfully completed the POST basic police academy are the most attractive to local agencies. Additional emphasis is on applicants with bilingual skills.

The Administration of Justice program at CSM is unique to the community as we are the only institution that offers an AS, AS-T, and CA program that includes a POST Certified Modular III and Modular II off business hours program. Additionally, we are also the only college in the area that has one of the premier Regular Basic Police Academy's located on our campus.

ADMINISTRATION OF JUSTICE: The major courses of the ADMJ program are aligned with the Transfer Model Curriculum (TMC) as described in SB 1440. The core curriculum and subsequent lesson plans emphasize student's success completing Student Learning Outcomes (SLO's). Our SLO analysis for the students from the Fall of 2012 semester noted a 90% success rate. We will emphasize this continued success while developing the following areas over the next six years.

A current sitting Judge, a former 20 year veteran Deputy District Attorney, a Criminalist, and current and former law enforcement personnel with decades of experience comprise the staff for the ADMJ program. The curriculum is based on the foundation of the Criminal Justice System, recent technologies in smart policing, and is based on current best practices in Community Policing. Active outreach for the leaders in local law enforcement to teach in our program is ongoing and in line for succession planning. Our continued collaboration with the San Mateo County Training Managers Association allows for our outreach efforts and will solidify future instructors and guarantee academic excellence. Additionally, part time instructor improvement through consistent evaluations needs to be explored.

Video training material in the program is outdated and in need of immediate improvement. Visual stimulation is one of the cornerstones of adult learning methods and must be relevant and timely. This

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will increase the need for funds into the department to meet the demands, especially related to current policing trends; law updates, and related material.

The ADMJ program is in the infant stages of collaboration with the excellent resources on campus with the goal of enhancing institutional dialog. We are exploring the reading apprenticeship program as a resource to improve student success. Additionally, we are exploring the cross over studies associated with the Social Science Program and the Alcohol and Other Drug Studies Program. We will continue our partnership with DSPS to ensure all students are given the same opportunity at success.

CALIFORNIA COMMISSION on PEACE OFFICER STANDARDS and TRAINING (P.O.S.T.)

REGULAR BASIC COURSE MODULE III AND MODULE II COURSES: This course is unique to the area.

- The Module III and Module II programs have not been offered for several semesters and will be in great demand, especially because it is not offered by any other colleges in the area. The Module III course is scheduled to begin in the Fall of 2013.
- This training program is certified by POST and must meet all described POST standards. Instructors must be certified by POST with a specific required course on instruction. The specific learning domains noted in each module must be passed by established POST standards. The testing process and standards securities must be in line with established POST guidelines.
- The program director is currently identifying qualified instructors, confirming outside facilities necessary for the course (i.e. San Mateo County Gun Range), and confirming security standards.
- A long term plan for all noted logistics will be established during the initial course. This six year plan will center on consistent changing (twice per year) standards.
- The staff coordinator for the ADMJ program is an active liaison for the Commission on P.O.S.T. The coordinator is actively participating in the following POST committee's:
 - Testing Review Panel
 - Testing Task Force (security protocol)
 - Consortium Advisory committee
 - Reserve Police Officer advisory committee
 - Active participant in the Tri-annual consortium of professional standards regulations and best practices updates seminar.

COMMUNITY OUTREACH: The new full time ADMJ associate is an active member of the Homeowners Association of North Central San Mateo (HANCSM) which is a wonderful culturally diverse neighborhood group. Additionally, community contacts continue to be active. Outreach toward the local neighborhoods that surround the CSM community is a priority.

The new associate recently provided Sunday training to the 'Young Men's Service League' (YMSL), Peninsula Chapter, on substance abuse. The YMSL is a non-profit organization that initiates and encourages young men and their mothers to pursue philanthropic involvement in their community and provides an opportunity to enhance mother/son relationships. The 25 youth in attendance were freshmen from several local high schools. This is one example of our 6 year plan to become a regular stop for the youth in San Mateo County.

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1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Our current ADMJ staff consists of one full time associate professor and several part time instructors. All instructors are active or former law enforcement professionals with decades of experience.

- We will continue to liaison with the County Training Managers Association to identify and attract the best in the area for our instructional staff.
- We are exploring an evaluation process for our part time teaching staff to ensure professional best practices and student success in relations to the established SLO's are being followed.

The POST Regular Basic Module III and II courses are set to begin in the Fall of 2013. Instructional staff must meet the minimum standards of excellence as stipulated in POST regulations in order to actively teach.

- Identify instructional staff and ensure they each meet the minimum POST standard
- Ensure that the schedule and facilities are appropriate for the POST courses

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The ADMJ program enjoys a wonderful partnership with DSPS. Additionally we are exploring the following:

- Reading apprenticeship program as a resource to improve student success.
- Social Science Program surrounding our Community Relations subject.
- Alcohol and Other Drug Studies Program in relations with several ADMJ classes.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: No major changes are expected in the future, simply the continued success of the current program while ensuring student achievement.

Equipment and Technology:

Replacement of 12-106 printers with one networkable printer: This was the original request when moving into Building 12. Instead, the office was outfitted with three re-deployed printers which constantly give error messages.

Obtain a vehicle for POST program: Curriculum requires use of a police vehicle for slow speed maneuvers, as Level III Reserve Officers can be assigned duties requiring driving.

Prepare for new POST testing system and requirements: Best case scenario would be to schedule the classes in one of the labs on campus for testing. Worst case scenario would mean outfitting a lab for the Modular Format program. However, the new testing system will be online only and require access to computers.

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Instructional Materials: Update video library for degree courses

Classified Staff: N/A

Facilities: N/A

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

ADMJ PROGRAM EXCELLANCE

Description

Excellence in ADMJ program education will be sought in the plan as described in the aforementioned Program Vision.
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Action(s)	Completion Date	Measurable Outcome(s)
Replace exiting Instructor Bob McNichol with equally impressive instructor will continue our student success rate and reinforce academic excellence.	2013	Action plan for the identification of the replacement part time instructor will be set by the ADMJ coordinator at the desecration of the Department Dean. New hire will measure the action.
Updating the ADMJ video library is essential to satisfy the adult learning method of visual stimulation which will aid in student success. Additionally, the replacement of outdated video material will increase our high quality programs to meet new and relevant areas covered in the program. This is a slow process and is restricted to available funds.	2014	All instructor input is necessary for the success of this project. Use of new video training will be measured by a simply survey of current instructors and their independent use of the new material. This has already begun.
Collaboration with on campus resources: DSPS in an ongoing partner for the success of students. We are exploring reading apprenticeship, and	2014	The practical application of the partnership will be measured with program cross reference.

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programs in Social Science, and in Alcohol and Drug studies. Again, we want to increase student success, improve our academic excellence, and continue our institutional dialog.		
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Plan 2

Title:

POST Regular Basic Course Module III and Module II re-establishment

Description

The Module courses noted are in great demand and CSM is the only College in the area with this program offer. This course of study must meet POST standards with qualified instructors, safety management identified, and security logistics confirmed.

Action(s)	Completion Date	Measurable Outcome(s)
Identify qualified faculty to meet the needs of the program	2013	Instructors in place prior to the first date of instruction
Set the logistical coordination of offsite facilities necessary for the programs and confirm schedule of all classes during off business hours	2013	This should be in place prior to the first day of instruction; however unknown circumstances may require last minute adjustments.
Establish all safety standards for all days of instruction that meet the best practices for at-risk safety protocols as are established by POST.	2013	Ongoing assessment of safety concerns and documentation of identified concerns

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
N/A	Tab to add rows

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost
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Equipment and Technology

Description (for ongoing program operation)	Cost
Office Copier/Fax This is the total yearly cost needed to pay for the lease contract of the Xerox WorkCentre Pro shared by ADMJ and FIRE. Access to a secure copier is included in the ADMJ program's security protocols as monitored by POST.	\$5000 (Total) \$2500 (ADMJ)
Workgroup Color Laser Printer The current printer will be seven years old and is no longer under warranty with Dell. This printer will be located in the program suite and shared by ADMJ and FIRE.	\$1200 (Total) \$600 (ADMJ)
Equipment for Modular Format Courses Equipment for Defensive Tactics and CPR/First Aid training needs to be replaced and/or updated on a regular basis	\$2000

Description (for prioritized plans)	Plan #s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost
Instructional Videos The ADMJ program's video library is badly in need of updated material	\$5000
Chemical Agents This is a yearly cost needed to procure specific chemical agents for a specialized training portion of Module II	\$1500

Description (for prioritized plans)	Plan #s)	Cost
Instructional Videos (see above)	1	See above

Classified Staff

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Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	