

A PLAN FOR CRIMINAL JUSTICE EDUCATIONAL  
DEVELOPMENT FOR THE STATE OF HAWAII

MICROFICHE

"The life of the land is perpetuated in righteousness."

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A PLAN FOR CRIMINAL JUSTICE  
EDUCATIONAL DEVELOPMENT  
FOR THE STATE OF HAWAII

FINAL PROJECT REPORT  
NCJRS

MAR 29 1977

ACQUISITIONS

Submitted to

The State Law Enforcement  
and Juvenile Delinquency Planning Agency  
of the State of Hawaii

by Sister Roberta Julie Derby

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## INTRODUCTION

When the members of the Committee for this Project met for the first time, they were a group of strangers not quite certain as to why they were meeting other than assignment by their respective administrators.

With the completion of the Project all were committed to working for the growth of criminal justice education in the State of Hawaii and ultimately for the improvement of criminal justice services.

Because there must be one person designated to facilitate the work of such a Project by the performance of necessary executive tasks there was necessarily the Project Director. The writing of the Final Report was her responsibility, but the very worthwhile and lasting accomplishments of the Project belong to every member of the Committee. In thanking them for their unsparing contributions of time, energy and wisdom the Director gratefully acknowledges that what is worthy of praise in this report belongs to all members of the Committee. Its shortcomings are hers alone.

Special acknowledgement is due to Dr. Irwin Tanaka, Director of the State Law Enforcement Planning Agency whose constant advice and encouragement were an unfailing source of inspiration and also to Mr. Larry Giddings, the Project's original Regional Monitor. Mr. Gidding's assistance in the early phases of the Project was incalculable.

The Project Committee consisted of the following members:

Mrs. Esther Arinaga, Manpower Development Specialist  
from the State Law Enforcement and Juvenile  
Delinquency Planning Agency

Dr. A. Didrick Castberg, Professor of Political  
Science, University of Hawaii-Hilo Campus

Dr. Edward Colozzi, Coordinator of Vocational  
Education at Windward Community College

Sr. Roberta J. Derby, Project Director. Director of Law Enforcement Education Programs at Chaminade College and a Reserve Officer in the Honolulu Police Department

Mrs. Argentina Friedley, Vocational Education Curriculum Specialist, Office of the Chancellor of Community Colleges

Dr. Dawes N. Hiu, Project Administrator, Vice President for Academic Affairs, Chaminade College of Honolulu

Dr. Judson Ihrig, Director of the Liberal Studies Program, University of Hawaii-Manoa

Major Bernard Suganuma, Commander of the Training Division, Honolulu Police Department

This group was later joined by Mr. Donald Yanigahara, Dean of Instruction, Honolulu Community College.

The Project Committee was given notable enlightenment and encouragement by Dr. Richard A. Myren, Director of the Center for Administration of Justice of the American University, who served as consultant to the Project in its final phase. The Committee is most grateful to Dr. Myren for sharing his expertise with grace and graciousness while under extreme constraints of time. Dr. Myren's report to the Project Administrator and the Project Director is available in its entirety from the Office of Justice Management of Chaminade College.

To Mrs. Cheryl Prince, Project Secretary, is due thanks and praise for her dedication and efficiency.

Sr. Roberta Julie Derby  
Chaminade College of Honolulu

December 28, 1976

This report details the work of "A Project for Planning Criminal Justice Educational Development for the State of Hawaii", a study of present opportunities for criminal justice education within the State, of the needs for reorganizing and expanding such opportunities in order to meet agency projections and expectations, and suggestions for the direction towards which that reorganization and expansion should be indicated.

The Project was funded by LEAA Grant No.75-CD-99-0004, initially under the jurisdiction of the Office of Research Programs of the National Institute of Law Enforcement and Criminal Justice, and later transferred to the Office of Criminal Justice Education and Training.

Ever since the passage of the Omnibus Crime and Safe Streets Act of 1968 there has been an effort on the part of criminal justice agencies and educational institutions throughout the United States to upgrade the level of criminal justice personnel. This effort was encouraged by the United States Government through the Law Enforcement Education Program which funds tuition and books for degree programs for in-service criminal justice personnel and pre-service students preparing to enter the criminal justice field.

In support of its goals of a baccalaureate degree for all police officers the Task Force on Police of the National Advisory Commission on Criminal Justice Standards and Goals cites *The Urban Police Function*, a publication of the American Bar Association:

Police agencies need personnel in their ranks who have the characteristics a college education seeks to foster: intellectual curiosity, analytical ability, articulateness and a capacity to relate the events of the day to the social, political and historical context in which they occur.<sup>1</sup>

Approximately 900 educational institutions participate in LEEP, but fewer than half offer programs with degrees in criminal justice areas. While it is true that the exact form of education that produces the best police officers has not been determined, it is axiomatic that financial assistance supplied by such agencies as LEEP should be directed toward educating its recipients for retention as police practitioners, not toward preparing them for other careers.

<sup>1</sup>Report of the Task Force on Police, National Advisory Commission on Criminal Justice Standards and Goals (Washington, D.C., U.S. Government Printing Office, 1972), p. 369.

A significant observation on the place of education in the future development of law enforcement services was made by Calvin Swank in his study, "The Police in 1980: Hypothesis for the Future."

As members of police organizations continue to strive for professional status, decision-making will tend to reflect a set of internalized values based on intelligence rather than predetermined absolutes established by a management hierarchy. In such a system individual officers will formulate their own value system and react to street encounters based on this rather than edicts from above. Recruiting will reflect a search for individuals who have value systems more reflective of the overall society and less representative of an isolated segment. **Education will become a prime consideration here as the belief exists that the propensity for a higher degree of objectivity and insight are related to it.**<sup>2</sup>

In considering observations concerning the education of police officers it is necessary to remember that law enforcement is only one branch of the criminal justice system. The education of police personnel in isolation from the other components of the system has been criticized by another task force of the National Advisory Commission on Criminal Justice Standards and Goals in a report titled *A National Strategy to Reduce Crime*:

By failing to treat criminal justice as a whole many institutions of higher education have overlooked an opportunity to help unify a frequently divided and unnecessarily competitive system. The Commission recommends that criminal justice system curricula and programs be established by agencies of higher education to unify the body of knowledge in law enforcement, criminology, social science, criminal law, public administration and corrections and to serve as a basis for preparing persons to work in the criminal justice system.<sup>3</sup>

In 1972 the Hawaii State Law Enforcement Planning Agency's Qualitative Study of Training and Education for the Hawaii Criminal Justice System identified as a problem "a lack of statewide planning for criminal justice education on the college level".<sup>4</sup> At the time this study was made criminal justice education in Hawaii consisted of the following offerings:

Associate in Science Degree in Police Science  
Hawaii Community College  
Honolulu Community College  
Kauai Community College  
Maui Community College

<sup>2</sup>Swank, Calvin, "The Police in 1980: Hypothesis for the Future"

*Journal of Police Science and Administration*, Vol. 3, No. 3, p. 299. (1975). (Emphasis added)

<sup>3</sup>*A National Strategy to Reduce Crime*, National Advisory Commission on Criminal Justice Standards and Goals (Washington, D.C., U.S. Government Printing Office, 1972), p. 42.

<sup>4</sup>*Qualitative Study of Training and Education for the Hawaii Criminal Justice System*, Hawaii State Law Enforcement Planning Agency, 1972, p. 1.

Bachelor of General Studies Degree in Social Science/Criminal Justice  
Chaminade College of Honolulu

Master of Arts Degree in Applied Sociology with a Criminology emphasis  
University of Hawaii, Manoa

The Bachelor of General Studies Degree had been introduced at Chaminade College in 1970 in response to a demand for a baccalaureate program from police officers who had been awarded the degree of Associate in Science in Police Science at the Honolulu Community College. Until 1972 police science courses were numbered below 100; hence not transferable to the University of Hawaii at Manoa. In 1972 the Community College reclassified the police science courses into 100 and 200 series. Four of the police science courses are now accepted toward satisfying the minimum of 104 Arts and Sciences credits needed for any degree in the University College of Arts and Sciences. Other police science courses in the 100 and 200 series are transferable as elective credit.

In preparation at the time of the SLEPA Study was a new program at Chaminade College, (subsequently implemented in 1974) the Bachelor of Science Degree in Justice Management, an interdisciplinary program utilizing course components from criminal justice, philosophy, political science, business administration psychology and sociology. This degree was designed to prepare students for managerial roles in any branch of the criminal justice system.

Further, at the time of the SLEPA Study a number of criminal justice personnel were enrolled in baccalaureate programs in criminal justice-related fields (e.g., psychology, sociology) at both the Hilo and Manoa Campuses of the University and at Chaminade College.

Since 1972 possibilities for other options in criminal justice education came into being with an A.S. degree in Human Services with a concentration on Corrections, a Bachelor of Arts in Liberal Studies — Criminology and a Bachelor of Science in Human Development, both at the University of Hawaii, Manoa the first in the College of Arts and Sciences and the second in the College of Tropical Agriculture.



All these programs represent a spontaneous response to a felt need, but valuable as they are, it would seem obvious from the standpoints of both content and delivery they cannot adequately meet the needs indicated in the two statements from the National Commission.

According to a survey recently completed by the State Law Enforcement Planning Agency a total of 655 criminal justice personnel not currently enrolled in a college degree program expressed an interest in undertaking such a program.

In January 1975, The National Institute for Law Enforcement and Criminal Justice under Grant CD-99-0004 funded the "Project for Planning Educational Development for the State of Hawaii." The aim of the Project was to establish a consortium of institutions of higher education in the State who would work cooperatively to realize two goals:

1. to provide programs in criminal justice education both for in-service personnel and for potential entrants into the profession
2. to provide academically qualified instructors for these programs.

The direction of the Project since the initial proposal was submitted in 1973 and the beginning of work in 1975 was significantly modified because of circumstances that could not have been foreseen earlier.

The proposal was conceived and drafted by personnel from the University of Hawaii at Manoa with the expectation that the Project would be administered by that institution. The Academic Dean and the Director of Criminal Justice Education at Chaminade College were invited to participate in the Project. When the SLEPA Advisory Review Board dealt with the proposal its decision was that the Grant should not go to the University.

Because the proposed study was considered potentially valuable, Chaminade College of Honolulu was asked to assume the administration of the Grant upon the recognition of the school's acceptability to the SLEPA Advisory Review Board. Although Chaminade College is a small, private, church-related school, it has among its students the largest number of in-service criminal justice personnel of all the colleges in the State. The majority of these are members of the Honolulu Police Department who are LEEP participants. Other

members of the criminal justice profession enrolled in the school are investigators of the narcotics section of the Department of Health, Corrections Officers from Hawaii State Prison, and a sprinkling of Federal officers on career ladder programs.

The principal aim of the original proposal was the formation of a consortium composed of member schools of the State University System as well as private colleges working together with representatives of the criminal justice agencies to be served. It was envisioned that the work of the Project and the recently established Regional Criminal Justice Training Center would be mutually supportive.

The securing of the participation of the University of Hawaii at Manoa and of the University's Community College system was a very complex and difficult process.

Between the time the original proposal for the Grant was submitted in 1973 and the initial meeting of potential members of the Project Committee in May, 1975 the University and the Community College system were undergoing far-reaching administrative reorganization.

From Manoa acting administrators from various academic departments that could contribute significantly to the type of program development proposed were willing to send representatives to meetings, but the posts of President and Chancellor were both vacant, and no one had the authority to commit the University to a definitive role in the consortium. A similar problem existed in the administrative organization of the community college system.

With the stabilization of the administrative structure at the Manoa campus and the community college system, key personnel were assigned to the Project.

The Chancellor of the University of Hawaii at Hilo, always totally supportive, assigned a representative of his school to work in the Project.

None of the other three private four-year colleges in the State participate in LEEP nor do they have provision for criminal justice education at this time. Although showing a cordial interest in the aims of the project none felt they had any contribution to make as members of the Project Committee. One, however,

is developing a major in public administration and will be interested in possible future interaction with the schools represented on the Project.

This report deals with the following areas:

1. manpower needs of the State's criminal justice agencies
2. present education requirements and future education goals of those agencies
3. programs designed to meet those goals
4. cooperative action among the institutions of higher education and between those institutions and the criminal justice agencies of the State for the implementation of proposed programs
5. proposed structures for on-going expansion and refinement of criminal justice education programs

## SECTION I

### Status of Criminal Justice Manpower in the State of Hawaii<sup>5</sup>

Criminal justice agencies in Hawaii include in the category of law enforcement the police departments of the four counties: Hawaii County Police Department serving the island of Hawaii; Honolulu Police Department serving the island of Oahu; Kauai Police Department serving the island of Kauai; and Maui Police Department serving the islands of Maui, Molokai and Lanai.

The courts component of Hawaii's criminal justice operation is a unified state judiciary system divided into four circuits centrally administered in Honolulu. Each of the four counties (Hawaii, Honolulu, Kauai and Maui) offers separate prosecutorial services. The Office of the Public Defender is administered from the Office of the Governor. Each county has a Public Defender's Office.

<sup>5</sup>Statistics in this section and the one immediately following are derived from the *Manpower Section of the 1975 Comprehensive Law Enforcement Plan* issued by the State Law Enforcement and Delinquency Planning Agency.

The following tables represent the number of positions allocated in each criminal justice agency, the number of positions at present vacant and the educational requirements for each:

**TABLE I - POLICE**

AGENCY	CLASSIFICATION	NUMBER OF ALLOCATED POSITIONS	POSITIONS VACANT	EDUCATIONAL REQUIREMENTS
Hawaii Police	Police Inspector	4	0	3 yrs. college or equiv.
	Police Captain	10	0	2 yrs. college or equiv.
	Police Lieutenant	12	0	2 yrs. college or equiv.
	Police Sergeant	17	0	2 yrs. college or equiv.
	Detective	27	1	2 yrs. college or equiv.
	Police Officer II <sup>6</sup>	138	14	High school grad.
	Police Officer I	16	0	High school grad.
	Police Services Officers	2	0	High school grad.
Honolulu Police Department	Assistant Chief	4	0	College grad. or equiv.
	Inspector	3	0	College grad. or equiv.
	Major	22	0	College grad. or equiv.
	Captain	25	0	College grad. or equiv.
	Lieutenant	62	0	2 yrs. college or equiv.
	Metro Police Sergeant	200	2	2 yrs. college or equiv.
	Metro Police Detective	143	6	2 yrs. college or equiv.
	Metro Police Officer II	607	3	2 yrs. college or equiv.
	Metro Police Officer I	263	26	2 yrs. college or equiv.
	Police Services Officer II	101	13	High school grad.

<sup>6</sup>The educational requirement for this and the two following positions in the Hawaii County Police Department were recently changed from two years of college or equivalent to high school graduation.

Kauai Police Department	Police Captain	3	0	2 yrs. college or equiv.
	Police Lieutenant	7	0	2 yrs. college or equiv.
	Police Sergeants	14	0	2 yrs. college or equiv.
	Detectives	15	0	2 yrs. college or equiv.
	Police Officer II	69	8	High school grad.
	Jailer	1	0	High school grad.
	Sr. Jail Guard	1	0	High school grad.
	Police Services Officer	3	3	High school grad.

Maui Police Department	Inspectors	4	0	High school grad.
	Captains	5	0	High school grad.
	Lieutenants	15	15	High school grad.
	Sergeants	27	1	High school grad.
	Detectives	12	1	High school grad.
	Police Officer II	98	4	High school grad.
	Police Officer I	17	0	High school grad.

**TABLE II - PROSECUTING ATTORNEY**

COUNTY	CLASSIFICATION	NUMBER OF ALLOCATED POSITIONS	POSITIONS VACANT	EDUCATIONAL REQUIREMENTS
Hawaii	Prosecuting Attorney	1	0	J.D. or LL.B.
	1st Deputy Pros. Attorney	1	0	J.D. or LL.B.
	Deputy Prosecut- ing Attorney	3	0	J.D. or LL.B.
	Special Investi- gator	1	0	High school grad.
Honolulu	Prosecuting Attorney	1	0	J.D. or LL.B.
	Deputy Prosecut- ing Attorney	2	0	J.D. or LL.B.
	Administrative Officer	1	0	Minimum requirement set by Civil Service
	Investigator	3	0	Minimum requirement set by Civil Service
Kauai	Prosecuting Attorney	1	0	J.D. or LL.B.
	Deputy Prosecut- ing Attorney	1	0	J.D. or LL.B.
Maui	County Attorney	1	0	J.D. or LL.B.
	Ass't County Attorney	1	0	J.D. or LL.B.
	Deputy County Attorney	4	0	J.D. or LL.B.



**TABLE III - PUBLIC DEFENDER**

AGENCY	CLASSIFICATION	NUMBER OF ALLOCATED POSITIONS	POSITIONS VACANT	EDUCATIONAL REQUIREMENTS
Office of the Governor	Public Defender	1	0	License to practice law in Hawaii
	Senior Deputy Public Defender	1	0	License to practice law in Hawaii
	Deputy Defender	20	0	License to practice law in Hawaii
	Law Clerk	3	0	Graduate of an accredited law school
	Senior Investigator	1	0	High school grad.
	Investigator	3	0	High school grad.

**TABLE IV - ATTORNEY GENERAL**

Attorney General	1	0	LL.B.
Ass't Attorney General	1	0	LL.B.
Deputy Attorney General	42	2	LL.B.
Investigator	4	0	B.A. (experience may be substituted)
Office Manager	1	1	None indicated
State Security Guards	23	2	None required

**TABLE V - JUDICIARY**

CLASSIFICATION	NUMBER OF POSITIONS ALLOCATED	POSITIONS VACANT	EDUCATIONAL REQUIREMENTS
Social Workers	103	5	B.A. (Social Science)
Juvenile Deten- tion Workers	31	2	--
Detention Facili- ties Superin- tendent	3	0	B.A.
Recreation Therapist	2	0	B.A. (Recreation)
Social Service Assistants	6	0	High school grad.
Driver Improve- ment Supervisor	1	0	--
Driver Improve- ment Advisor	4	0	--
Chief Justice	1	0	LL.B.
Associate Justice	4	1	LL.B.
Circuit Court Judge	17	2	LL.B.
District Family Judge	5	0	LL.B.
District Court Judge	16	3	LL.B.

TABLE VI - DEPARTMENT OF HEALTH

CLASSIFICATION	NUMBER OF POSITIONS ALLOCATED	POSITIONS VACANT	EDUCATIONAL REQUIREMENTS
Psychiatrist	4	0	M.D. + 1 yr. internship & 3 yrs. psychiatric residence training
Clinical Psychologist	5	0	Ph.D. in clinical psychology
Social Worker	1	0	M.S.W.
Drug Control Program Specialist	5	1	College grad. with 3 or more courses dealing with human behavior and human relations

TABLE VII - DEPARTMENT OF SOCIAL SERVICES AND HOUSING

AGENCY	CLASSIFICATION	NUMBER OF POSITIONS ALLOCATED	POSITIONS VACANT	EDUCATIONAL REQUIREMENTS
Hawaii Youth Correctional Facility	Corrections Admin.	3	0	B.A. with major in social science/behavioral science
	Social Worker V	1	0	Ph.D. in social work with emphasis in corrections welfare or criminal justice
	Social Worker III	3	0	M.A. in corrections, criminal justice education or related major
	Institution Recreation Therapist	3	0	B.A. with major in recreation, physical ed., occupational therapy or social science
	Youth Corrections Officer	39	2	B.A. in social science/behavioral science
	Registered Prof. Nurse	1	0	1 yr. toward assoc. degree in nursing
Kulani Honor Camp	Corrections Admin.	2	0	B.A. with a major in social behavioral science
	ACO	16	1	High school grad.
Community Centers Branch Kamenema	Social Worker	1	0	Ph.D. in social work with emphasis in corrections welfare, criminal justice administration or related major

Adult Diagnostic Center	Social Worker III	3	1	M.A. in corrections, criminal justice or related majors
	Social Service Assistant III	2	0	High school grad.
	Corrections Administrator I	1	0	B.A. with a major in social/behavioral science
Community Centers Branch Laumaka	Social Worker III	1	0	M.A. in corrections, criminal justice
	Social Worker III	3	0	M.A. in corrections, criminal justice or related major
Social Services Assistant IV	2	0	High school grad.	
	Correctional Administrator	1	0	M.A. with a major in social/behavioral science
Maui Community Correctional Facility	Adult Corrections Officer	15	0	High school grad.
	Social Worker IV	1	0	Ph.D. in corrections, criminal justice or related major
Hawaii State Prison	Corrections Administrator	3	0	B.A. in social/behavioral science
	Social Worker IV	1	0	Ph.D. in corrections, criminal administration or related major
	Social Worker III	3	0	M.A. in corrections
	Institution Recreation Therapist III	2	0	B.A. with specialization in recreation, physical ed., occupational therapy or social science

Adult Corrections Officer	92	0	High school grad.
Registered Professional Nurse II	1	0	1 yr. toward assoc. degree in nursing
Paramedical Asst. IV	5	0	High school grad.

## SECTION II

### Problems in Criminal Justice Personnel Recruitment, Development and Utilization

The following table indicates the specific degrees required by the criminal justice agencies of the state, the number of positions for which the degree is required and its present availability in the State of Hawaii.

TABLE VIII

DEGREE	NUMBER OF POSITIONS REQUIRED	AVAILABLE IN HAWAII?
J.D. or LL.B.	104	Yes - University of Hawaii
Ph.D. in Clinical Psychology	5	Yes - University of Hawaii
Ph.D. in Social Work	2	Yes - University of Hawaii
M.D.	4	Yes - University of Hawaii
M.A. in Corrections Criminal Justice	7	No - but M.A. in Applied Sociology with Criminal Justice emphasis is available at University of Hawaii, Manoa
M.A. in Social/Behavioral Science	11	Yes - University of Hawaii
M.A. in		
M.S.W.	11	Yes - University of Hawaii
B.A. in Social Science	146	Yes - University of Hawaii Chaminade College
Unspecified B.A. degree	65	Yes - Brigham Young University, Hawaii Chaminade College of Honolulu Hawaii Loa College Hawaii Pacific College University of Hawaii
2 yrs. of college or equiv. (no degree specified)	1,380	Yes - Chaminade College of Honolulu Community Colleges: Kauai CC, Maui CC, Hawaii CC, Honolulu CC, Kapiolani CC, Leeward CC, Windward CC

Of particular relevance to the work of the Project are the last two items on this table. Both items, 65 positions requiring a baccalaureate degree and 1380 positions requiring two years of college refer to police officers. Since the publication of the Manpower Development Study in 1976, the various State Task Forces on Criminal Justice Standards and Goals have been at work developing goals, standards and priorities for the various criminal justice agencies of the State. The recommendations of the Task Force on Police and Public Protection has endorsed the following goal:

To provide for the selection of personnel with higher academic qualifications needed to perform Police duties, each of the four police departments should require, as a condition of initial employment, a baccalaureate degree from an accredited college or university.

Standard 15.1 No.2 specifies:

Each police Department should, no later than 1980, if feasible, require as a condition of initial employment, a baccalaureate degree from an accredited college or university.<sup>7</sup>

The "if feasible" qualification was a formidable one since two counties, Maui and Kauai, had no four-year colleges at the time that the recommendation was drafted. The highest level of post-secondary education attainable was an associate degree. As of January, 1977 Chaminade College will begin upper division courses on Maui, thus opening up the possibility of baccalaureate degrees there.

Neither present agency policies nor the recommendations of the Task Force specify the precise content of the recommended degrees. However, the assigning points for promotion in the Police Department, the Civil Service Department of the City and County of Honolulu does make a distinction, awarding a maximum number of points for a "B.A. in Police Administration". This degree is not and never has been available in the State of Hawaii.

It appears that Departments of Civil Service in the State of Hawaii arbitrarily change the weight of college degrees toward promotion as each promotional examination is scheduled. This inconsistency renders difficult any practical long range planning on the part of the colleges and universities. The Project Committee most emphatically recommends that Civil Service Departments develop realistic and consistent policies of correlation between educational achievement and promotion.

<sup>6</sup>Standards and Goals Police State of Hawaii Final Draft, 1976. p. 134

<sup>7</sup>Ibid.



Another problem with which the Project Committee is concerned is the lack of effective career development programs within some of the State's criminal justice agencies. It has been observed, for example, that police officers with master's degrees and potentially effective "teaching personalities" are handling such areas as traffic accident investigations while officers who have yet to obtain baccalaureate degrees are assigned to recruit training programs.

It is an unfortunate paradox that positions which could be most competently handled by personnel with graduate degrees receive less compensation in terms of salary and fringe benefits than field assignments in similar rank classifications. Consequently, there is a reluctance on the part of personnel with appropriate academic qualifications to accept these appointments. It would be to the agencies' advantage to take whatever steps, such as pay incentives and fringe benefits, are necessary to utilize academic specializations of their members with maximum effectiveness.

A hindrance to adult corrections officers' completing degree programs is their transfer into positions in which they are no longer eligible for LEEP funding. The salaries of these officers are not adequate to finance college degrees, but as long as their work is in the criminal justice field they, like police officers, may receive assistance from the Law Enforcement Education Program. A situation occurred for a number of them when disorders at Oahu State Prison resulted in their transfer to positions with other State agencies such as Fish and Wildlife or Parks and Recreation whose employees are not eligible for LEEP funding. It is conceivable that a judiciously planned degree program might enable these officers to offset the very conditions that culminate in their transfers by preparing them to cope with the psychological and sociological causes of deviant action within the prison. Instead transfers to other agencies have been made, and a new contingent of neophyte adult corrections officers has been hired.

It is hoped that the State Law Enforcement Planning Agency's forthcoming Master Plan for Corrections will solve some of the internal problems in Hawaii corrections institutions by addressing such issues as security, overcrowding, and separation of first offenders from repeaters.

### SECTION III

#### Changes Necessary in Present Programs for the Education of Criminal Justice Personnel

The changes that seem most immediately needed are programs that will enable in-service personnel and pre-service students of the various branches of the criminal justice profession to see themselves as part of the entire system viewed from a broad, theoretical base. This observation seems especially true of the first two years of college where there is need for intensification of a strong liberal arts orientation as distinct from courses that are primarily technical and utilitarian in content.

Here it becomes necessary to distinguish between training and education. For purposes of this Project "education" is concerned with overall formation of the whole person, and "training" is defined as the professional preparation required for specific responsibilities within a designated agency. For example, law school is part of the education required for a public defender, but a holder of a law degree appointed deputy public defender must undergo training in the policies and procedures of his agency. Ideally, education should precede training, but for some personnel, notably police officers and corrections officers, the process has been reversed because entry level education requirements at present are minimal whereas promotions either absolutely require or are facilitated by college degrees. For example, in all four counties graduation from high school is the minimum education requirement at entry level. All require two years of college or an experience equivalent for promotion to the rank of sergeant and above. The Honolulu Police Department will require future candidates for examinations for promotion to the rank of captain and above to have baccalaureate degrees. It can be seen that in-service personnel reverse the ideal of specialized training coming after general education since these officers complete their technical training in recruit school before beginning work for their baccalaureate degrees.



Since the inception of its Associate Degree in Police Science mentioned earlier, the Honolulu Community College has allowed graduates of the Honolulu Police Department's Recruit Training Program six semester hours of credit towards the degree.

In 1976 this Recruit Training Program was revised and expanded with the result that in terms of subject matter, textbooks, duration of classes and qualifications of instructors the program now parallels the community college's police science curriculum adding to it college level courses in English and speech.

This program has unmistakable implications for the Project as far as the relationship between the Recruit Training program of the Honolulu Police Department and the present community college associate degree in police science is concerned. Graduates of the new recruit training program will find that the police science curriculum involves more repetition of knowledge than it does "new learning". Pre-service students who have completed the associate degree in police science find that the Recruit Training Program duplicates much of what was presented in the community college, yet they cannot agree entirely with the statement in the Honolulu Community College catalog "This basic program will provide the student with the basic information which a law enforcement officer should have when entering police service,"<sup>8</sup> since law enforcement agencies indicate that the presentation of that basic information must be the office of the agency rather than the school.

Upon presentation of its upgraded program to the academic community the Honolulu Police Department received affiliation for its program from two four-year colleges. One allows thirty semester hours of credit toward an associate degree in criminal justice, and the other extends forty-five semester hours of credit. The first, Chaminade College of Honolulu, administers the Project for Educational Development. The second, Hawaii Pacific College, is not associated with the Project since, not numbering any criminal justice personnel among its students, it does not at present participate in the Law Enforcement Education Program.

The majority of the Project Committee felt the community colleges should not give academic credit for courses which are essentially training for the performance of public functions and that consequently the training program as

<sup>8</sup>Honolulu Community College Catalog 1974-1975, p. 102.

a package should not receive academic credit. The committee did not rule out the possibility that there may be elements of the Recruit Training Program, e.g. Interpersonal Communication, that might qualify for traditional academic credit; and there was general openness to the suggestion that non-traditional "Life experience" credit might be extended to some of the training courses. The Committee agreed that individual schools should decide policies in keeping with their over all philosophy regarding non-traditional credit. No committee recommendation has been made in this regard.

The Committee does agree emphatically that the responsibility for training belongs entirely to the criminal justice agencies and should not be assumed by the educational institutions except insofar as agencies specifically request them to do so.

However, in seeking affiliation of its training program with institutions of higher education the Honolulu Police Department is in conformity with Standard 15.2 of the Task Force on Police of the State of Hawaii Commission on Criminal Justice Standards and Goals. This standard is derived from the identically numbered standard in the *Report on Police* of the National Advisory Commission on Criminal Justice Standards and Goals:

Each police department should pursue the affiliation of police training programs with academic institutions to upgrade its level of training and to provide incentive for further education.<sup>9</sup>

At present only the Honolulu Police Department has developed an expanded training program that seems to preempt the present associate degree in police science at the community colleges. Other agencies may not be in a position to do the same and may depend upon the community college system to supply courses that are highly technical; however, in the opinion of the Committee such courses, e.g. Traffic Function, should be considered as training procedures not carrying traditional academic credit.

The Project Committee does not favor the present police science programs offered on various military bases on Oahu, some under the aegis of the College of Continuing Education of the University of Hawaii and some as extension programs of Mainland institutions. Both types of programs involve principal course content similar to the associate degree program offered by the community college police science program.

<sup>9</sup>Report on Police Standards and Goals for the State of Hawaii, p. 137. (unpublished)

Two objections to these programs were stated:

1. An excessive number of hours of academic credit are assigned to courses that are primarily skills-oriented.
2. Not all the instructors have minimum qualifications for college teaching.

The Committee recommends that all associate degree programs for criminal justice personnel and pre-service students be built around a core of courses that contain subject matter common to all branches of the criminal justice system. Such a core should include these elements although not necessarily these titles:

1. Introduction to Criminology — the phenomenon of crime; its causation and control with focus on deviant behavior.
2. Introductory criminal justice survey course.
3. A processes course describing the law enforcement, corrections and judicial systems.

Further, all associate degree programs designed to serve the criminal justice system should contain courses in the behavioral and social sciences as well as offerings that will enable students to meet most, if not all of the general education requirements needed to transfer from a two year to a four year school or from one four year school to another as the need arises.

There is also a need for specialized education for corrections personnel that may be addressed by the proposed associate degree in corrections now being considered at Windward Community College. The Windward Program, however, will only partially meet the needs of corrections officers, since personnel assigned to corrections facilities on the other islands cannot conveniently benefit from that program. The demise of the short-lived Regional Criminal Justice Training Center has placed upon the schools some of the responsibility for training which individual criminal justice agencies of the State had looked toward the Regional Training Center to accomplish. The Committee recommends that agencies and faculties of the community colleges undertake a cooperative study of the training education needs of their localities.

## SECTION IV

### Nature of Crime Related Degree Programs Necessary for Hawaii

After months of study and research the Project Committee concluded that there are already in the public and private post-secondary schools of the State of Hawaii the resources needed to develop the additional crime-related degree programs necessary to serve the needs of a criminal justice system that is constantly expanding in scope and complexity.

What has been lacking is comprehensive, effective articulation among all the institutions participating in the criminal justice education effort. The establishing of such articulation and the commitment to cooperative planning for the future is one of the most satisfying outcomes of the Project. In suggesting degree programs the Committee wishes to emphasize most strongly that every participating institution must offer extensive counseling services that will make known to both pre-service and in-service students the selection of programs available in the State of Hawaii together with conditions of transferability to the individual schools.

At present a number of positions in criminal justice agencies require only two years of college without any degree specification. The needs of the criminal justice system would seem better served if that two years were so designed as to provide a genuine education module which would be complete in itself or could be part of a four-year program.

This flexibility is dictated by the recommendation of the Standards and Goals Task Force that for police, at least, a four year degree be made mandatory by 1980. However, the problem of making all associate's degree programs at once terminal and transferable cannot readily be resolved particularly where general education requirements are concerned. Here it is obvious that extremely careful counseling is necessary. Students must know before enrolling in any course whether or not it can be later utilized in a four-year degree program. The criminal justice core courses should be fully transferable and definitive articulation regarding that transferability should be completed before programs are implemented.

The Project Committee's recommendations regarding baccalaureate degrees are concerned more with developing and intensifying existing programs than in developing totally new ones. If associate degree programs can be made less skills oriented with reductions in the number of training type offerings in favor of a broader education base, baccalaureate programs may be augmented by between 15 and 27 semester hours thus enabling graduates of associate degree programs in criminal justice to obtain baccalaureate degrees in the same field.

There appear to be two major divisions of specialization both of which have a place in all criminal justice agencies that specify a bachelor's degree as the educational requirement either for employment or promotion. The first of these is a bachelor's degree with a criminology emphasis where the phenomenon of crime, its causes, effects, reduction and, hopefully, prevention together with the treatment and rehabilitation of offenders forms the chief thrust of the degree candidate's studies.

A second thrust for baccalaureate programs is that of management of criminal justice agencies. Agency directors in all branches of the system agree that there is great need for training in management for supervisory and administrative personnel.

The present B.A. in Liberal Studies at the University of Hawaii offers a practical foundation for the criminology oriented degree while the Justice Management program at Chaminade College has the beginnings of the type of program needed to serve the needs of management. Both programs are multidisciplinary. The Project Committee recommends that in both schools members of the various departments from which components of the present programs are drawn be enlisted as consultants in expanding these programs. It is likewise recommended that the schools utilize the assistance of advisory committees drawn in part from the personnel of the criminal justice agencies towards whose service the programs are aimed. Possibly the Criminal Justice Advisory Committees prescribed for the operation of the Law Enforcement Education Program could serve in this capacity. The Advisory Committee, however, functions only as a consultative body. The individual schools must retain the right of all decision making.

It would seem that graduate level programs that would best serve the criminal justice community are in the area of sociology, social work and justice management. The University of Hawaii's Master's in Applied Sociology with a specialization in Deviancy and Social Control could serve a larger number of criminal justice personnel than it now reaches. Potential candidates for this program need sustained counseling from the outset of their post-secondary education in order that they will be suitably prepared for the Graduate Record Examination. The MSW degree program offered by the School of Social Work at the University of Hawaii at Manoa will probably draw an increase in students with the implementation of the State Master Plan in Corrections.

Two other areas in which the usefulness of new criminal justice graduate programs are indicated are management and information systems. Both the Manoa and Hilo campuses of the University of Hawaii and Chaminade College offer Masters of Business Administration degrees. The Manoa campus of the University offers a Masters degree in Public Administration. The Project Committee recommends that the individual schools consider including in their programs course material specifically directed towards changing concepts of administration in criminal justice agencies.

## SECTION V

### Number of Students to be Enrolled in Specified Areas Of Study

The following projections are based on the Educational Forecast section of the Manpower Section of the 1976 Comprehensive Law Enforcement Plan of the State Law Enforcement Planning Agency.

The first table shows the number of students presently not enrolled in school who have expressed a desire to further their education and the degree programs in which they are eligible to enroll.

AGENCY	NUMBER OF STUDENTS NOT PRESENTLY IN SCHOOL WHO ARE INTERESTED IN A DEGREE PROGRAM			
	ASSOCIATE	BACHELOR	MASTER	DOCTOR
Hawaii Police Dept.	35	24	9	--
Honolulu Police Dept.	316	77	58	5
*Kauai Police Dept.	15	*18	7	--
**Maui Police Dept.	66	14	**1	--
State Judiciary	13	2	28	7
Corrections Div.	40	3	3	7
Board of Parole & Pardons	--	--	1	1
Corrections Research & Statistics Bureau	2	--	2	--

The following table shows the number of students enrolled in programs of higher education. All in associate programs wish to pursue a Bachelor's degree. Approximately half of those enrolled in Bachelor's programs will seek admission into a Master's program.

AGENCY	ASSOCIATE	BACHELOR	MASTER	DOCTOR
Hawaii Police Dept.	22	35	6	0
Honolulu Police Dept.	90	253	35	0
Kauai Police Dept.	19	5	0	0
Maui Police Dept.	13	5	0	0
State Judiciary	1	4	8	0
Corrections Div.	3	5	3	1
Board of Parole & Pardons	0	0	1	0
Corrections Research & Statistics Bureau	0	0	2	0

\*At present there are no baccalaureate level programs available on Kauai. Graduate programs are available only on Hawaii and Oahu.

\*\*Chaminade College will begin a program leading to baccalaureate degrees on Maui in January, 1977.

## SECTION VI

### Qualifications of Faculty

The Project Committee recommends that ordinarily programs leading to degrees in criminal justice be staffed by persons who possess at least master's degrees in their area of instruction. Faculties should also include instructors who hold doctorates in criminal justice, law, political science, psychology, social studies, sociology and urban studies. Further it is important that some members of the faculty of each institution granting degrees in criminal justice have had experience in criminal justice agencies.

The Project further recommends that the practice of employing part-time instructors who are employed full-time in criminal agencies be limited in the future to emergency situations or as members of the staff of team taught courses led by members of the regular faculty. Among the difficulties encountered in the employment of full-time criminal justice personnel as part-time instructors are

- their professional responsibilities generally do not allow adequate time to keep up with the literature in their field.
- they do not have the complete freedom that a college instructor must have to question existing practices and concepts.
- they are not readily available to counsel students and to assist them with scholastic difficulties.

## SECTION VII

### Steps that Must be Accomplished in Order to Assure Full Transferability of Credits Between Two-year and Four-year Programs

The primary objective of this Project was the formation of a Committee composed of representatives from the schools involved in the education of both in-service and pre-service criminal justice personnel and of the agencies who employ or will in the future employ graduates of these programs in order to systematize and expand present offerings in criminal justice education in the



State of Hawaii. All persons who served on this Committee did so as appointed representatives of the administrations of their several schools and agencies. The Committee recommends that a permanent Committee for Coordinating Criminal Justice Education in the State of Hawaii be established. Among other matters, articulation on the subject of transferability of credit should be initiated in this body. The individual members will serve as liaison between the Committee and the internal processes for granting transferability already existing in their respective schools.

In Hawaii the number of institutions involved is much smaller than in other states. Under consideration here is a state university with two campuses offering both baccalaureate and graduate degrees. A total of seven community colleges which are part of the university system and one private four year college. The principal concern in dealing with transferability of credits is that a clear understanding be reached before new programs are activated and/or before existing programs are modified. The Project Committee feels that the understanding and cooperation reached through the work of the Project itself assures that future articulation regarding transferability will be satisfactory and indeed rewarding for all concerned.

## SECTION VIII

### Recommended State Policy for Criminal Justice Education

The following observation made by Project Consultant Dr. Richard Myren summarizes the Committee's ideal of the future of criminal justice education for the State of Hawaii:

As a field of study, criminal justice is broader in its substance and approach than traditional criminology, long recognized as a subfield of sociology. It also encompasses, but at the same time is broader than, crime-related sequences familiar to higher education as elements of the curricula of law schools, political science and public administration departments and programs in clinical psychology. A criminal justice program should concern itself with at least five areas: the nature of crime and its relationship to other kinds of deviance as well as to conformity; the nature of society's reaction to crime, both historically and in the present,

which requires exploration of all past and current crime control theories, informal as well as formal; the organization and operation of criminal justice systems as one common, formal social control mechanism; the nature of personnel, organizational and institutional change along with skills and strategies for achieving that change; and design of the research so badly needed to expand our very meager fund of knowledge about crime, together with methodologies most apt for the implementation of those designs.

In planning curriculum, it is particularly important at the undergraduate level that every component of the educational experience be as general as possible in recognition of the fact that crime has a social setting. In all aspects of the educational effort a balance must be maintained between acquisition of that knowledge of individuals and societies that leads to social and self-understanding, and acquisition of specific knowledge of crime as a personal and social phenomenon and of society's reaction to crime, past and present. This includes an intimate knowledge of the place of a criminal justice system as one social control mechanism among many, and of the current functioning of such systems. Put in another way, the objectives of criminal justice education at the college and university level are to ensure literacy, numeracy, understanding of self and society, and understanding of all aspects of the pressing problem of crime.<sup>10</sup>

Dr. Myren's report supports fully the Project Committee's recommendation for a state sponsored Committee for Coordinating Criminal Justice Education referred to under SECTION VII of this Project Report. Dr. Myren delineates this committee's work thus:

Hawaii should establish immediately a standing liaison committee on criminal justice programs with representation from all segments of higher education charged with resolving and defining problems including but not limited to: transfer of credits, determination of criteria for lower division, upper division and graduate level courses, articulation of departmental requirements among all segments; transfer of students receiving the A.A. and A.S. degrees, procedures for admission of holders of the B.A. and B.S. to graduate study; and the establishment, development, and strengthening of crime-related programs of instruction, clinical experience, and research for students in university programs of law, public affairs and social work.<sup>11</sup>

Dr. Myren, in speaking of his own service to the Project Committee remarked with complete realism:

This one week effort did not make it possible to arrive at specific curricular prescriptions for individual educational programs. Such agreements should be one of the products of the standing liaison committee recommended.<sup>12</sup>

<sup>10</sup>Report of Dr. Richard A. Myren to the Project Administrator and the Project Director, 1976. pp. 5-6.

<sup>11</sup>*Ibid.*, p. 10.

<sup>12</sup>Myren, p. 13.



The Project Committee esteems Dr. Myren's conclusion regarding curriculum design. While the presentation of sample curricula would be a most desirable segment of this report, several practical considerations rendered such a goal unattainable within the time frame specified in the Grant.

1. The members of the Project Committee unanimously agreed that curriculum development for the multi-disciplinary programs proposed will require time, manpower and funding beyond the scope of the present Grant.
2. Efforts at curriculum development cannot afford to proceed without the conclusions contained in the reports of the five task forces: Courts, Corrections, Information Systems, Juvenile Justice and Public Safety and Policy of the Hawaii State Commission on Criminal Justice Standards and Goals.

Curriculum planning requires sustained input from criminal justice agency specialists. For example, Dr. Myren has recommended and the Project Committee wholeheartedly concurs that:

This Project should cooperate with the four county chiefs of police or their delegates in re-examination of the required basic training curriculum and its relationship to the associate degree pre-service criminal justice curriculum in order to improve the relevance and quality of both and to avoid unnecessary duplication of subject matter.<sup>13</sup>

The Project Committee sees this cooperation extended to agencies other than police, notably those involved in the state corrections spectrum. The Standards and Goals Project has stimulated both agency and community interest in the role of education in the development of programs of crime control and offender rehabilitation.

A third sector whom the committee feels can give valuable input in curriculum consultation are private community service groups such as the John Howard Association and the National Council on Crime and Delinquency.

<sup>13</sup>Myren, p. 13.

## SECTION IX

### Student Services

The Project Committee recommends that all schools offering programs in criminal justice education develop counseling policies that will provide every student enrolling in such programs with the following information:

1. specific education programs required for their career goals
2. transferable or non-transferable nature of the course selected
3. agency regulations for desired positions
4. availability of funding for programs selected
5. where programs receive Federal or State funds, regular update of policies regulating such funding

Because of the changing schedules of in-service personnel particularly police and adult corrections officers, counseling services should be made available at times convenient to the students rather than simply in a conventional day time schedule.

The Project Committee recommends that schools providing programs in criminal justice education consider the many values to be derived from providing a cooperative education component at the undergraduate level. Such a component would, as Dr. Myren indicated in his report

1. make it possible for the student to combine practice with theory
2. bring the agencies in which criminal justice students work into continuous contact with the new knowledge being developed in their field of practice
3. assist the agencies in which students work to meet their manpower needs by recruiting members whose skills, as students, have been tested in the agencies themselves, and
4. allow students to support themselves at least partially during their educational careers.<sup>14</sup>

The Committee further recommends that the schools cooperate with agencies in developing meaningful academic experiences for police cadets who are given one hour per working day to attend college level classes.

<sup>14</sup>Myren, p. 23.

Finally, and emphatically, the committee recommends that in order to strengthen upper-division undergraduate and graduate programs in criminal justice education the four-year schools institute a series of visiting lectureships by experts from both the academic and professional sectors. In this way a wide variety of individual topics presented by specialists would be available to advanced students. It is suggested priority for enrollment in these offerings be given to qualified University of Hawaii and Chaminade College students with preference given to those in criminal justice programs. It is anticipated that such courses would also be available to qualified in-service personnel on a space available basis.

## SUMMARY OF RECOMMENDATIONS

### Recommendation 1

The Project Committee recommends that all associate degree programs for criminal justice personnel and pre-service students be built around a core of courses that contain subject matter common to all branches of the criminal justice system. The core should include an introduction to criminology, an introductory criminal justice survey course, and a processes course describing the law-enforcement, judicial and corrections element of the system.

### Recommendation 2

The Project Committee recommends that in these schools members of the various departments from which components of the present programs are drawn be enlisted as consultants in expanding these programs.

### Recommendation 3

The Project Committee recommends that schools utilize in curriculum planning the assistance of advisory committees drawn in part from the personnel of the criminal justice agencies towards whose service the programs are aimed.

### Recommendation 4

The Project Committee recommends that individual schools consider including in their programs course material specifically directed towards changing concepts of administration in criminal justice agencies.

### Recommendation 5

The Project Committee recommends that ordinarily programs leading to degrees in criminal justice be staffed by persons who possess at least master's degrees in their areas of instruction.

### Recommendation 6

The Project Committee recommends that some members of the faculty of each institution granting degrees in criminal justice have had experience in criminal justice agencies.

### Recommendation 7

The Project Committee recommends that the practice of employing part-time instructors who are employed full-time in criminal justice agencies be limited in the future to emergency situations or to such instructors serving as members of the staff of team taught courses led by members of the regular faculty.

### Recommendation 8

The Project Committee recommends that a permanent committee for coordinating criminal justice education in the State of Hawaii be established with representatives from all segments of higher education. This committee's functions would include but not be limited to: transfer of credits; determination of criteria for lower division, upper division, and graduate level courses; articulation of departmental requirements among all segments; transfer of students receiving the A.A. and A.S. degrees; procedures for admission of holders of the B.A. and B.S. to graduate study; and the establishment, development and strengthening of crime-related programs of instruction, clinical experience, and research for students in university programs in law, public affairs and social work.

### Recommendation 9

The Project Committee recommends that all schools offering programs in criminal justice education develop counseling policies that will provide every student enrolling in such programs with the following information:

1. specific education programs required for their career goals
2. transferable or non-transferable nature of the courses selected
3. agency regulations for desirable positions
4. availability of funding for program selected

5. on-going briefings regarding changes in funding policies for programs receiving financial aid from government agencies

#### **Recommendation 10**

The Project Committee recommends that academic and agency representatives work together to expand internship experiences in the various criminal justice agencies in the State for students who are sincerely committed to public service in the criminal justice field.

#### **Recommendation 11**

The Project Committee recommends that schools providing programs in criminal justice education consider a cooperative education component at the undergraduate level. This measure would prove especially valuable if the Law Enforcement Education program is — as has been indicated that it will be — terminated in 1978.

#### **Recommendation 12**

The Project Committee recommends that the schools cooperate with agencies in developing meaningful academic experiences for police cadets who are given one hour per working day to attend college level classes.

#### **Recommendation 13**

The Project Committee recommends the creation of task forces in the various institutions who will concern themselves with ongoing curriculum development in their several disciplines in order to broaden the scope of offerings for students of criminal justice.

# END