A STUDY OF THE GROWTH AND CURRENT STATUS OF CRIMINAL JUSTICE PROGRAMS IN PENNSYLVANIA COMMUNITY COLLEGES

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CHAPTER I

INTRODUCTION

Criminal justice education can be traced to 1916 when the University of California at Berkeley established a program for law enforcement officers. The initial impetus for the development of crime-related studies came primarily from Chief of Police August Vollmer in Berkeley, California. Chief Vollmer, in conjunction with a Berkeley law faculty member, devised a program in criminology.[1]

In the summer of 1918, the University of California at Los Angeles offered a program in the Department of Criminology for police women. The University of California at Berkeley recorded a "first" in 1923 when it awarded an A.B. degree to a police officer with a minor in Criminology. In 1925, the Graduate School of Harvard University established the Bureau of Street Traffic Research program. Although this was not a degree program, it was the initial entry of prestigious eastern universities into criminal justice post-secondary education. Through the twenties, cooperation between institutions of higher education and criminal justice agencies increased.[2]

The period between 1930 and 1945 represents a time of gradual

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[1]University of California at Berkeley, Bulletin of School of Criminology, (1966-67), p. 7.

[2]William E. Caldwell, "LEEP--Its Development and Potential," The Police Chief 37 (August 1970): 24.

expansion for criminal justice education. The National Commission on Law Observance and Enforcement, in 1931, proposed the application of science to police work in the hope of better coping with the problem of crime.[1]

> Universities and colleges responded to the National Commission's recommendation by establishing new criminal justice programs and expanding existing ones. In 1933, the University of California, Berkeley, authorized a bachelor's degree program in Criminology. A baccalaureate degree program in Police Administration was begun in 1935 at Michigan State University. This program was characterized by four years of academic study followed by eighteen months of field instruction. Such institutions as Ohio State, Texas A&M, Northwestern, and the Universities of Florida, Hawaii, and Texas all offered criminal justice course work. The programs established during this period were primarily designed for police personnel.[2]

Following World War II, veterans who were interested in the criminal justice field received financial assistance from the G.I. Bill. This prompted higher education institutions to expand those programs to meet their needs.

In 1949, twenty-six post-secondary institutions offering degree programs in criminal justice were identified: of these, eleven were concentrated in law enforcement, five in corrections, four in other criminal justice fields, and six in related areas.[3] By 1959, there were seventy-seven criminal justice programs among fifty-six different institutions in nineteen states. These included twenty-six associate, twenty-one baccalaureate, twenty-one master's, and nine doctoral programs.[4]

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[1]National Commission on Law Observance and Enforcement, Report on the Police, (Washington, D.C.: GPO, 1931), p. 85.

[2]Charles W. Tenny, Jr., Higher Education in Criminal Justice: A Status Report, (Washington, D.C.: U.S. Department of Justice, LEAA, 1971), p. 26.

[3]The National Manpower Survey of the Criminal Justice System, Criminal Justice Education and Training 5 (Washington, D.C.: GPO, 1977), p. 46.

[4]Ibid., pp. 26-27.

Background of the Problem

The first major thrust for improving criminal justice education occurred in 1963 when the Ford Foundation provided a grant to the International Association of Chief's of Police. As a result of this grant, many community colleges and universities established law enforcement programs. The grant resulted in the establishment of over two hundred programs throughout the United States over a four-year period. Prior to the Ford Foundation Grant, there were fewer than one hundred such programs, most of which were located in California.[1]

According to Stinchcomb, 1966 was especially significant in the development of criminal justice education. He wrote that:

> During this year, considerable national attention was focused upon the role of the community college as the...President's Crime Commission Report got under way; it is the period when the International Association of Chief's of Police, under a Ford Foundation grant, compiled and distributed its first law enforcement program directory of higher education; and it is the period when the American Association of Community and Junior Colleges began to evaluate its Kellogg Foundation project for occupational education in terms of including public safety as a specialty.[2]

During this time, there were associate degree programs in Florida and California. To a limited extent, criminal justice programs were being established in Pennsylvania, Georgia, Illinois, and Texas, to name only a few states.

As described by Stinchcomb, the usual steps in establishing a criminal justice program within a community college were:

> A community college administrator was informally visited by someone representing the practitioner groups, probably police;

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[1]Charles E. Grant, "Police Science Programs in American Universities-Colleges-Junior Colleges," The Police Chief 32 (May 1965): 32-34.

[2]James D. Stinchcomb, "The Two-Year Community College: An Assessment of Its Involvement in Law Enforcement from 1966-1976 With Future Projections," The Police Chief 43 (August 1976): 16.

A general discussion meeting about the potential support to be expected from the field was held;

Either a consultant was obtained or a staff assignment made to determine what other colleges were doing;

An advisory committee was appointed; and

Almost simultaneously, evening courses taught by one or two part-time, newly appointed faculty were initiated.[1]

The impetus for criminal justice education began in 1967. During that year, the President's Commission on Law Enforcement and Administration of Justice made recommendations that appeared in The Challenge of Crime in a Free Society. The report recommended that: "The ultimate aim of all police departments should be that all personnel with general enforcement powers have baccalaureate degrees."[2]

The previously mentioned circumstances, followed by the emergence of the Office of Law Enforcement Assistance, with financial aid to selected colleges to establish law enforcement programs, and particularly the Law Enforcement Education Program (LEEP) in 1968, contributed to the momentum of interest on the part of community college administrators in establishing criminal justice programs.

In 1968, the American Association of Community and Junior Colleges published the Guidelines for Law Enforcement Education in Community and Junior Colleges.[3] The guidelines were developed from seminars among law enforcement officers and community college faculty and administrators and were referred to in the Law Enforcement Education Program (LEEP).

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[1]Ibid., p. 16.

[2]The President's Commission on Law Enforcement and the Administration of Justice, The Challenge of Crime in a Free Society, (Washington, D.C.: GPO, 1967), p. 109.

[3]Stinchcomb, p. 17.

The American Association of Junior Colleges is firmly convinced that the following points, clearly stated in the President's Commission report, are directly related to the role of the community college in meeting public service needs:

1. It should be the long-range goal of all departments to raise their educational standards.

2. Recruitment on college campuses and inner city neighborhoods would not be successful unless police departments recruit much more actively than they now ordinarily do.

3. In order to attract college graduates to police service, starting and maximum salaries must be competitive with other professions and occupations that seek the same graduates.

4. Most of those departments that have already instituted high standards have had no unusual trouble remaining at authorized strength because of the attractiveness of working in such departments.[1]

These statements indicate the potential within the criminal justice community for greater involvement with higher education. The community college is clearly in a position to assist. Factors such as low cost, concern for community needs, and responsiveness to student differences, suggest that the community college can serve as one of the academic vehicles for a meaningful dialogue between the local law enforcement community and study beyond high school.[2] Vernon Fox makes this observation:

> The community and junior college can provide basic education to the field of corrections. Education of personnel is the most effective way of improving correctional services. With 75 to 85 percent of the budget of a correctional institution or agency going into its personnel, then improvement of the personnel must

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[1]Thomas S. Crockett and James D. Stinchcomb, Guidelines for Law Enforcement Education Programs in Community and Junior Colleges, (Washington, D.C.: American Association of Junior Colleges, 1968), p. 6.

[2]Ibid., p. 6.

be the most appropriate approach to the improvement of the program.[1]

The one institution of higher education existing in large numbers that is locally oriented, locally supported, and most adaptable to insuring change in its own physical environment is the two-year institution. It is also referred to as the junior college, the comprehensive community college, the county college, or the technical institute. The community colleges, with their modern facilities and local support for improvement, provide an obvious resource for both education and training.[2] An advantage of criminal justice agencies' affiliation with community colleges is that education is becoming recognized as a basic requirement for law enforcement and correction personnel.[3]

Charles Tenny's study of higher education programs found that:

> most law enforcement degree programs are of the two-year variety, offering an Associate in Arts or Associate in Science degree.... Presumably most of the two-year programs are housed in community or junior colleges.
>
> For a variety of reasons, it seems fair to say that law enforcement higher education will for the foreseeable future continue to exist primarily in the two-year colleges. A large fraction of the law enforcement students already are in-service. Most of them attend classes on a part-time basis, and most in-service students do not at this time have more than a high school education. The junior college simply is more accessible to larger numbers of individuals. Moreover, faculty are easily obtained and retained in the junior college....Still a third reason why law enforcement programs will probably proliferate mainly at the two-year level is the fact that law enforcement as a discipline continues to be viewed as "not quite academic." Hence, the

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[1]Vernon B. Fox, Guidelines for Corrections Programs in Community and Junior Colleges, (Washington, D.C.: American Association of Junior Colleges, 1969), p. 9.

[2]Denny F. Pace, James D. Stinchcomb, and James C. Styles, Law Enforcement and the Community College: Alternative for Affiliation, (Washington, D.C.: American Association of Junior Colleges, 1970), p. 3.

[3]Ibid., p. 3.

explicit vocational orientation of the junior or community college is seen providing the appropriate environment for such offerings.[1]

With enactment of the federal Omnibus Crime Control and Safe Streets Act of 1968, a Law Enforcement Student Loan program and a Law Enforcement Student Grant program were established "to encourage and help to assist financially persons pursuing to interested in pursuing law enforcement careers."[2]

With the passage of LEEP, community colleges and other institutions of higher learning had an incentive to implement criminal justice programs. Financial assistance was available to both in-service criminal justice personnel and to recent high school graduates; thus, a new student market was created for the community colleges.

The literature reviewed for this study included information on criminal justice programs in institutions of higher learning throughout the United States. The established literature pertaining to education in criminal justice varies in its scope--some areas, for example the Criminal Justice System, are treated in depth. Some areas, especially those concerning community colleges, are more sparsely treated. The essential literature is surveyed in the next chapter.

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[1]Tenny, p. 48.

[2]Law Enforcement Education Program, Preliminary Guidelines, (Washington, D.C.: Office of Academic Assistance, 1968), p. 1.

CHAPTER II

REVIEW OF THE LITERATURE

Criminal Justice System

Crime is found in all societies, and each culture develops its own mechanism to control and prevent it. The ways the different peoples of the world confront crime varies considerably. These dissimilarities are found in the definition of illegal acts and by the variety of methods used to judge and punish criminals. The way a society confronts its crime problems often reflects its political and cultural values.

The United States is a democracy, and the way America controls crime reflects this basic philosophy. The usual meaning of a democratic government is a representative one in which the officers who will make general policy are chosen by the people in periodic elections.[1]

There are three requirements for a democratic government:

1. The policy for selecting policy-forming officers must be in the hands of the mass of the people;
2. The selection process must be free in the sense that those who vote must have the opportunity to do so without coercion;
3. Those elected must submit themselves to the political market place of free competition at the end of reasonable short terms of office--that is, there must be periodic elections.[2]

A democratic government should reflect the will of the people, but, on many issues, the people disagree with their government. If they agree,

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[1]Claudius O. Johnson, American National Government 6 (New York: Thomas Y. Cromwell, 1965): 1.

[2]Ibid., p. 4.

they differ among themselves on how the majority opinion should be put into effect.

A key element in a democracy is consent of the people. Democratic governments operate on agreement and not on the basis of coercion. It is understood that its citizens concur as to its existence. If not, then its citizens are free to withdraw from the society or to work within the system for change. Another element of democracy is that of participation. Democratic governments allow and encourage its citizens to participate in making policies and, at times, executing them as well.

Merriam implies that democracy assumes certain basic assumptions:

1. Democracy assumes the dignity of man and the importance of treating people upon a fraternal rather than upon a class basis.

2. Implicit in democracy is the further assumption that man is perfectible.

3. Democracy views the civilized gains of nations essentially as mass gains--the product of common effort rather than the efforts of a specially endowed elite.

4. Democracy has confidence in the value of the consent of the governed as the basis of justice.[1]

The governmental system that deals with the nature of crime in society, as well as analyzing the social agencies and formal processes, is known as the Criminal Justice System.[2]

Berkley and associates had the following to say on criminal justice and the American political system:

> Criminal justice does not function in a vacuum. It springs from the society it serves and reflects that society's values and customs as well as its processes and procedures. More

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[1]Charles E. Merriam, What Is Democracy? (Chicago: University of Chicago Press, 1941), p. 8.

[2]Joseph J. Sienna and Larry J. Siegel, Introduction to Criminal Justice, (New York: West Publishing Co., 1978), p. 91.

> specifically, it operates as part of the society's political system, for the institutions of criminal justice are governmental institutions and its personnel are governmental workers. As a result, the same features which characterize other parts of a government will influence its criminal justice system as well.[1]

The basic framework of the American criminal justice system is found in the legislative, judicial, and executive branches of government. The legislative branch defines the laws determining criminal conduct and established criminal penalties: appellate courts interpret laws and review their constitutionality; the executive branch has administrative responsibility for criminal justice agencies and program planning. Also, public agencies such as police departments and parole boards function as parts of the government and are established to implement specific legislation.

All three branches of government generally work together to influence the operation of the criminal justice system. The legislative branch is not completely independent of the executive branch, nor is the judiciary branch independent of the other two branches of government. For example, when the legislature passes a criminal statute making conviction for possession of a handgun a mandatory prison sentence, both the judicial and executive branches are involved in its implementation and influence the criminal justice system. A gun law may be the product of the executive branch, requiring legislative approval and judicial review.[2]

The criminal justice system has three separately organized components: law enforcement, the courts, and corrections. Each has distinct

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[1]George E. Berkley, et. al., Introduction to Criminal Justice, (Boston: Hollbrook Press, Inc., 1976), p. 56.

[2]Sienna and Siegel, p. 91.

tasks; however, the components are not independent of each other. What each one does and how it does it has a direct bearing on the work of the other components. The courts can only deal with those whom the police arrest; the correctional institution's business is with those incarcerated by the courts. The successful reform of prisoners by correctional institutions determines whether they again come into contact with law enforcement officers and influence the sentences judges pass. In addition, law enforcement activities are scrutinized by the court, and often court decisions establish law enforcement procedures.

Sienna and Siegel state the following regarding the vastness of the criminal justice system:

> The criminal justice system within the United States is monumental in size. It consists of over 57,000 public agencies, a total annual budget of over $8.5 billion, and a staff of almost 12 million people. There are more than 20,000 police agencies, nearly 17,000 courts, over 8,000 prosecutional and parole departments, and the numbers of people processed through the system are enormous. During 1973, for example, the police made over 8,639,000 arrests and the courts prosecuted more than 2,251,000 offenders. In addition, 1,125,000 juveniles were processed by the juvenile courts. The average daily population of correctional institutions is approximately 500,000 inmates, while over one million offenders are thought to be under probation supervision and about 150,000 are on parole. The magnitude and complexity of agency services in crime control have led to the development of what experts term the criminal justice system.[1]

The concept that the agencies of justice form a system has become increasingly popular among academicians, practitioners, and other professionals involved in the criminal justice field. The term, theoretically, refers to the interrelationship among all the agencies concerned with the prevention of crime in society. Sienna and Siegel believe, "The system's approach to criminal justice sees a change in one part of the system as

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[1]Ibid., p. 96.

effecting changes in the others."[1] It also implies that organizations are coordinated among the various components of the system. The various elements of the criminal justice system--law enforcement, courts, and corrections--are all related, but only to the extent that they are influenced by each other's policies and procedures. They are not well coordinated. Adjectives such as fragmented, divided, and splintered have been commonly used to describe the American system of criminal justice.[2]

Pursley, in his criminal justice text, delineates the functions of the three major criminal justice components as follows:

1. Law Enforcement - This component consists of all police agencies at the federal, state, county, and municipal levels that, as members of the executive branch of government, serve the following functions:

   a. Prevention of criminal behavior. Efforts directed toward reducing the causes of crime....

   b. Repression of crime. Efforts to eliminate or reduce the opportunities for criminal behavior....

   c. Apprehension and arrest of offenders. Criminal investigation; gathering of evidence; presentation before the courts of those who violate the criminal law.

   d. Protection of life and property. All the strategies of crime prevention, crime repression, and apprehension designed to protect society and the provision of specialized services to assure public safety.

   e. Regulation of non-criminal conduct. Police efforts to ensure compliance through regulatory means in an effort to maintain public safety and security.

2. Courts - This component includes those judicial agencies at all levels of government which perform the following functions of criminal justice administration:

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[1]Ibid.

[2]National Advisory Commission on Criminal Justice Standards and Goals, A National Strategy to Reduce Crime, (Washington, D.C.: GPO, 1973), p. 41.

a. Determining by all available legal evidence whether a person is to be convicted of a crime. Review all evidence presented by the police or private citizens to determine its relevance and admissibility. Examination of the circumstances surrounding the crime.

b. Protection of the rights of the accused. Review of the actions of enforcement agencies of the executive branch to ensure that the police have not violated the rights of the accused.

c. Proper disposition of those convicted. Examination of the background of the accused, consideration of possible sentencing alternatives, and selection of the most proper form of disposition.

d. Protection and repression of criminal behavior. The task of imposing proper penalties which should take into consideration the circumstances of the crime, the characteristics of the offender, and the threat to public safety....

3. Corrections - This component comprises those executive agencies of federal, state, and local government which are responsible both directly and indirectly for the following functions:

a. Maintaining institutions. Maintaining prisons, jails, halfway houses, etc., to receive convicted offenders sentenced by the courts.

b. Protection of law-abiding members of society. Providing custody and security over offenders in order to prevent them from committing further crimes in society.

c. Offender reform. Providing those services that will assist offenders to be released and returned to society to lead non-criminal lives.

d. Crime deterrence. Encouraging incarcerated and potential offenders to lead law-abiding lives through the experience of incarceration and deprivation of liberty.[1]

Criminal justice is a field of study, an inter-related system of agencies, and a system that involves moving offenders from the arrest stage to the release stage from a correctional institution. The two major categories of goals that exist for the criminal justice system are (1) theoretical goals, which include retribution, deterrence, incapacitation, and rehabilitation and (2) practical goals, such as crime

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[1]Robert D. Pursley, Introduction to Criminal Justice, (Encino, CA: Glencoe Press, 1977), pp. 8-9.

prevention, diversion of offenders from the criminal justice system, fairness in handling the offender, efficiency in criminal justice operations, and evaluation.[1]

Cole, in The American System of Criminal Justice, writes:

> In the pursuit of criminal justice goals, decisions must be made that reflect legal, political, social, and moral values. As we try to understand the system, it is important that we be aware of these dilemmas and the implication that will follow the choice of one value over another.[2]

Criminal justice components in the United States are organized and operate at all three levels of government--local, state, and federal. The law enforcement component of the criminal justice system consists of approximately 40,000 distinct and separate agencies among these levels.[3] There are approximately fifty agencies operating on the federal level and two hundred functioning at the state level. With regard to local governmental enforcement agencies, 3,050 are located in counties and 3,700 in cities. However, the great majority of the nation's law enforcement agencies--33,000--are distributed throughout boroughs, towns, and villages.[4]

Of all the federal law enforcement agencies, the Federal Bureau of Investigation is probably the best known. This agency investigates all violations of federal laws not placed under the jurisdiction of other federal agencies. This authority includes jurisdiction over the

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[1]Sienna and Siegel, pp. 107-108.

[2]George F. Cole, The American System of Criminal Justice, (North Scituate, MA: Duxbury Press, 1975), p. 42.

[3]A.C. Germann, Frank D. Day, and Robert R.J. Gallati, Introduction to Law Enforcement and Criminal Justice, (Springfield, IL: Charles C. Thomas Publisher, 1973), p. 157.

[4]Robert E. Blanchard, Introduction to the Administration of Justice, (New York: John Wiley & Sons, 1975), p. 141.

country's internal security and responsibility for probing matters such as civil rights and election law violations. The FBI has investigative responsibilities for kidnapping, bank robbery, and crimes committed on American government property and Indian reservations, as well as numerous inter-state offenses.

The Federal Bureau of Investigation is housed within the Department of Justice, and its director is accountable to the Attorney General of the United States. Other law enforcement agencies of the Justice Department include the Immigration and Naturalization Service, the Drug Enforcement Agency, and United States Marshalls.

Most of the federal government's Cabinet departments and agencies have some law enforcement functions and organizational units to exercise them. These include the Department of Agriculture's Commodity Exchange Authority, the Bureau of Chief Postal Inspector of the Post Office, and the Interior Department's Division of Inspection and Division of Security along with its enforcement bureaus in the Department's Fish and Wildlife Service.

The Department of the Treasury lodges some of the better known federal law enforcement agencies. These include the Secret Service, the Bureau of Customs, and the Intelligence Division of the Internal Revenue Service.[1]

State law enforcement agencies developed slowly and hesitantly. Traditionally, law enforcement has been considered a local function. Initially, the states' involvement in law enforcement was opposed by local police agencies and the public.[2]

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[1]George E. Berkley & Associates, pp. 100-102.

[2]Ibid., pp. 102-103.

The development of state law enforcement agencies resulted from several factors. Included among these factors were the increased use of the automobile, the realization that local law enforcement agencies could not cope with crime situations that spanned across many jurisdictions, social mobility in the United States, and the realization that the need existed for specialized enforcement units at the state level to enforce some state laws that posed jurisdictional problems for local level enforcement officers.[1]

On the state level, in all states there exists a myriad of state law enforcement agencies. Germann, Day, and Gallati explain the situation:

> Investigatory and enforcement units of state agricultural, finance, commerce, employment, insurance, investment, mental hygiene, motor vehicle, civil service, industrial relations, and marketing departments conduct a wide variety of enforcement functions of a civil and criminal nature.
>
> Many states have turf commissions or horse racing boards which control horse racing and wagering at major and fair race tracks, and which inspect, investigate, and enforce state laws pertaining thereto.
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> All states have processes for the control, examination, licensing, inspection, and investigation of members of various professions and occupations--such as accountants, architects, barbers, chiropractors, engineers, contractors, cosmetologists, dentists, detectives, doctors of medicine, nurses, optometrists, osteopaths, pharmacists, shorthand reporting, social workers, teachers, veterinarians....[2]

Local law enforcement agencies may vary in size from one police officer to the approximately 30,000 officers of the New York City Police Department. Most police officers serve as patrol car officers and, in some instances, walk a beat. The larger departments contain many other

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[1]Blanchard, p. 144.

[2]Germann, Day, and Gallati, pp. 166-167.

sections. These could include an investigative unit, a planning unit, a vice squad, a juvenile squad, a traffic squad, and many other specialized units.

Local police departments frequently perform a variety of duties such as licensing taxis and dogs, and operating an ambulance service. A large law enforcement department will often contain numerous staff or auxiliary functions such as a crime lab, a training academy, a motor pool, budget and personnel bureaus, and any of the other functions one might expect in a similarly sized business or corporate enterprise.[1]

Thus, while each level of government maintains its own unique organizations, agencies, and personnel committed to the enforcement of its particular laws, the need to maintain close cooperation and coordination with its counterparts is a crucial concern. The modern day complexities and demands of these diverse governmental agencies and the technological advances in criminal justice methods and techniques require that criminal justice personnel are adequately prepared, trained, and educated to meet the daily tasks that confront them. Yet, the history of formal professional preparation for police personnel is little more than a hundred years old.[2]

Training and Education

There is evidence that New York City developed rudimentary training in 1853. However, there are reservations about the use of the term "school." Referring to the City of New York Training School as the first to be established as an independent unit of the police department and the

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[1]Berkley and Associates, p. 105.

[2]The U.S. Department of Justice, Police Training and Performance Study, (Washington, D.C.: GPO, 1970), p. 7.

greatest in scope, Raymond Fosdick commented in 1920:

> Because of the varied use of the term "school," it is difficult to determine when the New York institution was first inaugurated. If a single instructor, a number of students, and a certain amount of time devoted to instruction constitute a school, then the New York department has been equipped with a school for half a century. In early times, however, the instruction was of the most elementary kind. Police recruits were taught for a period of thirty days by a sergeant specially detailed for that purpose, and in addition the students were sent out on patrol during certain hours of the day and night.[1]

Training in the school was limited to military drills, and instruction covered local ordinances, criminal law, and departmental rules and regulations.

The New York training program represents more than 100 years of development, a century during which the process was not always in a progressive direction. As Fosdick states:

> The development of these educational activities in New York has been irregular and uncertain, dependent upon the interest and enthusiasm of the changing police commissioners. At times the teaching corps has been enlarged and the instruction broadened only to be reduced by succeeding commissioners. The elementary preparatory instruction in laws, ordinances and rules has for the most part remained fairly constant, and has never been discarded altogether, although considerable fluctuation has occurred in the amount and variety of physical drill.[2]

The New York City training school was known as the School of Instruction and included on-the-job training in its thirty-day curriculum. By 1914, the need for refresher training was recognized, and senior members were retrained in laws, procedures, regulations, and ordinances to keep them abreast of current changes. In addition, specialized training was conducted for police officers assigned to bicycles, motorcycles, and traffic duty. In 1914, New York police training was divided into

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[1]Raymond Fosdick, American Police Systems, (New York: The Century Company, 1920), p. 299.

[2]Ibid., p. 300.

four branches: recruit, refresher, specialized, and prepromotion. At this time, recruit training was increased from thirty days to six weeks and, shortly thereafter, to twelve weeks. The New York program was probably the best offered by any police department in the United States.[1]

Fosdick stressed the importance of training and utilized the example of New York:

> Surely the experience not only of New York but of other large cities--like London and Paris--amply demonstrates the fact that a properly equipped and administered school is perhaps the most indispensible single feature of the police force of a modern community. For it must be repeated that the primary problem in police administration is the problem of personnel. The establishment of reporting systems and the building up of organizational schemes cannot be wisely disregarded or slighted, for they are important and have a definite place in regulating the daily work of the force. But they are aids and means, not ends. The heart of police work is the contact of the individual policeman with the citizen.[2]

Although the city of New York was at the vanguard of police training, other cities were also becoming involved. For instance, Berkeley established a training school for officers in 1911, and Philadelphia followed suit in 1913. In 1916, the University of California at Berkeley created the first training school for policemen in a university.[3] During the 1920's, the Los Angeles Police Department underwent broad changes: standards for personnel were elevated, and their training program was lengthened and intensified. The New Orleans Police Department initiated a medical training program for its officers and, in 1922, received a national award for being the only police department fully equipped to

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[1]The U.S. Department of Justice, p. 7.

[2]Fosdick, pp. 305-306.

[3]William J. Bopp and Donald O. Schultz, A Short History of American Law Enforcement, (Springfield, IL: Charles C. Thomas, 1972), pp. 84-85.

provide first aid to its citizens.[1]

During the 1930's, significant developments occurred in police training. By the end of the decade, every state, with the exception of Wisconsin, had created a state police department. These state organizations were leaders in implementing progressive training programs, most of which were three months in duration. New York established the first state police academy, with Pennsylvania following suit. By 1934, Michigan, New Jersey, Connecticut, Oregon, Washington, and Texas had established police schools. These early training schools motivated municipal departments to implement programs of their own.[2]

In 1935, the Federal Bureau of Investigation initiated their involvement in the training of law enforcement personnel of state and local government when the Police Training School was established. Presently, the FBI offers four types of training assistance to local and state governments. The first is the National Academy, the successor to the Police Training School. The National Academy is an eleven-week, college-level training program that enrolls approximately 1,000 law enforcement officers yearly at the municipal and state level. The Bureau also offers specialized training that ranges from three days to four weeks and covers such subjects as hostage negotiation and training instruction. Their third effort offers the services of FBI agents as lecturers at sites designated by state and local police agencies. Finally, the newest program, initiated in 1976, is the National Executive Institute, a management training program for chiefs and deputy chiefs.[3]

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[1]Ibid., p. 104

[2]Ibid., p. 111.

[3]The National Manpower Survey of the Criminal Justice System, p. 246.

The post World War II period saw a great deal of progress in police training. Recruit and in-service training programs burgeoned in local law enforcement agencies. In 1948, the Los Angeles Police Department became the first law enforcement agency to inaugurate roll-call training--officers given short periods of training prior to going on duty. By the end of the decade, most police departments of any size had established a police academy. Those that did not either sent their officers to training schools nearby or engaged in on-the-job training. The South, which was behind the rest of the country in establishing training schools, began to develop them as New Orleans, Miami, and Augusta inaugurated training schools.[1]

Police training as a recognized need has received attention from all levels of government. In 1966, the National League of Cities made the following statement:

> The enforcement of laws and the regulation of human behavior in our complex urban society requires providing recruits with extensive basic training in all facets of police work and providing veteran officers with regular refresher training as well as specialized training in selected areas of knowledge.[2]

Criminal justice has become an acceptable area of study in numerous colleges and universities within the United States. However, law enforcement or correctional programs at the post-secondary level may be considered unique because of the belief that these programs are in competition with the governmental agencies responsible for training.

Prout writes that:

Consequently, many recently developed law enforcement programs

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[1]Bopp and Schultz, p. 122.

[2]National League of Cities, "National Municipal Policy," (Washington, D.C.: National League of Cities, 1966), Sec. 15-3.

> on the college campuses are defending their existence by declaring that they are not infringing upon the training responsibility of the police departments. The administrators of criminal justice programs state that they are "educating" the officer which involves only the "why" aspect of police learning. These administrators also claim that the "training," or "vocational," function of law enforcement, which teaches the "how" aspect of police learning, remains securely with the training division of the police department.[1]

The issue of education versus training arises because many criminal justice curricula are basically training courses. It is generally recognized that both education and training are necessary. There is no logical reason why both or either should not be conducted in college. However, there are practical and empirical questions about the inclusion of training subjects in a higher education curriculum.

The role of the university or college has never been to teach "how-to" procedure. This has been the task of basic police training academies and the in-service training programs which teach the procedures most suitable to regional and local requirements.

The role of the university is to provide a liberal education for the individual who plans a career in law enforcement. Another function of the college or university requires the establishment of a concentrated and intensive educational experience for all its students.[2] "Its objectives could be listed as providing a broad general education, the development of ideas, and the promotion of creating scholarship."[3]

Most training subjects such as defensive tactics, first aid, and firearms can be taught in a relatively short time. Also, they can be

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[1]Robert S. Prout, "An Analysis of Associate Degree Programs in Law Enforcement," The Journal of Criminal Law, Criminology and Police Science 63 (December 1972): 587.

[2]William H. Hewitt, "The Objectives of Formal Police Education," Police 9 (November-December 1964).

[3]Ibid., p. 26.

instructed by individuals who need no more expertise or education beyond the subject matter itself. The subject taught usually does not require interaction between student and instructor, or among students.[1] Although there is a need for training, it cannot be confused with education:

> The trained man has developed skills and attitudes needed to perform a complex task. The educated man has developed his capacity to judge the worth, the performance, and the excellence of human action.[2]

Many efforts, area wide, are taking place to satisfy the need for better police training. These attempts are evident in central city assistance to nearby smaller departments, state and regional training programs, institutes and academies for police training, and university and college programs.[3]

In assessing the status of police training, a favorable report can be made. Forty-eight states have established training programs and standards for the purpose of upgrading the quality of law enforcement through improved and increased training. These states require a minimum level of basic training. Some states also require supervisory and managerial training.[4]

Training may be properly offered at a college or junior college facility but only as a part of the institution's non-degree, community service programs. Since these institutions are designed for teaching,

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[1]Tenny, pp. 6-7.

[2]The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police, (Washington, D.C.: GPO, 1967), p. 127.

[3]Ibid., pp. 75-76.

[4]Brooks W. Wilson, "Education and Training: An Assessment of Where We Are and Where We Are Going," The Police Chief 41 (August 1974): 24.

their facilities may serve as locations for basic and specialized programs. When courses are offered for training, they should be considered as such and not as academic offerings.[1]

Criminal Justice Programs in Higher Education

Higher education programs in criminal justice are not an especially new phenomena in the United States. Since 1929, the University of Southern California has offered advanced degrees in public administration with a specialization in law enforcement. Michigan State University initiated its Bachelor of Science Degree in Police Administration in 1935. Prior to 1960, the growth of higher education programs in criminal justice was relatively slow.

Tenny, in Higher Education Programs in Law Enforcement and Criminal Justice, gave the following reasons for this modest growth:

> Reasons for this slow growth are not difficult to determine. Entrance standards for police and correctional work have rarely included education beyond high school, and many jurisdictions did not require even that. Command level personnel came almost exclusively from within the ranks, and exceptions to this rule (as with the appointment from without of a large city police commissioner) were individuals who carried with them independent professional preparation, usually in a related discipline such as law.[2]

A dramatic expansion in the number of higher education programs was witnessed in the 1960's. The decade began with seventy-seven programs, and by 1965 there were 125 programs available through junior colleges, senior colleges, and universities. These public and private educational programs were offered in 23 states and the District of Columbia.[3]

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[1] Task Force Report: The Police, p. 128.

[2] Tenny, p. 43.

[3] Grant, p. 32.

During the 1960's, prominent groups such as the International Association of Chief's of Police and the International Association of Police Professors (now the Academy of Criminal Justice Sciences) began to issue public statements in support of higher education for law enforcement personnel.[1]

Further impetus was provided by the President's Commission on Law Enforcement and Administration of Justice in their report, The Challenge of Crime in a Free Society. The Commission, although created in 1965 by President Johnson, issued its report in 1967. The Commission recommended that all police officers should be required to have as a minimum requirement two years of college education and that all future personnel should be required to possess a bachelors degree.[2] The President's Commission had the following to say about the quality of police personnel and education:

> The police personnel need that the Commission has found to be almost universal is improved quality. Generally, law enforcement personnel have met their difficult responsibilities with commendable zeal, determination, and devotion to duty. However, Commission surveys reflect that there is substantial variance in the quality of police personnel from top to bottom.
>
> ...The Commission believes that substantially raising the quality of police personnel would inject into police work knowledge, expertise, initiative, and integrity that would contribute importantly to improved crime control.
>
> The word "quality" is used here in a comprehensive sense. One thing it means is a high standard of education for policemen.... A policeman today is poorly equipped for his job if he does not understand the legal issues involved in his everyday work, the nature of the social problems he constantly encounters, the psychology of those people whose attitudes toward the law differ from his. Such understanding is not easy to acquire without the

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[1]Richard W. Kobetz, "Law Enforcement and Criminal Justice Education Directory, 1975-76," Police Chief 43 (May 1977): 7.

[2]The Challenge of Crime in a Free Society, pp. 109-110.

> kind of broad general knowledge that higher education imparts, and without such understanding a policeman's response to many of the situations he meets is likely to be impulsive or doctrinaire. Police candidates must be sought in colleges...[1]

The 1960's was a decade of social disruption and violence. Common events during that era were police confrontations with students at universities and with anti-Vietnam war protesters. Also, police inability to cope with the ghetto riots and their apparent helplessness to curtail the spiralling crime rate led both liberal and conservative politicians to believe that higher education was desirable. The National Advisory Commission on Civil Disorders and crime commissions of this period reflect these views.[2]

The police were charged not only with being ineffective in controlling disorder but also with aggravating and precipitating violence through harassment of minority ghetto dwellers, student dissidents, and other citizens.

The National Advisory Commission on Civil Disorders discovered that in the cities aggressive police patrolling and harassment resulted from society's fear of crime. This practice only created hostility and conflict between police and minorities.

> In Newark, in Detroit, in Watts, in Harlem--in practically every city that has experienced racial disruption since the summer of 1964--abrasive relationships between police and negroes and other minority groups have been a major source of grievance, tension, and ultimately disorder.[3]

Finally, President Johnson's Commission on Campus Unrest also

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[1]Ibid., p. 107.

[2]James B. Jacobs and Samuel B. Magdovitz, "At LEEP's End? A Review of the Law Enforcement Education Program," Journal of Police Science and Administration 5 (March 1977): 1.

[3]Report to the National Advisory Commission on Civil Disorders, (Washington, D.C.: GPO, 1968), p. 229.

advocated the belief that education for police might assist in decreasing police/citizen confrontations. The Commission stated:

> Law enforcement agencies desperately need better educated and better trained policemen....There should be special monetary incentives for all who enter the police service with college degrees or who obtain degrees while in police service.[1]

The national Commission's consensus was that to improve law enforcement, the quality of police personnel had to be upgraded through higher education. There is little doubt that law enforcement personnel had limited education. The median educational level of police officers in 1966 was 12.4 years. Fortune magazine estimated, in December of 1968, that fewer than ten percent of American police officers had been to college; in October, 1968, Time reported that Detroit police recruits were from the bottom 25 percent of their high school graduating classes.[2]

The 1960's focused upon the need for criminal justice education. This need is determined by "an analysis of the criminal justice system and by an assessment of the manpower requirements of the system's agencies.[3]

The need of the criminal justice field is for personnel with advanced degrees. This is due to new developments and techniques making criminal justice activities more sophisticated. The Honorable William R. Anderson of Tennessee stated:

> Police and correctional agencies are human institutions in a rapidly evolving society which, like other institutions, must constantly adapt to changing times. The brisk trend of our

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[1]U.S. President's Commission on Campus Unrest, (Washington, D.C.: GPO, 1968), p. 154.

[2]Jacobs and Magdovitz, p. 2.

[3]Joseph J. Sienna, "Criminal Justice Higher Education--Its Growth and Directions," Crime and Delinquency 20 (October 1974): 392.

> society is toward higher levels of education; we must not allow the law enforcement professions to fall behind....We should not ask that the American law enforcement profession police a society to which it is educationally inferior, nor should any corrections officer find himself more than occasionally at an educational disadvantage in relation to his charges.[1]

Education is usually based on a solid foundation of liberal arts. A criminal justice practitioner or potential practitioner must perceive criminal justice as it relates to American society and the democratic process. Higher education exposes students to ideas, concepts, and problem-solving techniques. The educational process aims to develop individuals who know how to live within a group, individuals who understand conflicts in our society, and who possess an understanding of motivation, stress, and tension of other people in society. An individual with this knowledge and understanding has the ability to apply past information to new situations.[2]

A college education will not transform an intellectually wanting person into an accomplished one. But all things being equal, the college educated individual is more qualified than the high school graduate. The college trained person has more experience with people and new situations. His responsibility and adaptability to new surroundings have been tested. In addition, he has been exposed to various cultural characteristics and ethical and racial backgrounds. This exposure should eliminate or reduce prejudice and bias. More important, a formal education should teach individuals to check their judgements regarding prejudices in favor of more tranquil analysis.[3]

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[1] William R. Anderson, H.R. 188, "The Law Enforcement Education Act of 1967," The Congressional Record, January, 1967.

[2] Hewitt, p. 26.

[3] Ibid., p. 27.

A basic concern of higher education in criminal justice is the need to study and improve the system. Academic study of criminal justice is needed to identify problems and to identify ways in which problems can be solved. Persons interested in research careers in criminal justice require higher education.[1]

The continued expansion of criminal justice services and activities is an additional source to determine the need of higher education in criminal justice. In 1970, there were in the United States 46,159 state and local criminal justice agencies, of which 32 percent were law enforcement agencies; 48 percent, legal; 16 percent, correctional; and four percent, other types.[2]

During the 1960's, the importance of high quality personnel was finally recognized; the drive to upgrade personnel had begun. This trend saw a growth in educational programs for in-service and pre-service personnel.[3]

The emphasis of the criminal justice programs prior to 1965 in institutions of higher learning was in the field of law enforcement.[4]

In an attempt to determine how varied educational programs were contributing to the field of criminal justice, the Center for Law Enforcement and Corrections of The Pennsylvania State University conducted a survey during the fall of 1966. All 128 institutions of higher

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[1]Sienna, p. 393.

[2]Criminal Justice Agencies in the United States, 1970, (Washington, D.C.: GPO, 1970), p. 2.

[3]Charles L. Newman and Dorothy Sue Hunter, "Education for Careers in Law Enforcement: An Analysis of Student Output, 1964-1967," The Journal of Criminology and Police Science 59 (1968): 138.

[4]Tenny, p. 3.

education offering criminal justice were surveyed for the years 1964, 1965, and 1966. The study concluded the following:

1. The majority of the present programs are serving people already in the field of law enforcement.

2. In the past three years, there has been a significant increase in the number of educational institutions which offer programs in the area of law enforcement as well as an increase in the number of programs designed to educate people interested in entering law enforcement.

3. Thus far, relatively few people have been added to the field through such educational programs; i.e., relatively few in terms of the total need of the field for manpower. For example, the President's Commission on Law Enforcement and the Administration of Justice reported "bringing all departments up to 1967 authorized strength will take 50,000 new policemen." The total expected output of all degrees of the 99 institutions involved in this study amounts to a mere 2,450, of which only 1,669 are new people (all of whom will not necessarily enter the field)...[1]

The awareness of the necessity for improvement of the quality, number, and effectiveness resulted in the development of law enforcement programs in higher education. The other components of the criminal justice system--corrections, including probation and parole, and courts, were neglected during the development of criminal justice programs in the 1960's.

Lack of attention to courts and corrections as programs in higher education in the 1960's might have been because they were less visible than law enforcement. Most citizen contact with criminal justice is with the law enforcement component. Also, the law of supply and demand of students was in the law enforcement field. The manpower needs of law enforcement was much greater than in corrections or the courts. The various commissions of this decade concentrated their studies on law enforcement, and

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[1]Ibid., p. 141.

specifically, municipal police departments and their personnel.

The 1960's were a time in which social change became accelerated, and the nature of change itself became transformed. The events of this decade are viewed as discouraging evidence of the failure of our institutions to effectively contain and cope with disruptive social and political events.[1] This disruption includes the assassination of a president, riots in urban ghettos, campus unrest, senseless mass murders, and crime in the streets. It matters little that each of these tragedies and conditions had occurred in America's past. What does matter is that our society has an instant awareness of events that are perceived separately and together as evidence of a breakdown in law and order. According to Tenny:

> Governments are, because they are designed to be, conservative, that is static. Democratic governments are especially so because they rest in principle at least, on the necessity of response to the will of an electorate; and a federal government which, in addition to being responsive, can respond only to the extent of its limited powers must inevitably be the most conservative of all forms of government. The United States is no exception. Caught between the demand to respond to internal problems and its inherent inability to do so, our strategy is to appoint a national commission to study the problem. It is a popular and sometimes productive method of dealing with the situation. The problem of the 1960's was crime and how it was to be dealt with.[2]

In July, 1965, President Johnson signed the executive order creating the Commission on Law Enforcement and the Administration of Justice, also called the National Crime Commission. The National Crime Commission had the responsibility of studying, reporting, and making recommendations for the improvement of all facets of the criminal justice system. One of their recommendations was the upgrading of the educational

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[1]Tenny, p. 44.

[2]Ibid.

level of criminal justice personnel.

In 1966, the Office of Law Enforcement Assistance had undertaken to encourage higher education for law enforcement personnel through a series of curriculum development grants to two- and four-year institutions throughout the nation. Altogether, 28 colleges and universities received 48 grants totaling one million dollars. The first priority was given to schools in states which had no higher education programs in criminal justice. Second priority was given to colleges in metropolitan areas without such programs. Funds were supplied to 14 institutions to develop two-year programs, to eight institutions to develop four-year curricula, and to six institutions to develop both two- and four-year programs. Fifteen of the programs funded were the first of their kind, either two- or four-year, in their state.[1]

The Office of Law Enforcement Assistance, building on the program development of the previous 30 years, supported curriculum development. This, coupled with the recommendations of the National Crime Commission, assisted in the expansion of criminal justice programs in higher education.

Government Influence On Criminal Justice Education

Historically, the federal government has refrained from interfering in local law enforcement activities.[2] Yet, the influence of federal activities in the mid-1960's had a profound effect on the actions and emphasis of local agencies in the development of their programs and

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[1]Ibid., p. 45.

[2]Richard Quinney, Criminology: Analysis and Critique of Crime in America, (Boston: Little, Brown, & Co., 1975), p. 53.

priorities.

The establishment of a President's Commission on Law Enforcement and Administration of Justice, by President Johnson in 1965, and the Law Enforcement Assistance Act were the first steps in providing federal grant-in-aid programs designed for the purpose of assisting state and local crime reduction capabilities.[1]

President Johnson, in a message to Congress, explained his "war on crime" as follows:

> This message recognizes that crime is a national problem. That recognition does not carry with it any threat to the basic prerogatives of state and local governments. It means, rather, that the Federal Government will henceforth take a more meaningful role in meeting the whole spectrum of problems posed by crime. It means that the Federal Government will seek to exercise leadership and to assist local authorities in meeting their responsibilities. It means that we will make a national effort to resolve the problems of law enforcement and the administration of justice--and to direct the attention of the nation to the problems of crime and the steps that must be taken to meet them.[2]

Congress, six months later, enacted the Law Enforcement Assistance Act of 1965 (LEAA). The Attorney General administered the program through the Justice Department's Office of Law Enforcement Assistance (OLEA). Over the next three years, OLEA awarded nearly $19 million for over 300 separate projects. Also, because of OLEA's special project program, 27 states established new criminal justice planning committees or broadened the activities of existing committees, 17 states began police science courses and college degree programs, 20 states initiated or expanded

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[1]Advisory Commission on Intergovernmental Relations, Making the Safe Streets Act Work: An Intergovernmental Challenge, (Washington, D.C.: GPO, 1970), p. 8.

[2]President's message to the Congress, "Crime, Its Prevalence and Measures of Prevention," March 8, 1965, 1965 Congressional Quarterly Almanac, (Washington, D.C.: Congressional Quarterly Service, 1966), pp. 1,396-1,397.

police standards and training systems, 20 states started planning for state-wide integrated in-service correctional training systems, and 33 large cities developed police and community relations programs.[1]

The Safe Streets and Crime Control Act was developed by the Johnson Administration in 1967 to implement many of the recommendations recommended by the President's Commission on Law Enforcement and Administration of Justice.[2]

The Omnibus Crime Control and Safe Streets Act was signed into law on June 19, 1968, after being approved by the Senate on May 23 and the House of Representatives on June 6. The passage of this act replaced and superseded the Office of Law Enforcement Assistance.[3]

Section 406 of the Omnibus Crime Control and Safe Streets Act made provisions for the establishment of the Law Enforcement Education Program (LEEP). The Law Enforcement Education Program is an important part of the Law Enforcement Assistance Administration's activities. The LEEP program was designed to provide financial aid to law enforcement, courts, corrections personnel, and to students preparing for careers in the criminal justice field.[4]

Originally, two types of financial assistance were offered by LEEP. The grant program--authorized payment of tuition and fees not to exceed $600 per year--was an incentive for in-service personnel to increase their competence and value to their agencies. The loan program, not to exceed $1,800 per academic year, was intended to upgrade police, court,

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[1]Making the Safe Streets Act Work, p. 7.

[2]Ibid., p. 10.

[3]U.S. Department of Justice, First Annual Report of the Law Enforcement Assistance Administration, Fiscal Year 1969, (Washington, D.C.: GPO, 1969), p. 2.

[4]Caldwell, p. 25.

and correctional personnel and to encourage students to seek careers in criminal justice. The loan was available to full-time students on academic leave from criminal justice agencies, and to full-time students preparing for careers in the field of criminal justice. In-service criminal justice students had to agree to remain with their organizations for at least two years following the completion of their academic programs. The loan was cancelled at the rate of 25 percent per year for each year of full employment in the criminal justice system.[1]

The growth of the Law Enforcement Education Program was phenomenal. Between 1969 and 1975, the program grew from $6.5 million for 485 funded institutions to $40 million for 1,065 institutions; approximately $195 million was disbursed. LEEP, in 1970, received $17 million. These funds provided assistance to 54,778 students; 7,909 were preparing for careers in criminal justice, and 46,869 were involved in in-service education programs. These 46,869 students can be further subdivided into 32,229 police, 5,689 correction officers, and 2,951 court officials. The number of institutions receiving funds increased from 485 in 1969 to 735 in 1970. In 1971, LEEP continued to expand. This year, 73,820 students received LEEP grants and loans to finance their studies at 891 educational institutions. The vast majority--60,516--were in-service students while 13,437 were pre-service students. The criminal justice students involved included 49,329 police, 8,757 corrections personnel, and 2,430 employees of the courts and other agencies. As in previous years, grants comprised 70 percent of financial assistance to students, while loans comprised 30 percent. By 1976, 100,000 students were enrolled in criminal justice programs at

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[1]Robert M. Carter and E.K. Nelson, "The Law Enforcement Education Program--One University's Experience," Journal of Police Science and Administration 1 (1973): 491.

1,065 colleges and universities. Approximately 80 percent of the students were in-service police officers, while 20 percent were employed by the corrections institutions or courts.[1]

There is little doubt that the federal government has been an important influence on police education programs. Their influence over police education has been the "power of the purse," the providing of funds to higher education institutions that comply with federal preferences.[2] The National Advisory Commission on Higher Education for Police Officers believes that federal influence in criminal justice programs favors the in-service police officer. They state:

> Perhaps LEEP has exerted its most important influence on police education through its priorities for student eligibility. Although these priorities have also changed somewhat from year to year, they have consistently favored in-service police officers over pre-service students....For the first five years of LEEP, its administrators instructed the colleges to award 80 percent of their LEEP funds to in-service students and 20 percent to pre-service students. In 1973, LEEP officials adopted a new list of priorities which had the effect of cutting off almost all funding of new pre-service students, ostensibly because the number of applicants had grown too large for the available funds. What ever the reason, it is clear that LEAA staff have made a number of major policy decisions affecting police education throughout the country, with virtually no public debate or congressional oversight.[3]

The impetus provided by the federal government increased activity in and concern with the training and education of law enforcement officers. This occurred at a time when newer types of higher education institutions were beginning to have a greater impact on the kinds of post-secondary education available to the general public.

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[1] Jacobs and Magdovitz, pp. 8-9.

[2] Lawrence W. Sherman and The National Advisory Commission on Higher Education for Police Officers, The Quality of Police Education, (Washington, D.C.: Jossey-Bass Publishers, 1978), p. 212.

[3] Ibid., p. 214

Criminal Justice Programs in Community Colleges

While the growth of community colleges has been dramatic within the past two decades, they have been part of the educational scene since the beginning of the century. The oldest operating and publicly supported two-year college in the United States was founded in Joliet, Illinois, in 1901. With the establishment of a community college in Fresno in 1910, California inaugurated this country's most extensive system of public supported two-year colleges.[1] The development of community colleges in Pennsylvania is relatively new with the first college being established in 1964 at Harrisburg.

The fundamental concept of the community college, as it has evolved during the twentieth century, is its extension of educational opportunities for all citizens who can profit from the experience. This usually means an "open door" admissions policy for all adults and high school graduates and a comprehensive educational program to meet the variety of learning needs presented by this population. Individual community colleges define their own philosophies, goals, and institutional objectives based on their mission as prescribed for the local communities. Although locally influenced, most community colleges have certain common characteristics. The range of curriculum offerings will include developmental or remedial courses below the collegiate level, one and two-year programs in technical and semi-professional fields leading to careers after graduation, and transfer programs that qualify the graduate to enter a senior college or university as a junior. Most two-year curricula lead to an associate degree. Also, a wide selection of courses,

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[1] N. Dean Evans and Ross L. Neagley, Planning and Developing Innovative Community Colleges, (Englewood Cliffs, N.J.: Prentice-Hall, 1973), p. 3.

seminars, and short programs that may be either credit or non-credit are offered during the day or evening for the part-time student. The word--community--"implies services to the greater community beyond the educational offerings, and the public two-year college often becomes one of the cultural and intellectual centers of the area it serves."[1]

The community college offers a variety of services to all of its students. These services include placement opportunities, counseling, cultural programing, and student activities. The community college is "flexibly designed and programmed to meet the higher educational needs of its community."[2]

The growth of community colleges may be considered as one of the most impressive developments in higher education. The community colleges have had an impact on criminal justice education. According to Stinchcomb:

> Because of its geographic as well as economic advantages, the community college is in a vital position to offer the employed person an education which he may not have been able to obtain in his youth. This has particular attraction for supervisory, managerial, and command personnel in police agencies and is an absolute necessity if we are going to successfully attract able candidates in the future.[3]

The role of the community colleges in criminal justice education emerged in the mid-1960's. It was stimulated by the work of the International Association of Chiefs of Police, the American Association of Community and Junior Colleges, the President's Commission Report on Crime in a Free Society, and the availability of federal funds.[4]

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[1]Ibid., pp. 9-10.

[2]Ibid., p. 10.

[3]James D. Stinchcomb, "The Community College and Its Impact," The Police Chief 33 (August 1966): 28.

[4]The National Manpower Survey of the Criminal Justice System, p. 57.

A great deal of criminal justice education is provided by the most accessible institution of all, the community college. The public two-year college provides almost half of all criminal justice programs in the United States. Of the nation's 917 community colleges, 531 have police education programs.[1]

The National Manpower Survey on the Criminal Justice System observed the following in their comprehensive overview of the community college and its relations with law enforcement during the past decade:

1. A heavy curriculum reliance upon the field of law enforcement with little input from, or even recognition of, criminal justice as a system;

2. Few faculty members actually prepared for college teaching, but a responsive reservoir of experienced operational personnel who possess sufficient academic strengths to initiate the efforts;

3. Particularly strong administrative support from the community college, although not necessarily equally strong college resource allocations in the early years;

4. Unpredictably large turnouts of in-service police officers, especially from city departments;

5. A rapid growth of pre-service enrollments;

6. Teaching and instructional improvements as faculties expanded and broadened;

7. Few curriculum changes from the initially recommended guidelines produced by national committees;

8. Continuing academic concern over duplication between the role of the community college in two-year degree education and its role as a vocational training center for law enforcement skills.[1]

Student access to public community colleges has also played an important role in increasing the national education level of the police. But the National Advisory Commission on Higher Education of Police

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[1]Sherman, p. 100.

[2]The National Manpower Survey of the Criminal Justice System, pp. 62-63.

Officers specifically believes that

> ...community college police education programs have also helped to define police work as paraprofessional in nature. Some programs--particularly the terminal two-year degree programs, in which many credits are not transferable to a four-year degree program--have acted as a brake on the educational achievement of police officers and other students. The terminal degree programs are also the major source of the paraprofessional caste of two-year police education. Supported by federal vocational education funds requiring "training" courses, they are often housed in the same academic units as programs in cosmetology and auto mechanics. We believe that community colleges offering police education programs should place them in the academic mainstream of the colleges, defining them as the first two years of a four-year program.[1]

The first police program in Pennsylvania was initiated in September, 1965, when Harrisburg Area Community College established the first full-time degree program in police administration. This two-year program led to an Associate in Science Degree with a major in Police Administration. The first semester of the program began with an enrollment of 37 students. This enrollment represented 20 part-time active police officers as students and 17 pre-employment students who attended full-time. Harrisburg Area Community College, in order to meet the needs of both the pre-service student and the in-service student, offered courses both in the day and evening hours.[2]

The enrollment of Pennsylvania's criminal justice students in ten community colleges has expanded from a total of 37 in 1965 to over 1,500 in 1977. These figures are further subdivided into 549 in-service students and 884 pre-service students.[3]

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[1]Sherman, pp. 115-116.

[2]Vern L. Folley, "Incipency of Police Education in Pennsylvania," Police 10 (March-April 1966): 75-77.

[3]Survey conducted by the Department of Education, Commonwealth of Pennsylvania; student enrollments are based on the nine community colleges in Pennsylvania that responded to the survey.

Curriculum

An examination of the typical program offerings by community colleges, four-year institutions, and police training academies may suggest a possible explanation for the large numerical growth and popularity of law enforcement programs in Pennsylvania community colleges.

Generally, baccalaureate programs have tended to have a theoretically based criminal justice systematic approach, while new programs at state and community colleges have tended to be pragmatically focused and oriented upon the law enforcement component of the criminal justice system.[1]

Sherman and the National Advisory Commission on Higher Education for Police Officers made the following observation concerning curriculum:

> Judgements about the quality of the curriculum clearly vary with the different viewpoints on what the curriculum is expected to do. If judgement is based on the objective of educating the police institution for change, the quality of the specialized police education curriculum in many colleges is extremely low. The curriculum in most programs does little more than provide a theoretical training in basic police skills. Unless the prevailing curriculum is changed, it will not succeed in educating the police institution for change.[2]

Despite Sherman's and the National Advisory Commission's claim that there exists a prevalence of the training curriculum, several other models do exist. These models are documented and elaborated upon by Tenny[3] and Hoover[4] in their studies on criminal justice education. The National Advisory Commission on Higher Education for Police Officers in their report on The Quality of Police Education discusses four college

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[1]Larry T. Hoover, Police Education and Curricula, (Washington, D.C.: GPO, 1975), p. 34.

[2]Sherman, p. 61.

[3]Tenny, Higher Education Program in Law Enforcement and Criminal Justice.

[4]Hoover, Police Educational Characteristics.

curriculum models. These four models are General Education, Criminal Justice as a Liberal Arts option, Criminal Justice as Professional Education, and Police Technology as Paraprofessional Vocational Training.[1]

The General Education model includes course work in the liberal arts or in business or other professional educational fields. Supporters of this model believe law enforcement agencies could profit from having personnel with degrees in history, philosophy, engineering, and mathematics.

The proponents of Criminal Justice as a Liberal Arts model hope to obtain the best aspects of both a career and a liberal arts curriculum. They claim that a broad, multidisciplinary approach to the crime problem and crime control will develop qualities in individuals which may contribute to change in law enforcement institutions. In addition, they feel that students are better prepared for criminal justice careers by studying the subject matter related to the field. Usually, the liberal arts model of a criminal justice major is described as having a strong emphasis on the behavioral and social sciences and is concerned with the understanding of human behavior.

The curriculum model of Criminal Justice as Professional Education was borrowed from undergraduate education in journalism, business management, architecture, and engineering, rather than from the arts and sciences. Criminal Justice as Professional Education advocates the study of professional and policy issues rather than theoretical explanations of social control and deviance. This model approaches courses designed to provide specific emphasis on more current topics than the liberal arts model, but its treatment is more complex and abstract than similar courses

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[1]Sherman, pp. 61-91.

in the training curriculum.

In the Police Technology as Paraprofessional Vocational Training model, courses are instructed at an extremely concrete level. They emphasize how to perform tasks rather than analyzing the rationale of performing those tasks.

The advent of the college-educated officer has served to emphasize their need for police training. Although college-educated officers may be academically qualified to assume the law enforcement role, they are often deficient in practical skills and essential knowledge needed for functioning as law enforcement officers. Neglecting to provide training to young men and women only creates frustration and disappointment within them.[1]

The following quote summarizes the need for training of law enforcement personnel:

> For there to be basic improvement, it is essential that the legitimacy of the training needs be recognized. There ought not to be any hesitation or reluctance on the part of police administrators or the public to support police training. It should be viewed as a vital and indispensible process in equipping a police officer to perform highly sensitive and complex functions. It ought also to be recognized as a continuing need. Training cannot be accomplished by occasional programs and improvised programs. Rather, there is need for established programs, qualified staffs, and adequate physical facilities.[2]

On June 18, 1974, the Commonwealth of Pennsylvania created the Municipal Police Officer's Educational and Training Commission. With this action, Pennsylvania became the forty-eighth state to require mandatory training for all police recruits within its borders.[3]

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[1]James H. Auden, Training in the Small Department, (Springfield, IL: Charles C. Thomas Publisher, 1973), p. 8.

[2]Task Force Report: The Police, p. 37.

[3]Municipal Police Officer's Education and Training Commission, 37PA Code CH201.

The police training curriculum adopted and presently used by Pennsylvania police training facilities was recommended by the National Advisory Commission on Criminal Justice Standards and Goals.[1] The curriculum in Pennsylvania is divided into five areas and consists of a total of 480 hours. The main areas of study include Introduction to the Criminal Justice System, Law, Human Values and Problems, Patrol and Investigative Procedures, and Police Proficiency. (See Appendix A for a detailed list of subject areas and class clock hours for each section.)

The police training curriculum is heavily vocational. The purpose of training is to provide an officer with the essential basic skills necessary for him or her to function as a law enforcement officer. For example, Pennsylvania police training academies offer no courses in English grammar or literature. There is also little class time devoted to the behavioral and social sciences.

The qualities which law enforcement administrators claim to desire in recruits are the very ones formal academic education is believed to nuture: knowledge of changing political, social, and economic conditions, understanding of human behavior, and the ability to interact and communicate, together with traditional moral values and qualities of self-discipline which may be considered important to a strong commitment to public service.[2] Saunders[3] points out that the law enforcement officer's job requires more than vocational training and technical skills. This position requires:

> A vast reservoir of knowledge in order to be able to know when and how to perform his duties. To be fully capable, the police

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[1]National Advisory Commission on Criminal Justice Standards and Goals, Police, (Washington, D.C.: GPO, 1973), p. 395.

[2]Charles B. Saunders, Jr., Upgrading the American Police, (Washington, D.C.: The Brookings Institution, 1970), pp. 82-83.

[3]Ibid., p. 85.

> student must be educated in terms of the total man. The officer must know much more than the contents of the criminal code and when a criminal offense has in fact been committed; he must know his position in the framework of society, the rights as well as the obligations of the citizenry, and the dignity of man.[1]

Hoover felt that educational institutions have traditionally played an important role in inculcating in members of professions related to one another a sense of congruent goals and objectives; a precise analogy of the criminal justice system cannot be made with any other professional system.[2] Institutions of higher learning can contribute significantly to the establishment of criminal justice goals. Hoover further commented:

> The general requirements of the Associate or Bachelor of Arts Degrees should apply to undergraduate criminal justice programs. The Baccalaureate Degree should require a minimum of thirty credits in criminal justice and impose a maximum of forty-two. The Associate Degree should require a minimum of fifteen credits in criminal justice and a maximum of twenty-one. A required criminal justice core of fifteen credits for either degree is suggested.
>
> It is intended that the general curriculum orientation provide pre-professional preparation for entry level positions in a variety of criminal justice agencies, and/or preparation for graduate study. The curriculum is thus designed to provide a systematic orientation to criminal justice so that graduates, regardless of occupational choice, will bring a broad view of criminal justice goals to their specific agency of choice. In addition, an analytic rather than vocational approach to the study of crime, criminal justice goals, processes, agencies, and programs is suggested.[3]

The curriculum model developed by Hoover lists courses from the "100" to "400" level. The "100" and "200" levels are designed for an Associate Degree program, while the "300" and "400" level courses are appropriately designed for a Baccalaureate program. Hoover further states:

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[1]Thomas M. Frost, A Forward Look in Police Education, (Springfield, IL: Charles C. Thomas Publisher, 1959), p. 34.

[2]Hoover, p. 40.

[3]Ibid., p. 41.

> The completion of a Baccalaureate Degree is assumed to involve examination in greater depth of all of the processes of the criminal justice system. Hence, the difference between an Associate and Baccalaureate Degree includes greater breadth in those subject areas listed here at the "200" level, as well as the completion of courses at the "300" and "400" levels.[1]

(Refer to Appendix B for a detailed listing of recommended professional courses for a criminal justice Baccalaureate curriculum.)

One argument for higher educational standards for law enforcement personnel could be the increasing educational level of the general population. In 1946, only 22 percent of all persons between eighteen and twenty-one were enrolled in higher education institutions; in 1967, this figure was 46.6 percent.[2] This trend continued into the 1970's.

In 1966, the National Commission on Technology, Automation, and Economic Progress recommended free public education through the fourteenth year, either at junior colleges or at appropriate post-secondary institutions. This educational opportunity would be available to all Americans, with vocational and occupational training functions shifted from high school to institutions of higher education.[3]

Chief William H. Berlin, Jr., indicates the value of two years of college to law enforcement personnel:

> Candidates with a minimum of two years of college are easier to train on the complexities of change in the rules of evidence, search and seizure, arrest and court techniques. They are more susceptible to training on specialty items, such as internal and external intelligence, public relations, budgeting and auxiliary

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[1]Ibid., p. 42.

[2]U.S. Office of Education, Digest of Educational Statistics. 1968, (Washington, D.C.: GPO, 1968), pp. 68, 116.

[3]National Commission on Technology, Automation, and Economic Progress, Technology and the American Economy, (Washington, D.C.: GPO, 1966), p. 46.

services; they are more adept at adjusting to situations that require clear thinking and precise action.[1]

The primary emphasis on the law enforcement Associate Degree programs has been upon the nature and implementation of the policing function rather than on basic recruit skills. These programs are designed to prepare a person for a law enforcement position by providing a background and understanding necessary to function as a basic recruit and advance to the limits of one's personal abilities.[2]

In 1975, the United States Office of Education designed a law enforcement curriculum to serve as a guide for two-year post-secondary institutions:[3]

First Semester	Credit Hours
Introduction to Psychology*	3
National Government	3
Introduction to Law Enforcement	3
Communication Skills	3
Police Organization and Administration	3
First Aid I and II	1
	16

*or Psychology for Law Enforcement Officers

Second Semester	
Technical Report Writing**	3
State and Local Government	3
Introduction to Sociology	3
Police Role in Crime and Delinquency	3
Patrol Operations	3
Police Defense Tactics	1
	16

**or Oral Communications

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[1]William H. Berlin, Jr., Chief of the Hermosa Beach, California, Police Department as quoted in Donald E. Clark and Samuel G. Chapman, A Forward Step: Educational Background for Police, (Springfield, IL: Charles C. Thomas, 1966), p. 84.

[2]Crockett and Stinchcomb, p. 9.

[3]U.S. Office of Education, Law Enforcement Technology: A Suggested Two-Year Post High School Curriculum, (Washington, D.C.: GPO, 1975), p. 31.

Summer Occupational Experience (Cadet/Work Experience)

Third Semester	Credit Hours
Criminal Law	3
Criminal Investigation	3
Social Problems	3
Police/Community Relations	3
Police Arsenal and Weapons (Fire Arms)	2
Electives***	3
	17

Fourth Semester	
Basic Mathematics	3
Criminal Evidence and Procedure	3
Introduction to Criminalistics	3
Organized Crime and Vice Control	3
Electives***	3
	15

***Electives include Traffic Administration and Enforcement, Police Records and Communications, Police Supervision, and Juvenile Delinquency.

Police education may be considered to begin at the academy level and continue through an Associate Degree, Baccalaureate Degree, Master's Degree, and terminate with a Doctorate. The mission of the graduate curriculum must expand:

> to accommodate the increased demands of new jobs, or jobs that are to be redeveloped to accommodate changes in the system itself. Thus, among the objectives of graduate programs must be expansion of the availability of personnel aspiring to planning, policy-making, administration, and management positions in the criminal justice system.[1]

Obviously, the academy, the Baccalaureate Degree, and the Associate Degree curriculum goals differ from a graduate curriculum as well as from each other. The police academy provides basic training courses that will assist the entering law enforcement officer to function

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[1]National Manpower Survey of the Criminal Justice System, p. 69.

sufficiently as a police officer. The Baccalaureate curriculum is designed to provide a systematic orientation to criminal justice. This approach allows graduates, regardless of occupational choice, to bring a broad perspective of criminal justice goals to the specific criminal justice component they chose as a career.[1] The community college curriculum differs from both the academy curriculum and Baccalaureate curriculum as their course offerings are usually expected to be general and broadly based. According to the National Manpower Survey of the Criminal Justice System, an important difference between two- and four-year programs in the relationship to the career fields of practice are as follows:

> Curriculum matters, or other program content issues, have seldom been regarded as the province of the practitioner in criminal justice. While there are instances in universities where practitioners/instructors greatly influence what is taught, as in schools of business or medicine, they do so through classroom and clinic rather than by actual curriculum design. In four-year criminal justice studies, for the most part, any influence that may have existed has lessened. The reasons for this condition include academic administrators who had a broader vision of the meaning of university education, fewer pressures upon universities from criminal justice officials, less direct involvement of in-service personnel in our curriculum issues, the inclusion of students with other majors in undergraduate criminal justice courses, and the fact that universities do not reward interrelationships with the world of work. While this situation varies with the mission of the institution, it is here being compared with the community college curriculum, where clearly a strong relationship exists in the field.[2]

The community college, because of its close contact with local law enforcement agencies along with its capabilities to prepare individuals to upgrade technical expertise, is an especially appropriate post-secondary institution to provide criminal justice education. The community college has a number of advantages to a population interested in

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[1]Hoover, p. 14.

[2]National Manpower Survey of the Criminal Justice System, p. 66.

achieving an Associate Degree in Criminal Justice. They are

1. Open admission;
2. Attraction of non-traditional, older students who might not be willing to attend a four-year college and university;
3. Geographically close to student commuters;
4. Local identification, familiar with community needs;
5. Low cost of tuition and rates;
6. A flexible and adaptive schedule to meet student needs;
7. Generally considered to be more responsive to community needs; and
8. Input from community through local board of trustees and program advisory members.

As Stinchcomb states:

> Community colleges are strongly oriented to local career needs, as they are perceived, and since law enforcement personnel were universally found throughout all levels of government, it is not too difficult to ascertain, as one looks back over the decade, how so many two-year schools identified this occupational grouping as one that deserved their special attention.[1]

One of the most important factors in the proliferation of criminal justice programs at community colleges was the increased federal funding first made available by the Law Enforcement Assistance Act in 1965 and then the Omnibus Crime Control and Safe Streets Act of 1968. Combined with the rapid growth of these institutions, in general, during this same period, it is little wonder that they established themselves as a new source for preparing the new image-enforcement officer.

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[1]James D. Stinchcomb, "The Two-Year Community College: An Assessment of Its Involvement in Law Enforcement From 1966 Through 1976--With Future Projections," The Police Chief 43 (August 1976): 17.

Faculty

At the community college level, faculty determine the nature of academic programs and their potential for success. The strengths and weaknesses of the curriculum are influenced by the faculty. In addition, faculty emphasize certain orientations in programs according to their knowledge and experiences. The Criminal Justice faculty's intense interest in law enforcement personnel is easily understandable because this group employs more personnel than the other components at all levels of government.

An overview of the community college and its relations with law enforcement during the past developmental decade best summarizes the faculty situation as follows:

> A heavy curriculum reliance upon the field of law enforcement, with little input from, or even recognition of, criminal justice as a system;
>
> Few faculty actually prepared formally for college teaching, but a responsive reservoir of experienced operational personnel who possessed sufficient academic strengths to initiate the effort.[1]

The report, Police Education in American Colleges and Universities: A Search for Excellence, mentions the following concerning Criminal Justice faculty:

> Probably no other discipline today has teachers, on the average, with as much field experience attained by criminal justice faculties. Hopefully, this is of value to both program and student development. It may not be, however. Quality and variety of experience has more potential for program improvement and student enrichment than mere length of service in a narrow, confining specialized career. Likewise, even a person of apparently wide experience may have had it in a milieu which would tend to disqualify rather than qualify him.[2]

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[1]Ibid., p. 17.

[2]Esther M. Eastman, Police Education in American Colleges and Universities: A Search for Excellence, (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1972), pp. 218-219.

Concerning academic preparation, a 1972 study of 432 faculty found that only six had not attained at least a Baccalaureate Degree. About 52 percent of two-year program faculty had Master's Degrees, and 9.6 percent had Doctorates. In sixty-eight four-year programs, more than 63 percent had Master's Degrees, and almost 37 percent had Doctorates.[1]

The Academy of Criminal Justice Sciences Accreditation Guidelines recommends that faculty of Associate Degree programs possess, "a Law degree or a Master's Degree with concentration in a content area relating to or complementing the area of instruction."[2]

The quality of criminal justice programs depends on the quality of the faculty attracted to the field. Criminal justice education must maintain academic respectability to attract first-rate faculty.

Accurate information on criminal justice programs in colleges and universities is not readily available. This is presently true of criminal justice programs offered through community colleges in Pennsylvania. Through this study, criminal justice programs and curricula of the community college are characterized and detailed, thus providing Pennsylvania community college trustees, administrators, and faculty with fundamental information that might be useful in evaluating their own programs. A statewide survey of the criminal justice programs in Pennsylvania was achieved by collecting data on these programs and also by reviewing their status.

While the study was limited to community colleges in Pennsylvania, it is felt that generalizations and specifications found are of value to similar institutions in other states.

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[1]Ibid., p. 217.

[2]Accreditation Guidelines for Post-Secondary Criminal Justice Educational Programs, Academy of Criminal Justice Sciences, 1976, p. 4.

CHAPTER III

METHODOLOGY

Accurate information about the growth and status of criminal justice programs in Pennsylvania community colleges is not readily available. Through this study, community college programs are described, characterized, and analyzed with regard to their past and expected contributions toward the development of more and better prepared criminal justice personnel.

Statement of the Problem

This study determined, described, and analyzed the development, implementation, and current nature of criminal justice programs in Pennsylvania community colleges and to ascertain probable patterns of future growth.

The review of literature suggests a growing trend toward requiring formal training and post-secondary education for criminal justice personnel. The review further suggests that the areas of greatest concern to the growing body of criminal justice educators and investigators deal with the problems of program development, student enrollment, curriculum, faculty, financing, and future status of criminal justice programs in post-secondary education. These areas were the major focus of this study. The researcher also explored criminal justice educator's perception of their programs operationally.

Findings from this study might provide administrators throughout Pennsylvania community colleges with information and data that could be

useful in planning, developing, or analyzing criminal justice programs. The information gained through this study might also be helpful to other institutions of higher learning who would enroll graduates from two-year programs.

While the study focuses on community colleges in Pennsylvania, the information regarding the growth of criminal justice programs in two-year colleges in Pennsylvania might be of assistance to educators of other states where similar criminal justice programs are offered in corresponding institutions.

Method of Research

The directors of criminal justice programs offered through community colleges in Pennsylvania were interviewed. An interview schedule was developed for use in data collection (see Appendix C), insuring continuity and comprehensiveness of the data to be collected from among the different program personnel. Before a final form of the interview guide was developed, the investigator pre-tested the items by consulting with a criminal justice program administrator at a community college in Western Pennsylvania. He was interviewed to assist in determining the clarity, relevance, ease of answering (or locating appropriate data), and thoroughness in eliciting the kind and depth of response sought by the investigator. Suggestions from these interviews were used by the investigator in developing the final version of the interview schedule used in this study.

Collecting information by an interview provided a framework for insuring that all pertinent data was collected. The use of the interview for obtaining the kinds of information relevant to this study was strongly supported by Hopkins, who states:

> The response to an interview can be expected to be greater than to a questionnaire, with returns of over 90 percent not being

> uncommon. The interview permits an interaction not readily available within the usual structure of the questionnaire, allowing the respondent to clarify the question asked and the questioner to probe for the specific meaning of answers. A structure can be developed which allows for branching of questions based on the respondent's answers....
>
> Since quantitative data are needed, the directness of the interview provides a way of obtaining objective data about some variables of a personal nature that may be difficult to obtain any other way.[1]

Obviously, the more structured a technique, the less likely the researcher is to find facts whose existence has not previously been considered or to develop assumptions not formulated when the study began. A respondent in an unstructured interview is more likely to provide a discovery by saying something unexpected than is the respondent who can check only the precoded replies to a questionnaire item. Techniques which maximize the possibility of coming upon unexpected data include the full or unstructured interview.[2]

The sample in this study included all community colleges in Pennsylvania which offer programs in criminal justice. Of the fourteen community colleges in the state, there are eleven who meet this condition. They are:

Bucks County Community College

Community College of Allegheny County

Community College of Beaver County

Community College of Philadelphia

Delaware County Community College

Harrisburg Area Community College

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[1]Charles D. Hopkins, Educational Research: A Structure for Inquiry, (Charles E. Merrill Publishing Co., Columbus, OH: 1976), p. 149.

[2]Howard S. Becker and Blanch Geer, "The Analysis of Qualitative Field Data," Human Organization Research, ed. Richard N. Adams and Jack T. Preiss, (Homewood: Dorsey Press, Inc., 1960), p. 279.

Lehigh County Community College

Luzerne County Community College

Montgomery County Community College

Reading Area Community College

Westmoreland County Community College

The directors of criminal justice programs at each of the colleges were interviewed.

Interviews were conducted in an informal manner using the open ended, leading questions that encouraged the interviewees to express themselves without actually answering a series of point blank questions. Some of the data that came out of the interviews is factual and in other instances the question called for a perceptional response so that respondent was giving his impressions which may or may not have held up under statistical analysis. In these latter questions, the institution most likely did not have accurate statistics. This refers to items such as reasons attributed for attrition or the explanation for a low black and female population.

In addition to information obtained through interviews with program administrators, publications such as college catalogs, program descriptions, brochures, and other printed material were also requested during the site visits. Information regarding program and institutional enrollments were derived from Pennsylvania Department of Education reports[1] compiled annually for all community college programs in the state.

Analysis of Data

Hillway points out that:

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[1] Directory Listing Curriculums Offered in the Community Colleges of Pennsylvania, Edition 1-11, 1969-1977.

> The survey, or descriptive study is a process of learning pertinent and precise information about an existing situation... that is...particularly useful as a tool in sociological and educational studies.[1]

However, he cautions that:

> In general, it is easier to obtain data through the survey method than to draw valid conclusions from the facts discovered. But the survey need not be a purely fact finding device. It can only provide a means of testing and establishing principles, of comparing the past with the present, of identifying trends, and thus presenting a sound basis for actions.[2]

The data obtained from interviews were categorized, ordered, summarized, and interpreted to provide meaningful and informative expression of the findings.

Descriptive data were categorized and presented relevant to the major areas of concern in this study, namely:

Program Development

Student Enrollment

Curriculum

Faculty

Financing

Future Status (Projections)

Specific kinds of information related to each of the above areas were collected as indicated in the interview guide (see Appendix C).

The investigator's analysis included interpretation and discussion of the findings as they related to similarities and differences among various programs in terms of the five areas explored in this research. Also studied in relation to these areas were significant trends

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[1]Tyrus Hillway, Introduction to Research, (Boston: Houghton Mifflin Co., 1956), p. 197.

[2]Ibid., pp. 197-198.

in program growth and development and identification of trends or patterns that may suggest future expectations in criminal justice programs in Pennsylvania community colleges. These findsings should be useful for professional personnel involved in the administration of criminal justice programs at the post-secondary level.

Definition of Terms

The following terms used in this study are defined as follows:

Associate in Arts Degree is the title or degree conferred by some colleges for the completion of two years of college work in arts and sciences beyond high school or for the curriculum of a junior college.[1]

Associate in Applied Science Degree is usually awarded after the completion of two years of college and generally considered a vocational degree.

Baccalaureate Degree is conferred upon graduates of most four-year colleges and universities who successfully complete an organized program of study in a specialty area.

Certificate/Diploma is written recognition granted to members of vocational classes when they have satisfactorily completed the requirements of a course of instruction; such certificates are presented when courses are not taken for credit toward graduation.[2]

Community College shall mean a public college or technical institute which is established and operated by a local sponsor which provides a two-year, post-secondary, college parallel, terminal-general,

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[1]Carter V. Good, ed., Dictionary of Education, (New York: McGraw-Hill Book Co., 1973), p. 44.

[2]Ibid., p. 88.

terminal technical, out of school youth or adult education program or any combination of these.[1]

Corrections refers to that component of the criminal justice system that maintains arrested and convicted prisoners for societal protection, punishment, and rehabilitation.

Credit by Examination refers to a situation when a student is proficient in a particular subject area but has not developed that competency through formal study in an approved institution; credit may be established through a proficiency examination.

Criminal Justice refers to the machinery, procedures, personnel, and purposes which have to do with the content of the criminal law and with the arrest, trial, correction, and disposition of offenders. The system involves the law enforcement branch, the prosecutor's office, courts, penal institutions, probation, parole, officials charged with administering their defined duties.

Education refers to liberal arts and professional academic courses conducted by an accredited college in a formal environment.

In-Service Personnel refers to an individual employed in the criminal justice system.

In-Service Training is training conducted during the period of employment within the agency.

Law Enforcement is the field of crime prevention enforcement of the criminal laws, apprehension of offenders, and preserving the peace.

LEAA is the abbreviated form of Law Enforcement Assistance Administration.

LEEP is the abbreviated form of Law Enforcement Education Program.

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[1]Pennsylvania Community College Act 484, 1963.

Parallel Scheduling is the scheduling of a class once during the day and the identical class once during the same evening. The classes are taught by the same instructor covering the same material for the same length of time.

Police Academy is a school of formal training for law enforcement officers. Training is provided after acceptance as employees of some police agency.

Pre-Service refers to a person who is not employed by a criminal justice agency but who anticipates or desires employment in such an agency.

Recruit Training is basic training received by an entering law enforcement officer.

Roll-Call Training is training received by a law enforcement officer prior to going on duty.

Training refers to basic "how-to" skill courses received by law enforcement officers in an academy setting.

CHAPTER IV

PRESENTATION OF DATA

The data reported in this study have been obtained by visits to all eleven community colleges in Pennsylvania that offer criminal justice programs. A survey questionnaire (Appendix C) was used as an interview guide aid in collecting the data described and analyzed in this chapter. The data are grouped together in six major areas:

1. Program Development
2. Student Enrollment
3. Curriculum
4. Faculty
5. Financing
6. Future Status

Program Development

The initial information requested from the criminal justice directors was the year the program started, the original name of the program, and the present name of the program if it had changed. The first program was established at Harrisburg Area Community College in 1965. Luzerne County Community College started the most recent program in 1975. Of the eleven criminal justice programs, seven were established between 1965 and 1969, and four were started between 1970 and 1975.

The original name of the programs was: Police and Corrections--one school, Correctional Administration--one school, Police Science

Administration--one school, Criminal Justice--one school, Police Administration--two schools, Law Enforcement--three schools, and Police Science--four schools.

Both Harrisburg Area Community College and Lehigh had a Police Administration and Police Science program. The first community college to have Criminal Justice as an original name was Luzerne.

Seven of the eleven community colleges changed the original name of their program. Criminal Justice became the name of the programs of four schools, Administration of Justice the name for two schools, Criminal Justice Administration and Law Enforcement and Police Science the new name of the program in one school. Table 1 provides a breakdown for the information on the years the colleges and programs were started as well as the program names.

Advisory Committee

Most of the community colleges have established active advisory committees composed primarily of criminal justice practitioners. One community college, Bucks County Community College, did not provide a copy of their advisory committee members.

The Community College of Beaver County has the smallest number of members on its advisory committee with eight. The largest advisory committee is Philadelphia's with sixteen members. The nine schools collectively have one hundred and twenty-one members on their advisory committees. The largest element represented is Law Enforcement with fifty-three members. This is further subdivided into thirty Police Chiefs, five State Police officers, three Federal Bureau of Investigation Special Agents, one Federal Bureau of Dangerous Drugs representative, and fifteen municipal police officers. There are seven Correctional Administrators, seven

TABLE 1

CRIMINAL JUSTICE PROGRAM ESTABLISHED AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	Year College Started	Year Program Started	Original Name	Name Changed
Bucks	1966	1966	Police & Correctional Administration	Criminal Justice
Allegheny Campus	1966	1970	Correctional Administration	
Boyce Campus	1966	1967	Police Science	Administration of Criminal Justice
Beaver	1967	1969	Law Enforcement	Criminal Justice
Philadelphia	1964	1969	Law Enforcement	Criminal Justice
Delaware	1968	1968	Law Enforcement	Administration of Justice
Harrisburg	1964	1965	Police Administration Police Science	
Lehigh	1967	1967	Police Administration Police Science	Criminal Justice Administration
Luzerne	1966	1975	Criminal Justice	
Montgomery	1964	1967	Police Science Administration	
Reading	1971	1971	Police Science	Criminal Justice
Westmoreland	1971	1971	Police Administration	Law Enforcement & Police Science

Probation Officers, and seven judges represented on advisory committees. Attorneys account for fourteen members, five of which are District Attorneys. Eleven of the members represent Security Personnel while four members represent education. Also serving as advisory committee members are six students, a newspaper publisher, a court administrator, an investigator for the Court of Common Pleas, a Director of a Juvenile Delinquent institute, a family court administrator, the Director of Mental Health and Mental Retardation, the local Director of the Governor's Justice Commission, a county commissioner, and a citizen not directly involved in the criminal justice system.

All ten community colleges have police chiefs on their advisory committee with Luzerne County Community College having the largest representation with six. Allegheny Campus of the Community College of Allegheny County has the largest representation of correctional personnel on their committee with three. Probation has the most representation at the Community College of Philadelphia, with three members. Five of the eleven members of the Harrisburg Area Community College are attorneys. Montgomery County Community College has four educators from their institutions on their Advisory Committee. (See Table 2.)

Agencies that Provided Input in Establishing Criminal Justice Programs

At least six of the criminal justice programs were established internally without any external encouragement. A breakdown of how each program started follows:

Bucks County Community College
Received input from the District Attorney, the Warden of the County Jail, and two police chiefs.

Community College of Allegheny County, Allegheny Campus
There was no involvement with outside agencies.

Table 2

ADVISORY COMMITTEE MEMBERS AT PENNSYLVANIA COMMUNITY COLLEGES

College	Occupation												
	Police Chief	State Police	FBI	Other Police	Correc-tions	Probation	Judge	District Attorney	Attorney	Sec-urity	Educators	Other	Total Members
Bucks													
Allegheny Campus	1			1	3			1			1	3	10
Boyce Campus	3			1				1		1	1	1	8
Beaver	2	1		2			1	1				1	8
Philadelphia	4			1	2	3			1	1	1	3	16
Delaware	1	1	1	1	1	1	1	1		1	1	1	10
Harrisburg	1			1		1	1		5	2			11
Lehigh	3	1		2			1			3			10
Luzerne	6		1	1	1		1		1			1	12
Montgomery	3	1	1						1		4		10
Reading	3			5				1	1	1		4	15
Westmoreland	3	1			1	2	2			2			11
Total	30	5	3	15	8	7	7	5	9	11	8	14	121

Community College of Allegheny County, Boyce Campus
In late 1966, the Chief of Police of Edgewood presented the College with data justifying the need for a program. The College approved the program and a director was hired to develop and operate the program.

Community College of Beaver County
The Criminal Justice Program was established by the Dean of Instruction when federal funding became available.

Community College of Philadelphia
The program was established internally without external assistance.

Delaware County Community College
Received no assistance from any outside agencies.

Harrisburg Area Community College
The Criminal Justice Program was initiated by the President who employed a director to develop and organize the program.

Lehigh County Community College
The program was established by the President.

Luzerne County Community College
The Governor's Justice Commission encouraged the College in establishing the program.

Reading Area Community College
The Reading Crime Council contacted the President for the purpose of starting a program.

Montgomery County Community College
The Montgomery County Police Chief's Association contacted the President for the purpose of establishing a program.

Westmoreland County Community College
There were no criminal justice agencies involved in getting the program established but the President hired a consultant to get the program off the ground.

Organizational Structure

Eight of the eleven community colleges have individuals who are directly responsible only for criminal justice programs. The most popular title for a program head was Coordinator of Criminal Justice. The second most common title for individuals heading programs was Chairperson. Only two programs were headed by Deans. The location of the criminal justice programs within the school structure are: four report to Academic Dean,

TABLE 3

ORGANIZATIONAL STRUCTURE

Community College	Title of Administrator	Location Within School Organization	Number of Full-Time Faculty	Number of Part-Time Faculty
Bucks	Coordinator of Criminal Justice	Chairman of Behavioral Science	2	11
Allegheny Campus	Assistant Dean of Social Sciences	Dean of Instruction	2	3
Boyce Campus	Chairman of Criminal Justice & Sociology	Assistant Dean of Behavioral Sciences	4	15
Beaver	Coordinator of Criminal Justice	Director of Applied Technologies	3	4
Philadelphia	Chairperson of Mental Health, Social Science & Criminal Justice	Director of Social & Behavioral Sciences	4	9
Delaware	Coordinator of Criminal Justice	Dean of Social Sciences	2	4
Harrisburg	Chairman of Public Safety	Dean of Academic Affairs	6	5
Lehigh	Coordinator of Criminal Justice Administration	Director of Personnel Services Division	2	6
Luzerne	Coordinator of Criminal Justice	Academic Dean of Affairs	2	6
Montgomery	Coordinator of Police Science	Assistant Dean of Continuing Education and Community Affairs	2	12
Reading	Chairperson of Behavioral Science & Public Service	Vice-President of Academic Affairs	1	3
Westmoreland	Dean of Arts & Science	Executive Dean	2	0

four are in the Behavioral and Social Sciences, one is in Continuing Education, one in Applied Technology and one in Personnel Services.

Presently there are thirty-two full-time faculty members at the eleven community colleges in Pennsylvania. There are twice as many part-time faculty as there are full-time faculty. The total number of part-time faculty teaching in community colleges is seventy-eight.

All the criminal justice programs have at least one full-time faculty member. Harrisburg Area Community College has the most full-time faculty with six. Seven schools have two faculty members, one has three faculty members, and two have four faculty members.

Westmoreland County Community College is the only school that does not employ part-time faculty. Boyce Campus of the Community College of Allegheny County employs the most part-time faculty with fifteen. Next are Montgomery with twelve and Bucks with eleven. The lowest number of part-time faculty employed are at Allegheny Campus and Reading Community College who have three each. Harrisburg Area Community College employs five part-time faculty with Lehigh and Luzerne County Community Colleges each employing six part-time faculty. Philadelphia Community College is the only school that employs nine part-time faculty. (See Table 3.)

Student Enrollment

Criminal justice enrollment has increased steadily. In 1968 the six criminal justice programs at Pennsylvania community colleges had a total of three hundred and seventy-four students. The enrollment reached its peak in 1975 with 3,485 students. The enrollment has been decreasing since 1975. (See Figure 1.)

Usually, criminal justice programs have more full-time students than part-time students, but Montgomery County Community College has, since 1969, had more part-time students than full-time students.

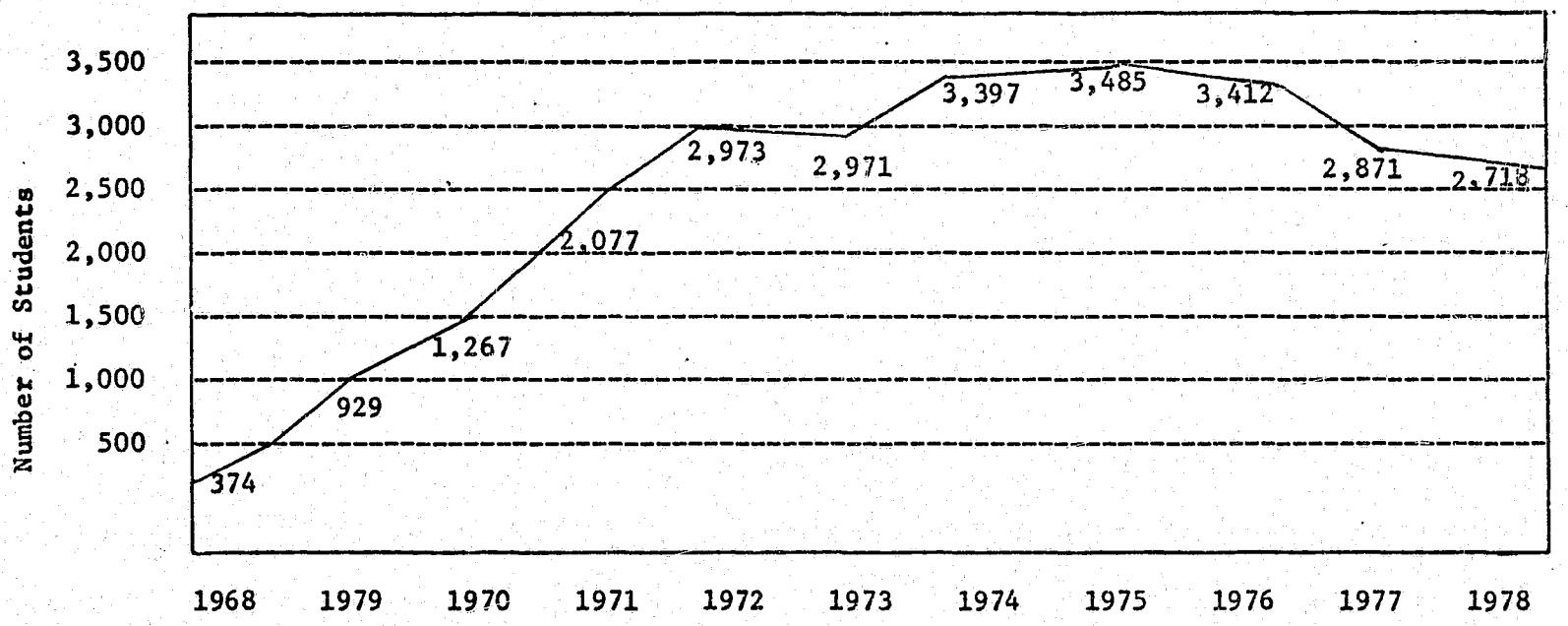

Fig. 1. Total Criminal Justice enrollment in community colleges, Fall 1968-1978.

Delaware County Community College in 1972 had six hundred and forty-one part-time students, the largest part-time enrollment of any community college. Both Harrisburg Area Community College, in 1978, and the Allegheny Campus of the Community College of Allegheny County, in 1976, had three hundred and four full-time students, the most enrolled in any criminal justice program. Since 1975 most of the criminal justice programs have observed a decrease in both full-time and part-time student enrollment. Table 4 shows the full-time and part-time enrollment at Pennsylvania community colleges.

Comparison of Criminal Justice Enrollment to Total School Enrollment

In 1974, Boyce Campus of the Community College of Allegheny County had eight hundred and seventy-two criminal justice students out of a total college enrollment of 4,474. The criminal justice enrollment made up 19.3 percent of the total school's enrollment, the highest percentage of criminal justice students at one school in any one year.

The Community College of Philadelphia, the college with the largest enrollment with 9,974 students, had only 4.5 percent of its students enrolled in criminal justice in 1977. The school with the lowest percentage of criminal justice students in comparison with the total school enrollment was Montgomery County Community College with .44 percent in 1968. In that year Montgomery had six criminal justice students compared with a total enrollment of 1,365.

The school with the lowest college enrollment, Reading Area Community College, has also had the lowest criminal justice enrollment since 1971. Although the criminal justice program reached 8.2 percent of the total college enrollment in 1975, this was based on a total enrollment of six hundred and eleven students.

TABLE 4

ENROLLMENT IN CRIMINAL JUSTICE PROGRAMS IN PENNSYLVANIA COMMUNITY COLLEGES
1968-1978

Community College	Year										
	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978
Bucks	26	45	17	128	104	134	188	206	195	153	100
	0	10	17	37	39	42	108	97	219	195	102
Allegheny Campus		0	6	40	54	103	139	301	304	200	190
		48	43	64	106	67	54	109	92	75	60
Boyce Campus	62	107	144	188	214	273	289	243	236	232	224
	166	321	363	422	453	544	583	336	240	221	162
Beaver		12	30	104	102	88	71	67	63	60	43
		4	22	22	60	55	55	57	38	35	19
Philadelphia			52	70	80	120	207	225	161	249	254
			24	109	158	176	195	156	176	196	170
Delaware	0	19	36	20	23	103	83	153	147	153	288
	42	20	49	84	641	75	71	139	114	100	70
Harrisburg	88	121	144	197	159	171	217	232	230	205	304
	44	66	77	103	98	118	263	234	141	71	56
Lehigh	23	50	75	118	132	142	140	141	139	136	120
	17	67	51	90	136	124	128	102	84	73	84
Luzerne								29	62	100	110
								34	167	35	30
Montgomery	6	13	41	55	83	120	158	171	171	221	120
	0	28	76	94	134	152	227	194	235	295	126
Reading				3	27	18	28	37	41	17	15
				10	17	5	10	13	11	4	10
Westmoreland				70	99	89	109	124	87	55	44
				49	54	72	74	55	57	32	17

Upper Figure indicates full-time enrollment; Lower Figure indicates part-time enrollment.

The college with the highest percentage for the longest period of time is Boyce Campus of the Community College of Allegheny County. From 1969 to 1978, criminal justice students have always been at least 12 percent of the total college enrollment.

From 1968 to 1978 both the Harrisburg Area Community College and the Boyce Campus of the Community College of Allegheny County never had an enrollment of less than one hundred students in criminal justice. A more accurate comparison of criminal justice enrollment to the total college enrollment may be obtained from Table 5.

Kinds of Students Enrolled in Criminal Justice

The response of the Directors of Criminal Justice Programs as to the kinds of students who have been enrolling in criminal justice is as follows:

Bucks County Community College

> "In the past they were predominately in-service police officers. Most of the students were male and older, in their late 20's and 30's."

Allegheny Campus, Community College of Allegheny County

> "Up through 1974 there was a fair mixture of in-service and pre-service students. Since then there has been a shift from predominately in-service students to high school students. The trend is toward the younger student."

Boyce Campus, Community College of Allegheny County

> "From 1967 to 1975, 60 percent of Criminal Justice students were in-service people attending school part-time; the other 40 percent were recent high school graduates."

Community College of Beaver County

> "The Program from 1969 to about 1976 had a large proportion of

TABLE 5

COMPARISON OF CRIMINAL JUSTICE ENROLLMENT TO TOTAL SCHOOL ENROLLMENT 1968 - 1978
AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	1968			1969			1970			1971			1972			1973		
	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent
Bucks	26	1669	1.5	55	3641	1.5	34	4522	.75	165	5165	3.2	143	4172	3.4	176	3607	4.8
Allegheny Campus				PT 48	3436	1.3	49	4710	1.00	104	5894	1.8	160	6650	2.4	170	7805	2.2
Boyce Campus	128	2282	1.7	428	3476	12.3	507	3638	13.90	610	4828	12.6	667	4355	15.3	817	4562	17.9
Beaver				16	1070	1.4	52	1129	4.60	126	1129	11.1	162	1627	10.0	143	1466	9.8
Philadelphia							76	5074	1.40	179	5652	3.2	238	6566	3.6	296	8349	3.5
Delaware	PT 42	804	5.2	39	1930	2.0	85	1722	4.90	104	2453	4.2	664	4252	15.6	178	3020	5.9
Harrisburg	132	1822	7.2	187	3220	5.8	221	3686	6.00	300	3799	7.9	257	4061	6.3	289	3949	7.3
Lehigh	40	1041	3.8	117	1821	6.4	126	2202	5.70	208	2242	9.3	268	2182	12.3	266	2051	13.0
Luzerne																		
Montgomery	6	1365	.44	41	2390	1.7	117	2888	4.00	149	3057	4.9	217	4264	5.0	272	4863	5.6
Reading										13	314	4.1	44	314	14.0	23	408	5.6
Westmoreland										119	1042	11.4	153	1042	14.7	161	1487	10.8

*CRJ denotes Criminal Justice enrollment; Sch denotes school enrollment

TABLE 5 - Continued

COMPARISON OF CRIMINAL JUSTICE ENROLLMENT TO TOTAL SCHOOL ENROLLMENT 1968 - 1978
AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	1974			1975			1976			1977			1978		
	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent
Bucks	296	4396	6.7	303	4501	6.7	414	7552	5.5	348	6643	5.2	202	6630	3.0
Allegheny Campus	193	7400	2.6	410	6189	6.6	396	6562	6.0	275	4636	5.9	250	4247	5.9
Boyce Campus	872	4474	19.5	579	3594	16.1	476	3332	14.3	453	3020	15.0	386	3010	12.8
Beaver	126	1739	7.2	124	1813	6.8	103	1728	6.0	95	1840	5.2	62	1895	3.3
Philadelphia	402	8703	4.6	411	9165	4.5	337	8923	3.8	445	9979	4.5	424	9524	4.5
Delaware	154	3458	4.5	292	4498	6.5	261	5087	5.1	253	4273	5.9	358	5200	6.9
Harrisburg	480	4263	11.3	466	4653	10.0	371	4603	8.1	276	4840	5.7	360	5027	7.2
Lehigh	268	2408	11.1	243	2679	9.1	223	2635	8.5	209	2480	8.4	204	2460	8.3
Luzerne				63	2334	2.6	229	2688	8.5	135	3300	4.1	140	3500	3.9
Montgomery	385	5685	6.8	365	6171	5.9	406	6145	6.6	274	6606	4.1	246	6400	4.1
Reading	38	499	7.6	50	611	8.2	52	771	6.7	21	1032	2.0	25	1087	2.3
Westmoreland	183	1758	10.4	179	2034	8.8	144	2035	7.1	87	2089	4.2	61	2263	2.7

*CRJ denotes Criminal Justice enrollment; Sch denotes school enrollment

in-service students. In the last few years the program has had only two or three in-service students. The present criminal justice student is the recent high school graduate."

Community College of Philadelphia

"There has been an approximate ratio of 50 percent in-service and 50 percent pre-service since the beginning of the program."

Delaware County Community College

"From a program in 1968 that was 100 percent male, the sex population is now approximately 50 percent male-50 percent female. Also from an interest almost 100 percent in Police Science, the interest has changed to approximately 50 percent Police, 35 percent Corrections, Probation and Parole, and about 10 percent private security and 5 percent other."

Harrisburg Area Community College

"The traditional full-time student is the recent high school student or the returning veteran. The traditional in-service student is the local police officer who hopes to be promoted. The pre-service student fell in the age group of late teens or early twenties. The bulk of the in-service personnel were in their mid-twenties to late twenties."

Lehigh County Community College

"There was a large number of part-time students until three years ago. The bulk of part-time students were in-service personnel. Presently, the enrollment is predominately pre-service."

Luzerne County Community College

"There is a mixture of recent high school graduates, veterans, and older in-service people."

Reading Area Community College

"Students entering the program are usually recent high school

graduates. There are a few in-service graduates. When they are in-service graduates they are usually police."

Westmoreland County Community College

"For a while there were many in-service older students then the trend went to high school graduates. The trend then reverted back to the in-service older student and now the trend appears to be back to high school students."

Characteristics of Criminal Justice Students

The current criminal justice student at Pennsylvania community colleges is predominately a recent high school student. Some schools report a substantial proportion of their students are females. Only the Community College of Philadelphia and the Allegheny Campus of the Community College of Allegheny County reported having a large number of black students. All other community colleges reported that their student population was predominately white. In discussions with Directors of Criminal Justice Programs many of them mentioned that the counties their colleges were located in had very few blacks, therefore making it difficult to recruit blacks.

The major changes (see Table 6) in the character of criminal justice students is that they are now younger, recent high school graduates, and more likely to be female than a few years ago. The biggest change in criminal justice programs has been the decrease and at some schools the elimination of the in-service police officer or correction officer. Today's criminal justice students are most likely to lack criminal justice experience than those enrolled a few years ago.

The future expectation of the Directors of Criminal Justice is that the trend toward younger pre-service students will continue indefinitely.

CONTINUED

1 OF 2

TABLE 6

CHARACTERISTICS OF CRIMINAL JUSTICE STUDENTS AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	Current Character	Character Changes	Future Expectations
Bucks	Predominately recent high school graduates. A fair proportion of females.	In the past students were predominately inservice police officers. Most of the students were male and in their late 20's and early 30's.	A continuation of the pre-service student.
Allegheny Campus	Students are young and a large percentage of students are women and blacks.	Up through 1974 there was a fair mixture of inservice and pre-service students	A continuation of the young pre-service student.
Boyce Campus	From 1976, 25 percent of the students are inservice students, the other 75 percent are recent high school graduates.	There has been a declining enrollment of both part-time and inservice students. There are not many new employees who can go to school.	A continuation of the young pre-service student.
Beaver	A vast majority of students are recent high school graduates. Forty percent of the students are female.	Until a few years ago 60 percent of the students were pre-service while 40 percent were inservice police officers. There were very few female students.	Students will come from the high schools.
Philadelphia	There are slightly more in-service students than pre-service students. The college works to maintain 50-50 ratios. Also 50 percent of the students are black male.	None noticed.	A continuation of the 50-50 ratio of inservice pre-service students.
Delaware	Ninety percent of enrollment are pre-service students. Approximately 30 percent are recent high school graduates.	The program in the late 60's was predominately male; the sex population is approximately 50 percent male, 50 percent female.	A continuation of female-male ratios.

TABLE 6 - Continued

CHARACTERISTICS OF CRIMINAL JUSTICE STUDENTS AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	Current Character	Character Changes	Future Expectations
Harrisburg	Predominately white male, few women and minorities.	The character of the enrollment has remained steady. During the last three years, there has been a drop in enrollment in both in-service and pre-service students.	A continuation of the same type of student.
Lehigh	Females make up 25 percent of the Criminal Justice Program. The inservice personnel is now much younger than in past years.	The increase in female and the younger student.	A continuation of female students and the recent high school graduate.
Luzerne	At least one-third of the students are females. There is a mixture of recent high school graduates, veterans and older people.	The only change has been an increase in the number of students.	The future will continue as it is.
Montgomery	The program consists of a ratio of 50 percent full-time students and 50 percent part-time students.	There have been no major changes in the character of Criminal Justice students.	There will be more high school graduates than in-service personnel.
Reading	Recent high school graduates. Enrollment is 50 percent male, 50 percent female.	There has not been any change. The program has attracted young idealistic students.	The program has a slim chance of surviving.
Westmoreland	The character is predominately high school graduates. A large majority are female students.	The increase in female students.	More younger students and fewer older students.

Also, it is anticipated that the programs will continue to attract females. It should be noted that all the program Directors, except one, felt their programs would survive. Reading's Director of Criminal Justice felt that his program had a slim chance of surviving because of low enrollments and financial difficulties the school was having.

Attrition Rate

The attrition rate of Criminal Justice Programs at Pennsylvania community colleges ranges from 1 percent to 50 percent. As shown in Table 7, two schools had 50 percent, one school 35 percent, one school 30 percent, one school 25 percent, three schools 20 percent, one school 10 percent, two 5 percent and only one with 1 percent.

The Director of the Harrisburg Area Community College, the school with the lowest drop-out rate stated that "this is because full-time students become part-time students rather than dropping-out." Both the Director of Lehigh County Community College and the Allegheny Campus of the Community College of Allegheny County felt that their attrition rate of 50 percent was in keeping with the national attrition rate for community colleges.

"Financial problems" were identified most often as reasons for students leaving school. This was followed by "lack of interest" and "securing a job." Other reasons given were "home environment," "lack of jobs," "no real value for promotion," "academic problems," "failure to understand program." Table 7 shows the attrition rate and reasons for students leaving in each institution.

Comparison of Criminal Justice Graduates to Total School Graduates

In 1974, Boyce Campus of the Community College of Allegheny County graduated five hundred and thirty students. One hundred and sixty-four

TABLE 7

ATTRITION REASONS AND PERCENTAGE IN CRIMINAL JUSTICE PROGRAMS AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	Percentage	Reasons
Bucks	25	Financial
Allegheny Campus	50	Financial Home environment Secured a job
Boyce Campus	5	Financial Lack of interest
Beaver	20	Financial Lack of interest
Philadelphia	30	Financial Personal reasons
Delaware	20	Financial Secured a job
Harrisburg	1	Financial Secured a job Change of interest
Lehigh	50	Change of interest Lack of jobs No real value for promotion
Luzerne	10	Do not understand program
Montgomery	5	Change of interest Academic
Reading	20	Change of interest
Westmoreland	35	Secure jobs Change of interest

students in Criminal Justice graduated that year which accounted for 31.2 percent of the graduates. This percentage rate was the highest rate for Pennsylvania community colleges in one year. It should be noted that since 1971 the Criminal Justice graduates of Boyce Campus had always accounted for at least 12 percent of the total graduates.

Every Criminal Justice Department has at one time had at least 4.8 percent of the total school graduates as Criminal Justice graduates.

The percentage of the Criminal Justice graduates (see Table 8) is the total school graduates varies from school to school and from year to year. The colleges with the highest percentage of Criminal Justice graduates were located in or geographically close to metropolitan areas. Conversely, the colleges with the lowest percentage of Criminal Justice graduates were usually found in the rural areas.

Curriculum

Criminal Justice Programs

The Associate of Applied Science degree is awarded by eight colleges. Three schools award the Associate of Arts degree. Both campuses of the Community College of Allegheny County award an Associate of Arts degree and an Associate of Science degree.

Criminal Justice is the degree title of four colleges, and three schools title their degree Administration of Criminal Justice. The other four schools all award degrees with different titles. Harrisburg Area Community College offers four different degrees.

Several of the Criminal Justice Departments offer within their program the option to pursue one of the criminal justice components as an area of study.

Corrections and Police Science is the most common option offered through Criminal Justice Programs. Four schools offer no option in

TABLE 8

COMPARISON OF CRIMINAL JUSTICE GRADUATES TO TOTAL SCHOOL GRADUATES 1969 - 1978
AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	1969			1970			1971			1972			1973			1974		
	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent
Bucks				7	383	1.8	0	404	0	22	714	3.00	24	748	3.2	25	624	4.0
Allegheny Campus										2	475	.42	6	570	1.0	14	730	1.9
Boyce Campus	129	280	46.1	41	324	12.7	34	209	16.30	68	342	19.80	96	395	24.3	164	530	30.9
Beaver							20	266	7.50	17	223	7.60	32	360	8.8	26	405	6.4
Philadelphia							1	667	.14	12	161	1.60	33	748	4.4	68	819	8.3
Delaware				7	121	5.8	7	253	2.80	13	392	3.30	20	385	5.2	27	384	7.0
Harrisburg	42	388	10.8	56	579	9.7	41	488	8.40	61	341	17.80	58	550	10.5	81	747	10.8
Lehigh	5	200	2.5	7	221	3.2	18	381	4.70	29	545	5.30	48	602	8.0	70	531	13.1
Luzerne																		
Montgomery	3	300	1.0	6	336	1.8	7	380	1.80	19	436	4.4	19	525	3.6	37	630	5.9
Reading													1	51	2.0	2	104	1.9
Westmoreland													25	168	14.9	26	256	10.1

TABLE 8 - Continued

COMPARISON OF CRIMINAL JUSTICE GRADUATES TO TOTAL SCHOOL GRADUATES 1969 - 1978 AT PENNSYLVANIA COMMUNITY COLLEGES.

Community College	1975			1976			1977			1978		
	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent	CRJ	Sch	Percent
Bucks	29	504	5.8	63	910	6.9	44	978	4.5	40	460	8.7
Allegheny Campus	27	749	3.6	49	699	7.0	65	865	7.5	53	831	6.4
Boyce Campus	73	511	14.3	138	443	31.2	94	487	19.3	105	455	23.0
Beaver	32	376	8.5	29	363	8.0	30	458	6.6	13	459	2.8
Philadelphia	64	971	6.6	55	1068	5.1	42	850	4.9	48	800	6.0
Delaware	23	368	6.3	57	513	11.1	46	556	8.3	51	518	9.8
Harrisburg	113	565	20.0	81	621	13.0	76	670	11.3	72	788	9.1
Lehigh	66	490	13.5	56	462	12.1	44	480	9.2	38	500	7.6
Luzerne							25	700	3.6	35	730	4.8
Montgomery	69	731	9.4	58	707	8.2	54	710	7.6	60	702	8.5
Reading	4	108	3.7	15	109	13.8	5	132	3.8	3	145	2.0
Westmoreland	34	327	10.4	36	314	11.5	36	310	11.6	19	298	6.4

Criminal Justice. Westmoreland County Community College offers the most options with four. Only three of the eleven community colleges offer certificates in a Criminal Justice area. Table 9 provides a breakdown of all eleven community colleges on degree, degree title, program option and certificates.

Comparison of Curriculum Requirements According to Degree

All the community colleges Criminal Justice Programs require a minimum of six credits in English. Montgomery and Westmoreland County Community Colleges both require twelve credits in English. Five schools require nine credits in English; six credits in English Composition and three credits in Public Speaking. The other five community colleges require six credits in English, usually in English Composition.

Social Sciences as a requirement vary from school to school. A minimum of nine credits is required by two colleges. A similar number of criminal justice programs require twelve and fifteen credits towards a degree. Luzerne and Montgomery County Community Colleges require eighteen credits in Social Sciences. Sociology and Psychology are two Social Sciences required by all the community colleges. Some schools require more than six credits in Sociology and Psychology, or like Westmoreland County Community College, require history and Political Science courses.

Mathematics and Science as a requirement has ten credits as a high and zero credits as a low. Harrisburg Area Community College and Montgomery County Community College do not require any mathematics or science credits towards an associate degree in Criminal Justice. Reading Area Community College requires a combined total of ten credits in mathematics and science. Bucks, the Allegheny Campus of the Community College of Allegheny County, Beaver, and Westmoreland all require that

TABLE 9

CRIMINAL JUSTICE PROGRAMS AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	Degree	Degree Title	Program Options	Certificates
Bucks	A.A.	Administration of Criminal Justice	Corrections Police Science	None
Allegheny Campus	A.S.	Correctional Administration	None	None
Boyce Campus	A.S. A.A.	Administration of Criminal Justice	None	None
Beaver	A.A.S.	Criminal Justice	Corrections Police Science	Yes
Philadelphia	A.A.S.	Criminal Justice	Corrections Police Science	None
Delaware	A.A.S.	Administration of Justice	None	Yes
Harrisburg	A.A.	Police Administration Police Science Commercial Security Correctional Rehabilitation	-----	Yes

TABLE 9 - Continued

CRIMINAL JUSTICE PROGRAMS AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	Degree	Degree Title	Program Options	Certificates
Lehigh	A.A.S.	Criminal Justice Security Administration	None	None
Luzerne	A.A.S.	Criminal Justice	Corrections Police Security	None
Montgomery	A.A.S.	Police Science Administration	None	None
Reading	A.A.S.	Public Service Technology	Correctional Rehabilitation Police Science	None
Westmoreland	A.A.S.	Law Enforcement and Police Science	Corrections Police Science Security Criminal Justice	None

science be taken. The Allegheny Campus and Luzerne both require mathematics to be taken. Three schools, Boyce Campus, Philadelphia, and Lehigh give their students the option of taking either mathematics or science.

The number of Criminal Justice credits required begins with the low of twelve credits required by the Community College of Philadelphia to the high of thirty credits required by Reading Area Community College. Only five schools require that Criminal Justice electives be taken. Three of the schools have twelve credits in electives and one each has six credits and three credits.

All eleven Criminal Justice Programs allow for general electives. The range begins with a low of three credits to a high of twenty-one credits for Bucks County Community College. Table 10 provides a credit comparison according to subject areas for all eleven community colleges.

The total credits required to obtain an associate degree in Criminal Justice spans from sixty credits to sixty-four credits. Four schools require a minimum of sixty credits, while another four require sixty-two credits. Only three schools make sixty-two credits a requirement. Bucks County Community College stands alone as the only college requiring sixty-four credits.

Special Criminal Justice Programs

Table 11 shows the special programs offered through criminal justice departments. The first area dealing with special programs is Act 120, the Municipal Police Officer's Education and Training Law, that requires all police officers hired after June 18, 1974, to receive four hundred and eighty hours of training. Only four schools offer Police Training through their Criminal Justice Department. One school, Montgomery County Community

TABLE 10

COMPARISON OF CURRICULUM REQUIREMENTS ACCORDING TO CREDITS AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	English	Social Science	Math/ Science	CRJ Required	CRJ Elective	Elective	Total Credits
Bucks	6 (2 courses)	15 (5 courses)	4 (Science)	12	0	21	64
Allegheny Campus	6 (2 courses)	15 (5 courses)	6 (1 Math 1 Science)	24 (Practicum included)	0	9 (2 courses)	60
Boyce Campus	9 (2 English 1 Oral Comm.)	12 (includes Social Science elective)	9 (option Science/ Math)	21	0	9	60
Beaver	9 (2 English 1 Public Speaking)	9 (Soc. Psych. Logic)	4 (Biology)	24	12	3	61
Philadelphia	6 (2 courses)	12 (Soc. Psych.)	6 (Math or Science)	12	12	12	60
Delaware	6 (2 courses Comm.)	12	6	23*	6	9	62

*Includes 1 credit each for Typewriting and Business Machines

TABLE 10 - Continued

COMPARISON OF CURRICULUM REQUIREMENTS ACCORDING TO CREDITS AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	English	Social Science	Math/ Science	CRJ Required	CRJ Elective	Elective	Total Credits
Harrisburg	9 (Comp. and Speech)	9 (Soc. Psych. Pol. Sci.)	0	28	0	15	61
Lehigh	9 (Comp. and Speech)	15	7 (Math and Science)	21	0	9	61
Luzerne	6	18	3 (Math)	18	12	3	60
Montgomery	12 (Speech)	18	0	27**	0	6	62
Reading	6	12	10 (Biology and Math)	30	0	3	61
Westmoreland	12 (Comp. and Lit.)	15	8 (Phys. Sci. or Biology)	18	3	6	62

**Includes 3 credits of Physical Education

TABLE 11

SPECIAL PROGRAMS OFFERED THROUGH CRIMINAL JUSTICE DEPARTMENTS AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	Programs		
	Police Training Act 120	Security Guard Training Act 235	Other
Bucks	No	No	No
Allegheny Campus	No	No	No
Boyce Campus	No	Yes	No
Beaver	Yes	Yes	Constable Training
Philadelphia	No	No	No
Delaware	No	No	No
Harrisburg	Yes	Yes	Polograph School
Lehigh	No	No	No
Luzerne	No	Yes	Seminars*
Montgomery	Yes	No	Seminars**
Reading	No	No	No
Westmoreland	Yes	Yes	No

*Crises Intervention, Police Personnel Management

**Child Abuse, Advanced Rape Investigation

College, has not had a training class since the Spring of 1978 and none is contemplated for the near future. Westmoreland County Community College received approval to train police officers in June, 1979. They anticipate having a class during the Spring of 1980. The Community College of Beaver County and Harrisburg Area Community College are the only community colleges continously involved in Police Training.

Five Criminal Justice Departments have Security Guard Training under Act 235. This Pennsylvania law requires all security personnel to receive thirty-five hours of training. All the schools have Security Training classes periodically.

There are four departments that are involved in unique training. For example, the Community College of Beaver County yearly runs a seminar to train constables. Harrisburg Area Community College operates a Polygraph school, the only school of its kind on the East Coast of the United States. Luzerne and Montgomery County Community Colleges hold seminars such as Crisis Intervention, Child Abuse, and Advanced Rape Investigation. The colleges involved in special programs are shown in Table 11.

In-Service and Experiential Credit Allowances

Table 12 shows the community colleges that grant academic credit for in-service and experiential training. The only community college that does not grant credit by examination is Delaware County Community College. Credit-by-Examination when granted is done only with the approval of the Directors of Criminal Justice. Four Criminal Justice programs award credit for in-service training. Bucks County Community College grants credit with the approval of the Directors of Criminal Justice and Admissions. The other three schools give credit upon the recommendation of the Directors. Bucks County, Luzerne County and the Reading Area Community College

TABLE 12

IN-SERVICE AND EXPERIENTIAL CREDIT ALLOWANCES
IN CRIMINAL JUSTICE IN PENNSYLVANIA
COMMUNITY COLLEGES

Community College	Credit-By-Examination	In-Service Training	Criminal Justice Experience	Academy Training
Bucks	Yes	Yes	Yes	Yes
Allegheny Campus	Yes	No	No	No
Boyce Campus	Yes	No	No	Yes
Beaver	Yes	No	No	Yes
Philadelphia	Yes	No	No	No
Delaware	No	No	No	Yes
Harrisburg	Yes	No	No	Yes
Lehigh	Yes	Yes	No	Yes
Luzerne	Yes	Yes	Yes	Yes
Montgomery	Yes	No	No	Yes
Reading	Yes	Yes	Yes	No
Westmoreland	Yes	No	No	Yes

all grant credit for experience when approved by the Directors of Criminal Justice.

All but three of the community colleges grant credit for police academy training. At Bucks County Community College the Director of Criminal Justice determines the number of credits to be granted. The Boyce Campus of the Community College of Allegheny County will award up to a maximum of twelve credits for attending the County Police Academy and up to seventeen credits for attending the FBI National Academy. Harrisburg Area Community College grants nine credits for students who attend their academy. Lehigh County Community College gives nine credits for municipal police training and twelve credits to students who attend the State Police Academy. Westmoreland County Community College grants six credits that may be used for electives. The Community College of Beaver County grants six credits for Criminal Investigation and Traffic Administration, Luzerne and Montgomery County Community Colleges also grant nine credits for specific courses. Also Delaware County Community College gives twelve credits for basic academy training.

Transferability of Criminal Justice Degree

There are few problems if any in the transfering of community colleges Criminal Justice Degrees to four-year institutions. The following is a delineation of the credits normally accepted by four-year institutions:

Bucks County Community College

Fifty-seven credits are normally accepted.

Allegheny Campus, Community College of Allegheny County

All credits are accepted with few exceptions.

Boyce Campus, Community College of Allegheny County

All credits are accepted if students follow curriculum and receive

A.A. degree.

Community College of Beaver County

All credits are accepted with few exceptions.

Community College of Philadelphia

A total of fifty-four credits are normally accepted by four-year colleges.

Delaware County Community College

All credits are transferred.

Harrisburg Area Community College

There is no problem transferring credits.

Lehigh County Community College

All sixty credits are transferred.

Luzerne County Community College

The degree is usually accepted but no more than thirty Criminal Justice credits are transferred.

Montgomery County Community College

All credits are transferred.

Reading Area Community College

All Criminal Justice credits are accepted.

Westmoreland County Community College

The A.A. degree is transferrable without any loss of credit. The A.A.S. is also transferrable, but the number of credits accepted depends upon the transfer institution.

Faculty

Education and experience of the Criminal Justice faculty is categorized into three areas: highest degree obtained, discipline of study, and criminal justice experience of faculty members. For a complete

categorization of college faculty members refer to Table 13.

All Criminal Justice faculty members possess a minimum of a baccalaureate degree. There are seven faculty members who have a baccalaureate degree and one who has a Doctorate in Psychology. In addition there are three J.D.'s and nineteen faculty members with Master degrees in various areas.

The disciplines in which faculty have been educated range from Business to Sociology. There is one faculty member each in the following areas: Traffic Safety, Public Administration, Religion and Business. Law, Social Work, Education, Counseling, and Political Science each claims three faculty members. Only two Criminal Justice faculty have degrees in Psychology while six have degrees in Criminal Justice.

The experience of the faculty varies from four that have none to the Air Force Investigator who has thirty years of experience. More individuals have municipal police experience than other form of Criminal Justice experience.

Fourteen faculty members have municipal police experience while another three were Treasury Agents. The Armed Forces are also represented by three Criminal Justice faculty. In addition, faculty have experience as magistrates, corrections officers, and probation officers.

Financing

Financial Aid to Students

The vast majority of in-service criminal justice students who had attended criminal justice programs at community colleges during the late 1960's and early 1970's received direct financial assistance. The Omnibus Crime Control and Safe Streets Act of 1968 made provisions for the establishment of the Law Enforcement Education Program. This program was

TABLE 13

CRIMINAL JUSTICE FACULTY EDUCATION AND EXPERIENCE AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	Number	Degree	Discipline	Experience
Bucks	1	J.D.	Law	Police Officer--20 years
	2	Ph.D.	Psychology	None
Allegheny Campus	1	J.D.	Law	Research Experience--2 years
	2	M.S.W.	Social Work	Corrections Probation--20 years
Boyce Campus	1	M.Ed.	Education	Police Officer--20 years
	2	M.Ed.	Education	Police Officer--5 years
	3	M.Div.	Religion	Treasury Agent--10 years
	4	J.D.	Law	Magistrate--10 years
Beaver	1	M.P.A.	Public Administration	Police Officer--7 years
	2	B.S.	Education	Treasury Agent--20 years
	3	B.B.S.	Business	Treasury Agent--20 years
Philadelphia	1	M.A.	Criminal Justice	Police Officer--20 years
	2	M.A.	Criminal Justice	Police Officer--21 years
	3	M.A.	Education	Police Officer--24 years
	4	M.S.W.	Social Work	Probation--20 years
Delaware	1	M.A.	Criminal Justice	Police Officer--6 years
	2	M.A.	Political Science	None

TABLE 13 - Continued

CRIMINAL JUSTICE FACULTY EDUCATION AND EXPERIENCE AT PENNSYLVANIA COMMUNITY COLLEGES

Community College	Number	Degree	Discipline	Experience
Harrisburg	1	M.S.	Counseling	Police Officer--5 years
	2	M.S.	Counseling	Police Officer--33 years
	3	M.S.	Criminal Justice	Police Officer--7 years
	4	M.Ed.	Counseling	Air Force Intelligence--30 years
	5	M.S.	Traffic Safety	None
Lehigh	1	M.A.	Political Science	Air Force Investigator--28 years
	2	M.A.	Political Science	Army Investigator--8 years
Luzerne	1	B.A.	Criminal Justice	Police Officer--10 years
	2	M.A.	Psychology	None
Montgomery	1	M.A.	Criminal Justice	Police Officer--20 years
	2	B.A.	Sociology	F.B.I.--25 years
Reading	1	B.A.	Sociology	Juvenile Probation--3 years
Westmoreland	1	B.A.	Sociology	Corrections--12 years
	2	B.A.	Sociology	Police Officer--20 years

designed to provide financial aid to criminal justice personnel and for students preparing for careers in the criminal justice field. The student grant program lasted only a few years. The criminal justice practitioner could receive direct payment of $600 per year for tuition and fees. During the mid-1970's financial assistance was stopped for all in-service criminal justice personnel desiring to enter college programs for the first time.

Criminal Justice Operating Budget

Only two Criminal Justice Departments receive any funds (see Table 14) from outside sources. (Anything beyond the usual funding sources is received from the state, sponsor and student.) Lehigh County Community College receives 15 percent of its operating budget from the Governor's Justice Commission for police education. Harrisburg Area Community College receives .04 percent from grants that becomes a part of the Criminal Justice operating budget.

According to the respondents, the Criminal Justice Departments receive only a small percentage of the total community college budget. The Criminal Justice operating budget share of the total college budget ranges from .05 percent to a high of 3.7 percent.[1]

Only two community colleges allocate more than 2 percent of the operating budget towards Criminal Justice. Harrisburg Area Community College provides 2.7 percent and Montgomery County Community College allocates 3.7 percent. The colleges with the lowest operating budget allocation are Reading Area Community College and the Allegheny Campus

[1]These reports on budget allocation have limited reliability since they were the respondents' perceptions in most cases. It is also questionable to use these as comparable figures between schools since each school has its individual budgetary system.

TABLE 14

CRIMINAL JUSTICE OPERATING BUDGET AT
PENNSYLVANIA COMMUNITY COLLEGES

Community College	Percentage of Budget From Outside Sources
Bucks	None
Allegheny Campus	None
Boyce Campus	None
Beaver	None
Philadelphia	None
Delaware	None
Harrisburg	.04
Lehigh	15.00
Luzerne	None
Montbomery	None
Reading	None
Westmoreland	None

of the Community College of Allegheny County, with .05 percent.

Grants

The only Criminal Justice Departments that have received grants are Lehigh County Community College and Harrisburg Area Community College.

The Directors of Criminal Justice Programs indicated that the titles of the individuals at the community college responsible for seeking grants (see Table 15) for Criminal Justice varies from institution to institution. At five institutions the program head is responsible for writing grants. It is the Director of Financial Aid's responsibility to write grants at two of the colleges. Only one community college holds the faculty responsible for grant writing. The other four schools place the grant writing responsibility with the Director of Institutional Development or the Assistant to the President.

The Continuation of Federal and State Aid

The consensus of the Directors of Criminal Justice Programs who receive Federal funding (Law Enforcement Education Program) is that it will be decreasing for the next few years if not eliminated altogether. The Director of the Delaware County Community College program feels that federal funding for his program will be non-existent within two years. The Directors of Harrisburg Area, Montgomery County and Westmoreland County Community College all agree with Delaware's Director that federal funding will be unavailable in a few years. The Director of the Criminal Justice Programs at the Community College of Beaver County and the Boyce Campus of the Community College of Allegheny County believe that although federal funds will decrease, they will continue to be available.

The decrease or elimination in federal funding will not affect

TABLE 15

TITLE OF INDIVIDUAL RESPONSIBLE FOR GRANT WRITING
AT PENNSYLVANIA COMMUNITY COLLEGES *

Community College	Title
Bucks	Director of Financial Aid
Allegheny Campus	Director of Institutional Development
Boyce Campus	Administrative Assistant to Executive Dean
Beaver	Coordinator of Criminal Justice
Philadelphia	Faculty
Delaware	Director of Financial Aid
Harrisburg	Division Chairperson
Lehigh	Coordinator of Criminal Justice
Luzerne	Coordinator of Criminal Justice
Montgomery	Coordinator of Criminal Justice
Reading	Administrative Assistant to the President
Westmoreland	Administrative Assistant to the President

*Director perception of individual responsible for grant writing

the Criminal Justice programs at the Community Colleges of Luzerne, Reading, and the Allegheny Campus of the Community College of Allegheny County since these schools have not been receiving any federal funds for the past several years.

Future Projections

The Directors of the Criminal Justice programs at the eleven community colleges were all asked what they felt the future held for Criminal Justice education at the community college level. The following represents their comments:

Bucks County Community College

"The future looks very good."

Community College of Allegheny County, Allegheny Campus

"The enrollment clearly indicates it is decreasing. We will have to recruit students and obtain data that jobs are available. We must present this information to the junior high and high school students."

Community College of Allegheny County, Boyce Campus

"Program enrollment is going to level off and possibly increase slightly. Student enrollment will be greatly influenced by outside factors such as changes in the system and new requirements for jobs."

The Community College of Beaver County

"Enrollment will continue to decrease unless Criminal Justice agencies, specifically law enforcement and corrections, recognize education as an entrance factor. Unless Criminal Justice programs receive the support of all levels of government, many programs will be phased out."

The Community College of Philadelphia

"Unless the City of Philadelphia changes its political make-up then our program will not be affected. Presently the City Police Department does not even require a high school diploma. If education was recognized, either monetarily or for promotional purposes our enrollment will increase. Otherwise our enrollment will decline because of the decreasing funds received through LEEP."

Delaware County Community College

"The community college role in Criminal Justice education is moving from the occupational curriculum to the junior college curriculum. The reason for this is that jobs in Criminal Justice are now requiring a baccalaureate degree. Within the next five years the emphasis will be strictly academic. LEEP in two years will be eliminated which will cause a decrease in in-service personnel."

Harrisburg Area Community College

"Criminal Justice Programs will continue. It is beyond the large growth of tha late 60's and early 70's. There will have to be adjustments in curriculum offerings with a view toward the commercial security industry."

Lehigh County Community College

"I expect that Criminal Justice programs will increase and that there will be improved cooperation with criminal justice agencies. There will also be a decrease in enrollment."

Luzerne County Community College

"The future looks good for Criminal Justice programs at community colleges. The programs will expand because the tuition is cheaper

than four-year colleges and universities. They also receive greater cooperation from local criminal justice agencies."

Montgomery County Community College

"Criminal Justice enrollment in community colleges will level off. Most police officers, in-service people, have degrees. Many police officers now entering the field have degrees. The Police Departments are going to select students who have degrees. The community college will always have a role in police education. They have a responsibility for in-service training. The community college will conduct and get more involved in in-service training, seminars and refresher courses."

Reading Area Community College

"For this institution I'm negative because it appears the program enrollment will continue to decline. The poor job market may be a factor for low enrollments. The job market is saturated and the local university has the support of the county government and not the community college."

Westmoreland County Community College

"Enrollment will increase because the college has increased its recruiting activities. Program emphasis will not change except that there will be an increase in police and security academy training. There should also be an increase in seminar and training activities for the criminal justice field."

CHAPTER V

SUMMARY

Community colleges in Pennsylvania developed criminal justice programs between 1966 and 1975. The orientation of the programs originally was on law enforcement. This has been reflected in the original names of the programs. In the last few years the programs have been broadened to include corrections, probation and the security fields. This is indicated by the new names of the program--Administration of Criminal Justice and Criminal Justice.

The Criminal Justice Programs usually have advisory committees that meet periodically to provide input into the programs. Most of the committees have excellent representation of police. The influence of the police can be felt and this will occur as long as there are Criminal Justice programs. The police compose the largest element of the Criminal Justice system and provide the most students. Other components of the Criminal Justice system are represented but not as strongly as the police. The Directors of Criminal Justice Programs usually perceive advisory committee members as a support base for presenting new programs to upper echelon administrators. Directors do not expect advisory committee members to develop programs or to get involved in the daily operation of the program.

The community colleges have provided Criminal Justice Programs with an individual responsible for its daily operations. Although three of the Criminal Justice programs have as official heads individuals with no

criminal justice experience, the faculty in these programs have a strong voice in its operations. In many cases these faculty members are running their own programs.

The enrollment for Criminal Justice reached its peak in 1975 and appears to be taking a down turn. A close look at the enrollment figures for 1975 indicates that this was the peak year for many of the programs. When comparing the Criminal Justice enrollment to the total college enrollment, the importance of this enrollment varies from school. For some colleges it has never been under 12 percent of the total enrollment. In other colleges it has never been above 5 percent of the student population.

The students entering Criminal Justice have traditionally been predominately white, male and municipal police officers. Initially the program had a fair proportion of recent high school students but few female students. Recently, there has been a sharp decline of the in-service student. The current Criminal Justice student is more likely to be a recent high school graduate or a student out of school within the last five years. There has also been a substantial increase in females. It is anticipated that the student of the future will continue to be a young male or female student recently graduated from high school. There has never been a substantial black student population and this is not expected to change.

The attrition rate in Criminal Justice Programs at the community colleges does not appear to be a serious problem. Although there exists a wide gap between the lowest attrition rate and the highest attrition rate of the community college, these programs are still within the bounds of the national attrition average for community colleges.

The community colleges have been graduating a substantial number of criminal justice graduates in comparison with the total college enroll-

ment. Criminal Justice graduates have comprised as much as 31 percent of the total graduates. The Criminal Justice Programs with the larger enrollments usually have the larger number of Criminal Justice graduates.

The Criminal Justice programs usually offer degrees in Criminal Justice that have an option in police science. Within the last few years security has been added as an option. The degree most often awarded upon the completion of Criminal Justice is the applied science degree. Criminal Justice programs are considered vocational and generally have not reached the academic status of the behavioral and social sciences.

The curriculum of Criminal Justice programs is broad in scope, allowing students the opportunity to be exposed to mathematics, science, the social sciences and English. At most of the community colleges the students must take at least half of their courses in non-criminal justice courses. In addition, the credits required for a degree varies slightly from school to school.

A number of the Criminal Justice programs are involved in special programs unusual for community colleges. The special programs offered are Police Academy Training and Private Security Guard Training. A few criminal justice programs are involved in special seminars applicable only for criminal justice personnel.

In-service or experiential credit is granted by all the community colleges in the Criminal Justice programs. Most of the schools grant credit for academy training and for credit by an examination. In order for credit to be granted it must be justified by the Director of Criminal Justice.

The Criminal Justice degree is usually transferrable to other institutions of higher education with the loss of few credits. This has been accomplished through formal and informal agreements with four-year

schools and universities. In addition, with the student population decreasing the four-year colleges and universities have a smaller pool of students to draw from, thus these schools now actively recruit the two-year graduate.

All the schools have some full-time faculty in Criminal Justice. The vast majority of faculty have a minimum of a Master's degree. Only six of the thirty-two faculty members have less than a Master's degree. All six have baccalaureate degrees and a minimum of ten years of criminal justice experience.

Very few community colleges receive grants specifically for Criminal Justice. The monies for operating Criminal Justice programs are derived primarily from the colleges' operating budget. The amount of monies allocated to Criminal Justice is a very small percentage of the total college operating budget. Criminal Justice programs are inexpensive programs to operate. Most of the operating costs goes toward faculty.

The consensus for the Directors of Criminal Justice indicate that federal funding within a few years will be disappearing. Students will come primarily from recent high school graduates. Also there will be an increased involvement in training of Criminal Justice personnel.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The first community college in Pennsylvania began operating in 1964. The following year the first criminal justice program was established, with the most recent program established in 1975. Eleven of the fourteen community colleges in Pennsylvania have Criminal Justice programs. It appears unlikely, with decreasing college enrollments, that any of the three remaining community colleges would consider starting a criminal justice program at this time. The administrators interviewed in this study generally agreed that expectations for continued federal funding were rather dim. Since federal support to criminal justice programs through LEEP funding provided a major impetus for growth in most established programs, it appears unlikely that new programs could experience similar growth without this initial support.

Pennsylvania community colleges followed a national trend toward titling their programs "Criminal Justice" or "Administration of Justice," a distinct departure from early program identification as "Law Enforcement" or "Police Science." This suggests a desire to broaden the scope of the programs to include other major components of the Criminal Justice System beyond the policing and enforcement areas. An examination of curriculum requirements also suggests that the programs may be becoming more sophisticated and academic in their overall approach and emphasis. For the most part, program administrators felt the broader Criminal Justice

title also tends to appeal to a wider student population as opposed to earlier program connotations which suggested "police work" as the ultimate goal or objective of the curriculum.

The research showed that Criminal Justice Advisory Committees were composed predominately of Criminal Justice personnel. It might be suggested that the Directors of the various programs investigate the possibility of expanding the committees to include non-criminal justice personnel as well. The addition of non-criminal justice personnel could add perspectives and ideas not obtainable from criminal justice personnel. By including individuals employed in fields other than criminal justice, the advisory group might legitimately allow more segments of the community to be heard from, possibly increasing their opportunities to hear from and react to the receivers and ultimate supporters of the services provided by program graduates.

Four of the eleven community colleges, the study revealed, have non-criminal justice administrators responsible for the program. Because the program heads lack criminal justice experience, they often rely on the counsel of the criminal justice faculty. This has resulted, in some cases, in the criminal justice faculty performing various administrative functions. It was generally felt that colleges should consider the formal appointment of experienced criminal justice personnel as program administrators since many of the students are, themselves, experienced. Otherwise, most administrators felt, the programs could suffer from lack of credibility among the various local municipal and governmental authorities whose support was often required for planning, funding and implementing programs. The need for continuing professional and community support is important for program enrollment.

The data showed that 1975 was the peak year for the enrollment of criminal justice students; it was also the top year for the enrollment of all community college students in Pennsylvania. Since 1975 the criminal justice enrollment, as indicated by the research, has been decreasing. The data showed that rate of enrollment decrease in criminal justice programs varied among the colleges as compared with general enrollment decline. Some programs reflected similar decreases while others decreased more or less than general enrollment. The data does not suggest any particular pattern or relationships that would explain these differences although, no doubt, further study could be fruitful in more carefully examining the variables that might be involved.

Most of the criminal justice programs were established shortly after the colleges began operation. Over half of the programs were implemented through the initiative of a high ranking college official rather than outside sources. It appears that new founded colleges were looking for a new market among students that offered something different from that offered at more traditional institutions of higher learning. As the review of literature indicates, the major thrust for criminal justice education in general began in the mid-1960's. This coincides with the period of major development of community colleges in Pennsylvania. From the student standpoint, community colleges offered relatively lower tuitions, a two-year program, and, at least initially, less academic and more practical curriculum requirements. For the colleges, on the other hand, increasing emphasis on more and better training for police and law enforcement personnel as well as the availability of funds to help meet these needs provided incentives for their involvement.

In the earlier years, the traditional criminal justice student was the in-service police officer. They, too, were offered incentives

as well as direction to pursue formalized training. The last few years have shown a gradual change in the traditional student. The research reveals that current criminal justice students tend to be the younger high school graduates. It appears that the decrease in the number of in-service students may be contributed to the fact that many police and correctional officers have received their associate degrees or, at least, required amounts of training. Another contributing factor may be that more criminal justice agencies are employing four-year college graduates. Also the decrease in federal funding through the Law Enforcement Education Program has to be another cause for fewer in-service students. In addition, the past few years have seen a great deal of growth in the security field with many companies now providing trained security personnel for a variety of tasks and situations. The continuation of the present trend toward younger pre-service students may mean less part-time students and proportionately more full-time student enrollments. It may also suggest the need to reexamine curriculum offerings to include more emphasis on retail store security, and more covert activity than traditional police training generally affords.

Similarly, the current criminal justice programs are increasing in female enrollment. Program administrators may wish to review the possibility of employing more female faculty. As the research indicates, all the criminal justice faculty in Pennsylvania community colleges are male. With female enrollment expected to increase it is quite likely that female instructors soon may be needed.

Although the number of female students are increasing, the data did not indicate any substantial increase in black students, male or female. This suggests that either blacks are not interested in criminal justice or that recruitment has been limited, or that the pool of potential

black students is small. Although no data was collected on the ethnicity of criminal justice faculty, it was noted that none of the program administrators was black. Since criminal justice programs have relied heavily on federal funds, in many cases, there is obvious need for them to insure active and aggressive attention toward equal opportunity provisions of these programs.

The attrition rate varied widely from institution to institution. The primary reason for students leaving, according to the interviews, was financial. This suggests that some students cannot qualify for financial aid or failed to do so. A second major reason given for attrition is that students secured a job. Apparently many students had never had jobs and found the opportunity to work more appealing than going to school. These two reasons suggest the possibility of developing work study or cooperative education programs that would provide earnings as well as practical on the job training for criminal justice students. As previously suggested, the inclusion of business or industrial personnel on advisory committees could contribute toward expansion of opportunities in this regard.

In the area of criminal justice curricula all programs require basic courses in English, social sciences and mathematics/science reflecting a rather standard liberal arts approach to academic programming. In spite of the similarities among traditional college "core" offerings, there were numerous differences in the number of criminal justice credits required for graduation. The variety of courses offered and required in the criminal justice program indicates that the community college programs were developed somewhat independent of each other. All eleven community colleges offer associate degrees upon the completion of specific degree requirements, although they differ in degree title and types of

degrees offered. For example, the college degree titles are usually Criminal Justice or Administration of Justice with the associate degrees granted in arts, sciences or applied sciences. The community colleges may wish to review the possibility of becoming more uniform in the types of degrees offered and degree titles, especially for students anticipating schooling at four-year institutions.

Several community colleges offer special programs such as Police Training and Security Guard Training. These programs suggest a trend towards training, rather than educational, programs. These programs, according to the study, are usually more selective and appeal to a select audience. Because community colleges grant academic credit to students with specific knowledge who successfully pass a credit by examination, there is no reason to believe this concept will change in the foreseeable future. Currently, only a few schools are granting academic credit for experience, but this is an area that college officials may wish to explore. Most community colleges grant credit to students who attend established Police Academies. Community college criminal justice programs appear to be gaining credence as most four-year colleges and universities now accept community college credits on the part of transferring students. This was not always the case.

The data regarding credentials and experience of most criminal justice faculty show experience primarily in the field of law enforcement with most faculty members holding masters degrees. One possible explanation for the dominance of law enforcement personnel as faculty is the predominance of the number of law enforcement people to other criminal justice components. The criminal justice faculty are keeping with the educational norm of community colleges with requiring a masters

degree.

Also the data discloses that community college administrators should review the criminal justice budget to assess the current needs of the program with greater attention to the contributions it makes to total school enrollment and revenue. The study found that very few schools receive grant monies for criminal justice programs. This may indicate that there are no monies for criminal justice programs or that community colleges seem to concentrate on obtaining grants for other programs. Regardless of whether individuals responsible for grant writing are either criminal justice personnel or not, the obtaining of grants has been limited.

The likelihood of substantial federal funding being available for criminal justice programs seems to be diminishing. The overwhelming opinion of administrators interviewed in this study was that criminal justice programs can expect limited support from governmental officials in the future. Since many of the programs were initiated largely because of the availability of federal funds, the loss of this support may seriously affect the continuation of criminal justice programs in this state. In order to maintain the continuous operation of criminal justice programs, directors should pursue the possibility of obtaining funds from local businesses and industrial companies. Efforts could be directed towards retail and industrial corporations who have security personnel to provide funding for the education and training for their security people. Also these companies may be persuaded to establish a grant for students desiring to enter the security field. In addition, local municipal officials may be prevailed upon to sponsor the formal college education and specialized training of their police officers. Another avenue program administrators may want to explore for funding is the private

foundations. Foundations such as Ford have contributed greatly to police education.

Increased recruiting, investigation of other funding sources, and stronger committments from the school and community toward support of criminal justice programs must be vigorously pursued by program administrators. There is little doubt that maintenance of "law and order" are increasingly important to this nation. It would seem to follow, then, that provisions for more and better training of professionals in the field would have a high priority. This study revealed that few of the criminal justice personnel administering the programs surveyed had been in contact with each other in the past. The growing concern of all of them regarding dwindling enrollments and diminishing federal funds suggests a critical need for more direct communication and cooperative planning and problem solving.

Although criminal justice programs are beyond the large enrollment increases of the late 1960's and early 1970's it appears safe to assume that the programs will continue. In view of the enrollment decreases the Directors of Criminal Justice Programs may also consider making adjustments in their curriculum to attract more commercial and industrial security personnel. The current trend of criminal justice education moving toward the liberal arts curriculum and away from occupational curriculums will probably continue at many of the institutions. This suggests that many criminal justice personnel are becoming aligned with the notion that professional positions in the field will increasingly require a baccalaureate degree.

Community colleges, nonetheless, will most likely continue to play an important role in criminal justice education and training. None of the programs initiated at the community colleges have, to date, been

discontinued. Characteristically, community colleges experimented with various programs in their attempts to serve the needs of their locales and attract a fair share of post-secondary students. Many programs, once part of the curriculum, were dropped or redesigned during the colleges' formative years. The staying power of criminal justice programs is somewhat encouraging in terms of future developments.

Another promising sign is the number of special purpose, short term training programs developed through community colleges. These often had been developed formerly by local, municipal, county or federal agencies that sometimes lacked sufficient facilities, equipment, or experienced instructional personnel to provide adequate and effective training. While these programs are not specific, curriculum components of the colleges' criminal justice programs, they do provide for active training delivery and leadership roles for the colleges and their professional personnel. It is altogether possible that criminal justice programs statewide, operating as a consortium, could each develop specialized program offerings based on the expertise of their particular faculty and staff. Subsequently, these programs could be presented at each others' facilities, providing a modicum of cultural exchange among the professional criminal justice community.

It is apparent from this study that far too little exchange of information or ideas has occurred among the criminal justice programs at community colleges in this state. If the information compiled, presented, and discussed in this investigation creates a greater awareness of the need for continued and more comprehensive communication and cooperation, it will have contributed something to the development of a professional field or discipline devoted to this vital area. If, indeed, it has done this much, it will be considered by its author as a worth-

while and satisfying effort.

Recommendations

To obtain additional information on the growth and current status of criminal justice programs so that they may be better understood, the following recommendations for further research seem appropriate:

1. There should be a serious attempt to determine what factors contribute to program growth as opposed to program decline among colleges with disparate enrollment trends. The study could attempt to determine the extent to which external factors, such as funding, job market, supply of students, community involvement and support, etc. or internal factors, such as staffing, college budgetary support, program publicity or emphasis, etc. are involved.

2. A follow-up of graduates should be undertaken to identify potential areas of employment and, when applicable, employers' attitudes or evaluations regarding differences between program-trained and non-program-trained employees.

3. Characteristics of pre-service students entering the program should be determined and analyzed to assist in identifying areas of emphasis for recruiting.

4. Attention should be turned toward the area of minority enrollment in an effort to better understand and develop effective programs for coping with the seeming underenrollment of minority populations.

5. A careful analysis of the effects of federal funding on program growth or decline should be made so that the need of this support can be determined and, if evidenced, dealt with.

6. A study should be conducted to determine the curriculum development process that has led to revisions and implementation of current

criminal justice programs. The curriculum should be continually revised to reflect recent research findings in the criminal justice field.

7. Serious consideration should be given to the recruitment of female faculty for those programs that have a substantial female enrollment.

APPENDICES

Appendix A

Pennsylvania Municipal Police Officer's Training Curriculum

1.	Introduction to the Criminal Justice System:	44 hours
	a. Police History	8 hours
	b. Political Science	12 hours
	c. Foundations and Functions of the Criminal Justice System	12 hours
	d. Role of the Police in the Criminal Justice System	12 hours
2.	Law:	94 hours
	a. Court Systems and Procedures	4 hours
	b. Application of the U.S. Constitution to Local Police Procedures	4 hours
	c. Application of the Bill of Rights to Local Police Procedures	4 hours
	d. Laws on Search and Seizure	24 hours
	e. Laws on Arrest	10 hours
	f. Laws on Use of Force	10 hours
	g. Laws on Police Interrogation	10 hours
	h. Laws on Evidence	10 hours
	i. Rules of Criminal Procedures	18 hours
3.	Human Values and Problems:	77 hours
	a. Juvenile Problems and Investigation, Juvenile Delinquency Act	13 hours
	b. Police/Community Relations	8 hours
	c. Human Relations	16 hours
	d. Crisis Intervention	20 hours
	e. Psychology and Sociology, Causes of Crime	12 hours
	f. Service Calls	8 hours
4.	Patrol and Investigation Procedures:	138 hours
	a. Pennsylvania Crimes Code	42 hours
	b. Pennsylvania Motor Vehicle Code	40 hours
	c. Patrol Procedures	15 hours
	d. Preliminary Investigation	10 hours
	e. Criminal Investigation	25 hours
	f. Report Writing	6 hours
5.	Police Proficiency:	117 hours
	a. Firearms	40 hours
	b. Defensive Tactics	24 hours
	c. Techniques of Arrest	24 hours
	d. Driver Training	4 hours
	e. Public Safety	4 hours
	f. First Aid	21 hours

6. Administration:	10 hours
a. Orientation	4 hours
b. Examination and Critique	6 hours

Appendix B

List of Recommended Professional Courses for a Criminal Justice Baccalaureate Curriculum

Required

CJ 110	Introduction to Criminal Justice
CJ 120	Criminology
CJ 230	Police Process
CJ 240	Adjudication Process
CJ 250	Correction Process

Elective

CJ 220	Juvenile Justice Process
CJ 235	Analysis of Police Operations
CJ 236	Criminal Investigations
CJ 245	Criminal Law
CJ 246	Criminal Evidence and Procedure
CJ 255	Analysis of Correctional Operations
CJ 310	Criminal Justice Organization Theory
CJ 315	Security Systems
CJ 316	Community Relations in Criminal Justice
CJ 401	Independent Study
CJ 402	Special Issues in Criminal Justice
CJ 410	Research in Criminal Justice
CJ 490	Field Practicum Experience
CJ 495	Seminars in Criminal Justice Management
CJ 499	Evaluation of the Criminal Justice System

Appendix C

Interview Guide

A. Program Development

Question	Type of Information Sought
1. Please explain how and when the Criminal Justice program got started here at the _____community college.	1. When was the Criminal Justice program started? 2. What was the original name of the program? 3. If the original name was changed, what is the current name? 4. Was Criminal Justice one of the original program offerings, or did it come along later?
2. What sort of growth/decline has the program had since its inception?	1. What is the program enrollment through the fall of 1978? 2. Was there any involvement with other programs or agencies within or outside the college?
3. Can you name some of the agencies that were instrumental in providing assistance to get the program underway?	1. What specific agencies were involved, such as the Chiefs of Police Association, F.O.P., the court, F.B.I., other?
4. Can you name the agencies that currently provide input into the program?	1. What specific agencies are involved?

Question	Type of Information Sought
5. Does your program have an individual heading it?	1. What is the title of this individual? 2. What is the name of the unit in the academic structure to whom the head of your program reports?
B. Enrollment	
1. What has been your experience with the kinds of students who have been enrolling in Criminal Justice? Do they come from recent high school graduates or older pre-service and in-service personnel?	1. Looking for the opinion of Criminal Justice Administrators.
2. Has the picture in Question #1 remained steady or is it changing? How and why?	1. What is the current character of the Criminal Justice student? 2. What changes have been occurring in the character of Criminal Justice students? 3. What can we expect in the future?
3. Does your program have much of a drop-out problem?	1. What is the drop-out rate? 2. What are the reasons for student drop-outs; i.e., change of interests, academic failure, etc.?
4. How has the enrollment picture changed over the years? When was your period of greatest growth, decline, leveling off? What does the future look like?	1. Future projections for Criminal Justice students.

Question	Type of Information Sought
C. Curriculum	
1. Can you give me copies of your course outlines showing courses and credits required for the various programs you offer?	1. Specific program requirements by school.
2. Are there any special, unusual, or unique courses or program offerings or requirements; i.e., firearms training or photography? Also, are there any special methods of offering the courses; i.e., parallel scheduling?	1. The special or unique program offerings.
3. What areas of emphasis or specialization can be followed within the curriculum; i.e., security or criminalistics?	1. "Major" areas of study or emphasis that can be elected within various programs (options).
4. Can credit be received without actually taking program courses?	1. May credit be given for courses by examination? 2. Are some courses waived for in-service law enforcement students? 3. Is credit given for in-service experience? 4. Is credit given for academy training?
5. Are your Criminal Justice students able to transfer to four-year programs without loss of credits?	1. Number of credits normally accepted by four-year institutions toward the Baccalaureate Degree.

Question	Type of Information Sought
D. Faculty	
1. How many faculty are in your program?	1. Number of full-time faculty. 2. Number of part-time faculty.
2. What is the highest educational level achieved by faculty?	1. The specific degree obtained. 2. The specific area or discipline studied.
3. Does your faculty have Criminal Justice experience?	1. Specific component of Criminal Justice experience; i.e., police. 2. Specific job experience. 3. Number of years employed in Criminal Justice agency.
E. Financing	
1. What types of federal and state monies does the program receive, directly or indirectly?	1. What percentage of the operating budget is from outside sources? 2. What percentage of the total college operating budget goes to the Criminal Justice Program?
2. Has your program received any grants? If so, for what?	1. List grants by title and agency.
3. Who is responsible for developing the grants for your institution?	1. Name of position or title of person responsible for preparing grant proposals. (May be different people for different agencies.)

Question	Type of Information Sought
4. Do you see the continuation of federal or state funding for your program? What does this mean in continuation of your program?	1. Looking for the opinion of Criminal Justice Administrators regarding federal and state funds' availability.
F. Future Projections	
1. What do you feel the future holds for Criminal Justice education at the community college level?	1. Enrollment; program emphasis; student characteristics; cooperation with criminal justice agencies; federal/state funds.

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