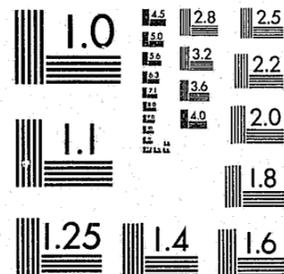


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National Institute of Justice  
United States Department of Justice  
Washington, D. C. 20531

3-29-82

<b>U. S. DEPARTMENT OF JUSTICE</b> LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		<b>CATEGORICAL GRANT</b> <b>PROGRESS REPORT</b>		
GRANTEE Criminal Justice Center Grambling State University		LEAA GRANT NO. 79-DF-AX-0215	DATE OF REPORT Aug. 14, 1981	REPORT NO. 7
IMPLEMENTING SUBGRANTEE N/A		TYPE OF REPORT <input type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT		
SHORT TITLE OF PROJECT Criminal Justice Education Program		GRANT AMOUNT \$50,122.00		
REPORT IS SUBMITTED FOR THE PERIOD 10-01- <del>80</del> 79		THROUGH 4-30-81		
SIGNATURE OF PROJECT DIRECTOR <i>P. Ray Kedia</i>		TYPED NAME & TITLE OF PROJECT DIRECTOR Prahlad Ray Kedia, Acting Head Criminal Justice Department		
COMMENCE REPORT HERE (Add continuation pages as required.)				
A. GENERAL:  The Law Enforcement Assistance Administration awarded a third and final grant award to the Criminal Justice and Law Administration Center at Grambling State University for the period of one year, from October 01, 1979 through September 30, 1980. Prior to this final grant award, Grambling State University had received two grant awards from L.E.A.A., through Positive Futures, Inc. for the purpose of establishing a Criminal Justice Center and developing academic degree granting program in Criminal Justice. With the help of the first two grant awards, Grambling State University established a Criminal Justice Center during the Summer, 1975 Term, and developed an Associate of Science Degree in Law Enforcement during the year 1975-76, and a Baccalaureate of Science Degree in Criminal Justice during the year 1977-78. Both the degree programs were approved by the State Boards of Trustees and Regents. The Board of Trustees stated that Grambling State University's Bachelor of Science Degree Program in Criminal Justice was the best ever presented to the Board by any college or university.  The third and final grant award was awarded with the major objectives of:				
(1) Full expansion and implementation of the two Degree Programs: (a) 2-year A.S. Degree in Law Enforcement and (b) 4-year B.S. Degree in Criminal Justice with an anticipated enrollment of about 150 pre-service and in-service majors;				
(2) Establishment of the Department of Criminal Justice at the University which will house the two degree granting programs in Criminal Justice;				
(3) Professional growth and development of the Criminal Justice faculty through a systematic program for faculty development; and				
(4) Upgrading and expansion of the library holdings and other learning resources in Criminal Justice.				
<small>Further monies or other benefits may be paid out under this program unless this report is completed and filed as required by existing regulations (FMC 74-7; Omnibus Crime Control Act of 1976).</small>				
BY GRANTEE STATE PLANNING AGENCY (Official)			DATE	
4587/1 (REV. 2-77)      REPLACES EDITION OF 10-75 WHICH IS OBSOLETE.				

80571  
1:30

GENERAL, cont'd:

This final grant award, which was originally awarded for a one-year period ending September 30, 1980, was extended twice, up to April 30, 1981, in order to facilitate completion of two major project activities.

(i) Library Evaluation, and suggestions for library development by an expert; and (ii) Project and Criminal Justice Program Evaluation by an independent evaluator.

B. PROJECT ACTIVITIES:

This Final Progress Report will deal with all the major activities which were undertaken under the project and the achievements and objectives accomplished, or not accomplished, as planned. As the detailed information on all activities have been reported in six quarterly reports, this Final Report will provide only a summary of all the activities and accomplishments for the period September 01, 1979 through April 30, 1981.

1. Student Recruitment & Publicity:

(a) High School Contacts:

Throughout the project period, the Project Director, and the Administrative Assistant, and the faculty visited 82 high schools, participated in various High School Career Day activities, rallies and other programs and met with 1,358 high school students. The project staff distributed the curricula for the two degree programs in Criminal Justice and informed the students and the school counselors about the excellent and increasingly growing career opportunities in the field of Criminal Justice.

(b) GSU Freshmen and Other Students:

(i) The Project Director and the Administrative Assistant visited all Freshmen classes throughout the grant period of October, 1979, through April, 1981, where they presented the curricula on the two degree programs and informed the Freshmen students about the growing and excellent career opportunities in Criminal Justice field, especially for qualified young blacks. A total of 1,005 Freshmen were so contacted.

(b) GSU Freshmen and Other Students, cont'd:

(ii) During the Spring, 1980 Term, a Student Interest Survey was conducted by the Director and the Administrative Assistant. Six hundred twenty-eight (628) Freshmen and Social Science students were surveyed for their interest in Criminal Justice Programs at the University. Out of 628 students, 300 stated that they would be interested in majoring, minoring, and/or taking courses in Criminal Justice, 178 stated that they may be interested in the future, but were not sure; and 150 stated that they were not so interested.

(c) Contacts with Criminal Justice and Other Agencies:

The Project Director and a faculty member contacted various Criminal Justice agencies, the agency chiefs, and in-service officers working in the agencies by personal visits, and telephone, from time to time, throughout the project period. These contacts were made for the purposes of in-service student recruitment, placement of Criminal Justice majors in the agencies for internship work experience for a semester, and for publicity and public relations. These agencies included local, state, and federal Criminal Justice and other agencies having Criminal Justice related work operations.

Details about the number of agencies visited, number of in-service students enrolled for Criminal Justice courses, and intern students placed for each semester during the grant award period are given below.

Term	No. of Agencies contacted	No. of In-service students enrolled	No. of Interns placed
Fall, 1979	17		
Spring, 1980	21	37	13
Summer, 1980	36	17	22
Fall, 1980	19	18	18
Spring, 1980	18	18	9

## 2. Department of Criminal Justice Established:

The Criminal Justice Programs, with two undergraduate degrees are steadily growing since their development with the help of two previous grant awards from L.E.A.A. through Positive Futures, Inc. The University had, therefore, planned for establishing a separate Department of Criminal Justice as an independent academic unit under the College of Arts and Sciences, so that the University and the state commitments to fully support the Criminal Justice programs 100% through the regular operating budget can be guaranteed after the third grant award from L.E.A.A. expired at the end of the year 1979-80. The University had made the application to the State Boards of Trustees and Regents for their approval to establish during the year 1979-80 as was planned in the grant project.

In the beginning of the academic year, the University successfully defended its application for establishing a separate Department of Criminal Justice and both the Boards of Trustees and Regents approved the University application. Thus, the Criminal Justice Programs, which were housed in the Political Science Department, were granted a separate departmental status during the Fall, 1979 Term, and Mr. P. Ray Kedia, the Director of Criminal Justice and Law Administration Center, was appointed as the Acting Head of the newly created Criminal Justice Department.

Thus, creation of the new Department of Criminal Justice with independent and equal status with other academic departments at the University has become one of the major accomplishments of the Criminal Justice programs initiated and developed with the help of three grant awards from L.E.A.A. In our opinion, the overall successes and achievements accomplished by the Criminal Justice Programs at Grambling State University with high academic standards should be regarded by L.E.A.A. as one of the highly successful and exemplary projects awarded by L.E.A.A.

## Problems of the New Department:

The establishment of the separate Department of Criminal Justice and growth of Criminal Justice Programs have created a new need at the University for offices and other physical facilities for the Department and faculty, classrooms, conference room, student activity and reading rooms, etc. The University Administration, including the President and Academic Vice-President, is fully aware of the needs of the Criminal Justice Department, and planned for renovation of a building during the year 1980-81, which would house the offices and other physical facilities for the Criminal Justice programs, along with the University Police Department. However, as the funds which were expected to be available for renovation were used up in other priority projects during the year 1980-81, the Administration has agreed to put renovation of the Criminal Justice Department building on a high priority for the year 1981-82, and hopefully, the Department would have the needed facilities before the beginning of the 1982-83 year.

In the meantime, the departmental offices, which were housed along with the Political Science Department, have been moved to a new and larger area temporarily, and the Department Head, and two faculty members now have their own offices. This change has brought some temporary relief for the Department; also, the Criminal Justice Department has bought new furniture for the Department and the faculty, which has just been delivered. It is hoped, the department will overcome the physical facility and housing problems before the end of the year 1981-82.

## 3. Professional Development and Growth of Faculty:

Throughout the project period, the Project Director and staff and the Criminal Justice Department faculty were extensively involved in various activities, conferences, courses, seminars, and workshops for their continued professional development and growth. The Project Direc-

tor enrolled in graduate courses at the University of Southern Mississippi, Hattiesburg, MS., for his Ph.D. course work. Details of all such activities, including those undertaken during the month of September, 1979, as pre-planned in anticipation of the grant award, are as follows:

(a) Professional Conferences/Workshops Attended by Faculty/Staff.

DATES	CONFERENCE/WORKSHOP	PLACE	PARTICIPANTS
( i ) 9-10/12-89	La. Governor's Conference on Juvenile Justice	Metairie, LA.	P. Ray Kedia Ann L. Heath
( ii ) 10-17-79	Alice J. Blalock Conference on Justice and the Child sponsored by GSU's Department of Education.	Grambling, LA.	P. Ray Kedia, presiding and acting commen- tator.
( iii ) 1-12-80	Developmental Workshop for support staff sponsored by GSU staff.	Grambling, LA.	Sophonra Darling Shirley Toms
( iv ) 2-7-80	Drug Abuse Workshop-sponsored at GSU by Drug Enforcement Administration of U.S. Dept. of Justice.	Grambling, LA.	P. Ray Kedia
( v ) 2-28/29-80	Workshop on increasing participation by Black Colleges & Universities in LEAA and other Federal Programs-sponsored by Positive Futures, Inc.		P. Ray Kedia
( vi ) 3-1/2-80	Region II Conference of the American Criminal Justice Assn. (L.A.E.)	Sam Houston Univ., Huntsville, Texas	P. Ray Kedia R. A. Khan & C. J. Students
( vii ) 3-11/12-80	Annual Conference of the Academy of Criminal Justice Sciences	Oklahoma City, Oklahoma	S. Darling A. Heath P. Ray Kedia H. Williams
( viii ) 3-12-80	Police Training Academy at Nicholls State Univ. Dr. Khan gave one day seminar on Police-Community Relations.	Thibodeaux, La.	R. A. Khan

DATES	CONFERENCE/WORKSHOP	PLACE	PARTICIPANTS
( ix ) 3-17/20-80	Seventh National Conference on Juvenile Justice; Mr. Kedia participated as a faculty and presided over the Seminar, "Defender's Caucus: Juvenile Justice in the Decade Ahead."	Orlando, FL.	P. Ray Kedia R. A. Khan
( x ) 6-8/12-80	Developmental Workshop for faculty, "Programs & Project Evaluation Technique," sponsored by the Am. Society of Criminology and San Jose State Univ., San Jose, CA. (LEAA grant)	Dallas, TX.	R. A. Khan
( xi ) 6-23 to 7-25-80	Five-week Summer Institute for the Humanities and Criminal Justice at Boston University	Boston, MA.	H. Williams
( xii ) 8-4/7-80	Faculty Development and Enrichment Workshop on "Current Research and Practice in Criminal Justice," sponsored by the Am. Society of Criminology and San Jose State Univ., San Jose, CA. (LEAA grant)	Philadelphia, PA.	P. R. Kedia H. Williams
( xiii ) 10-9/10-80	13th Annual Career Opportunity Conference sponsored by the GSU Placement Center.	Grambling, LA.	P.R. Kedi H. Williams S. Darling
( xiv ) 10-15/18-80	Conference of the National Criminal Justice Minority Advisory Council.	Washington, D.C.	P. R. Kedia
( xv ) 10-23/24-80	GSU Industry Cluster Conference	Grambling, LA.	P. R. Kedia
( xvi ) 12-11/13-80	(i) Criminal Justice Graduate Program at the Univ. of Missouri at St. Louis, MO. (ii) National Center for Youth Law.	St. Louis, Mo.	P. R. Kedia
( xv ) 3-9/12-80	8th National Conference on Juvenile Justice. Mr. Kedia participated as a faculty and presided over the Seminar, "Minorities and the Juvenile Justice System."	Atlanta, GA.	P. R. Kedia 3 C.J. Majors

DATES	CONFERENCE/WORKSHOP	PLACE	PARTICIPANTS
(xvi) 3-21/28-81	Am. Criminal Justice Assn. National Conference at Sam Houston State University.	Huntsville, TX.	R. A. Khan, six C. J. Majors

(b) Graduate and Other Courses Taken by Faculty/Staff.

TERM	COURSE(s)	INSTITUTIONS	ENROLEE
Fall, 1979	Two Graduate Courses	Univ. of So. Miss. Hattiesburg, MS.	P. R. Kedia
Spring, 1980	Two Graduate Courses	Univ. of So. Miss. Hattiesburg, MS.	P. R. Kedia
Spring, 1980	One Computer Science Course	GSU, Grambling, LA.	A. Heath R. A. Khan H. Williams
Summer, 1980	Two Graduate Courses	Univ. of So. Miss. Hattiesburg, MS.	P. R. Kedia
Summer, 1980	One Business Law Course	GSU, Grambling, LA.	R. A. Khan
Spring, 1981	One Graduate Course	Univ. of So. Miss., Hattiesburg, MS.	P. R. Kedia

(c) Local Project, Conferences and Workshops

DATE	ACTIVITY	PARTICIPANTS
( i) 9-21-79	Criminal Justice Department sponsored and opened a new Professional Chapter "Omega Phi," of the American Criminal Justice Association, (Lambda Alpha Epsilon) for in-service Criminal Justice officers. Region II President, Dr. Ronald Pincomb of the New Mexico State Univ., inaugurated the new club and inducted the officers by administering Oath of Office.	P. R. Kedia, R. A. Khan, Twenty-five C. J. students and in-service officers

DATE	ACTIVITY	PARTICIPANTS
( ii) 11-9/11-79	Criminal Justice Department, C.J. Student Club (Gamma Sigma Upsilon) and Professional Club (Omega Phi), sponsored and hosted a three-day Region II Fall Conference of the American Criminal Justice Assn. at GSU campus. Eleven colleges and universities from Arizona, Louisiana, New Mexico, Oklahoma and Texas participated in the conference with eight faculty, and one hundred twenty-four (124) C. J. students, including twenty-five (25) in-service officers.	P. R. Kedia R. A. Khan A. Heath Dean W. McIntosh Forty-five C. J. Majors.
(iii) 9-30-80	The Criminal Justice Department and the C. J. Club (Gamma Sigma Upsilon) sponsored and conducted a symposium on "Minorities in Criminal Justice." Dr. Vincent Webb, and Attorney Benjamin Jones, of Monroe, were the symposium's guest speakers.	Four C. J. faculty and sixty-five C.J. students

4. Library Development and Expansion:

In the beginning of the project, plans were made to compile a complete list of present library holdings and learning resources in the area of Criminal Justice, including books, magazines, journals, periodicals, reports, etc. Plans were also made to have an expert with background in Criminal Justice education, literature, and research, visit the University library during the Spring, 1980 Term, for two days, for evaluating the existing level of library support for the Criminal Justice programs and then to make recommendations for strengthening the library and other learning resource support for the Criminal Justice programs.

With the help of the administrative assistant, a faculty member, and student workers, a complete list of all periodicals, journals, reports, magazines, and books at the University Library was compiled during the Spring, 1980 Term. Dr. J. Price Foster, the Director of the LEAA's Office of Education and Training, was requested to visit the University for a two-day period during April, 1980, to serve as the consultant for library development and expansion. Dr. Foster

agreed to visit the University during April/May, 1980, but due to his preoccupation with other urgent and important matters could not visit the University. Thereafter, in consultation with the LEAA and Positive Futures, Inc., plans were made for a two-day visit by Dr. Vincent Webb, during September 1980, to serve as the expert consultant for library development and expansion.

On September 29 and 30, 1980, Dr. Vincent Webb, the principal investigator, Joint Commission on Criminology and Criminal Justice Education and Standards, visited the university campus, the university library, and the Criminal Justice Department. During his visit, Dr. Webb spent considerable time studying the current holdings of the university library in Criminal Justice and other related areas. Dr. Webb also spent time in several conferences and meetings with the Project Director, staff, faculty, and the Academic Vice-President, Dr. L. J. Carter, and Dean of the College of Arts and Sciences, Dr. William McIntosh, and the Director of Library, Mrs. Pauline W. Lee.

Sometime after his visit, Dr. Webb sent an initial list of books, literature, periodicals and journals to be added to the University Library for further development and expansion. The Project Director has ordered most of the books, periodicals and journals from this initial list sent by Dr. Webb and has also ordered additional books, reports, and periodicals for addition to the library holdings. Most of these books and periodicals have already been subscribed for and received. However, due to some delay in the processing of the requisitions and purchase orders for the books and periodicals, some of the books could not be delivered to the library on account of cancellation of the purchase orders. The Project Director has asked the library staff and the budget offices about the delay.

Overall, the university library has been considerably developed in the area of Criminal Justice during the last two-year period and a reasonably substantial amount has been spent from the university library budget, in addition to the amounts from the grant award for that purpose. Further, as the Criminal Justice Programs are continuously growing and the Department of Criminal Justice now plans to

develop a graduate program at the Master's Degree level in Criminal Justice, the University will be continually committed for increasing, expanding and developing the library holding and other learning resources in the area of Criminal Justice. It is hoped that within the next five years, the library will be sufficiently developed and expanded in the Criminal Justice area.

5. Other Activities:

(a) Visits by Criminal Justice Agencies for Interviews and Placement of Criminal Justice Majors.

The Project Director contacted and arranged for the following visits at the university campus and the Criminal Justice Department for the specific purpose of interviewing Criminal Justice majors for job placements in their respective agencies throughout the project period. The agency officers visited the Criminal Justice classes, presented materials, films, and information on career opportunities and placements at their agencies and interviewed interested students as stated below.

DATES	AGENCIES	No. of STUDENTS CONTACTED/INTERVIEWED
10-23-79	Federal Bureau of Prisons	27
10-23-79	U.S. Dept. of Agriculture Inspector General's Office	9
11-15-79	U.S. Department of Customs	11
12-03-79	Fort Worth Police Department	15
03-19-80	Houston Police Department	9
07-17/18-80	Houston Police Department	15
09-24-80	U.S. General Accounting Office	12
10-20/21/80	U.S. Dept. of Agriculture Inspector General's Office	17
11-18/19-80	Fort Worth Police Department	11

DATES	AGENCIES	No. of STUDENTS CONTACTED/INTERVIEWED
2- 5-81	Shreveport, La. Police Department	9
2-9/10-81	Fort Worth Police Department	14
2-10-81	Houston Police Department	16
3-31-81	U.S. Navy Administration	7

(b) Visits by Graduate School Representatives for Recruiting Criminal Justice Majors.

The representatives from the following graduate schools visited the GSU campus for recruiting Grambling students for graduate studies in their respective schools. The representatives met with the Project Director and students and disseminated information on their graduate programs, scholarships, teaching assistants and other financial aid programs and career opportunities.

TERM/DATES	GRADUATE SCHOOLS
Fall, 1979 Term	State University of New York, Albany, N.Y.
3-24-80	La. Southern University Law School, Baton Rouge, LA.
1-23-81	University of Michigan, Ann Arbor, MI.
3-16-81	Michigan State University, East Lansing, MI.
4-29-81	Atlanta University, Atlanta, GA.

(c) Field Study Tours by C. J. Faculty & Students

From time to time during the project period, the department faculty and the Criminal Justice majors visited Criminal Justice agencies and/or facilities for field study purposes as follows:

DATE	AGENCY/FACILITY	No. of Faculty/Students
10-01-79	La. Training Institute, Alexandria, LA	1 faculty & 45 students
11-14-79	La. Crime Lab. Shreveport, LA	1 faculty & 46 students

DATE	AGENCY/FACULTY	No. OF FACULTY/STUDENTS
11-24-80	Ruston Drug Abuse Clinic, Ruston, LA.	1 faculty & 22 students
3-18-81	Shreveport Police Department and Police Training Academy, Shreveport, LA	1 faculty & 48 students

(d) Publicity & Public Relations Activities

The following activities were undertaken by the Project Director as an effort to disseminate information to high school students and other public members about the Criminal Justice program at Grambling State University and for public relations.

DATES	PROGRAMS	PARTICIPANTS
11-2-79	Participants in a Video & TV Program arranged by GSU Media Services and Athletic Director's office for High School students.	Project Director, two faculty and 9 C.J. Majors
11-17-79	TV Production Workshop - arranged by University - Media Services for C.J. Program publicity purpose.	Project Director and 18 GSU students.
9-23-80	Monroe Police Department's "Officers and Superintendent of the Year Banquet," Monroe, La.	Project Director and 1 faculty attended the banquet with their wives.

(e) Self-Study and Evaluation Efforts

In the beginning of the project, a Curricula, Self-study and Evaluation Committee consisting of seven members, the Project Director, the Administrative Assistant, three Criminal Justice faculty members, one Sociology faculty member, and the Dean of the College of Arts and Sciences, was formed for the purpose of reviewing the Criminal Justice curriculum and the project activities, preparing a Self-study Report for the purpose of accreditation and evaluating the project from time to time. The committee has met four times during the project and has made suggestions for making certain changes in the Criminal Justice Curricula for improving the course. Similarly the committee has evaluated the project activities from time to time. The Administrative Assistant has prepared a draft of Self-study Report which will be utilized in the near future for accreditation purpose, when the Accreditation Process, which is in abeyance at present, is revived and undertaken by the Accreditation Committee of the Academy of Criminal Justice Sciences or when some other method of standards implementation is initiated.

However, the final decision for making changes in the Criminal Justice curricula will be made after the final Evaluation Report of the independent evaluator of the project.

6. Project Evaluation:

An independent evaluator, Dr. Robert Culbertson, Chairman, Department of Corrections at Illinois State University and the present-year President of the Academy of Criminal Justice Sciences, visited the university campus from April 05 to April 08, 1981 for evaluating the Criminal Justice Program and the Project activities.

The evaluator spent much of his time in reviewing the two academic degree programs in Criminal Justice and the project activity reports, held two conferences with the university President, the Academic Vice President, and the Dean of the College of Arts and Sciences, had several meetings with the Project Director and also meeting with the Criminal Justice faculty and students.

The evaluator had no hesitation in stating that he was pleased with the academic quality of the programs and with the numerous activities undertaken under the grant project. At the same time he did not hesitate to mention that the Criminal Justice and Law Administration Center has tried to do too much in a very short period of time. The evaluator also made suggestions for improving the curricula and the overall Criminal Justice program which he shared with the faculty.

Finally the evaluator, after carefully studying the Criminal Justice programs and the project activities, submitted his final Evaluation Report with recommendations for consideration of the Criminal Justice Department. The Project Director and the faculty have reviewed the entire Evaluation Report in their two meetings and with the exception and modification of very few recommendations have agreed with and adopted the final report as a very helpful document for the continuous improvement of the Criminal Justice programs at the University. The Criminal Justice Department will implement the recommendations and suggestions made in the Evaluation Report during the year 1981-82. A copy of the Evaluation Report is attached with this final Report.

7. Other Project and Criminal Justice Programs Highlights:

(a) Criminal Justice Majors.

The approximate total number of Criminal Justice majors has increased from less than 100 majors before the grant award (October 01, 1979) to 174 at the end of the grant award (April 30, 1981). There are about 22 in-service students included in the said total of 174 majors. However, many more in-service officers (about 55) have enrolled in one or more Criminal Justice courses at one time or other since the beginning of the Criminal Justice program. Compared to other programs and departments at Grambling State University as well as other universities, the Criminal Justice program at Grambling State University has experienced a continuous and phenomenal growth and success.

(b) Honors and Awards to Criminal Justice Majors.

Many Criminal Justice majors during the grant project period were recognized for their high academic, scholastic, and other achievements and were awarded certificates as mentioned hereinbelow.

Spring, 1980 Term

<u>1. Achievements/Awards for the C.J. Department</u>	<u>No. of Majors</u>
(i) Outstanding Scholastic Achievement	3
(ii) Outstanding Student Leadership	1
(iii) Outstanding Student Activities	2
<u>2. Honors/Awards by the University.</u>	
(i) President's List	4
(ii) Dean's List	14
(iii) Honor Roll	29
(iv) Who's Who Among American Universities and Colleges	11

Spring, 1980 Term cont'd

(v) International Youth in Achievement Directory	<u>No. of Majors</u> 2
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Fall, 1980 Term

(i) President's List	5
(ii) Honor Roll	40
(iii) Who's Who Among American Universities and Colleges.	6
(iv) International Youth in Achievement Directory	6

Spring, 1981 Term

1. Achievement/Awards by the C.J. Department.

(i) Outstanding Scholastic Achievement	8
(ii) Outstanding Student Leadership	4
(iii) Outstanding Student Activities and Services	3

3. Criminal Justice Graduates:

During the grant project period (Fall, 1979 through Spring, 1981), a total of 37 students graduated with A.S. Degree in Law Enforcement and 52 students graduated with B.S. Degree in Criminal Justice. Since the beginning of the Criminal Justice program (Spring, 1976), a total of 75 students have graduated with the A.S. Degree in Law Enforcement and 61 students have received B.S. Degree in Criminal Justice.

4. Departmental Brochure Developed:

The Project Director with the help of the staff and faculty has been able to prepare a Departmental Brochure for the Criminal Justice Program. The Brochures have been printed and they will be extensively used and distributed to the students and counselors of most of the high schools in Louisiana and some high schools outside the state on a continuous basis. A copy of the Brochure is attached with this Report.

5. Project Director's participation in La. State Criminal Justice Task Force:

The Project Director attended three conferences of the La. State Criminal Justice Task Force on October 29, 1979, November 13, 1979, and December 7, 1979. The Task Force was appointed by the La. State Board of Regents and the State Commissioner of Higher Education for the purpose of studying the Criminal Justice educational program in the state's public colleges and universities and to recommend a unified general philosophy and a common core curricula for academically sound higher education in Criminal Justice. The Task Force consisted of the coordinators, directors, and/or heads of the Criminal Justice Program in state colleges and universities. The Project Director actively participated in all the Task Force meetings and contributed in the development of a common philosophy and core curricula for an academically sound education in Criminal Justice and Law Enforcement which was finally submitted to the Task Force to the State Board of Regents.

A REVIEW OF THE CRIMINAL JUSTICE AND LAW ADMINISTRATION PROGRAM  
GRAMBLING STATE UNIVERSITY

Prepared by

Robert G. Culbertson, Ph.D.  
Chairperson and Director of Graduate Studies  
Illinois State University

June 1, 1981

A review of the criminal justice program offered by the Department of Criminal Justice was conducted on April 5, 6, 7 and 8, 1981. The review was commenced on Sunday April 5, 1981 with a brief meeting with the Acting Head, P. Ray Kedia, and a senior faculty member. On April 6th and 7th extensive discussions were held with the Acting Head and faculty members. Conferences were also held with the President, Vice President and Dean of the College. On April 8th a summary meeting was held with Mr. Kedia.

The review was requested for two reasons. First, Grambling State University has received a number of grants from the Law Enforcement Administration to develop the criminal justice program. Second, the Acting Head and his superiors have strong commitments to quality education and therefore requested the services of a consultant to provide recommendations regarding the current status of the program, as well as suggestions for future directions.

It is important to note that each administrator was candid, open and honest in expressing concerns and soliciting advice. A number of documents were reviewed including the grant applications submitted to the Law Enforcement Assistance Administration. Based on the review, it appears that Grambling State University has complied with all goals set forth in the grant applications with the exception of providing adequate office space for the department. A renovation project had been delayed and in our conferences the President initiated action in this area to insure immediate compliance. Space has been allocated and as soon as necessary renovations are accomplished, the department will have an adequate setting in which to function.

The Department of Criminal Justice has tried to do too much with too few resources. The curriculum is academically sound and provides a large variety of criminal justice courses. However, it is impossible for a four (4) person faculty to adequately teach all the offerings listed in the Catalog. It will be important for the department to carefully evaluate the curriculum over the next year and develop a revised curriculum which will adequately meet the needs of criminal justice students. In this area it will be important for the department to examine the potentials of using courses in other departments. It will also be important for the department to consider using faculty from other departments. Grambling State University, because of its size, has an opportunity which is somewhat unique in that there is potential for cooperative relationships and the development of a model undergraduate program in criminal justice with an interdisciplinary emphasis.

The relationship with the disciplines of sociology, political science and psychology needs examination in terms of utilization of both courses and faculty. While at Grambling State University, I had opportunities to meet with faculty members in other departments and there is a strong interest in working with the Department of Criminal Justice in the development of an interdisciplinary program. There are possibilities for joint appointments and there are possibilities for transfer of faculty which should be explored either on a temporary or permanent basis. This kind of activity could result in the development of a faculty with longer tenure in the Department of Criminal Justice.

There are major concerns regarding the curriculum. There is a definite need to reduce the number of offerings, as indicated above, and to provide a common core of required courses that are systemic in nature. The number of electives for students in the areas of

corrections and law enforcement should be determined on the availability and expertise of faculty members to teach these courses. Again, the potentials are considerable but these potentials will not be realized unless strong interdisciplinary relationships are developed.

#### RECOMMENDATION NUMBER 1

The Department of Criminal Justice faculty should meet bi-weekly and examine a number of issues in the department including those outlined in this report. There appears to be a need for faculty to become more involved in the development/planning process.

#### RATIONALE

The Department of Criminal Justice has perhaps attempted to do too much in too short a time. Teaching and administrative resources appear to be somewhat diluted by overextension. It is important for the department faculty and administrator to spend a considerable amount of time in coordinating and planning future efforts.

#### RECOMMENDATION NUMBER 2

There is a need to develop a comprehensive goal statement for the Department of Criminal Justice. The goal statement should include a clearly defined set of objectives for the department which can be assessed at appropriate time intervals in accord with University and State policies.

#### RATIONALE

A comprehensive goal statement will facilitate orderly planning for the department. Criminal justice education is an emerging discipline and it is important that goals and directions be carefully articulated to insure relevancy as well as continuity in the curriculum process.

#### RECOMMENDATION NUMBER 3

The Department of Criminal Justice should develop a change model which can handle program evaluation and revision.

#### RATIONALE

It is important that on a periodic basis attention be given to the goals, objectives and curriculum for the Department of Criminal Justice. The process for change and revision should be orderly with predictable outcomes in so far as the process increases the potential for interface with occupational roles and at the same time provides a comprehensive knowledge base for the criminal justice student.

#### RECOMMENDATION NUMBER 4

The Department of Criminal Justice should have a minimum of five (5) faculty lines. This recommendation is based on: 1) the need to have a minimum number of faculty lines to teach the core of courses in criminal justice, 2) the assumption that criminal justice is an applied social science with a need for the development of skills in a variety of areas, and 3) the external nature of the criminal justice program in the area of agency and practicum relationships.

#### RATIONALE

There is a need for a solid faculty base for the Department of Criminal Justice. With an extensive practicum and a comprehensive set of course offerings, the department should have a minimum of five (5) faculty lines to accomplish instructional goals.

#### RECOMMENDATION NUMBER 5

An internal staffing analysis should be conducted to determine: 1) faculty expertise, 2) faculty interest in respective courses, 3) the maximum number of course offerings which can be given during an academic year with the present staffing pattern.

#### RATIONALE

The Department of Criminal Justice must set realistic limits as to what can be accomplished with existing resources. Consideration must be given to the number of preparations each faculty member will have in an academic year and the number of multiple sections which can be offered. This will provide data regarding the number of courses the department can be expected to offer in an academic year.

#### RECOMMENDATION NUMBER 6

There is a serious need to recruit and employ faculty members who will have a commitment to seeking tenure in the Department of Criminal Justice at Grambling State University. Recruitment is a time consuming process and frequent faculty turnover functions to inhibit continuity in program development. It will be important that the rural atmosphere be accurately presented in recruitment packages to make certain that potential faculty members have a clear image of Grambling State University and the Department of Criminal Justice.

#### RATIONALE

The turnover rate for criminal justice faculty needs to be reduced. Students need the opportunity to develop professional relationships with criminal justice faculty and criminal justice faculty need to have a grasp of the entire University if they are to adequately serve the students. This can occur only under circumstances which include long-term commitments to the University and the department.

#### RECOMMENDATION NUMBER 7

There is a need to develop a two-year cycle of course offerings. Criminal Justice majors should be able to plan their curriculum with electives in a coherent manner. This will facilitate articulation of learning in a variety of areas. Students can become more familiar with the expectations of faculty and overall management of the department can be improved.

#### RATIONALE

It is important that students have an opportunity to plan their program in fairly complete detail late in the sophomore, or early in the junior year. To accomplish this, students need a set of expectations in terms of course offerings. It is more important that the students have a consistent set of courses, then it is for students to have a large variety of courses which have not been carefully articulated.

#### RECOMMENDATION NUMBER 8

The two-year cycle of course offerings must be based on the number of lines the Department of Criminal Justice has available, and the number of courses which can be optimally offered with the limited number of lines for direct instruction. There are thirty-three (33) courses listed in the criminal justice curriculum. In this area there is a need to reduce considerably the number of offerings to insure programmatic development and growth that is reasonable and

reflects the actual potentials which can be realized with a limited number of faculty positions.

#### RATIONALE

There is a limit to what can be accomplished in any criminal justice program. A criminal justice program with four (4) or five (5) faculty members faces additional restraints in terms of course offerings. Reduction of course offerings will not affect the quality of program if faculty resources and courses in other departments are utilized to a greater extent.

#### RECOMMENDATION NUMBER 9

Criminal justice education in a small university should be interdisciplinary and with limited faculty allocations must rely to some extent on offerings from other academic units in the area of political science, psychology and sociology. At the same time there will be a need to make certain that the respective academic units have a commitment to the program and this includes a willingness to cooperate in the area of scheduling, course planning and skill development.

#### RATIONALE

There appears to be a need to utilize, to a larger extent, course offerings and instructors from other departments. There are a number of talented professionals at Grambling State University who have an interest in criminal justice. To provide diversity in programming, quality instruction, and continuity in positions a greater emphasis should be placed on utilizing faculty in other departments.

#### RECOMMENDATION NUMBER 10

Courses which have not been offered over the past year should be evaluated with consideration given to elimination of the respective course.

#### RATIONALE

The Catalog should be an accurate reflection of courses students can expect to enroll in while completing the degree program in the Department of Criminal Justice at Grambling State University. The proliferation of courses has resulted in a catalog which does not reflect the limitations imposed by faculty size and teaching loads. The catalog is a form of a contract with prospective students and students currently enrolled. When a course is listed, the student has a reasonable expectation that he/she will have an opportunity to take the respective course at some time during his/her academic career. To list courses which have not been offered, and which are not likely to be offered invites criticism and frustration.

#### RECOMMENDATION NUMBER 11

Every course in the curriculum should be evaluated focusing on the following areas: 1) the necessity of the course in the curriculum, 2) the content level (freshman, sophomore, junior, senior), 3) the number of sections which should be offered, 4) the frequency of the offering, 5) courses which should be a prerequisite for the respective course being evaluated, 6) possible duplication with other courses in the department, and 7) possible duplication with courses in other departments.

RATIONALE

The present curriculum includes too many courses and the courses have not been carefully developed to the extent that they reflect an articulated set of offerings with interface where appropriate. Also, priorities must be established for each course. Courses with low priorities may need to be eliminated.

RECOMMENDATION NUMBER 12

Academic advisement can be improved through the use of experienced seniors who are familiar with the program and other course offerings at Grambling State University. Responsible seniors, working under the supervision of a faculty member, can provide competent advisement and with careful monitoring, class size can be more carefully regulated insuring similar class size where multiple sections are offered.

RATIONALE

It is important for the department to more carefully monitor the registration process to make certain that class size has limited variation where multiple sections are offered. Large variations limit the potential for students in two sections to receive the same educational experience. For example, two sections with forty-two (42) and eight (8) students respectively will likely result in different teaching styles and different learning experiences.

RECOMMENDATION NUMBER 13

There is a need to increase the structured experience in the area of internship. It is desirable that the Department Head assume responsibility for this area of activity in that interaction with field agencies will also facilitate the potentials for public relations activities which are important for the Criminal Justice Department and Grambling State University.

RATIONALE

Practicum experiences can be the most important learning experience for students in a criminal justice program. However, to maximize the potentials in this area, it is important that students have close supervision, and opportunities to apply theoretical concepts to field situations, and be able to interact with the instructional staff on a regular basis while involved in the practicum experience.

RECOMMENDATION NUMBER 14

The Head of the Department of Criminal Justice in consultation with faculty and appropriate students should conduct a task analysis for each Practicum site.

RATIONALE

It is important that that Department of Criminal Justice have on file a detailed analysis of the tasks and expectations related to each Practicum site. This will facilitate placement of students and will function to provide evaluation data on the quality of the Practicum placement and the extent to which students can benefit from the experience.

RECOMMENDATION NUMBER 15

A site visit schedule should be developed to enable the student to know when he or she will be visited at his or her respective practicum site during the semester.

RATIONALE

The practicum experience should include at least two (2) site visits each semester where possible. The site visit should include a conference with the student, the respective site administrator, and the faculty member in charge of practicum experiences. This effort will increase the potential effectiveness of the practicum experience for the student, and will also enhance the potentials for public service opportunities for criminal justice faculty.

RECOMMENDATION NUMBER 16

Practicum sites should be developed in major metropolitan areas in both the areas of corrections and law enforcement.

RATIONALE

It is the students' perception that there is a greater need for metropolitan experiences. The extent to which this is possible, considering the location of Grambling University, may be somewhat limited. However, there are a number of options in this area which should be explored. For example, qualified students might be provided with an opportunity to develop independent study projects as a part of their practicum experience. Similar options might be explored.

RECOMMENDATION NUMBER 17

An integrative seminar should be included in the Department of Criminal Justice.

RATIONALE

It is important that Practicum students have an opportunity to interact with each other and with a faculty member to discuss the implications of their respective placements and to develop an understanding of organizational theory as that theory applies to the work setting. An integrative seminar will also function to provide a formal communication channel providing the Practicum supervisor with input regarding the quality of the Practicum experience. It will be important that the seminar be academically oriented to insure quality instruction in this aspect of the practicum experience.

RECOMMENDATION NUMBER 18

The numbering system for all courses at the undergraduate level should be evaluated with numbers assigned reflecting the sequence in which the courses are to be taken and the level of difficulty of each course, freshman, sophomore, junior or senior.

RATIONALE

While the Department of Criminal Justice has a complete set of sound academic courses, the sequence for the courses is not clear to the student relying on the Catalog. Courses should therefore be organized focusing on content integration as well as level of difficulty.

RECOMMENDATION NUMBER 19

Concurrent with the development of goals and objectives, there is a need to revise the curriculum and to develop a comprehensive set of

course outlines reflecting the goals and objectives of the program as well as the curriculum.

#### RATIONALE

The curriculum includes too many courses for a department with four (4.0) faculty lines. In this area there may be potentials for course consolidation as well as greater utilization of courses in other departments in the College and in the University.

#### RECOMMENDATION NUMBER 20

A complete set of course outlines should be maintained in the departmental office. The outlines should be updated each semester and should be made available to students for review.

#### RATIONALE

There is a need for an accountability mechanism to insure that each faculty member gives adequate thought and preparation for each course. The course outlines should be distributed to faculty members each semester. It is important for each faculty member to be cognizant of the efforts of colleagues. Also, it will be important for the department to discuss topical outlines from time to time to insure interface between courses and at the same time minimize duplication. Access by students will provide them with an opportunity to better understand the expectations of each instructor and to appreciate the need for academic standards which are consistent between courses and instructors.

#### RECOMMENDATION NUMBER 21

The curriculum revision process should include students who are senior level, have demonstrated commitment to the study of criminal justice and have an interest in the curriculum process. There is a need for these student representatives to develop an input mechanism for Criminal Justice majors to provide them with their concerns regarding the curriculum.

#### RATIONALE

Criminal justice students at Grambling State University are serious about their work in the area of criminal justice, and have some especially strong concerns regarding the curriculum, practicum and related academic experiences. In addition to providing a mechanism for students to provide feedback to the department, there is a special need for the Head of the department to meet with students on a regular basis to assess concerns and programmatic needs.

#### RECOMMENDATION NUMBER 22

Graduates of the Department of Criminal Justice should be utilized to a greater extent than is now possible in the development and modification of the curriculum. The most important test for any curriculum is the extent to which practitioners feel that the program has adequately prepared them for specific occupational roles in the criminal justice system.

#### RATIONALE

By maximizing information collection from graduates, the program has the potential of increasing the level of articulation with problems and issues in the field setting. At the same time it is important to keep in mind the importance of providing a liberal education and

the recommendation in this area is not intended to minimize the importance of a liberal arts education as a basis for any degree and especially a degree in criminal justice.

#### RECOMMENDATION NUMBER 23

The curriculum development and revision process in the area of criminal justice should include faculty who have a commitment to criminal justice who may be assigned to other academic units. This will enhance the potentials for an interdisciplinary perspective and maximum utilization of faculty skills in respective areas which can contribute to criminal justice.

#### RATIONALE

The lack of interface between the criminal justice program and other academic units does not seem to be a problem that is unique to this department. A review of the catalog indicates that courses have been developed without an evaluation of the need for the course based on other offerings. To enhance potentials for interdisciplinary opportunities and to increase utilization of offerings from other departments, it will be important that faculty from other departments be used in this process.

#### RECOMMENDATION NUMBER 24

There is a critical need for the modification of existing courses to insure a focus on the development of skills in the area of interpersonal interaction, interviewing, counseling and report writing. This concern cuts across both the areas of law enforcement and corrections. While the need to develop report writing skills in the area of corrections may be somewhat more important than in the area of law enforcement, the need for basic skills is common to both areas of instruction.

#### RATIONALE

Many of the students in the criminal justice program, perhaps most, will seek an entry level position in the field of criminal justice. It is important that these persons have essential skills in the area of interviewing, report writing and counseling if they are to effectively compete for positions in the criminal justice system. It will be important for the department to determine courses in which these experiences are most appropriate and to develop a set of expectations which are consistent for the department.

#### RECOMMENDATION NUMBER 25

C.J. 101 INTRODUCTION TO CRIMINAL JUSTICE is an essential course for a criminal justice program. Consideration should be given to collapsing multiple sections for this course. This is a survey/lecture course and the instructor for the course could easily manage fifty (50) and perhaps more students per section.

#### RATIONALE

In the Spring Session, 1981, the sections varied from eleven (11) to thirty-one (31). At least two, and perhaps three (3) of the sections could have been collapsed to increase utilization of teaching lines.

#### RECOMMENDATION NUMBER 26

C.J. 151 INTRODUCTION TO LAW ENFORCEMENT has not been offered and should be eliminated.

RATIONALE

If C.J. 101 has a systemic overview of the criminal justice system, C.J. 151 will duplicate the content offered in C.J. 101. While C.J. 151 may have a role in the two-year program, the need for the course should be carefully assessed in terms of content duplication. With proper textbook selection for C.J. 101, many of the concepts will be covered in the 101 course. C.J. 151, under these circumstances, will not be needed.

RECOMMENDATION NUMBER 27

C.J. 152 INTRODUCTION TO CORRECTIONS has not been offered regularly, but has reportedly been offered once each year. The course duplicates some of the material offered in C.J. 101 and will likely be duplicated by courses which follow. The course should be considered for deletion.

RATIONALE

The change in introductory texts over the past five (5) years has resulted in a number of introductory texts which give adequate treatment to the area of corrections at the freshman level. To offer a complete course in this area, with a number of subsequent courses in the same area is questionable in terms of duplication of effort.

RECOMMENDATION NUMBER 28

C.J. 201 CRIMINAL LAW is an essential law course and should be a required course in the program.

RATIONALE

Criminal Law is a fundamental course in any criminal justice program. It is important for criminal justice students to understand the basic gate keeping function law plays in the criminal justice system.

RECOMMENDATION NUMBER 29

C.J. 202 CRIMINAL PROCEDURE AND EVIDENCE should not be required for all majors, but is an important requirement for those individuals who are pursuing a career in the area of law enforcement.

RATIONALE

A criminal justice program which has a good law base will have a variety of legal concepts taught in a number of courses in the respective program. It is therefore of questionable value to require an extensive number of specific law courses unless it can be demonstrated that course(s) provide a set of concepts unique to a practice, such as law enforcement, which cannot be adequately covered in other courses.

RECOMMENDATION NUMBER 30

C.J. 211 CRIMINAL INVESTIGATION is an important course for the law enforcement component of a criminal justice program, but should not be required for all students.

RATIONALE

The same issues which relate to C.J. 202 are applicable here. The course is a specialized course and should not be required for all students in the criminal justice program.

RECOMMENDATION NUMBER 31

C.J. 251 JUVENILE JUSTICE is an essential course for a criminal justice program, but must be properly interfaced with a course in Juvenile Delinquency. The Juvenile Delinquency course should provide an overview of the system and the JUVENILE JUSTICE course should provide an intensive examination of the law and legal issues as well as rehabilitation and treatment issues with an emphasis on the latter for the future juvenile justice practitioner.

RATIONALE

The current offerings in the area of juvenile justice and juvenile delinquency appear to have considerable overlap. Consideration should be given to having this course taught on a regular basis by a sociologist with a theoretical background in issues relating to causation. Depending on the qualifications of staff in the Department of Criminal Justice, it may also be appropriate to have JUVENILE JUSTICE taught outside the department, again depending on the qualifications of the instructor. The major issue is coverage of concepts, both social and legal, and the competencies of the respective instructors involved.

RECOMMENDATION NUMBER 32

C.H. 252 AMERICAN COURT SYSTEM AND PROCESS is an essential course in a systemic criminal justice program and should provide an intensive analysis of judicial behavior, sentencing and related issues in addition to a substantive overview of the entire criminal court system. At the same time, it is important to examine offerings in the Department of Political Science in this area to insure that there is no duplication of offerings.

RATIONALE

There is a limitation on the number of law and law related courses which can be adequately taught in a criminal justice program. This is especially true for a small criminal justice faculty. It is important in this area, as well as in other areas, that the criminal justice program utilize, carefully, the faculty expertise and offerings in other departments at Grambling State University.

RECOMMENDATION NUMBER 33

C.J. 301 COMMUNITY RELATIONS IN CRIMINAL JUSTICE is an essential course in a criminal justice curriculum and should be required.

RATIONALE

The need to handle police community relations in an academic setting has been justified but with new conceptual approaches. The "officer friendly" concept has proven to be a myth and a course in this area should focus on problems in the area of crisis intervention as well as problems related to coping with a wide array of problems that practitioners must face regardless of the component of the criminal justice system in which they are employed.

RECOMMENDATION NUMBER 34

C.J. 312 JUVENILE DELINQUENCY is an essential course in a criminal justice program, however, comments regarding C.J. 251 JUVENILE JUSTICE SYSTEM are applicable here. It would appear that re-numbering should be considered with Juvenile Delinquency serving as a prerequisite for C.J. 251.

RATIONALE

Before a student commences an intensive study of the juvenile justice system, it is important that he/she have a comprehensive grasp of the philosophical issues involved in the process as well as a comprehensive grasp of the variety of issues related to causation. These kinds of issues could be best examined in a course in the area of juvenile delinquency using traditional textbooks and learning materials in this area.

RECOMMENDATION NUMBER 35

C.J. 315 JUVENILE CORRECTIONS should be deleted.

RATIONALE

With a comprehensive set of offerings focusing on the areas of juvenile delinquency and juvenile justice it is highly unlikely that a third course would be offered which would not substantially overlap and duplicate the offerings of C.J. 312 and C.J. 251.

RECOMMENDATION NUMBER 36

C.J. 316 SUBSTANCE ABUSE is an important course in a criminal justice program, but there is a need for modification of the existing course with consideration given to elimination.

RATIONALE

It will be important that this course be properly interfaced with any offerings in the area of deviant behavior. Additionally, it is assumed that the topic of substance abuse is given some consideration in other courses as well. There may be justification for a separate course but the justification must be based on the availability of faculty lines, faculty expertise and the extent to which substance abuse concepts cannot be adequately covered in other courses.

RECOMMENDATION NUMBER 37

C.J. 317 NARCOTIC AND VICE CONTROL should be deleted.

RATIONALE

A number of issues in this course will be handled adequately in C.J. 211. There appears to be a potential for considerable overlap and duplication of effort in this course. Also, if a separate course in substance abuse is maintained, many of the issues covered in this course could be covered in a course on substance abuse. Additionally, a large number of the drug-related issues could be covered in C.J. 412 DEVIANT BEHAVIOR. Again, the issues are overlap, duplication of effort.

RECOMMENDATION NUMBER 38

C.J. 318 CRIMINALISTICS should be deleted and the material combined with C.J. 211 CRIMINAL INVESTIGATION

RATIONALE

There is considerable duplication of effort in this area. Again, the issues of limited teaching lines must be considered as well as duplication.

RECOMMENDATION NUMBER 39

C.J. 319 TRAFFIC CONTROL AND INVESTIGATION should be deleted.

RATIONALE

The course might be appropriate for a two-year vocational/technical level course, but the course is not appropriate for a four-year academic program.

RECOMMENDATION NUMBER 40

C.J. 351 PRACTICUM IN CRIMINAL JUSTICE (Internship) is an essential course in a criminal justice program. There are concerns as to when the course should be offered.

RATIONALE

It is questionable if the course can be justified for six (6) hours in a two-year program. If the course is reduced to three (3) hours for a two-year program one might ask what can be accomplished in a three (3) hour practicum that could not be accomplished with a greater number of guest speakers and tours. Consideration should be given to offering this course at the senior level after students have completed most of their academic course work. It is important that students enter agencies with a broad knowledge base and a comprehensive set of skills. With a good set of academically related skills the students will perform better in the internship experience and will enhance their potentials for employment.

RECOMMENDATION NUMBER 41

C.J. 352 PRACTICUM IN COMPARATIVE STUDY OF CRIMINAL JUSTICE SYSTEM should be deleted.

RATIONALE

The course is not regularly offered and it is misleading to keep the course in the catalog.

RECOMMENDATION NUMBER 42

C.J. 361 VICTIMOLOGY should be deleted.

RATIONALE

The course has not been offered and the department does not have an adequate number of teaching lines to offer the course on a regular basis. Also, the concepts taught in this course can be handled in a number of other courses in the department.

RECOMMENDATION NUMBER 43

C.J. 400 CONTEMPORARY CORRECTIONAL SYSTEMS appears to be a mix of several courses and a number of topics mentioned in this course are in fact covered in other courses. If the course placed a major emphasis on correctional institutions the course might be appropriate.

RATIONALE

Again the issues of overlap and duplication become important. The course does not have a clearly defined role in the criminal justice

curriculum. However, throughout the curriculum, there appears to be little attention given to the issue of penology, especially at the adult level. There is a possibility that this course could be modified and adequately serve in this area.

RECOMMENDATION NUMBER 44

C.J. 401 LEGAL ASPECTS OF LAW ENFORCEMENT AND CORRECTIONS should be eliminated.

RATIONALE

It appears that this course duplicates substantially material covered in other law courses.

RECOMMENDATION NUMBER 45

C.J. 402 SECURITY SYSTEMS AND ADMINISTRATION should be deleted.

RATIONALE

While this course may be important in that it may facilitate the development of other options for students concentrating in the area of law enforcement, it is doubtful if the course can be offered regularly. If the department offers an adequate number of courses in the area of law enforcement, it is questionable if there will be adequate staffing to offer this course.

RECOMMENDATION NUMBER 46

C.J. 404 CRIMINOLOGY is an important and perhaps an essential course in a systemic criminal justice program, however, there are concerns in the area of staffing.

RATIONALE

The course, by its nature, is an intensely theoretical course and requires an extensive background in the area of criminological theory from a sociological perspective. It is questionable if the Department of Criminal Justice has adequate teaching lines to handle the course on a continual basis and consideration should be given to having a faculty member with a strong background in the area of sociology/criminology teach the course.

RECOMMENDATION NUMBER 48

C.J. 407 METHODS OF RESEARCH is an essential course in a systemic criminal justice program, however, it is important that the course be balanced with other courses in the area of research. It is possible, in a small university, that students can take the course in another department and this should be considered.

RATIONALE

It is probable that students can be assigned special research projects in the area of criminal justice while taking this course in another department. At the same time it is important that students have an opportunity to apply research methodology to problems in the area of criminal justice. Arrangements should be explored with other departments but the ultimate decision must be based on the competency of the instructor to relate to issues in criminal justice.

RECOMMENDATION NUMBER 48

C.J. 412 DEVIANT BEHAVIOR should be taught by a person with a strong background in deviance, drug abuse and related items. There is a possibility that this course could be taught by someone in the Sociology Department.

RATIONALE

The course is essential in a criminal justice program, and it is important that the instructor be capable of relating and interfacing the literature in criminal justice with the literature in the area of deviant behavior. In many respects the two areas overlap; however, there are a wide range of areas which preclude the traditional criminal justice instructor from teaching the course unless he/she has a broad academic background in the area of mental health, alcoholism, etc.

RECOMMENDATION NUMBER 49

C.J. 416 SEMINAR IN CRIMINAL JUSTICE is an important course in a criminal justice curriculum, but in a small department the course may be offered too infrequently to be listed.

RATIONALE

C.J. 416 could be justified as a special topics seminar, however, this should be done only after required courses have been offered in a regular pattern.

RECOMMENDATION NUMBER 50

C.J. 417 INDEPENDENT STUDY AND RESEARCH is an important course in the criminal justice curriculum, however the course needs to be carefully structured.

RATIONALE

See the rationale outlined in the general discussion on independent study projects.

RECOMMENDATION NUMBER 51

C.J. 421 PROBATION AND PAROLE is an essential course in a criminal justice curriculum and consideration should be given to expanding this course to cover the area of community based corrections.

RATIONALE

A combined course which would focus on probation, parole and community based corrections would provide the student with a systemic overview of the problems and issues in this area of corrections. As the course presently stands, there will not be adequate attention given to the broader issue of community based corrections.

RECOMMENDATION NUMBER 52

C.J. 450 CONSTITUTIONAL LAW AND CRIMINAL JUSTICE is perhaps a duplicate offering of Political Science 450. Consideration should be given to deleting this course.

RATIONALE

Again because of the size of the faculty in the Department of Criminal Justice, consideration should be given to utilizing the resources of the Political Science Department in this area. The issue is also complicated by a lack of detail as to how many law courses should be included in the curriculum. It would seem more

important that students develop comprehensive writing, interviewing and counseling skills then to have an overabundance of coursework in the area of law.

RECOMMENDATION NUMBER 53

C.J. 451 ADMINISTRATION OF CRIMINAL JUSTICE-MANAGEMENT PRINCIPLES AND PRACTICES should be incorporated as a part of the internship program and should be required as an integrative seminar.

RATIONALE

This course would seemingly be ideally suited to function as an integrative seminar for the Practicum experience. The need for this type of course has been discussed in earlier recommendations.

RECOMMENDATION NUMBER 54

C.J. 452 CONTEMPORARY JUVENILE TREATMENT MODALITIES should be abolished.

RATIONALE

This course duplicates coursework in other areas of juvenile delinquency and juvenile justice.

RECOMMENDATION NUMBER 55

C.J. 453 POLICE MANAGEMENT duplicates some of the material in C.J. 451 and should be abolished. There is considerable material in the area of management and organization that cuts across the areas of corrections and law enforcement and this material can be covered in C.J. 451.

RATIONALE

This recommendation is made as a part of an effort to reduce the level of duplication in the coursework in the area of management as well as in the area of law enforcement.

**END**

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