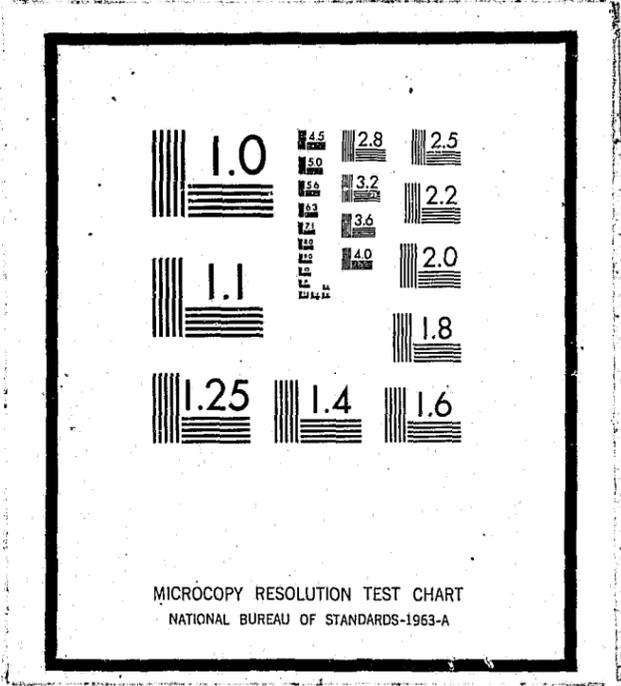


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LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
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FINAL REPORT OF RECOMMENDATIONS

A CRIMINAL JUSTICE CENTER FOR ALASKA -

June 1974

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ADDENDUM TO FINAL REPORT OF JUNE 1974

Dr. Victor G. Strecher

TWO ERRORS which escaped attention in the final editing, typing and binding of the report are the following. Although there are probably other errors, none of comparable substantive importance have yet been found.

Diagram No. 1, page 5, which correctly presents the intentions of the authors, is in discord with the text of pages 15, 16 and 17. Specifically, the first paragraph under the heading Program Dimensions, incorrectly suggest that the Center be organizationally located within the Senior College of the University of Alaska, Anchorage. The intention of this section, distorted in its final wording, was to indicate the level of the programing; it was written entirely from the curriculum-development perspective, and clearly conflicted with organizational imperatives presented at several other points in the report. The correct organizational setting of the Center is recommended to be in the Office of the Provost, Anchorage campus. Programing clearly cuts across the lines of the Community College, Senior College, and Continuing Education units of the University, and thus would be inappropriately located in any one of those units.

The chart on page 108 is incorrect, a result of erroneous editing after the manuscript left the authors' hands. The complexity of the original chart was apparently so great that the typist assumed it could not be correct. The chart as it appears is meaningless. The main point of the chart is presented in sentence (1) immediately above it; this refers to reducing the Adjudication training budget by some amount corresponding to the CLE budget of the Court Administrator's Office, so that law-trained personnel would not, in effect, receive twice the training opportunities available to other criminal justice personnel.

The authors of the Final Report regret these errors, and the consternation they must have caused several readers, whose organizations will bear much responsibility for criminal justice education and training.

PREFACE

The report contains recommendations for the establishment and implementation of a Criminal Justice Center for the State of Alaska. This is the final report of a study which began informally several years ago, was initiated formally in August 1973 on a visit of the Consultant Coordinator, expanded late in 1973 to a team of four consultants, and completed in June 1974.

In order to comprehend all parts of this final report, the reader should assemble a single volume containing not only this final segment, but the previous four reports by members of the consulting team: Concept Report--Strecher; Interim Report--Hoover; Interim Report--George; Interim Reports--Fox. These will be referred to in the present report as Appendices A, B, C, and D.

Section 1

PROGRAM CONCEPT

The development of a Criminal Justice Center intended for the enhancement of human resources throughout the criminal justice system has significant ramifications for the quality of the administration of justice process in Alaska. The philosophy for the creation of a centralized center with responsibilities for the development of comprehensive continuous career educational and training experiences for roles throughout the criminal justice system follows from these basic premises:

1. Study commissions convened to investigate crime and its attendant social ills unanimously recognize inadequate or ineffective criminal justice system response as contributing significantly to the problem of crime.
2. The effectiveness of the criminal justice process is overwhelmingly dependent upon the quality of personnel staffing the system.
3. There is an intense need to improve present personnel standards.
4. Component interaction is currently dysfunctional in the criminal justice process.
5. This dysfunction can be alleviated through the intercomponent training of practitioners.
6. Most local agencies do not have the resources to develop higher personnel standards and concomitant educational and training programs.

7. There is a need for the development of close collaboration between criminal justice agencies and academic institutions to enhance the development of qualitatively sound advanced training, and provide resources for analysis of problems and operational research.

It is apparent that the resources available through the University of Alaska, mobilized in a protean Criminal Justice Center, provide the most effectual means to accomplish the goals implied by these premises.

Section 2

CRIMINAL JUSTICE CENTER OVERVIEW

The Criminal Justice Center as recommended in this report is intended to become a vehicle for human resources development for all criminal justice agencies in the State of Alaska. On the one hand Alaska's centralization of governmental administration presents an almost unique opportunity for the creation of a Criminal Justice Center of depth and scope; on the other hand Alaska's geographic, demographic, meteorological, and cultural characteristics pose unique logistic and programmatic problems. Alaska's enormous geographic expanse, regional differentiation, and ethnic-cultural diversity are reflected in the Center's recommended organizational structure, staffing, programs, and implementation calendar. Not only is the creation of a broadly conceived Criminal Justice Center a national innovation; many other distinctions derive from characteristics which are found only in America's largest state.

Organization of the Center

Organization diagrams can depict division of work (functional), levels of authority (hierarchic), position classifications (personnel), geographic distribution (spatial),

or assignment time-frames (temporal). Often, these charts are combinations of factors, and too often, are confusing because they fail to specify them.

Diagram No. 1 shows an organizational structure which is a combination of two factors: (1) two position classifications, having an inherent hierarchic relationship are shown at the two top levels of the Center, but (2) the chart is predominantly programmatic, depicting as it does functions rather than detailed personnel assignments or geographic layout of the organization. Following are some relevant observations about this proposed Center structure:

1. A problem central to the Center design is the manifold relationships which must be maintained and nurtured if the Center is to become a viable force in Alaska's criminal justice system development. Although the Center is proposed for location, funding, and administration in the University of Alaska, its complex network of interests and influences is not adequately represented in Diagram No. 1. On the other hand, Diagram No. 2 more accurately shows the interest-relational network, but blurs the important administrative structure supporting the Center.

2. The principle of structure following function is observed in the Center's design. If it lacks the neatness of Max Weber's classic, linear hierarchic models, it is because the combination of functions is anything but neatly definable and divisible. At no time in the past has criminal

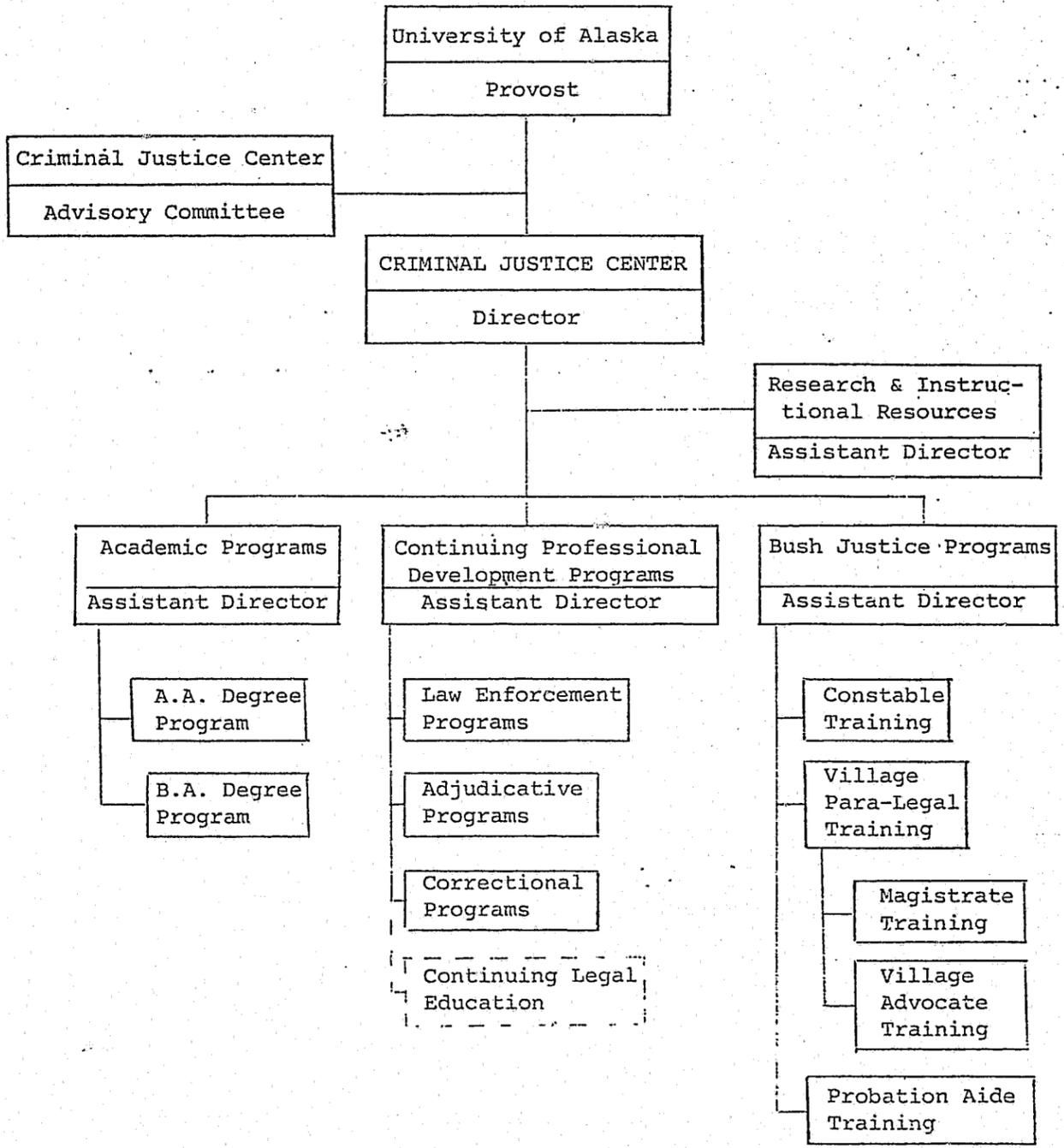


Diagram No. 1

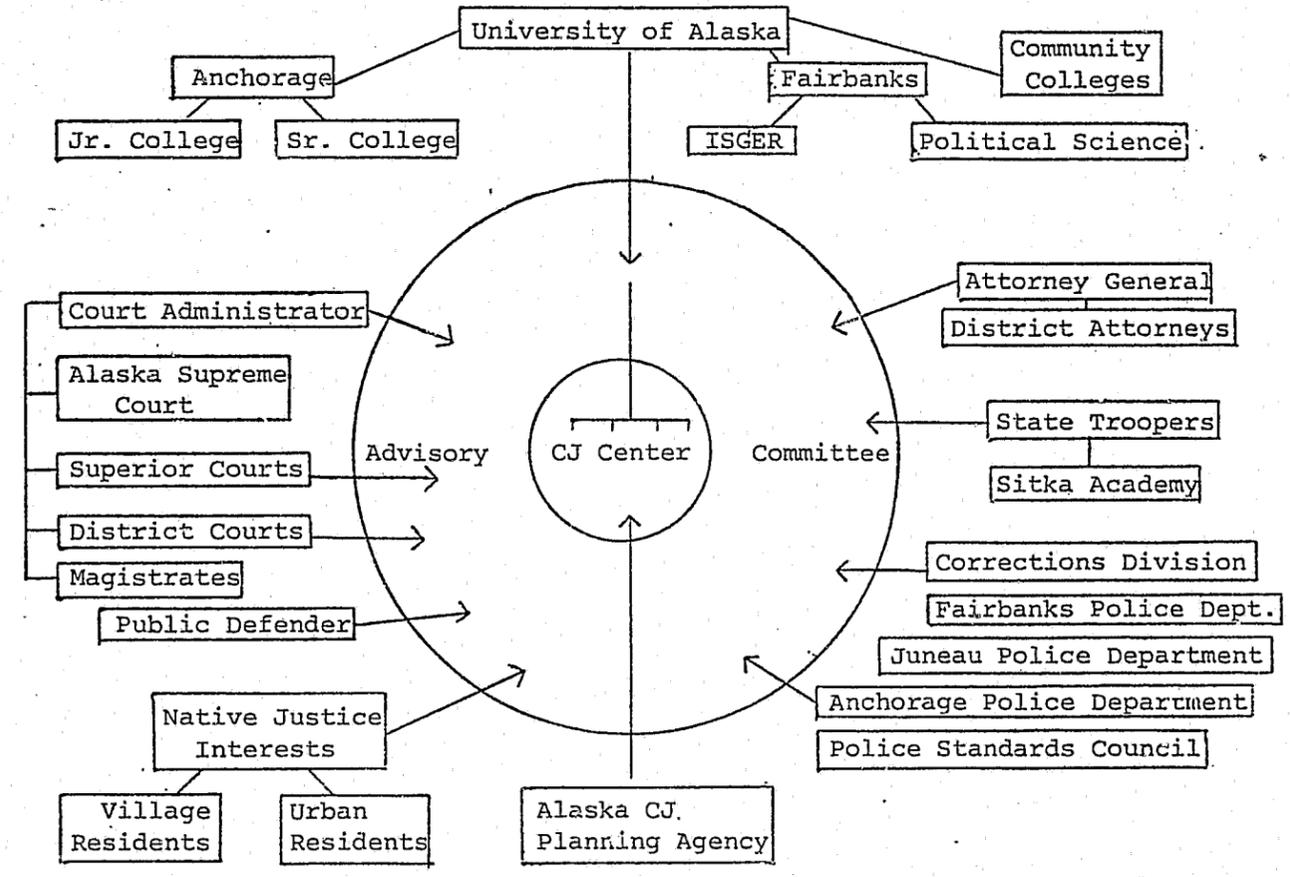


Diagram Number 2

justice personnel development been so beset by contradictions, ambiguities, separately evolving programs, and non-policies. We are at the cutting edge of fundamental changes in agency personnel policies, and human resource development perspectives in both training and educational institutions. Trends are difficult to discern, making it advisable to establish broadly conceived, adaptable organizations, rather than narrowly targeted, present-oriented programs. The Center's structure is so designed that spurious and useless arguments about the difference between education and training are unlikely to impede the development and offering of development programs. The Center has been deliberately designed to minimize the growth of small, internal domains, and to optimize coverage of highly interrelated, integrated personnel development needs of the State which are not yet being met.

3. With the previous point in focus, the Center was designed with considerable inter-unit integration, by means of the faculty-staff assignment pattern (see the next section on Staffing for details). This arrangement is intended to assure cross-component perspectives in on-going programs, and a highly utilitarian competency-sharing effect.

4. Also with point number two in mind, the Center was designed with no intention of displacing or ignoring existing training programs maintained by police and correctional agencies of the State. Rather, the Center is intended to establish a close working relationship with other training

programs. It is probable that, in time, it will be mutually beneficial for the Center, the State Trooper Academy at Sitka, and the Corrections Division training unit to involve each other's instructors and facilities in both agency and Center training programs. It would be surprising to assume that this kind of cooperation would be anything but beneficial to the State and its various jurisdictions.

5. The previous point also applies to an on-going interlock with the proposed Continuing Legal Education function of the Court Administrator's Office. The Director of CLE should be given an adjunct faculty assignment within the Center. Again, without specifying programmatic details, it should be mutually beneficial for these two programs to share staff and facilities in programs sponsored by either unit.

6. SPECIAL NOTE: Although it may appear gratuitous, and perhaps in one sense inappropriate to this report, it seems necessary to the consultant team to observe a status disparity in the Alaska criminal justice system which should be remedied. In conferring with the many agencies and professions concerned with the Center's design, the consultants were surprised and distressed to find that the Corrections Division was not on an equal policy footing with its counterpart criminal justice agencies. The policy, resource allocation, and fiscal management constraints of the present arrangement are a barrier to the equal representation of corrections in the criminal justice community. It is our

observation that the corrections component of the system will be unable to participate as a full partner in the continuing development of Alaska's criminal justice system until it is raised to departmental status comparable to that of the police, prosecutive, and judicial functions. We urge this change of status to facilitate continued system development.

Staffing of the Center

Diagram No. 1 indicates only two position classifications and assignments, although the Center obviously must have instructional and research personnel in addition to those shown in the chart. As broadly implied in the previous discussion on Center structure, the proposed staffing pattern for the Center is not one of rigid unit assignments and mutually exclusive responsibilities. Inter-unit integration of programming and competency-sharing were mentioned as structural features. The following are characteristics of the Center staffing model recommended:

1. All staff of the Center, including the Director and Assistant Directors, will have instructional as well as administrative responsibilities.

2. Administrative responsibilities and authority of the Assistant Directors will be confined to their units of primary assignment. They will be responsible for program functions assigned to their units, and for the management Center staff in relation to those programs.

3. All instructional personnel, including Assistant Directors, will be available for assignment to the various program units in accord with their fields of competence, within limits of their working time.

a. An important function of the Director will be to establish equitable assignment levels, and to work with the Assistant Directors in dividing the available time of instructional staff.

b. This assignment pattern, generally called "functional supervision," is a very old and much-used system, particularly suited to the Center. It is used when an organization is designed to fulfill a number of related but differentiated functions, where overlap is likely to occur, and where staff are likely to have broadly useful capabilities rather than narrow specializations.

4. Resource allocation for the Center will be described in terms of Full Time Equivalent Faculty (FTEF), rather than assignments of individual persons to each unit. This is part of a functional supervision model, and is not uncommon in academic organizations, although the concept is more fully developed here than is usually the case.

a. Anticipated professional staff of the Center: 10 FTEF. The implementation calendar in the next section indicates that full staffing is not anticipated for the opening of the Center, but phased in over a longer time horizon.

b. Programmatic resource allocation, in terms of staff time available:

Center Director.	1	FTEF
Academic Programs (including ass't director)	3	
Continuing Professional Development (")	2	
Bush Justice Programs (")	2	
Research and Instructional Resources (")	2	
Professional Staff	TOTAL	10 FTEF

The Bush Justice component will require supplemental, part-time staff services in what are termed Phases 2, 3, and 4 of the Bush training system, described later in this report. In particular, the on-job-training phase (No. 3) will require Native OJT specialists who are able to work with trainee counterparts in their own cultural settings.

c. For administrative purposes it will be useful to indicate "primary" assignment for the five faculty-staff at the instructional and research levels. However, it should again be emphasized that the Center will need inter-unit program integration and competency-sharing if it is to function well at this staffing level. It is economically unfeasible to employ enough narrowly specialized staff to cover the many program elements desirable for the Center.

d. Very small, fragmented assignments of personnel should be avoided (e.g. Instructor A: 60% Academic Programs, 10% CPD, 15% Bush Justice, and 15% Research; or Assistant Director B: 50% administration, 20% academic

instruction, 15% CPD instruction, and 15% Bush Justice instruction). Some care will be required to achieve balance between this kind of fragmentation of effort, and the tendency to keep assignments "neatly" in a single unit. Research assignments are perhaps most often of the fragmented kind. It is recommended that staff assignments of 33-50% be rotated through the Research unit, and that assignments always be to a specific, defined research project, rather than mere responsibility to the unit.

5. Selection criteria for the 10 positions will be left to the Advisory Committee, except for the following criteria recommendations for the Director position:

a. Criminal justice system-wide perspective, rather than an overly strong agency view.

b. A systems management background is probably more appropriate than extensive legal profession experience, particularly considering that CLE will be covered elsewhere.

c. Satisfactory academic credentials for university faculty appointment, and credibility within the university community.

d. Adequate experience, preferably in more than one criminal justice agency, to understand performance objectives of the several agencies, and for credibility within the criminal justice working world.

e. Personal skills which will enable the Director to work with the Advisory Committee, with all client agencies, and with other training units in the criminal justice setting.

Implementation of the Center

It is not expected that fiscal resources to employ 10 FTE faculty and support staff will be available upon initiation of the Center. For this reason the approximate implementation calendar in Diagram No. 3 has been prepared.

YEAR	CJ CENTER	ACADEMIC PROGRAMS	CONTINUING PROFESSIONAL DEVELOPMENT	BUSH JUSTICE PROGRAMS	RESEARCH
1	Employ: Director	Employ: Ass't Dir. 1 FTEF	Employ: Ass't Dir. 1-2 Seminars	Employ: Ass't Dir.	Employ: Ass't Dir.
<p>Program development activity across the board, in cooperation with the Advisory Committee and CJ agencies. Policy development for Center resource allocation as programs are developed. Recruitment for Year 2 staff projections.</p>					
2		Add'l FTEF	Add'l FTEF	Add'l FTEF	Add'l FTEF
		Add 300-level courses for B.A. dev.	1 or 2 Seminar Series	Field test of training material. Recruit OJT Native staff	Designate projects & assignments.
3	Full program implementation at full-staff levels.				

Diagram No. 3

Section 3

ACADEMIC PROGRAM DESIGN

Emergent in the discussions with all personnel in the State of Alaska with regard to the Criminal Justice Center has been an expression of great interest in the nature of an academic program which ought to be developed. There is general consensus that the University of Alaska should assume a leadership role in providing adequately educated personnel to staff positions in the criminal justice system such that outside recruiting is no longer a necessity. It is apparent that a sufficient market for graduates exists. During the March visit of the consultants to Alaska, considerable discussion was held regarding the general parameters of an academic program. The recommendations made in the Phase One report were presented to both academic personnel at the University of Alaska, the Advisory Committee, and a number of other practitioners throughout the state. The recommendations of the consultants were that the program design ought to adhere to the following basic principles:

1. Professional coursework should provide an orientation to the entire criminal justice system while allowing only limited concentration on any one component of the system.
2. The professional courses should have a theoretical rather than craftsmanship orientation.

3. The general requirements for the Bachelor of Arts degree should apply, i.e. degree programs ought to provide a basically liberal education.
4. With an essentially baccalaureate orientation, the program should nevertheless allow termination at the two-year level with an associate degree.
5. Special provision should be made for in-service personnel such that management seminars might be incorporated in degree programs for these personnel.

Although certain individuals had reservations about particular aspects of these recommendations, nevertheless it can be said that there was general concurrence on the part of Alaskan academic and practitioner personnel in structuring a program basically along these lines. With that in mind, presented herein are additional and more specific recommendations for the nature of an academic program in criminal justice at the University of Alaska.

Program Dimensions

After considerable discussion with academic officials of the University of Alaska, it would appear that the most appropriate organizational placement of the Criminal Justice Center ought to be at the University of Alaska, Anchorage Senior College. The police administration and corrections programs currently offered by the Community College should be incorporated in the Center; i.e. the staff of that program should become part of the Center staff and specific associate degrees in those two areas abolished. In deliberating the placement of the Center within the Senior College, careful

consideration was given to various alternatives, including making the Center a part of the Division of Behavioral Sciences or a part of the Division of Business, Economics, and Public Administration. It does not now appear that either of these alternatives is viable. In considering the staffing levels of these units of the University vis à vis the projected staffing level of the Criminal Justice Center, it is apparent that placement of the Center within either unit would so skew the balance of staff expertise and interest that irreparable damage would be done to the academic interests of existing units in question. Several examples can be cited of universities which initiated criminal justice programs whereat criminal justice faculty literally overwhelmed the organization. Examples of such schools are John Jay College, Eastern Kentucky University, and Sam Houston State University. Given that this phenomenon has occurred in relation to entire universities, it is certainly not inconceivable that it is likely to occur in an individual unit in the Anchorage Senior College if one makes over 50 percent of the staff in that unit criminal justice specialists. Thus the consultants are recommending specifically that the Criminal Justice Center be a separate academic division in the Senior College. Such an arrangement makes sense from a theoretical as well as pragmatic standpoint. Criminal justice is professionally oriented yet interdisciplinary in nature, requiring students to draw upon coursework in all divisions of the

Senior College. Placing the Center in any one division may cause an undue shift in the balance of focus of the academic programming. Furthermore, the proposed flexibility for a criminal justice degree which is recommended below will not readily lend itself to incorporation within the requirements of certain other academic divisions.

Program Requirements

The general requirements of the Bachelor of Arts degree should apply as enumerated on page 21 of the Anchorage Senior College Catalog, 1973-74. However, with this essentially baccalaureate orientation, the program should nonetheless allow termination at the two-year level with an associate degree. The baccalaureate degree should require a minimum of 30 credits in criminal justice and impose a maximum of 42. The associate degree should require a minimum of 15 credits in criminal justice and a maximum of 21. A required criminal justice core of 15 credits 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 systemic 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. (In this regard it is important to note that the consultants do not recommend that over three semester units of work be awarded for completion of entry-level training programs for either the police or correctional service. This credit should not be specific course waiver credit, but rather general independent study credit. It has been brought to the attention of the consultants that a particular problem exists with relation to waiver of a criminal law course for completion of the training offered at the Sitka Academy. We would observe that if the two courses are actually comparable, then one of the two institutions is not teaching criminal law in a correct manner, or in other words, the orientation given criminal law at the police academy ought to vary significantly from that given it in an academic course. Given the variation in the goals of both kinds of programs, it is not appropriate for their criminal law courses to be comparable in content.)

The coursework offered by the Center ought to include a management seminar series focused upon administrative problems and techniques, for in-service personnel. The management seminars should be allocated appropriate credit equivalency applicable toward meeting the requirements of the degree, and substitute for regularly offered criminal justice electives. The rationale for offering such a seminar

series is presented in the police interim report included as Appendix B. The structure of the management seminar series should be very flexible; i.e., course scheduling patterns other than those adhering to standard semester time frames should be designed. In addition, from both a cost effective point of view and for reasons of enhancing the breadth of the educational experience, enrollment in management seminars should include administrators from various types of criminal justice agencies.

The criminal justice program may appropriately include an Associate in Arts degree granted for legal assistants (para-legal). However, the consultants would urge that a careful assessment be made of the job market for such graduates. As an occupational entity, legal assistants are not yet widely accepted in the system.

The first task to be undertaken is an identification of the state offices in which legal assistants can function appropriately and effectively. Examples which come to mind include the Public Defender Agency, the various district attorney offices, court staffs, probation and parole supervision offices, and welfare services offices. (Private law firms are deliberately excluded. The University may wish to offer a separate curriculum for those to be employed in private firms, particularly in Anchorage, but such a program should not be a formal part of the Criminal Justice Center.)

It is likely that legal assistants employed in state and municipal offices and agencies will be in frequent contact with natives who move from the bush to towns or cities. Therefore, emphasis should be placed on applied social anthropology. The program should also embrace work in applied psychology, illustrated as far as possible by situations which the legal assistant is likely to encounter after graduation and employment.

Existing paralegal programs tend to place too much emphasis on legal subject matter adapted to the needs of non-lawyers, and too little on accounting and management techniques. These are important matters to anyone who will be functioning in a public office, and should be comprehended in the special curriculum rather than left for coverage in a general, undifferentiated course.

In developing a curriculum, the existing program at the University of Alaska/Anchorage can form a useful starting point, but is perhaps oriented too strongly toward private law subjects and concerns. It should be particularly noted that legal assistants should undergo practical clinical training under the supervision of the center itself, and should be given a modest amount of academic credit for that experience.

To repeat, the ultimate curriculum must be carefully developed in consultation with one or more special advisory committees, separate from the principal center board or

advisory group. However, the following sketch may be of help in projecting a two-year program for public legal assistants:

Structure and Function of the Alaska and Federal Systems; Legal Bibliography	3 credits
Essentials of Management in Courts, Public Agencies and Legal Offices	3 credits
Alaska Native Customs and Culture	3 credits
Introductory Accounting	3 credits
Basic Constitutional Law: Individual Liberties, Due Process, Equal Protection	2 credits
Professionalism and Professional Ethics	2 credits
Criminal Procedure and Evidence	4 credits
Criminal Law	3 credits
Civil Procedure Survey	2 credits
Administrative Law and Procedure	4 credits
Psychology of Inter-Personal Relations	4 credits
Family Law, Public and Private (including poverty and housing law)	4 credits
Survey of Private Law Principles (property, contracts, torts, debtor-creditor)	3 credits
Clinical Program	8 credits

On the following pages a recommended criminal justice academic program is presented. This presentation includes:

1. A listing of the criminal justice and elective courses recommended,

2. A listing of the catalog descriptions of the criminal justice courses recommended, and
3. Course guidelines for the criminal justice courses recommended.

CRIMINAL JUSTICE COURSES

Required

CJ 110	INTRODUCTION TO CRIMINAL JUSTICE
CJ 120	CRIMINOLOGY
CJ 230	POLICE PROCESS
CJ 240	ADJUDICATION PROCESS
CJ 250	CORRECTIONS PROCESS

Elective

CJ 220	JUVENILE JUSTICE PROCESS
CJ 235	ANALYSIS OF POLICE OPERATIONS
CJ 236	CRIMINAL INVESTIGATION
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	CRIME PREVENTION SEMINAR

RECOMMENDED ELECTIVES

The following are suggested electives for criminal justice majors. Asterisks denote strongly recommended courses. In examining the courses currently offered at the University of Alaska at Anchorage, it would appear that direct overlap with the proposed criminal justice curriculum exists in only two instances--Sociology 203: Juvenile Delinquency, and Sociology 210: Principles of Corrections. It is suggested that this overlap be eliminated either through cross-listing and shared responsibility for the courses, or modification in the content of the Sociology courses such that they complement parallel offerings in criminal justice.

It would appear that the initiation of a criminal justice baccalaureate degree would demand adjustment in programming in other academic units in only one other instance. There is a felt need for criminal justice majors to become thoroughly familiar with the problems associated with substance abuse in society (alcohol and drugs). However, it is entirely inappropriate for an academic program in criminal justice to be offering such a course, since the placement of the course in this setting tends to convey far too much of an aura of legal perspective. Such an offering should examine the issue of substance abuse from several perspectives, including pharmacological, medical, psychiatric,

sociological, social work, and legal. Offered in this manner, the course can serve as preparation for individuals who must deal with substance abusers in numerous social helping occupations.

Electives

*Anthropology 101	HERITAGE OF ALASKA NATIVES
Anthropology 420	ECONOMIC ANTHROPOLOGY
Behavioral Science 101	FIELD OBSERVATION
Behavioral Science 251	RESEARCH PRINCIPLES
Business Administration 325	FINANCIAL MANAGEMENT
Business Administration 361	PERSONNEL MANAGEMENT
Business Administration 371	COMPUTERS AND SOCIETY
Business Administration 374	DECISION THEORY
English 111	METHODS OF WRITTEN COMMUNICATION
English 189	TECHNICAL REPORT WRITING
English 213	ADVANCED EXPOSITION
English 314	RESEARCH WRITING
Geography 302	GEOGRAPHY OF ALASKA
History 101	WESTERN CIVILIZATION
History 102	WESTERN CIVILIZATION
History 341	HISTORY OF ALASKA
History 450	TWENTIETH CENTURY AMERICA
Humanities 211	HUMANITIES
Humanities 212	HUMANITIES
*Political Science 101	INTRODUCTION TO AMERICAN GOVERNMENT
Political Science 102	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICAL SCIENCE
*Political Science 211	STATE AND LOCAL GOVERNMENT
Political Science 251	ADMINISTRATIVE CONCEPTS

Electives (cont'd)

Political Science 301	PUBLIC ADMINISTRATION IN THE POLITICAL PROCESS
Political Science 434	AMERICAN CONSTITUTION
Psychology 101	INTRODUCTION TO PSYCHOLOGY
Psychology 153	HUMAN RELATIONS
Psychology 201	ADVANCED GENERAL PSYCHOLOGY
Psychology 202	PSYCHOLOGY OF ADJUSTMENT
*Psychology 246	PSYCHOLOGY OF ADOLESCENCE
*Psychology 338	ABNORMAL PSYCHOLOGY
Psychology 360	THE EXPERIMENTAL ANALYSIS OF BEHAVIOR
Psychology 445	BEHAVIOR MODIFICATION
*Psychology 623	PRINCIPLES OF INDIVIDUAL COUNSELING
Psychology 624	GROUP COUNSELING
Sociology 101	INTRODUCTION TO SOCIOLOGY
Sociology 102	INTRODUCTION TO SOCIOLOGY
Sociology 105	CONTEMPORARY SOCIAL ISSUES
Sociology 106	SOCIAL WELFARE
Sociology 109	PRINCIPLES OF CASE WORK
Sociology 201	SOCIAL PROBLEMS
Sociology 203	JUVENILE DELINQUENCY
Sociology 210	PRINCIPLES OF CORRECTION
Sociology 215	RACE RELATIONS
Sociology 222	COMMUNITY ORGANIZATION
Sociology 242	THE FAMILY

Electives (cont'd)

Sociology 246	ADOLESCENCE
Sociology 333	SOCIAL WELFARE AS A SOCIAL INSTITUTION
*Sociology 343	SOCIOLOGY OF DEVIANT BEHAVIOR
Speech Communication 111	FUNDAMENTALS OR ORAL COMMUNICATION
Speech Communication 236	INTERVIEWING

CATALOG DESCRIPTIONS OF RECOMMENDED
CRIMINAL JUSTICE COURSES

Criminal Justice Required Courses

CJ 110 3 credits

INTRODUCTION TO CRIMINAL JUSTICE

A study of the agencies and processes involved in the criminal justice system--legislature, the police, the prosecutor, the public defender, the courts, and corrections. An analysis of the roles and problems of law enforcement in a democratic society, with an emphasis upon inter-component relations and checks and balances.

CJ 120 3 credits

CRIMINOLOGY

The study of deviant behavior as it relates to the definition of crime; crime statistics; theories of crime causation; crime typologies.

CJ 230 3 credits

POLICE PROCESS

Social and historical settings of the police; police role and career; police discretion; police values and culture; organization and control.

CJ 240 3 credits

ADJUDICATION PROCESS

Role and structure of prosecution, public defense, and the courts; basic elements of the substantive criminal law; procedural law and its relation to constitutional guarantees.

CJ 250 3 credits

CORRECTIONS PROCESS

Post-conviction correction process; the development of correctional philosophy, theory, and practice; a description of institutional operation, programming, and management; community-based corrections; probation and parole.

Criminal Justice Elective Courses

CJ 220 3 credits

JUVENILE JUSTICE PROCESS

Definitions of delinquent behavior; contributing social problems; adolescence as a subculture; the adjudication process for juveniles--philosophy and practice; treatment procedures.

CJ 235 3 credits

ANALYSIS OF POLICE OPERATIONS

Problems of police organization and management; the allocation of police resources; information systems; community-relations concerns; determinants of police policy.

CJ 236 3 credits

CRIMINAL INVESTIGATION

Fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interview and interrogation; follow-up and case preparation.

CJ 245 3 credits

CRIMINAL LAW

The legal definition of crime and defenses; purposes and functions of the substantive criminal law; historical foundations; the limits of the criminal law; focus upon the case study approach.

CJ 246 3 credits

CRIMINAL EVIDENCE AND PROCEDURE

Constitutional and procedural considerations affecting arrest, search and seizure, post-conviction treatment; origin, development, philosophy, constitutional basis of evidence; kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies; focus upon the case study approach.

Elective Courses (cont'd)

CJ 255 3 credits

ANALYSIS OF CORRECTIONAL OPERATIONS

Problems of management of the correctional process; programming, security, information systems, reports, case management, evaluation of progress; custody and discipline as they relate to rehabilitative efforts; community adjustment facilities; problems of probation and parole.

CJ 310 3 credits

CRIMINAL JUSTICE ORGANIZATION THEORY

Basic knowledge of organizational function, structure, processes, and behavior; theory related to practice applied to the administration of the justice process; comprehension of administrative phenomena.

CJ 315 3 credits

SECURITY SYSTEMS

The role of security and the security industry in modern society; administrative, personnel, and physical aspects of the security field; loss prevention management in proprietary and governmental institutions; variations in physical security systems.

CJ 316 3 credits

COMMUNITY RELATIONS IN CRIMINAL JUSTICE

Problems in citizen relations; treatment of victims, witnesses, and jurors; citizen involvement in the criminal justice process; community resources related to criminal justice programming.

CJ 401 1-3 credits

INDEPENDENT STUDY

Surveys and applied research as approved by student's major professor.

CJ 402 3 credits

SPECIAL ISSUES IN CRIMINAL JUSTICE

Forum for special course offerings focusing upon special issues in criminal justice by visiting instructors or regular faculty.

Elective Courses (cont'd)

CJ 410 3 credits

RESEARCH IN CRIMINAL JUSTICE

Interaction of theory, research, and practice in the criminal justice process; purposes and limits of research; introduction to research design, data collection, analytic techniques, data processing resources, and preparation of research reports.

CJ 490 6 or 12 credits

FIELD PRACTICUM EXPERIENCE

Planned program of observation in several selected criminal justice agencies representing the major components of the system.

CJ 495 1-3 credits

SEMINARS IN CRIMINAL JUSTICE MANAGEMENT

Workshops designed for personnel staffing positions in the Alaska criminal justice system; focus upon solutions to particular administrative problems.

CJ 499 3 credits

CRIME PREVENTION SEMINAR

Discussion and evaluation of criminal justice policies and practices with a focus upon crime prevention as the goal of the system; presentations by Alaskan criminal justice officials; evaluation of career opportunities; preparation of undergraduate senior research paper.

INTRODUCTION TO CRIMINAL JUSTICE
Course Guidelines

Catalog Description

A study of the agencies and processes involved in the criminal justice system--legislature, the police, the prosecutor, the public defender, the courts, and corrections. An analysis of the roles and problems of law enforcement in a democratic society, with an emphasis upon inter-component relations and checks and balances.

Selected Reading Resources

Adams, Thomas F. (ed.). Criminal Justice Readings. Pacific Palisades, California: Goodyear Publishing Company, Inc., 1972.

Brandstatter, A. F., and Allen Hymen. Fundamentals of Law Enforcement. Beverly Hills: Glencoe Press, 1972.

Clark, Ramsey. Crime in America. New York: Simon and Schuster, 1970.

*Day, Frank D., A. C. Germann, and Robert R. J. Gallati. Introduction to Law Enforcement and Criminal Justice. Springfield, Ill.: Charles C. Thomas, 1971.

Douglas, Jack D. (ed.). Crime and Justice in American Society. New York: The Bobbs-Merrill Company, Inc., 1971.

Eldefonso, Edward. Readings in Criminal Justice. Beverly Hills: Glencoe Press, 1973.

Leonard, V. A., and Harry W. More. The General Administration of Criminal Justice. Brooklyn: Foundation Press, 1967.

More, Harry W. (ed.). Critical Issues in Law Enforcement. Cincinnati: W. H. Anderson, 1972.

Quinney, Richard. Crime and Justice in Society. Boston: Little, Brown and Company, 1969.

Smith, Alexander, and Harriet Pollack. Crime and Justice in a Mass Society. Cambridge: Xerox Publishing, 1972.

*Suggested primary text

Sullivan, John L. Introduction to Police Science. New York: McGraw-Hill Co., 1971.

The Challenge of Crime in a Free Society (A Report by the President's Commission on Law Enforcement and Administration of Justice). Washington, D.C.: U.S. Government Printing Office, 1967.

Task Force Report: The Police (A Report by the President's Commission on Law Enforcement and Administration of Justice). Washington, D.C.: U.S. Government Printing Office, 1967.

Task Force Report: The Courts (A Report by the President's Commission on Law Enforcement and Administration of Justice). Washington, D.C.: U.S. Government Printing Office, 1967.

Task Force Report: Corrections (A Report by the President's Commission on Law Enforcement and Administration of Justice). Washington, D.C.: U.S. Government Printing Office, 1967.

Weston, Paul B., and Kenneth M. Wells. The Administration of Justice. Englewood Cliffs: Prentice-Hall, 1973.

Course Outline

- I. Crime: Its nature and impact
 - A. Crime defined
 - B. Sources of crimes
 1. Constitution
 2. Treaties
 3. Common law
 4. Statutes
 5. Judicial ruling
 6. Administrative regulations
 - C. Civil actions
 - D. Amount and trends in crime
 - E. General comments
 1. Victims of crime
 2. Violent crime
 3. Property crime

4. Organized crime
 5. Drug abuse
 6. Crimes with no "victim"
- II. History of criminal justice system
- A. Police
 1. Primitive background
 2. Watch and ward--Bow Street Runners, parochial and commercial police
 3. Peel's principles
 4. Evolvment in the U.S.A.
 - B. Courts
 1. Primitive background
 2. Anglo-Saxon period
 3. American court system development
 - C. Corrections
 1. Evolvment of philosophy in U.S.A.
 2. State penal institutions
 3. Federal prison system
- III. Police--structure and function
- A. Police role
 1. Problems and response
 2. External controls
 3. Internal controls
 - B. Typical structure
 1. Examples
 2. Innovations
 - a. Team policing
 - b. Police agent
 - c. Consolidation
 - C. Function
 1. Patrol
 2. Investigation
 3. Public services
 4. Traffic
 5. Juvenile offenders

- D. Police and community
 - E. Goals of police organization
 1. Multipurposed
 2. Prevention preferable to repression
 3. Power required
 4. Public support and cooperation required
- IV. Federal Constitution, courts, and regulation of police action
- A. Duty of court system
 1. Review legislative enactments
 2. Provide check on executive branch
 - B. Bill of Rights
 1. First eight personal rights
 2. Ninth, tenth general provisions re: division of power between state and federal
 - C. Federal exclusionary rule
 - D. Trend in cases
- V. The American court system: jurisdiction, structure, and role
- A. Hierarchy of courts and jurisdiction
 - B. Court scheduling, management, organization
 - C. Sentencing process
 - D. The judge
 1. Role
 2. Power
 - E. Court problems
 1. Delays
 2. Plea bargaining
 3. Equality of justice
- VI. Prosecutor/district attorney--public defense
- A. Prosecutor
 1. Jurisdictional level
 2. Authority and power
 3. Prosecutor's duties

- B. Defense attorney
 - 1. Sixth Amendment to U.S. Constitution
 - 2. Importance of defense attorney
 - 3. History of defense case law
 - 4. Gideon vs. Wainwright
 - 5. Public defender system

VII. The trial process

- A. Jury
- B. Pre-trial proceedings
 - 1. Methods of release
 - 2. Warrant application
 - 3. Hearing and examinations
 - 4. Arraignment
- C. Trial proceedings
- D. Sentence
- E. Appeal

VIII. The correctional process

- A. Philosophy of corrections
 - 1. Changes in attitudes
 - 2. Question of deterrence
 - 3. Retribution vs. rehabilitation
 - 4. Rights of convicted offenders
- B. The corrections institution
 - 1. General milieu
 - 2. Custody and discipline
 - 3. Rehabilitative efforts
 - a. Types of programs
 - b. Effectiveness
 - c. Length of detention
 - d. Roles of correctional personnel
- C. Function of probation and parole

D. Trends in corrections

- 1. Increased use of probation/parole
- 2. Institutional programs
 - a. Work release
 - b. Improved counseling
 - c. Better vocational training
 - d. Family visitation
- 3. Community-based programs
 - a. Special problems of misdemeanants
 - b. Jail programs
 - c. Community involvement, volunteers

IX. Juvenile justice process

- A. Philosophy of juvenile justice
 - 1. Scope of problem
 - 2. The dangerous years
 - 3. Delinquency defined
 - 4. Changing behavior
- B. Theories of causation
 - 1. Family
 - 2. Peer influence
- C. Prevention programs
 - 1. Schools
 - 2. Community-based
- D. The adjudication process
- E. Treatment

CRIMINOLOGY
Course Guideline

Catalog Description

The study of deviant behavior as it relates to the definition of crime; crime statistics; theories of crime causation; crime typologies.

Selected Reading Resources

Becker, Howard S. (ed.). The Other Side: Perspectives on Deviance. New York: The Free Press of Glencoe, 1964.

*Bloch and Geis. Man, Crime and Society. Second Edition. New York: Random House, 1970.

Clinard, Marshall. Sociology of Deviant Behavior. Third Edition. New York: Holt, Rinehart, and Winston, 1968.

Gibbons, Don C. Society, Crime and Criminal Careers. Second Edition. Englewood Cliffs: Prentice-Hall, 1973.

Hood, Roger, and Richard Sparks. Key Issues in Criminology. New York: McGraw-Hill, 1970.

Morris, Norval, and Gordon Hawkins. The Honest Politician's Guide to Crime Control. Chicago: University of Chicago Press, 1970.

Quinney, Richard. The Social Reality of Crime. Boston: Little, Brown and Co., 1970.

Radzinowicz, Leon, and Marvin Wolfgang (eds.). The Criminal in Society. New York: Basic Books, 1971.

Schafer, Stephen. Theories in Criminology. New York: Random House, 1969.

Schur, Edwin. Crimes Without Victims. Englewood Cliffs: Prentice-Hall, 1965.

Sykes, Gresham. Crime and Society. Second Edition. New York: Random House, 1967.

Wolfgang, Johnson, and Savitz. The Sociology of Crime and Delinquency. Second Edition. New York: John Wiley and Sons, 1970.

*Suggested primary text.

Course Outline

- I. The impact of crime
 - A. The significance of crime records, abuses in crime reporting
 - B. Undetected crime, extent and nature of crime
 - C. Impact of crime upon urban development
 - D. Victimology
 - E. International comparisons
- II. Crime as one form of deviancy
 - A. Definition of crimes
 - B. Concept of social harm
 - C. Variations in social control of deviance
 - D. Stigma and social identity
- III. The limits of the criminal law
 - A. Overcriminalization
 - B. Morals offenses
 1. Gambling
 2. Prostitution
 3. Homosexuality
 - C. Chemical substance abuse
 1. The prohibition experiment
 2. Penalty as treatment
 - D. Sex offenses
 - E. Economic legislation
 - F. The case of abortion
- IV. Crime typologies
 - A. Variations in typologies
 - B. Professional crime
 1. Auto theft
 2. Shoplifting and pilfering
 3. Forgery and fraud
 - C. Organized crime
 1. Definitions
 2. Nature of criminal actions
 3. Extent of existence

- D. White collar crime
- E. Homicides and assaults
- F. Sex offenses
- G. Property crime
- H. Victimless crime
- I. Political crime
 - 1. Motives
 - 2. Specific political crimes
- V. Juvenile delinquency
 - A. Delinquency defined
 - 1. Measures of delinquency
 - 2. Labeling theory
 - B. Nature of juvenile crime
 - C. Theories of delinquency causation
 - D. Gang delinquency
- VI. Crime etiology
 - A. Sociological vs. psychological vs. physiological
 - B. Theory of conflicting norms
 - C. Theory of social disorganization
 - D. Theory of differential association
 - E. Social structure and anomie
 - F. Crime and opportunity
 - 1. Crime as normative behavior
 - 2. The responsibility of economic conditions
 - G. Crime and race
 - H. Multiple factor approaches
- VII. Reactions to criminal behavior
 - A. Retribution vs. restitution
 - B. Treatment theories
 - C. The impact of imprisonment

POLICE PROCESS
Course Guideline

Catalog Description

Social and historical settings of the police; police role and career; police discretion; police values and culture; organization and control.

Selected Reading Resources

Ahren, James F. Police in Trouble. New York: Hawthorn Books, 1972.

American Bar Association. The Urban Police Function. New York: A.B.A., 1972.

Bordua, David J. (ed.). The Police, Six Sociological Essays. New York: John Wiley and Sons, Inc., 1967.

Commission on Criminal Justice Standards and Goals. Report on the Police. Washington, D.C.: Government Printing Office, 1973.

More, Harry W., Jr. (ed.). Critical Issues in Law Enforcement. Cincinnati: The W. H. Anderson Company, 1972.

Niederhoffer, Arthur. Behind the Shield: The Police in Urban Society. Garden City, N.Y.: Doubleday and Co., 1967.

*Niederhoffer, Arthur, and Abraham Blumberg (ed.). The Ambivalent Force: Perspectives on the Police. Waltham, Mass.: Xerox Publishing Co., 1970.

Quinney, Richard (ed.). Crime and Justice in Society. Boston: Little, Brown and Company, 1969.

Radelet, Louis A. The Police and the Community. Beverly Hills: Glencoe Press, 1973.

Skolnik, Jerome H. Justice Without Trial. New York: John Wiley and Sons, 1966.

Strecher, Victor G. The Environment of Law Enforcement. Englewood Cliffs: Prentice-Hall, 1971.

*Suggested primary text

Task Force Report: The Police (A Report by the President's Commission on Law Enforcement and Administration of Justice). Washington, D.C.: U.S. Government Printing Office, 1967.

Wilson, James Q. Varieties of Police Behavior, The Management of Law and Order in Eight Communities. Cambridge, Mass.: Harvard University Press, 1968.

Course Outline

- I. The police in the criminal justice system
 - A. The police and the prosecutor
 - B. The police and the courts
 1. The regulatory role of the courts
 2. Policy feedback mechanisms
 3. Special relations with juvenile courts
 - C. The police and the correctional system
 1. Relation between police and probation/parole officers
 2. Implications of community-based corrections
- II. Organizing police agencies
 - A. Structure
 1. Organizational levels
 2. Organizing by function, time, and place
 - a. Units in a police agency
 - b. Division of units by time and place
 3. Recommended organizational patterns
 - B. Principles of organization applied to police agencies
 1. Line and staff concept
 2. Specialization
 3. Delegation of authority
 4. Chain of command
 5. Unity of command
 6. Span of control

- C. Functions of operational units
 1. Patrol
 2. Investigation
 3. Juvenile
 4. Traffic
 5. Vice
 6. Intelligence
 7. Crime prevention
- D. Functions of auxiliary units
- III. The police role
 - A. The service function
 1. Peace keeping
 2. Crime prevention
 3. Juvenile activities
 4. Nuisance calls
 - B. Crime control
 1. Repression vs. suppression vs. prevention
 2. Patrol
 3. Investigation
 4. Surveillance
 - C. The concept of order-maintenance
 - D. Psychological consequences of the police role
 1. Emotional strains
 2. The "crime-fighter" image
 3. The problem of corruption
- IV. Police discretion
 - A. Historical perspective
 - B. Impact of the adjudication process
 1. Role of the prosecutor in determination of police authority
 2. Court-related decisions regarding the propriety of police discretion
 - C. Legislative mandate vis à vis police policy
 1. Interpretation of legislative intent
 2. Legislative recognition of police discretion

- D. Context of the police in the executive branch of government
- E. "Styles" of policing
- V. The police as a social institution
 - A. Police role in a democracy
 - B. Political polarization of the police
 - C. The police and minorities
 - D. Police control of riots
 - 1. The police as precipitators
 - 2. Measured response
 - E. Rule of law vs. efficiency
 - F. The debate regarding personnel standards

ADJUDICATION PROCESS
Course Guideline

Catalog Description

Role and structure of prosecution, public defense, and the courts; basic elements of the substantive criminal law; procedural law and its relation to constitutional guarantees.

Selected Reading Resources

Advisory Commission on Standards and Goals. Report on Courts. Washington, D.C.: U.S. Government Printing Office, 1973.

*Chambliss, William, and Robert Seidman. Law, Order and Power. Reading: Addison-Wesley, 1971.

Conyers, Robert W. Law--Its Nature, Functions and Limits. Englewood Cliffs: Prentice-Hall, Inc., 1965.

Day, Frank D. Criminal Law and Society. Springfield, Ill.: C. C. Thomas, 1964.

Hart, H. L. A. The Concept of Law. Oxford: Clarendon Press, 1961.

Kaplan, John. Criminal Justice: Cases and Materials. New York: Foundation Press, 1973.

Kerper, Hazel. Introduction to the Criminal Justice System. St. Paul: West Publishing, 1972.

Kinyou, S. Introduction to Law Study. St. Paul: West Publishing, 1971.

Perkins, Rollin M. Perkins on Criminal Law. Brooklyn, N.Y.: Foundation Press, 1966.

Sowle, Claude R. Police Power and Individual Freedom. Aldridge Publishing Company, 1962.

Task Force Report: Courts (A Report by the President's Commission on Law Enforcement and Administration of Justice). Washington, D.C.: U.S. Government Printing Office, 1967.

*Suggested text

Course Outline

- I. Philosophy of criminal law
 - A. The creation of norms
 - B. Criminal law theory
 - C. The criminal act
 - D. The mental element in crime
- II. The role of legislatures
 - A. Common vs. statutory law
 - B. Legislation and interest groups
- III. The general provisions of criminal law
 - A. Principles, accomplices, accessories
 - B. Corpus delecti
 - C. Offenses against the person
 - 1. Assaults
 - 2. Homicides
 - 3. Rapes
 - 4. Felony murder
 - 5. Robbery and extortion
 - D. Offenses against property
 - 1. Larceny and burglary
 - 2. Embezzlement
 - 3. Arson
 - E. Conspiracy
 - F. Defenses of incapacitation
- IV. The general provisions of procedural law
 - A. Relation to constitutional provisions
 - B. Best evidence rules
 - C. Due process and equal protection provisions
- V. Prosecution
 - A. Attorney General, district attorneys, city attorneys
 - B. The scope of prosecution discretion
 - C. Problems of plea bargaining
 - D. Court officer vs. police officer roles

- VI. Right to counsel
 - A. Public defender system
 - 1. Legal authority
 - 2. Organization and staffing
 - B. Relevant case law
- VII. Court structure
 - A. The dual court system
 - B. Courts of limited jurisdiction, courts of record
 - C. The appellate structure
 - 1. Appellate courts as a rule-making system
 - 2. Incremental change in the law
 - D. Court officers
- VIII. Grand juries
 - A. Functions
 - B. Proceedings
- IX. Judicial process
 - A. The adversary system
 - B. Accusatory pleadings
 - C. Jurisdiction and venue
 - D. Arraignment and preliminary examination
 - E. Trial
 - 1. Motions
 - 2. Role of judge and jury
 - 3. Jury selection
 - 4. Issues of fact
 - 5. Verdict
 - F. The use of bail
- X. Sentencing
 - A. Pre-sentence investigations
 - B. Judicial discretion
 - C. Appropriateness of determinant sentencing
 - D. The role of plea bargaining

CORRECTIONS PROCESS
Course Guideline

Catalog Description

Post-conviction correction process; the development of correctional philosophy, theory, and practice; a description of institutional operation, programming, and management; community-based corrections; probation and parole.

Selected Reading Resources

Carth, Robert, Leslie Wilkens, and Daniel Glaser. Correctional Institutions. New York: John Wiley and Sons, 1972.

*Fox, Vernon E. Introduction to Corrections. Englewood Cliffs: Prentice-Hall, 1972.

Glaser, Daniel. Adult Crime and Social Policy. Englewood Cliffs: Prentice-Hall, 1972.

Glaser, Daniel. The Effectiveness of a Prison and Parole System. Abridged Edition. Indianapolis: Bobbs-Merrill, 1969.

Keller, Oliver, and Benedict Alper. Halfway Houses: Community Centered Correction. Lexington, Mass.: D. C. Heath, 1970.

Lewis, Anthony. Gideon's Trumpet. New York: Random House, 1964.

Menninger, Karl. The Crime of Punishment. New York: Viking Press, 1968.

Newman, Charles. Sourcebook on Probation and Parole. Springfield, Ill.: C. C. Thomas, 1968.

Task Force Report: Corrections (A Report by the President's Commission on Law Enforcement and Administration of Justice). Washington, D.C.: Government Printing Office, 1967.

*Suggested primary text

Course Outline

- I. Organization of corrections systems
 - A. Federal, state, local
 - B. Juvenile, adult
- II. Philosophical perspectives
 - A. Punishment vs. rehabilitation vs. detention
 - B. Historical trends
- III. Institutional operations
 - A. Variations in institutional types
 1. Degree of security
 2. Offender classification
 3. Institutional goals
 - B. Custodial considerations
 1. Architectural design limitations
 2. Rules and regulations
 3. Discipline enforcement
 4. Regulation of visitation and correspondence
 - C. Conflict between custodial and rehabilitative goals
 1. Dehumanizing processes of institutionalization
 2. The role of the custodial officer
- IV. Prison society
 - A. Reactions to incarceration
 - B. Inmate political subculture
 - C. Homosexuality
 - D. Problems of control
- V. Treatment techniques and programs
 - A. Therapeutic
 1. Individual and group counseling
 2. Alcohol and drug abuse programs
 - B. Education
 - C. Vocational training
 1. Employment programs
 2. Technical skill development
 3. Work-release

- VI. Community-based facilities
 - A. Effective employment of jails
 - B. Halfway house operations
 - C. Treatment setting and atmosphere
 - D. Use of community resources
 - E. Staffing patterns--use of volunteers and ex-offenders
- VII. Probation and parole
 - A. The origins of probation/parole
 - B. Investigation, selection, and revocation
 - C. Treatment strategies
 - 1. Conditions of probation/parole
 - 2. The role of the probation/parole officer
 - 3. Orientation to employment
- VIII. Legal problems
 - A. Institutional conditions
 - B. Access to courts
 - C. First amendment problems
 - D. Institutional discipline
 - E. Revocation hearings

JUVENILE JUSTICE PROCESS
Course Guideline

Catalog Description

Definitions of delinquent behavior; contributing social problems; adolescence as a subculture; the adjudication process for juveniles--philosophy and practice; treatment procedures.

Selected Reading Resources

Aichhorn, August. Wayward Youth. New York: The Viking Press, 1963.

Cicourel, Aaron V. The Social Organization of Juvenile Justice. New York: John Wiley and Sons, 1968.

Garabedian, Peter, and Don Gibbons. Becoming Delinquent: Young Offenders and the Correctional Process. Chicago: Aldine Publishing, 1970.

Giallombardo, Rose (ed.). Juvenile Delinquency: A Book of Readings. New York: John Wiley and Sons, 1966.

Gibbons, Don C. Delinquent Behavior. Englewood Cliffs: Prentice-Hall, 1970.

Hahn, Paul H. The Juvenile Offender and the Law. Cincinnati: W. H. Anderson, 1971.

James, Howard. Children in Trouble. New York: David McKay, 1969.

Knulten, Richard, and Stephen Schafer. Juvenile Delinquency: An Introduction. New York: Random House, 1970.

Task Force Report: Juvenile Delinquency and Youth Crime (A Report of the President's Commission on Law Enforcement and Administration of Justice). Washington, D.C.: U.S. Government Printing Office, 1967.

*Trojanowicz, Robert C. Juvenile Delinquency: Concepts and Control. Englewood Cliffs: Prentice-Hall, 1973.

*Suggested primary text

Course Outline

- I. Scope of the delinquency problem
 - A. Historical perspective
 - B. Nature of juvenile offenses
 - 1. Status offenses
 - 2. Juvenile drug abuse
 - 3. Criminal code violations
 - C. Delinquency typologies
- II. Adolescent psychological adjustment
 - A. Role conflict
 - B. Family relations
 - 1. Membership status
 - 2. Value rejection
 - 3. Trends in family structure
 - C. Development of self-concept, identity crisis
 - D. Strengthening of peer relations
- III. Theories of delinquency causation
 - A. Sociological
 - 1. Merton
 - 2. Sutherland
 - 3. Cohen
 - 4. Matza
 - 5. Thrasher
 - 6. Durkheim
 - B. Psychological
 - 1. Aichorn
 - 2. Sheldon and Glueck
 - 3. Rechless
 - C. The problem family
- IV. Responses to delinquency
 - A. Programming in the public schools
 - B. Social work and social welfare programming
 - C. Juvenile justice system
 - D. Labeling theory

- V. Police role in delinquency
 - A. Range of police dispositions
 - B. Specialized youth units
 - C. Neglect and abuse cases
 - D. Police involvement in delinquency prevention programs
- VI. Juvenile court
 - A. Historical development
 - B. Philosophy
 - C. Jurisdiction
 - D. Referral process
 - E. Adjudicative process
 - 1. Administrative vs. adversarial
 - 2. Juvenile rights (relevant case law)
 - 3. Disposition
- VII. Rehabilitative programming
 - A. Probation
 - 1. Individual and group counseling
 - 2. Social casework--family treatment
 - 3. Therapy programs
 - B. Institutionalization
 - C. Community-centered treatment
 - 1. Halfway houses
 - 2. Foster homes
 - 3. Use of volunteers
- VIII. Delinquency prevention
 - A. Employment
 - B. Schools
 - C. Activity programs

ANALYSIS OF POLICE OPERATIONS
Course Guidelines

Catalog Description

Problems of police organization and management; the allocation of police resources; information systems; community-relations concerns; determinants of police policy.

Selected Reading Resources

Alex, Nicholas. Black in Blue. New York: Appleton-Century-Crofts, 1969.

Bristow, Allen P., and E. C. Cabard. Decision-Making in Police Administration. Springfield, Ill.: C. C. Thomas, 1961.

Eastman, George C. (ed.). Municipal Police Administration. Washington, D.C.: ICMA, 1969.

Kenney, John P. Police Management Planning. Springfield, Ill.: C. C. Thomas, 1967.

Knapp Commission Report on Police Corruption. New York: George Braziller, 1973.

Leonard, V. A. Police Organization and Management. New York: Foundation Press, 1964.

National Advisory Commission on Criminal Justice Goals and Standards. Police. Washington, D.C.: U.S. Government Printing Office, 1973.

Saunders, Charles. Upgrading the American Police. Washington, D.C.: The Brookings Institution, 1970.

Task Force Report: The Police (A Report by the President's Commission on Law Enforcement and Administration of Justice). Washington, D. C.: U.S. Government Printing Office, 1967.

*Wilson, O. W., and Roy C. McClaren. Police Administration. New York: McGraw-Hill, 1974.

Also: Research Monographs of the National Institute of Law Enforcement and Criminal Justice.

*Suggested primary text

Course Outline

- I. Decision-making context of police administration
 - A. Dual patronage of the police
 - B. Legal constraints
 - C. Political contingencies
 - D. Inter-organizational considerations
- II. Staff administration
 - A. Planning and research
 1. Importance of objectives
 2. Types of plans
 - a. Management
 - b. Operational
 - c. Procedural
 3. Innovation and experimentation
 - B. Budgeting
 1. Nature of police budget
 2. Types of budgets
 3. Planning through the budget
 - C. Inspection and control
 1. Authoritative and staff inspection
 2. Use of intelligence units
 3. Prevention of corruption
 - D. Police-community relations
 1. Normal public relations efforts
 2. Special programs
- III. Evaluation of police programs
 - A. Establishing objective hierarchies
 - B. Relating programs to objectives
 - C. Determination of performance criteria, cost effective considerations
 - D. Analysis of program alternatives
 - E. Identifying program impact
 - F. Establishing organizational structure to accomplish policy formulation

- IV. Relation of personnel to policy
 - A. Improvement of personnel acquisition
 - B. Identification, development, and improvement of career path and job enrichment practices; participative management
 - C. Increasing the effectiveness of personnel management practices; evaluation of personnel effectiveness
- V. Specific programming considerations
 - A. Crime control functions
 - 1. Crime specific programming
 - 2. Agency consolidation
 - 3. Disorder prevention
 - 4. Resource allocation among prevention/repression/apprehension techniques
 - B. Social service functions
 - 1. Team policing
 - 2. Detoxification centers
 - c. Crisis intervention units

CRIMINAL INVESTIGATION
Course Guideline

Catalog Description

Fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interview and interrogation; follow-up and case preparation.

Selected Reading Resources

Arthur, Richard O. The Scientific Investigator. Springfield, Ill.: C. C. Thomas, 1965.

Gerber, Samuel, and Oliver Schroeder. Criminal Investigation and Interrogation. Revised Edition. Cincinnati: W. H. Anderson, 1972.

Horgan, John J. Criminal Investigation. New York: McGraw-Hill, 1974.

Inbau, Fred, and John Reid. Criminal Interrogation and Confessions. Revised Edition. Baltimore: Williams and Wilkins.

International Association of Chiefs of Police. Criminal Investigation. Gaithersburg, Maryland: Professional Standards Division, 1971.

Klotter, John, and Carl Meier. Criminal Evidence for Police. Cincinnati: W. H. Anderson, 1971.

O'Hara, Charles. Fundamentals of Criminal Investigation. Second Edition. Springfield, Ill.: C. C. Thomas, 1970.

Thorwald, Jurgen. The Century of the Detective. New York: Harcourt, Brace, and World, 1965.

Weston, Paul B., and Kenneth M. Wells. Criminal Investigation: Basic Perspectives. Englewood Cliffs: Prentice-Hall, 1970.

Course Outline

- I. Principles of investigation
 - A. Objectivity
 - B. Concept of proof
 - 1. Doctrine of reasonable doubt
 - 2. Legal significance of evidence
 - C. Basic techniques
 - 1. Information
 - 2. Interrogation
 - 3. Instrumentation
- II. The nature of evidence
 - A. Characteristics and sources of testimonial evidence
 - B. Characteristics and sources of physical evidence
- III. Obtaining testimonial evidence
 - A. Locating witnesses
 - B. Use of informants
 - 1. Cultivation
 - 2. Confidentiality
 - C. Surveillance techniques
 - 1. Audio
 - 2. Visual
 - D. Interview and interrogation
 - 1. Physical settings
 - 2. Establishing rapport
 - 3. Techniques of questioning
 - 4. Recording information
 - 5. Testing for credibility
- IV. Obtaining physical evidence
 - A. Crime scene search
 - B. Collection and preservation
 - 1. Standards of evidence
 - 2. Marking and packaging

- V. Employment of scientific analysis
 - A. Forensic medicine
 - B. Forensic toxicology
 - C. Photography
 - D. Fingerprints
 - E. Ballistics
 - F. Hair and fibers
 - G. Dust and particles
 - H. Voiceprint
 - I. Polygraph
 - J. Castings and moldings
 - K. Radiation
 - L. Handwriting analysis
- VI. Investigation of specific offenses
 - A. Methodologies
 - B. Types of associated evidence
 - C. Case preparation

CRIMINAL LAW
Course Guideline

Catalog Description

The legal definition of crime and defenses; purposes and functions of the substantive criminal law; historical foundations; the limits of the criminal law; focus upon the case study approach.

Selected Reading Resources

Armitage and Turner. Cases on Criminal Law. Third Edition. Cambridge, England: Cambridge University Press, 1964.

Bristow, Allen, and John B. Williams. Criminal Procedure and the Administration of Justice. Beverly Hills: Glencoe Press, 1966.

Donnelly, Richard C. Criminal Law. New York: Free Press of Glencoe, 1962.

Kadish, Sanford, and Mourad Paulson. Criminal Law and Its Processes: Cases and Materials. Boston: Little, Brown and Co., 1969.

Miller, Frank W., et al. Cases and Materials on Criminal Justice Administration. New York: The Foundation Press, 1971.

Sullivan, Francis C., et al. The Administration of Criminal Justice. New York: The Foundation Press, 1969.

Course Outline

- I. Historical development of criminal law
 - A. Development of common law
 - B. Statutory law, model penal codes
 - C. Stare decisis
 - D. Malum in se vs. malum prohibitum
 - E. Substantive vs. procedural law
 - F. Criminal vs. civil liability

- II. Legal research
 - A. Case briefing
 - B. Citations
- III. Definitions
 - A. Variations in severity
 1. Felony
 2. Misdemeanor
 3. Infraction
 - B. Included offenses
 - C. Elements of crime
 1. Act and intent
 2. Proximate cause
 - D. Capacity
 1. The mental element
 2. Ignorance of the law
 3. Mistake of law and fact
 4. Malice
 5. Duress
 6. Intoxication
 7. Infancy
 8. Insanity
- IV. Offenses against the person
 - A. Homicide
 1. Murder I--premeditated
 2. Murder II--without premeditation
 - a. Elements involved
 - b. Proof of intent
 3. Manslaughter
 - a. Voluntary
 - b. Involuntary
 4. Negligent Homicide
 - B. Assaults
 - C. Rape
 1. Forcible
 2. Statutory

- D. Robbery
- E. Extortion
- F. Felony murder doctrine
- V. Offenses against property
 - A. Larceny
 - B. Breaking and entering
 - C. Embezzlement
 - D. Arson
 - E. Forgery
 - F. Receiving stolen property
 - G. Malicious destruction
- VI. Morals offenses
 - A. Drug possession
 - B. Prostitution
 - C. Pornography
 - D. Sex offenses
- VII. Uncompleted criminal conduct
 - A. Attempt
 - B. Solicitation
 - C. Criminal combinations
 - D. Conspiracy
 - E. Parties to crime
 - F. Aiding and abetting
- VIII. Codes and ordinances
 - A. Health and safety
 - B. Nuisance offenses

CRIMINAL EVIDENCE AND PROCEDURE
Course Guideline

Catalog Description

Constitutional and procedural considerations affecting arrest, search and seizure, post-conviction treatment; origin, development, philosophy, constitutional basis of evidence; kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies; focus upon the case study approach.

Selected Reading Resources

Donigan, Robert L. The Evidence Handbook. Evanston, Ill.: The Traffic Institute, Northwestern University.

Fisher, Edward C. Search and Seizure. Evanston, Ill.: The Traffic Institute, Northwestern University.

Hall, Livingston, et al. Basic Criminal Procedure. St. Paul: West Publishing.

Inbau, Fred E., and Claude R. Sowle. Criminal Justice. Second Edition. Brooklyn: Foundation Press.

Kauper, Paul G., and Henry Butzel. Constitutional Law: Cases and Materials. Fourth Edition. Boston: Little, Brown, and Co., 1972.

Louisell, David W., John Kaplan, and Jon R. Waltz. Principles of Evidence and Proof. Mineola, New York: The Foundation Press, Inc., 1968.

Maguire, John M., et al. Evidence. Brooklyn: Foundation Press, Inc. Fifth Edition, 1965, with 1970 supplement.

Rothstein, Paul F. Evidence in a Nutshell. St. Paul, Minnesota: West Publishing Co.

Sullivan, Francis, and Paul Hardin. Evidence. New York: The Foundation Press, 1968.

Course Outline

- I. The application of the Bill of Rights
 - A. Due process and equality of protection
 - B. Applicability to the States
- II. The exclusionary rule
 - A. Historical context
 - B. Alternatives to the rule
 - 1. Tort liability of the police--the Federal Civil Rights alternative
 - 2. Contempt of court
 - 3. The civilian review board
 - C. The "police the police" concept
 - D. "Fruit of the poisonous tree" doctrine
- III. Police participation in criminal conduct
 - A. Entrapment
 - B. The police informant
 - C. The "false friend"
- IV. Arrest, search and seizure
 - A. Probable cause for arrest
 - B. Delay prior to arrest
 - C. Knowledge of the nature of the offense
 - D. Entry to effect arrests
 - E. Extent of search incident to arrest
 - F. Automobile searches
 - G. The consent search
 - H. Administrative searches
 - I. Police custody and the "inventory search"
 - J. Emergency searches--the exigent circumstances rule
 - K. Electronic searches
 - L. Stop and frisk
 - M. Criteria relevant to arrest and search warrants
- V. Interrogations and confessions
 - A. The test of inherent coercion and involuntaries
 - B. The meaning of "Custodial Interrogation" as prescribed in Miranda vs. Arizona

- C. The effect of delay in taking the arrestee before a judicial magistrate
- D. Obtaining physical evidence from the person
- VI. Eye witness identification procedures
 - A. Police lineups
 - B. Photographic identification--the "Mug Book" problems
- VII. Right to counsel
 - A. Prior to arraignment
 - B. For petty offenses
 - C. In the sentencing/correctional process
- VIII. Rights of convicted offenders
- IX. Evidence as a concept
 - A. Classifications of evidence
 - B. Presumptions
 - C. Judicial notice
 - D. Witnesses
 - 1. Competency and credibility
 - 2. Privileged communication
 - E. The hearsay rule
 - F. Physical evidence
 - 1. Chain of evidence
 - 2. Common types and their limitations
 - G. Circumstantial evidence
 - 1. Character of defendant and witnesses
 - 2. Motive and capability
 - H. Best evidence rules
 - I. Right of discovery
- X. A comparative evaluation of the American legal system

ANALYSIS OF CORRECTIONS OPERATIONS
Course Guideline

Catalog Description

Problems of management of the correctional process; programming, security, information systems, reports, case management, evaluation of progress; custody and discipline as they relate to rehabilitative efforts; community adjustment facilities; problems of probation and parole.

Selected Reading Resources

American Bar Association (Project on Standards for Criminal Justice). Standards Relating to Sentencing Alternatives and Procedures, Standards Relating to Probation, Standards Relating to Post-Conviction Remedies. New York: American Bar Association, 1968, 1970, 1968.

Conrad, John P. Crime and Its Treatment. Berkeley: University of California Press, 1965.

*Cressey, Donald (ed.). The Prison: Studies in Institutional Organization and Change. New York: Holt, Rinehart, and Winston, 1961.

Halleck, Seymour. Psychiatry and the Dilemma of Crime. New York: Harper and Row, 1967.

National Advisory Commission on Criminal Justice Standards and Goals. Report on Corrections. Washington, D.C.: U.S. Government Printing Office, 1973.

Warren, Marguerite. Correctional Treatment in Community Settings: A Report of Current Research. National Institute of Mental Health. Washington, D.C.: U.S. Government Printing Office, 1972.

Wilkins, Leslie T. Evaluation of Penal Measures. New York: Random House, 1969.

See also: Reports of the Joint Commission on Correctional Manpower and Training, National Institute of Law Enforcement and Criminal Justice, and U.S. Bureau of Prisons.

*Suggested primary text

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 - A. Police lineups
 - B. Photographic identification--the "Mug Book" problems
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Conrad, John P. Crime and Its Treatment. Berkeley: University of California Press, 1965.

*Cressey, Donald (ed.). The Prison: Studies in Institutional Organization and Change. New York: Holt, Rinehart, and Winston, 1961.

Halleck, Seymour. Psychiatry and the Dilemma of Crime. New York: Harper and Row, 1967.

National Advisory Commission on Criminal Justice Standards and Goals. Report on Corrections. Washington, D.C.: U.S. Government Printing Office, 1973.

Warren, Marguerite. Correctional Treatment in Community Settings: A Report of Current Research. National Institute of Mental Health. Washington, D.C.: U.S. Government Printing Office, 1972.

Wilkins, Leslie T. Evaluation of Penal Measures. New York: Random House, 1969.

See also: Reports of the Joint Commission on Correctional Manpower and Training, National Institute of Law Enforcement and Criminal Justice, and U.S. Bureau of Prisons.

*Suggested primary text

Course Outline

- I. Behavior theory applied to corrections
 - A. Prediction of criminal behavior
 - B. Behavior modification techniques
 - C. Case management and program evaluation
 - D. Special problem cases
 1. Alcohol and drug abuser
 2. Mental imbalance, the violent inmate
 3. White collar criminals
 4. Sex deviants
 5. "Political" prisoners
 - E. Evaluative research on treatment effectiveness
 1. Recidivism as a function of crime typologies, age, and criminal history
 2. Length of sentence issues, "optimum time"
 3. Limitations on treatment evaluation
- II. Institutional management
 - A. Policy enactment process
 - B. Security as a pervasive concern
 1. Disciplinary policy
 2. Grievance procedures
 3. Inmate privileges
 4. Prison riots
 5. Concerns of custodial staff
 - C. Inmate-staff interaction
 1. Inmate involvement in prison management
 2. Maintenance of consistency/fairness in policy
 3. Establishing the preeminence of treatment
 - D. Management of prison industries
- III. Relation of personnel to policy
 - A. Conflict between treatment and custodial staff
 - B. Improvement of personnel standards

- C. Development of career path and job enrichment practices for custodial staff
 1. The "paraprofessional" concept
 2. Necessary training
 3. Problems in evaluating performance of treatment functions
- D. Psychological adjustment to institutional culture
- IV. Community programs
 - A. Diversionary programs--alcohol, drug, and mental health organizations
 - B. Employment problems
 1. Work furlough
 2. Employer cooperation
 - C. Enhancing family relationships
 1. Welfare assistance
 2. Family counseling
 - D. Community relations
 1. Police cooperation
 2. Community acceptance
 3. Related community resources
 - E. Use of community correction centers for preventive purposes
 - F. Staffing patterns
- V. Probation/parole supervision
 - A. Expectations of the client
 - B. Role conflict for probation/parole officers
 - C. Caseloads and treatment
 - D. Use of volunteers
- VI. Corrections cost analysis
 - A. Costs of institutionalization
 - B. Cost-benefit analysis of treatment programming
 - C. Diversion of resources
 1. Lowering institutional populations
 2. Subsidy systems
 3. Intensified treatment programming

CRIMINAL JUSTICE ORGANIZATION THEORY
Course Guideline

Catalog Description

Basic knowledge of organizational function, structure, processes, and behavior; theory related to practice applied to the administration of the justice process; comprehension of administrative phenomena.

Selected Reading Resources

Bennis, Warren G. Changing Organizations. New York: McGraw-Hill, 1966.

Bennis, Warren G., K. D. Benne, and R. Onon (eds.). The Planning of Change. New York: Holt, Rinehart and Winston, 1961.

Blau, Peter M., and Richard Scott. Formal Organizations. San Francisco: Chandler Publishing Company, 1962.

Caplow, Theodore. Principles of Organization. New York: Harcourt, Brace and World, Inc., 1964.

Etzioni, Amitai. Modern Organizations. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

Likert, Rensis. New Patterns of Management. New York: McGraw-Hill, 1961.

March, James G. (ed.). Handbook of Organizations. Chicago: Rand McNally, 1965.

March, James G., and Herbert A. Simon. Organizations. New York: John Wiley and Sons, Inc., 1958.

McGregor, Douglas. Leadership and Motivation. Cambridge, Mass.: The M.I.T. Press, 1966.

*Pfiffner, John M., and Frank D. Sherwood. Administrative Organization. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960.

*President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: The Police. Washington, D.C.: U.S. Government Printing Office, 1967.

*Suggested primary texts

*President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: The Courts. Washington, D.C.: U.S. Government Printing Office, 1967.

*President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: Corrections. Washington, D.C.: U.S. Government Printing Office, 1967.

Whyte, William H., Jr. The Organization Man. Garden City, N.Y.: Doubleday Anchor Books, 1957.

Course Outline

- I. Organizational purposes
 - A. Division of labor
 - B. Source of authority
 - C. Clarified relationships
 - D. Weber's postulates
- II. Functions of organizational levels
 - A. Administration
 - B. Management
 - C. Supervision
 - D. Operations
- III. Basic principles of organization
 - A. Unity of command
 - B. Span of control
 - 1. Controlling variables
 - 2. Geometric progression of relationships
 - C. Division of labor
 - 1. Criteria for division
 - 2. Specialization
 - D. Line and staff organization
 - 1. Functions
 - 2. Types of staff
 - 3. Conflict between line and staff

- IV. Development of organization theory
 - A. Scientific management
 - B. Principles approach
 - C. Human relations school
 - D. Structuralist
- V. Policy formulation in criminal justice
 - A. Integrationist vs. political pluralist public administration models
 - B. The issues of bureaucratic independence
 - C. Obstacles to formulation of objectives in criminal justice organizations
 - D. Characteristics of effective objective hierarchies
 - E. Influences of environment upon objectives
 - 1. Political considerations
 - 2. Goal succession
 - F. Relating policy to the budget
 - 1. Types of budgets
 - 2. Characteristics of program budgeting
 - 3. Obstacles to establishing true PPB systems in criminal justice
 - G. Systemic policy formulation in criminal justice
- VI. Organizational control
 - A. The "organization man"
 - B. Employee self-interest
- VII. The role of informal organization
 - A. The concept of organizational overlays
 - B. Effects on communication
- VIII. Managing organizational change
 - A. Equilibrium concept
 - B. Resistance to change
 - 1. Causes
 - 2. Remedies
 - C. Characteristics of organizational planning units

- IX. Personnel productivity theory
- A. Major tenets of motivation management theory
 - B. Theory x vs. theory y management styles
 - 1. Maslow's hierarchy of needs
 - 2. M.B.O. concepts
 - 3. Participative management
 - 4. Job enrichment
 - C. Applications to criminal justice positions

SECURITY SYSTEMS
Course Guideline

Catalog Description

The role of security and the security industry in modern society; administrative, personnel, and physical aspects of the security field; loss prevention management in proprietary and governmental institutions; variations in physical security systems.

Selected Reading Resources

Curtis, S. J. Modern Retail Security. Springfield, Ill.: Charles C. Thomas, 1960.

Geis, Gilbert. White-Collar Criminal. New York: Atherton Press, 1967.

Healy, Richard J. Design for Security. New York: John Wiley and Sons, Inc., 1968.

National Advisory Commission on Criminal Justice Standards and Goals. Report on Community Crime Prevention. Washington, D.C.: U.S. Government Printing Office, 1973.

Newman, Oscar. Defensible Space. New York: MacMillan, 1973.

*Post, Richard, and Arthur Kingsbury. Security Administration: An Introduction. Second Edition. Springfield, Ill.: C. C. Thomas, 1973.

Schrire, T. Emergencies--Casualty Organization and Treatment. Springfield, Ill.: C. C. Thomas, 1962.

U.S. Department of Justice. The Nature, Impact, and Prosecution of White Collar Crime. Washington, D.C.: U.S. Government Printing Office, 1970.

Weaver, Leon H. Industrial Personnel Security. Springfield, Ill.: Charles C. Thomas, 1966.

See also: Reports of the National Institute for Law Enforcement and Criminal Justice, such as Crime and the Physical City, Urban Design, Security and Crime, and Architectural Design for Crime Prevention.

*Suggested primary text

Course Outline

- I. Relation of security systems to crime prevention
 - A. White collar crime
 - 1. Pilferage
 - 2. Embezzlement
 - B. Street crime deterrence
 - 1. Target hardening concept
 - 2. Dual responsibility of public and proprietary interests
 - 3. Statistics relevant to success of security measures
 - C. Political crime
 - 1. Protection of national defense interests
 - 2. Personnel security clearances
 - 3. Protection of physical sites
- II. Personnel security systems
 - A. Investigations and clearances
 - B. Classified information control
 - C. Internal inspection and audit processes
- III. Physical security systems
 - A. Facility design
 - 1. Natural, structural, and human barriers
 - 2. Safety and fire protection
 - 3. Design of residential structures
 - a. Multi-family dwellings--defensible space
 - b. Single dwelling security
 - B. Lighting
 - C. Alarm systems
 - 1. Television/camera
 - 2. Compression/pressure
 - 3. Electric circuit
 - 4. Sound/vibration
 - 5. Motion detection
 - 6. Light base interruption

- D. Vital materials storage
 - 1. Safes
 - 2. Vaults and cabinets
- E. Locks
 - 1. Classifications
 - 2. Limitations
- F. Shoplifting control
 - 1. Surveillance systems
 - 2. Electronic alarms
 - 3. Auditing employee involvement
- IV. Proprietary organization for security
 - A. Functional activities
 - B. Effects on operations
- V. Relevant legal basis
 - A. Limitations on proprietary security personnel
 - B. Statutes related to national defense
 - C. Building/construction security ordinances
- VI. Law enforcement agency responsibilities
 - A. Premise surveys
 - B. Public information/admonition

COMMUNITY RELATIONS IN CRIMINAL JUSTICE
Course Guideline

Catalog Description

Problems in citizen relations; treatment of victims, witnesses, and jurors; citizen involvement in the criminal justice process; community resources related to criminal justice programming.

Selected Reading Resources

Advisory Commission on Criminal Justice Standards and Goals. Community Crime Prevention. Washington, D.C.: U.S. Government Printing Office, 1973.

Berkeley, George E. The Democratic Policeman. Boston: Beacon Press, 1969.

Brandstatter, A. F., and Louis A. Radelet. Police-Community Relations. Beverly Hills, California: Glencoe Press, 1968.

Coffey, Alan, Edward Eldefonso, and Walter Hartiner. Human Relations--Law Enforcement in a Changing Community. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.

Curry, J. E., and Glen D. King. Race Tensions and the Police. Springfield, Ill.: C. C. Thomas, 1967.

*Downie, Leonard, Jr. Justice Denied: The Case for Reform of the Courts. Baltimore: Penguin Books, 1971.

Edwards, George. The Police on the Urban Frontier: A Guide to Community Understanding. New York: Institute of Human Relations Press, The American Jewish Committee, 1968.

Martin, John M. Delinquency Today: A Guide for Community Action. Washington, D.C.: U.S. Government Printing Office, 1968.

Neiderhoffer, Arthur, and Alexander Smith. New Directions in Police Community Relations. San Francisco: Rinehart Press, 1974.

Portune, Robert G. Changing Adolescent Attitude Toward Police. Cincinnati, Ohio: W. H. Anderson Co., 1971.

*Suggested primary texts

*Radelet, Louis A. The Police and the Community. Beverly Hills: Glencoe Press, 1968.

*Trojanowicz, Robert C., John M. Trojanowicz, and Forrest Moss. Community Based Crime Prevention. Palisades, Calif.: Goodyear Publishing, 1974.

Course Outline

- I. Democratic justice systems
 - A. The concept of community service
 - B. Necessity of maintaining positive community relations
 1. Relation to crime resolution
 2. Relation to civil disobedience
 - C. Implications of professionalism
- II. Citizen treatment
 - A. Improving the treatment of victims and witnesses
 - B. Jury selection and management
 - C. Handling citizen complaints
 - D. Equal treatment issues
 1. Delay in trial
 2. Plea bargaining
 3. Adequate counsel
 4. Enforcement bias
- III. Impact of social problems
 - A. Urbanization and depersonalization
 - B. Minority group relations
 1. The civil rights movement
 2. Barriers to effective communication
 - C. Relations with the "youth community"
 1. The problem of drugs
 2. Police and juvenile court involvement in the schools
 3. Campus unrest
 - D. Militant and dissident organizations

- E. Political and racial disturbances
 - 1. Measured reaction
 - 2. Role of the courts
- IV. Formal community relations programming
 - A. Media relations
 - B. Community relations institutes
 - C. Crime prevention programming
 - 1. Neighborhood organizations
 - 2. Target hardening
 - a. Property identification
 - b. Premise surveys
 - c. Information programs
 - 3. Volunteers in corrections programming
- V. Relations with auxiliary services
 - A. Social service bureaus
 - B. Educational institutions
 - C. Community improvement programs
 - D. Drug abuse and alcohol centers

INDEPENDENT STUDY
Course Guideline

Catalog Description

Surveys and applied research as approved by student's major professor.

Additional Explanation

This course is intended to be an individualized course of reading, and perhaps in certain instances limited empirical research, for students deemed capable. As such, an opportunity is provided for students to explore specific topics relevant to either general criminal justice issues or problems peculiar to one component of the system. Thus, a student may be provided with some opportunity for focusing his or her program upon a specific component of the system if that is deemed desirable.

It is recommended that fairly rigid standards and controls be applied to the administration of CJ 401. First of all, it would not appear appropriate that any student enroll in the course carrying less than a "B" average. Second, there should be firm agreement prior to enrollment in the course as to the precise nature of the student's project; i.e., CJ 401 should not be used as a filler whenever the scheduling of regular courses is not convenient during a particular semester. Third, students should be required to submit a prospectus outlining the research study in advance of enrollment. A prospectus should include (a) the rationale

for the pursuit of a student's particular topic; (b) a reasonably thorough description of the problem to be investigated; (c) a list of reading resources. Fourth, no more than three credits of CJ 401 ought to be acceptable towards meeting the requirements of the baccalaureate degree.

SPECIAL ISSUES IN CRIMINAL JUSTICE
Course Guideline

Catalog Description

Forum for special course offerings focusing upon special issues in criminal justice by visiting instructors or regular faculty.

Additional Explanation

The Special Issues course is designed to provide some flexibility in the academic program by allowing faculty members from time to time to offer a course which addresses an issue, problem, or topic which is not included in the regular curriculum. A Special Issues section might be offered not only by regular Criminal Justice Center staff, but also by faculty of other units of the University, or guest instructors who might be at the University for a semester or more. CJ 402 might also be used as a means to teach a prototype offering of a course which might be in the process of consideration for incorporation into the regular curriculum. Used in this manner, CJ 402 provides a means to attempt innovation in academic programming without the rigor of processing "permanent" course changes, which might only have to be withdrawn the next year. The course is also envisioned as being a means to involve students in a team approach to particular research projects as occasions might arise to do so. As was the case with CJ 401, this course should be limited to more capable students with enrollment by prior permission by the instructor only.

RESEARCH IN CRIMINAL JUSTICE
Course Guideline

Catalog Description

Interaction of theory, research, and practice in the criminal justice process; purposes and limits of research; introduction to research design, data collection, analytic techniques, data processing resources, and preparation of research reports.

Selected Reading Resources

Babbie, Earl R. Survey Research Methods. Belmont, Ca.: Wadsworth, 1973.

Blumstein, Alfred, et al. Research, Development, Test, and Evaluation on Law Enforcement and Criminal Justice. Institute for Defense Analyses, 1968.

Havelock, Ronald G. Planning for Innovation Through Dissemination and Utilization of Knowledge. Ann Arbor: Institute for Social Research, University of Michigan, 1971.

Hirschi, Travis, and Honan Selvin. Delinquency Research. New York: The Free Press, 1967.

Lunden, Walter A. Statistics on Delinquents and Delinquency. Springfield, Ill.: Charles C. Thomas, 1965.

President's Commission on Law Enforcement and Criminal Justice. Crime and Its Impact: An Assessment. Washington, D.C.: U.S. Government Printing Office, 1967.

President's Commission on Law Enforcement and Criminal Justice. Task Force Report: Science and Technology. Washington, D.C.: U.S. Government Printing Office, 1967.

Ross, Joel E. Management by Information System. Englewood Cliffs: Prentice-Hall, 1970.

*Simon, Julian L. Basic Research Methods in Social Science. New York: Random House, 1969.

Wilkins, Leslie. Evaluation of Penal Measures. New York: Random House, 1969.

*Suggested primary text

Law Enforcement Assistance Administration Monographs: The Change Process in Criminal Justice, Program Planning Techniques, Criminal Justice Research, Evaluation in Criminal Justice, and specific research reports.

Course Outline

- I. The development of theory
 - A. Philosophy of science
 - B. Empirical methods
 - C. Value of research to criminal justice
 - D. Theory building
 1. The use of models
 2. Hypothesis testing
 - E. The role of statistics
- II. Types of research
 - A. Exploratory vs. descriptive vs. causal
 - B. Survey vs. observational vs. historical
- III. Research designs
 - A. Operational definitions
 - B. Independent vs. dependent variables
 - C. Sampling considerations
 - D. Sources of bias
 1. Sampling error
 2. Researcher effects
 3. Variability over time
 - E. Practical limitations
- IV. Research plans
 - A. Criteria of good hypotheses
 - B. Measures
 1. Access to hard data
 2. Use of questionnaires and interviews
 - C. Research subjects
 1. Obtaining subject cooperation
 2. Protecting subjects
 3. Feedback of results

- D. Data analysis
- V. Research reports
 - A. Statement of problem
 - B. Review of literature
 - 1. Extent of review
 - 2. Literature searches
 - 3. Proper citation
 - C. Description of design
 - D. Data presentation and analysis
 - 1. Use of tables
 - 2. Limiting conclusions
 - E. Summary
- VI. Problems in correlational research
 - A. "Third factor" variables
 - B. Multi-factor correlations
 - C. Interaction between dependent and independent measures
- VII. Statistical inference
 - A. Probability
 - B. Central tendency and dispersion
 - C. Normal distributions
 - D. Examples of statistical techniques

FIELD PRACTICUM EXPERIENCE
Course Guideline

Catalog Description

Planned program of observation in several selected criminal justice agencies representing the major components of the system.

Additional Explanation

Like many other programs in higher education, the field of criminal justice cannot be meaningfully understood without actual observation and participation in the process. The literature addressing problems in criminal justice education is replete with ministrations from practitioners regarding the ivory tower nature of educational programming. This criticism is not without merit. It is true that graduates from many baccalaureate programs leave with a degree in criminal justice without really knowing what a "real-life" criminal looks like. CJ 490 is intended to overcome the problems of being able to meaningfully apply theory to practice in the classroom through requiring students to observe criminal justice processes in a planned program which requires their evaluation of those processes.

It is important to recognize, however, that such a program requires a great deal of effort on the part of involved criminal justice agencies. If the Field Practicum Experience course is to be successful, it is imperative that the cooperation of all key criminal justice agencies in the Anchorage area be obtained. If that cooperation cannot be obtained,

the viability of offering this course is open to serious question. It is recommended that the following characteristics apply to the design of the Field Practicum Experience:

1. The student should be required to enroll for either 6 or 12 credits, not any variable number up to 12 credits. Enrollment for 6 credits would occur for students desiring to enroll in the course during the summer half semester; enrollment during a full semester merits 12 credits.

2. The program requires participation at 40 hours per week for the complete half or full semester. As such, students should not enroll in other courses during their completion of the Field Practicum Experience; i.e., CJ 490 is a full-time endeavor.

3. Students should be required to serve with agencies representing at least two of the three major components of the criminal justice system. Practical considerations may prevent students from serving with all three components of the system since, by the nature of their organization, courts, prosecutors' offices, and public defender offices may have difficulty in accompanying the volume of students involved.

4. Students should be required to serve only with those agencies with whom formal, regular arrangements for Field Practicum Experience exist.

5. Students should be required to submit weekly reports describing their activities during the time period

involved. Some analysis of the activities might also be required on the weekly report.

6. Experience indicates that a Field Practicum Experience program will not be successful without careful monitoring of the faculty. Unfortunately, even though it might appear the contrary, such a program does not "run itself." Numerous problems arise requiring time-consuming attention for resolution. Coordination of Field Practicum Experience should therefore not be delegated to secretarial staff or a mere tag-along assignment for a faculty member. It is major responsibility and should be considered as such.

SEMINARS IN CRIMINAL JUSTICE MANAGEMENT
Course Guideline

Catalog Description

Workshops designed for personnel staffing positions in the Alaska criminal justice system; focus upon solutions to particular administrative problems.

Additional Explanation

CJ 495 is designed as an academic rubric through which the endeavors of the continuing professional development section of the Criminal Justice Center may be translated into academic credit for students enrolled in the degree program. As was suggested elsewhere in the Criminal Justice Study report, enrollment in CJ 495 should be limited to in-service personnel occupying positions of responsibility in the Alaskan criminal justice system. The enrollment of pre-service students in any of the management seminars is strongly discouraged. Criminal justice practitioners should be permitted to enroll for up to 27 credits of CJ 495 toward meeting the baccalaureate requirements; i.e., CJ 495 should be allowed as a method to meet all of the criminal justice elective requirements for the degree ($42 - 15 = 27$). The seminar series is not envisioned as a disjunctive set of workshops addressing various and sundry issues in criminal justice, but rather as a cohesive management development program. A detailed description of the suggested management development program is included in the "Continuing Professional Development" section.

CONTINUED

1 OF 2

CRIME PREVENTION SEMINAR
Course Guideline

Catalog Description

Discussion and evaluation of criminal justice policies and practices with a focus upon crime prevention as the goal of the system; presentations by Alaskan criminal justice officials; evaluation of career opportunities; preparation of undergraduate senior research paper.

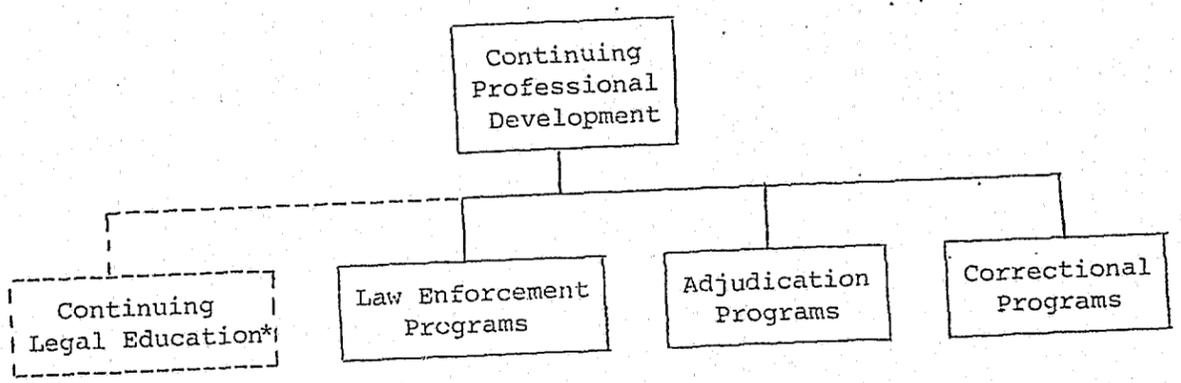
Additional Explanation

The Crime Prevention Seminar is envisioned as a capstone course to the baccalaureate academic program. As such, it accomplishes several purposes as described in the catalog description above. It is recommended that the text adopted for the course be the Annual Plan of the Alaskan Criminal Justice Planning Agency, and that a significant portion of the class time be spent analyzing problem solving in criminal justice as attempted through LEAA and other federal programming. A senior research paper is envisioned as the primary requirement for the course, and should be of appropriate quality.

Section 4

CONTINUING PROFESSIONAL DEVELOPMENT

The Continuing Professional Development unit would be one of the major divisions of the Criminal Justice Center, and as in the case of the other units, would share certain facilities, faculty, staff, and administrative supports. The unit itself would have the following functional structure, for programming and resource allocation purposes:



*A Director of Continuing Legal Education would be assigned to the Office of the Court Administrator, and supported by that organization. He/she would be an adjunct member of the faculty of the Criminal Justice Center.

Programs

As stated early in this report, one-time, pre-occupational programs of education and training fail to provide full-career preparation for criminal justice

practitioners because neither the generalist nor specialist mode of education is suited to the variety of roles possible in a long career, and because of the inherent obsolescence of training half a generation out of date. The major purpose of the Continuing Professional Development unit is to offer education and training appropriate to specific points in the developing careers of criminal justice practitioners, and appropriate to the variety of roles found in the criminal justice system. In this sense, the CPD unit is intended to meet the competency needs of agencies and the career enhancement interests of practitioners.

The programs described below were designed with the following goals held in focus:

1. The generalizable nature of considerable knowledge in both criminal justice and management makes it possible to offer education and training which are broadly applicable to the several agencies and professions which comprise the criminal justice system.

2. Conversely, the particular functions and perspectives of the individual criminal justice agencies and professions require special consideration of the issues, policies, processes, and techniques related to those functions and perspectives.

3. The linear-processing nature of criminal justice agency relationships calls for specific attention to agency interfaces: those points in case processing where the

procedures and perspectives of one agency touch those of another (e.g. police presentation of summary investigative report to district attorney for consideration of warrant; pre-sentence investigation report, sentencing by court, correctional diagnosis). The concept of total criminal justice system policy and consonance of agency policies emerges from this consideration.

As well as the foregoing goals, the seminar programs should have the following essential characteristics, if they are to be more than a patchwork of effort in a situation calling for serious, fundamental development work:

1. The eventual aim of the Seminar Series should be the building of a credential-related education and training program. This means that each Seminar Series should be targeted to specific assignments within specific criminal justice agencies, and that eventually completion of a given Seminar Series should be prerequisite to the assumption of full responsibility within those assignments, or at least required within a specified period following assignment.

2. There should be a clear and explicit sense of career-building inherent in the structure, content, and availability of the Seminar Series. The over-all Continuing Professional Development program, a carefully planned and consistently available calendar-catalog of Seminar Series, should be viewed as the prime medium for assignment and managerial mobility--a systematic sequence of career

development programs which help to qualify participants for specific specialized and managerial assignments.

3. Although this program may in the beginning resemble numerous "short course" programs abundantly available about the country, it is intended to grow into a systemic program entirely unlike its predecessors. The major difference will be in the carefully designed articulation and interrelationship of one seminar to another, in a given series. There will be a sense of progression and sequence through the completion of Seminar Series, each segment (individual seminar) establishing readiness for the next, as a coherent training system would.

These goals and characteristics of the proposed Seminar Series should serve to differentiate the program from traditional "short courses" which are self-contained, isolated from other courses, and largely unrelated to explicit credentials for agency assignments. There is no reason to preclude an occasional seminar in the short course mode, to address a current issue. This detailed description of the program is necessary to establish its dominant character, rather than to eliminate other desirable, companion programs.

Seminar Series I: First Line Supervision (Police, Prosecution, Corrections)

- A. General supervisory concepts for criminal justice
 - 1. Analysis of human motivation
 - 2. Supervision through leadership
 - 3. Communication, authority and modes of influence
 - 4. Conflict of organizational and individual needs
 - 5. Interpersonal behavior patterns
 - 6. Job satisfaction and morale
 - 7. Employee safety and well-being
 - 8. Employee grievance resolution
 - 9. Criminal justice inter-agency cooperation at the supervisory level
 - 10. Training role of the supervisor
 - 11. Role conflicts between management and operations
 - 12. Delegation of responsibility
 - 13. Human, technical, and conceptual leadership skills--obtaining cooperation
- B. Agency-related supervisory practices and requirements
 - 1. Police supervision
 - a. Role concept of the police supervisor
 - b. Police organizational concepts for the supervisor
 - c. Disciplinary responsibility of the supervisor
 - d. Police field training through supervision
 - e. Procedural innovation through supervision
 - f. Control and coordination of geographically decentralized and mobile police operations

- g. Line inspection as a supervisory responsibility
- h. Supervision of police facilities
- i. Police performance objectives as a basis for supervision
- j. Use of information systems as supervisory supports
- 2. Supervision for district attorneys
 - a. Submerged supervisory role content of district attorney's work
 - b. Administrative procedural requirements
 - c. Division of work, assignment system, caseload management
 - d. Evaluation of assistants and staff
 - e. Record-keeping requirements and methods
 - f. Staff development through supervision
- 3. Correctional supervision
 - a. Role concept of the correctional supervisor in various settings
 - b. Methods of institutional supervision
 - c. Methods of field supervision
 - d. Organizational concepts for correctional programming
 - e. Caseload assignment, monitoring, and management
 - f. Staff development through supervision
 - g. Supervision of decentralized and mobile personnel
 - h. Use of information systems as supervisory supports
 - i. Evaluation of personnel, programs, and procedures

From discussions with police officials, law department officials, judges, and correctional staff, it is clear that additional subjects may be required or desirable for Seminar Series I: First Line Supervision. The program content listed above is illustrative of several points which can be generalized to the other Seminar Series:

1. Police, adjudicative and correctional supervisors should receive a substantial part of their management training together, in the same seminar room, with the same discussion leaders. Care should be taken to maintain focus upon supervisory material which is truly common to the several agencies and professions. On the other hand, a few cases of supervisory practice which illustrate agency differences of perspective, policy, and problems would serve a useful purpose if they were identified and explained in that context.

2. The listing of subject matter above includes only that which would necessarily appear in a seminar on supervision. Not included are those subjects which are of particular interest, and known to district attorneys, parole office supervisors, police sergeants, and other first line managers. A precept of training administration is that the clientele of the program and their superiors are the best source of subject matter beyond the well-established headings. This is especially the case with the agency-related subjects. The gradual evolution of the Continuing Professional Development program will depend upon substantial training curriculum

input by staff of all criminal justice agencies. Although the Advisory Committee will serve a useful function in approving programs, training curriculum development will depend more upon informal and continuous discussions between Center staff and agency officials.

3. The time allocation and grouping of subjects for presentation was deliberately not addressed, because of the influencing factors which cannot be accurately anticipated. Following are a few of the factors which deserve some consideration in the planning of a Seminar Series:

- a. Total hours for each series
- b. Number of hours for each discrete seminar
- c. Grouping of subjects for each seminar; time allocation for each subject
- d. Spacing of seminars through the series (one day per week, three-day clusters each month, other arrangement specifically suitable to agencies).
- e. Distance, limitations upon absence from work, other constraints.

4. If possible, seminars in a series should be spread over a duration which balances (a) loss of continuity over an excessive period, and (b) sufficient time to integrate new concepts and recommended practices into the supervisor's day-to-day mode of thinking and working as a supervisor. Part of each seminar should be a carry-over practicum project which would enable the supervisors to experiment with

new methods, to exercise new perspectives in their working contexts, to become comfortable with recommended techniques, and to articulate reservations and questions about training material, on the basis of their interim experience. One of the most profound inadequacies of conventional "short courses" is their dead-end nature. Feedback, reconstituting, and adapting managerial practices to the reality orientations of the agency supervisors is an agonizing but absolutely essential part of the development process. All management concepts have shortcomings which require on-the-job try-out, scrutiny, questioning, debate, and finally a unique adaptation to each supervisor's organizational setting, circumstances, function supervised, and personality.

These observations apply, with minor modifications, to all of the seminars described below. The exceptions, of course, are those programs intended for staff of a single agency or profession, where the system-wide rich-mix concept does not apply.

Seminar Series II: Middle Management and Command (Police, Corrections)

A. General management concepts for criminal justice

1. Program development and evaluation methods
2. Unit personnel administration methods
3. Unit operational planning methods
4. Unit budgeting: general concepts
5. Organization and management of unit training

6. Division and scheduling of work; workload monitoring and management
7. Criminal justice inter-agency cooperation at the middle management level

B. Organizational renewal

1. Concept of educational equilibrium
2. Evolution of goals--effects of environment and motivation
3. Conditions enhancing and inhibiting organizational development
4. Monitoring the need for change
5. Overcoming resistance to change
6. Changing: Goals, structure, process, and personnel characteristics

C. Employee motivation

1. Maslow's hierarchy of needs
2. Theory X, Theory Y assumptions
3. Organization effectiveness theory as postulated by: Argyris, Bennis, Blake, Herzberg, Maslow, McClelland, McGregor
4. Job enrichment--relationship between responsibility and authority
5. Participative management--use of the group as a decision-making entity
6. Styles of leadership and management
7. Results of under-utilization of personnel
8. Desirable job features: optimum risk, feedback, ownership of results
9. Results of coercive management policy

- D. Problem solving and decision making
 - 1. Principles in group problem solving
 - 2. Prerequisites for effective group interaction: consensus vs. conflict
 - 3. Group vs. individual judgment
 - 4. Problem solving models: identification of problem areas, definition of present levels, definition of desired levels, examination of causes of problems, analysis of solutions.
- E. Management by Objectives
 - 1. Obtaining cooperation through goal setting
 - 2. Programming work
 - 3. Feedback loop formulation
 - 4. Hierarchy of objectives
 - 5. Assessing performance through objectives
 - 6. Designing performance indicators
 - 7. Preparing and writing action objectives
 - 8. Positive performance appraisal
 - 9. Regular vs. problem vs. innovative objectives
 - 10. Initiating an M.B.O. plan in an organization
- F. Personnel administration
 - 1. Selection standards, recruitment
 - 2. Training methodologies
 - 3. Evaluating performance
 - 4. Classification systems, task analysis and compensation plans
 - 5. Labor relations
 - 6. Managing grievances

- 7. Discipline, removal, and appeals
- 8. Personnel records
- G. Communication in organizations
 - 1. Formal vs. informal communication networks
 - 2. The concept of organizational overlays
 - 3. Communication channels--horizontal and vertical
 - 4. The use of forms--flow charting
- H. Principles of instruction for training personnel
 - 1. Application of principles of learning and motivation
 - 2. Measurement of learning
 - 3. Use of audio-visual aids
 - 4. Types of instructional resources
 - 5. State of the art of training in criminal justice
- I. Criminal justice information systems
 - 1. Traditional criminal justice records format and function
 - 2. Emergence of automated data systems
 - 3. Case studies of automated criminal justice data systems: hardware, software, content, utilization patterns, interfaces
 - 4. Operational vs. management information systems
 - 5. Variation in information systems: goals, range of decisions affected, turn-around time, output distribution
 - 6. Security of information systems--access, nature of records, purging
 - 7. Cost benefit analysis of automated vs. manual systems

J. Utilization of planning and research units

1. Proper role of the planning unit
2. Objectives of appropriate planning: reduction of uncertainty, enhancement of management control, increase in efficiency, focusing of activity upon objectives
3. Types of plans
4. Planning process--management consultation
5. Information utilization in planning, data systems, computer utilization

K. Fiscal administration in criminal justice

1. Evolution of fiscal administration in government, types of budgets
2. Government revenue: sources, characteristics, and flow into public programming
3. Budgetary relations among units of government, competition for scarce resources
4. Role and functions of the budget in relation to organizational planning, policy definition, goal setting, and management control
5. Budget preparation process
6. Execution of the budget; human resources cost, purchasing systems, contractual relations, capital outlays
7. Expenditure evaluation

L. Project planning and evaluation

1. Selecting programs from among alternatives
2. Establishing meaningful objectives
3. Dividing budgets
4. Designing project management procedures
5. The politics of grantsmanship

6. The funding process
7. Evaluation process
8. PERT process

Agency-related management and command practices--

M. Police command

1. Role concept of the police commander
2. Police organizational concepts for the commander
3. Control and coordination responsibilities of the commander
4. Administrative procedural requirements and constraints
5. Information systems, communications, and management decisions
6. The management of first-line supervisors
7. Police programmatic budgeting and fiscal management
8. Evaluation of operational and supervisory officers

N. Correctional management

1. Role concept of the correctional manager
2. Institutional management: facilities, staff, systems
3. Community-based program management
4. Cost-benefit program monitoring and evaluation
5. Administrative procedural requirements and constraints
6. Information systems, research, and program decisions

7. The management of first-line supervisors
8. Correctional programmatic budgeting and fiscal management
9. Evaluation of personnel at the major unit level

Seminar Series III: Policy Development (Police, Prosecution, Adjudication, Corrections)

- A. Policy development for the criminal justice system
 1. System-wide goals and standards: concept of total system output
 2. Inter-agency consonance of policies, procedures
 3. Emerging and current issues of crime and governmental response to crime
 4. Historical perspective on public policy formulation--the political environment
 5. Defining goals--objective hierarchies
 6. Obstacles to defining goals in the criminal justice setting
 7. Relating programs to goals
 8. Establishing performance criteria: problems of determining program effect and relation of performance criteria to programs
 9. Case studies in criminal justice research
- B. Agency-related policy development
 1. Police
 2. Prosecution
 3. Public defender
 4. Correctional
 5. Youth services

Seminar Series IV: Criminal Justice Agency Interfaces

- A. System-wide interface issues
- B. Specific agency interface issues
 1. Police-prosecutor
 2. Police-probation
 3. Police-parole
 4. Prosecutor-court (perhaps a CLE program)
 5. Prosecutor-probation
 6. Prosecutor-corrections
 7. Court-probation
 8. Court-corrections
 9. Corrections-police

Seminar Series V: Specialized Agency Programs

Intended to accommodate special issues, problems, and human resource development needs of the several criminal justice agencies. It is anticipated that some seminars will be of interest to only one agency; however, other special-purpose seminars may attract personnel from several agencies. Even in the case of issue-oriented seminars, it is recommended that more than one meeting of the seminar take place, with a suitable interim period to engender internalization, application attempts, critique, debate, and adaptation.

Programmatic Relationship Between
Continuing Professional Develop-
ment and CLE

Primary responsibility for continuing legal education of the bench and bar in Alaska cannot reside in the Center, particularly one attached to a university without a law school. Therefore, the Criminal Justice Planning Agency is urged to fund separately a director of judicial/legal education, with adequate supporting staff, in the Alaska Court System.

Nonetheless, effective liaison should be maintained between the Center and the Alaska Court System and Alaska Bar Association. Means at the policy level include membership on the governing council of the Center for the Administrator of the Alaska Court System and the director of the Alaska Judicial Council, and at least an adjunct faculty designation for the director of judicial/legal education if he or she has appropriate academic credentials.

Even if no credit programs for lawyers and judges are offered as a formal part of the Center's program, every effort should be made to encourage the holding of continuing legal education programs on the Anchorage campus in order to strengthen an identification between the University and the legal profession.

Resource Allocation Within
Continuing Professional
Development Unit

It is recommended that resource allocation within the CPD unit be balanced two ways: (1) distributed evenly among the CPD subunits (excepting that the approximate CLE budget within the Court Administrator's Office should be subtracted from the Adjudication Programs block, for equitable allocation), and (2) distributed among the five Seminar Series approximately as indicated in the table following.

	Police	Adjudication	Corrections
Seminar Series I Supervision	10	10	10
Seminar Series II Mid-Management	10	3	10
Seminar Series III Policy Development	5	10	5
Seminar Series IV CJ Agency Interfaces	3.5	5	3.5
Seminar Series V Specialized Agency Programs	5	5	5
TOTALS	33.5	33	33.5

Although this allocation appears to disproportionately support agency supervision and management training needs, the inter-agency seminar mix and curricular elements assure considerable treatment of system-wide concerns as well as agency needs. The recommendation of 15% for specialized agency programs is deliberately low, because agencies are presently conducting specialized programs from their budgets. Transfer of these programs from agencies to the Center would result in an increased level of support (and presumably a reallocation of funds for the purpose).

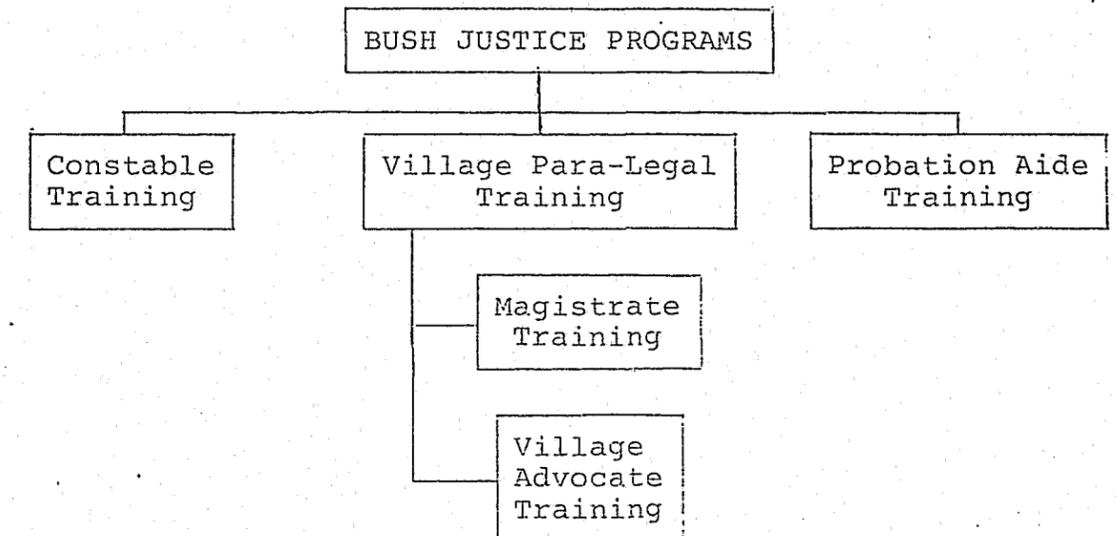
Program Location and Availability

The Assistant Director for Continuing Professional Development would be located on the University of Alaska, Anchorage campus. Preferably his office would adjoin those of other Center faculty and staff.

Although administration of CPD programs would be centralized at Anchorage, the Seminar Series (I-V) would be rotated about the State, perhaps in proportion to population distribution, to minimize excessive travel and subsistence expenses.

Section 5

THE ESTABLISHMENT OF BUSH JUSTICE PROGRAMMING



The Bush Justice Program design is a result of Alaska's cultural diversity, population distribution patterns, and specific criminal justice problems at the village level.

1. The categories under the Bush Justice heading are programmatic, rather than discrete assignments for individual personnel. In fact, it is intended that a "Village Criminal Justice Team" concept be established. Within this concept, the native CJ personnel of a given village would proceed

through the four phases of training together (at times separated for their special role-concept training). This design feature resulted from Eskimo and Indian comments to the consultants, which revealed the social pressures and isolation accorded village policemen, and other CJ practitioners, because of family and social ties in small communities. It is the judgment of the consultants that team training will establish a climate of professional, mutual support among village team members. The individual role requirements of independence and advocacy will have to be carefully built into the training programs.

2. The four phases of Village Criminal Justice Team training grew out of the realities of geography and multi-ethnicity of the State's rural areas. While the Assistant Director for Bush Justice Programs should occupy an office on the Anchorage campus, much of the program will be accomplished in distant satellite training centers, or in the rural work settings of the trainees. In Year One, the Assistant Director should use census data to determine the number of village teams to be trained, and prepare a calendar for completion of the four-phased program for all villages in the State, with allowances for turnover.

a. Phase 1. Centralized Core Program

1. Village CJ Teams are brought to a training center (Anchorage, Fairbanks, or Sitka) for about two weeks of intensive basic training. Concentration should be upon

subject-matter common to all of the four roles in the village team (substantive and procedural law; elemental records-keeping; ameliorative skills; procedures for serious offenses; role-learning and differentiation).

2. A question to explore is whether more than one ethnic group can be taught in the same course. If not, programming should contemplate a number of village teams from the same Eskimo or Indian group at any given time, with specific months of the year allocated to ethnic groups. Center staffing level will not permit more than one class at a time, but should permit coverage of several villages.

b. Phase 2. Decentralized Core Program

1. After having returned to their villages and performed rudimentary duties as a village CJ team, the team would be transported to a regional training center for an additional two to three weeks of intensive training. The regional centers would preferably be located on the community college campuses nearest the ethnic population centers; however, other governmental facilities might have to be used.

2. If community colleges provide the setting for this training, a faculty member might be designated as part-time coordinator of this phase of the program, and perhaps the Phase 4 work as well.

c. Phase 3. Traveling On-Job-Training Specialists

1. Members of each ethnic group should be identified, invited, and selected to become OJT specialists for each of the CJ team roles. This means that at least one magistrate, constable, village advocate, and probation aide would have to be designated within each ethnic group. This minimal level of operation would eventually become inadequate, because of the wearing nature of the duties, and the difficulties of absence from home.

2. OJT specialists would spend one week at a time with recent graduates of the Phase 2 training. This time would be spent in the trainees' villages, under working conditions. The OJT specialist would have a checklist, prepared by the Bush Justice and Research units of the Center, for a systematic review of procedure. Much of this OJT time, regardless of the trainer's own team role, would involve all four, or three, or two members of the newly graduated CJ team.

3. This activity would have to be supported by well-prepared, translated training materials made available for dissemination by the OJT specialist.

d. Phase 4. Continuing CJ Team Training

1. This training might consist of an occasional visit by the OJT specialist, with programmed training material; or the material might be sent directly to team members for their personal use, without supervision.

2. The ideal packaged training material would address a given subject from the perspective of each village CJ team member. Each package would have to be translated by resources available to the Bush Justice and Research units of the Center. Feedback, in the form of programmed responses, would be an important part of this effort. The regional centers, hopefully on the community college campuses, might develop access to translation and distribution of the English-language versions prepared at Anchorage.

3. This phase of training could serve an additional, very desirable purpose: that of "instant consultation" with village CJ teams on difficult cases. This would assume a communication network among the villages, which may not be feasible.

4. A final purpose of Phase 4 might well be on-going monitoring and evaluation of village CJ team operations. It was pointed out to the consultants by the corrections administrator that no adequate and consistent basis for evaluating, rewarding, and motivating village CJ workers (in his case, Probation Aides) now exists. It will be recommended that the Center Research unit examine the feasibility of melding this function into the continuing training program.

Section 6

RESEARCH AND INSTRUCTIONAL RESOURCE UNIT

A research and instructional support unit is envisioned as functioning concurrently as a support system for the other three major subdivisions of the Criminal Justice Center, as well as providing a resource to the entire criminal justice system of Alaska to accomplish problem analysis, operational research, and technology transfer. It should be noted that the functions of the research unit are not viewed as backwater endeavors, but rather as primary and important purposes of the Center. As such, care should be exercised to see that the resources devoted to research and instructional support are not depleted in favor of more operational educational training and development programming. The entire scope of activities of the research unit cannot, and should not, be definitively prescribed in advance of the implementation of the Center. Rather, the unit should be responsive to needs as they develop, and as such, should always maintain flexibility in programming. However, it is apparent that there is a need for the Center to immediately address certain categories of problems. These are enumerated herein.

1. An investigation should be undertaken of the feasibility of developing a data archive system relevant to

the needs of the State of Alaska. Included in such an archive would be compilation of findings from all studies undertaken of the criminal justice process in Alaska as well as research reports and publications relevant to criminal justice policy development change on a national basis.

2. Many personnel from all three components of the Alaska Criminal Justice system have mentioned numerous operational research projects which need to be undertaken. The nature of such needs varies from resource allocation studies for municipal police departments to correctional client follow-up surveys. It is suggested that Center staff work in close liaison with the principal criminal justice agencies in the State in attempting to identify research programs which are useful to particular agencies and still of a scope within the capabilities of the Criminal Justice Center.

3. Complementing the need for operational research for particular criminal justice agencies is a need for research addressing system-wide problems in Alaska. In particular, problems of dysfunction, discontinuity, and modes of cooperation ought to be identified. Investigation should be undertaken of the linear flow of subjects through the criminal justice system to identify points of delay which might be resolved by modifications in staffing patterns.

4. Basic research should be undertaken to identify the characteristics of the Alaskan crime problem in terms of both subjects and offenses.

5. It is essential that the development of bush justice programming be carefully monitored and evaluated. The development of a bush justice system has serious cultural and anthropological implications for the State. Carefully defined research projects to identify the strengths and weaknesses of the system as it evolves are in order, and should be identified as endeavors separate and apart from the activities of the bush justice unit in the Criminal Justice Center. Quite obviously, Center staff should work in close conjunction with ISGER at the Fairbanks campus in this regard.

6. The research unit should be responsible for the evaluation and monitoring of instructional problems and assistance in the development of instructional models for the other three units of the Center.

7. The responsibilities of the research unit ought to include continual monitoring of criminal justice program development in the United States and the subsequent transfer of positive technology obtained to the Alaska criminal justice system. Input of this nature should occur through at least three identifiable mechanisms:

a. development of research-based instructional materials for the continuing Professional Development Seminar Series.

b. development of instructional materials for the academic degree program.

c. through the cultivation of formalized relationships with the research and development units of the Alaska State Troopers, Division of Corrections, Court Administrators Office, Municipal Police Departments, and, very importantly, the Alaska Criminal Justice Planning Agency. The formalized relationships should take the form of periodically scheduled conferences to discuss the applicability of systems development nationally to the Alaska environment.

APPENDIX A

CONCEPT PAPER

Dr. Victor Strecher

APPENDIX B

POLICE INTERIM REPORT

Dr. Larry Hoover

APPENDIX C

ADJUDICATION INTERIM REPORT

Dr. B. James George

APPENDIX D

CORRECTIONS INTERIM REPORT

Dr. Vernon Fox

END