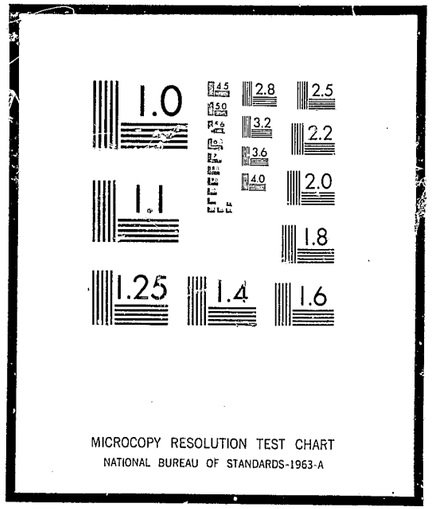

CONTEMPORARY ISSUES IN HIGHER EDUCATION PROGRAMS IN CORRECTIONS —

A REPORT

from

THE WORKSHOP

for

CORRECTIONAL EDUCATORS

in

COLLEGES AND UNIVERSITIES —

held in

Rensselaerville, New York,

August, 1973

Sponsored by

THE NATIONAL INSTITUTE OF CORRECTIONS

This program was made possible by a grant from the United States Law Enforcement Assistance Administration. The views expressed in this publication are those of the authors, and do not represent a statement of position of the Law Enforcement Assistance Administration, nor of the National Institute of Corrections.

PREFACE

In August 1973, an experimental Workshop was undertaken for educators from twenty-two universities and colleges who were concerned with correctionally oriented programs in higher education. Since thousands of persons were being educated in such programs and thousands more will be in the future, there existed then, and continues to exist, a clear need to foster the strongest possible kind of programs in this area in recognition of their present and potential impact on corrections in the United States. In order to begin to address this need, the National Institute of Corrections collaborated with a team of faculty members from the School of Criminal Justice at the State University of New York at Albany to undertake an experimental program to uncover means to assist teachers in these programs. Included in the faculty team were Professors Vincent O'Leary, Donald Newman and Fred Cohen. Two advanced graduate students, Sherwood Zimmerman and Lucien Lombardo were associate members of the team.

A sixteen day Workshop was carried out at the Institute of Man and Science in Rensselaerville, New York. The educators who participated in this program were drawn from programs which varied in educational level, program size as well as geography. Of the twenty-two participants, ten represented community college associate degree programs. Five of these programs were located in the East, three in the South and two in the Mid-West. These programs ranged in size from 45 to nearly 500 students. There were also twelve participants representing senior colleges and universities. All of these schools offered four year bachelors degrees and eight offered graduate degrees. Two of the four year program participants were from institutions located in the East, three from the South, three from the Mid-West and four from the Far West. The size of these programs ranged from 121 to nearly 15,000 students.

The goals of the Workshop were several. First it sought to develop information about the characteristics and the problems facing higher educational programs in corrections. Secondly, efforts were made to address the issues which had been identified by participants before the Workshop. These included contemporary trends in corrections, curriculum content and design, and various important relationships such as those with allied academic disciplines, correctional agencies and other higher education programs.

A major emphasis of the Workshop was to evaluate the program in terms of how well it and similar programs might meet the needs of participants and the field. A number of instruments were employed in this process during, immediately afterwards and six months later. Subsequently, an evaluation team of selected faculty members and participants met to complete the final assessment of the program and implications for future programs. The participant members of the evaluation team were: Charles Matthews, Southern Illinois University; Robert M. Platt, Tarrant County Junior College; Thomas P. Connors, Manchester Community College; and Thomas Phelps, California State University.

This report summarizes a number of the significant issues covered at the Workshop and incorporates material from the evaluation procedures. At a number of points, attempts are made to summarize the views of participants to convey better the sense of the particular session. It should be clear that on almost all issues there were dissenting views. Characterizations of collective participants views are not to be taken in any sense as necessarily representing the viewpoint of any individual at the Workshop.

This final report was prepared with the assistance of Lucien Lombardo in initial drafting, Joan Ritter in editorial and Jo Anne DeSilva in production

phases. We extend our thanks to them as well as to the faculty and participants, all of whom are listed on the next page, who made this an exciting and valuable experience for all who were involved in it.

Vincent O'Leary
School of Criminal Justice
State University of New York at Albany

September 1974

WORKSHOP PARTICIPANTS

Name	Institution
Patrick R. Anderson	Florida Junior College Jacksonville, Florida
Ronald L. Boostrom	California State University San Diego, California
Robert M. Brown	University of Southern California Los Angeles, California
Thomas P. Connors	Manchester Community College Manchester, Connecticut
Patrick Desmond	Hillsborough Community College Tampa, Florida
Robert F. Fitch	Pennsylvania State University University Park, Pennsylvania
George R. Gaudette	Holyoke Community College Holyoke, Massachusetts
Kenneth B. Hale	Indiana Central College Indianapolis, Indiana
Barton L. Ingraham	University of Maryland College Park, Maryland
Wayne G. Kerns	Hocking Technical College Nelsonville, Ohio
Philip Kruse	University of Miami Coral Gables, Florida
Charles Matthews	Southern Illinois University Carbondale, Illinois
Lawrence McCurdy	Washington Technical Institute Washington, D. C.
Miles McMahon	Essex Community College Newark, New Jersey
Raymond W. Olson	College of Dupage Glen Ellyn, Illinois

Gary Perlstein	Portland State University Portland, Oregon
Thomas Phelps	California State University Sacramento, California
Robert M. Platt	Tarrant County Junior College Fort Worth, Texas
Robert E. Richardson	Central Missouri State Univeristy Warrensburg, Missouri
Francis Sikora	Auburn Community College Auburn, New York
Kenneth Taylor	East Carolina University Greenville, North Carolina
Donald Weisenhorn	Sam Houston State University Huntsville, Texas

FACULTY PARTICIPANTS

Edward F. Carr	State Education Department Albany, New York
Fred Cohen	School of Criminal Justice Albany, New York
David Fogel	Illinois Law Enforcement Commission Chicago, Illinois
Norval Jesperson	Department of Justice Washington, D. C.
Andrew Korim	American Association of Community and Junior Colleges Washington, D. C.
James R. Mahoney	National Institute of Corrections Washington, D. C.
Sheldon Messinger	School of Criminology Berkeley, California
Donald Newman	School of Criminal Justice Albany, New York
Vincent O'Leary	School of Criminal Justice Albany, New York
Don Riddle	John Jay College New York, New York
David Rothman	School of Criminal Justice Albany, New York

Contemporary Issues in Higher Education

Programs in Corrections

"Of course the simplest solution of the difficulty would be for the universities to add to their programs the sciences of penology, criminology and criminal psychology. This would give to judges in criminal courts and to prison officers, the chance of acquiring the knowledge so necessary to both."

"Professional Training of Prison Officials," J. Crim. Law, 2, 121-123: (May 1911).

"The time is now ripe for college instruction on the technique of prison management, using prisons as laboratories for research and apprenticeship."

Jesse O. Stutsman, Curing the Criminal: A Treatise on the Philosophy and Practices of Modern Correctional Methods, N.Y.: Macmillan (1926), p. 58.

"Much of his (a correctional worker's) learning incident to acquiring a depth and breadth of understanding of interpersonal relationships will be accomplished on his own time by studing books, magazines, and articles suggested by his supervisors and available through the staff library, and by participating in college level training."

D. A. Evans, "Correctional Institutional Personnel - Amateurs or Professionals?" Annals of American Academy of Political and Social Science, Vol. 243, May (1954), p. 76.

"The need for educational personnel increases with the charges in corrections. Educational standards of the 1960's will not suffice in the 1970's."

National Advisory Commission on Criminal Justice Standards and Goals, Task Force Report on Corrections, U.S. Government Printing Office, Washington, D. C. (1973), p. 467.

The notion of using colleges and universities as a means of improving the functioning of correctional personnel has been abroad for many years. However, it is only within the last six or seven years that the idea has been implemented to any substantial degree. Today it is common to find correctionally oriented programs at the two year, four year and graduate level across the nation. This development was not the result of the simple linear progression of an idea shared by an increasing number of persons over time. Rather, most of these programs are quite new and reflect the relatively recent response of higher education to an issue of great public interest, a response which has been, and continues to be, complicated and conflicted.

Very few programs in higher education in the United States prior to the 1950's provided the kind of educational experience which correctional reformers saw as needed. Those that did exist, with a few isolated exceptions, tended to be found more often than not in sociology departments where individual professors had a specific interest in penology or criminology. Short courses and summer programs were more common, but studies within the academic traditions of higher education were quite rare.

Beginning in the 1950's and gradually accelerating during the early 1960's, academic programs with a correctional focus began to grow somewhat. The sources of that expansion can be traced to a number of influences. Certainly, one of these was the general growth of higher education in the United States, particularly the development of vocational oriented programs at the community college level. Another influence was the strain for professionalism within corrections. The American Correctional Association and the National Probation and Parole Association, for example, during this period were promulgating standards which required college preparation for a significant number of correctional positions. Programs were also stimula-

ted by federal agencies such as the President's Committee on Delinquency and Youth Crime.

By the mid 1960's, there existed some programs with a correctional emphasis within higher education, but their number was still relatively small. The Pilot Study of Correctional Training and Manpower found these programs had extremely diverse orientations, but generally tended to place the study of corrections into the framework of the more traditional studies of sociology and criminology.[1] The commitment of college and university resources to the area of corrections studies continued to be meager. The President's Commission on Law Enforcement and the Administration of Justice summarized the Pilot Study's report as follows:

> "In the 1965-66 academic year, only 96 (16 percent) of a sample of 602 colleges and universities offered courses in corrections or correctional administration. The most usual number of courses offered was one, and it was typically located in the department of sociology-anthropology. More than three-quarters of them required no practical field work with the courses. The schools reported that shortages of funds, space, and faculty were responsibile for lack of courses in corrections; that enough able and interested students were available, as were opportunities in correctional agencies for field work experience."[2]

The one academic discipline which constituted an important and distinctive influence on the field of corrections was social work. While the number of trained social workers employed in correctional programs was small, and they were largely located in probation and parole agencies, the influence of the social work discipline on the ideology of correctional practice was quite significant. More often than not, the MSW was cited as

---

[1]Herman Piven and Abraham Alcabes, "Source Book I, Education in Colleges and Universities 1965-1966, 1966-1967," Education, Training and Manpower in Corrections and Law Enforcement, U. S. Dept. of HEW, U. S. Government Printing Office, 1966, p. 6.

[2]"Task Force Report on Corrections," President's Commission on Law Enforcement and the Administration of Justice, U. S. Government Printing Office, 1967, p. 99.

the academic degree of preference in the standards of the field, particularly for the counseling and treatment areas and for administrative posts. Of course, these were positions of significant power both in terms of status and financial remuneration.

Some sense of the influence of social work in corrections and the energy of its proponents, can be gathered from a statement by Fox as he discussed the relationship between social work and the correctional field:

> "There is suggestion from private conversation and workshop discussions at correctional conferences that persons who write the requirements for specific correctional jobs are responding to pressure and persuasion from organized social workers and social work schools, and that they are not sure what social work is nor how it compares to other disciplines not so active in their 'interpretation.'"[3]

Despite the resistance to it by many in the field, social work training did meet a number of the needs of correctional workers, particularly those with high personal and vocational aspirations, up to the late 1960's. Its case work orientation was quite congruent with the concepts of individualized treatment which took hold of the correctional field quite strongly before World War II and came into even greater prominence after it. The social work degree was also well suited to the professional strivings of correctional practitioners. It provided a specific two year terminal degree with a certification component and a professional identity beyond a specific correctional task. The MSW degree had specific application to corrections, but it also related the holder to a broad human services profession.

The extent to which the MSW could become the degree which specifically certified workers in the field of corrections was ultimately limited. First,

---

[3]Vernon Fox, "The University Curriculum in Corrections," Federal Probation, Spring 1959, p. 52.

there were those who argued that its view of the nature of the correctional tasks was too narrow. The individual counseling concepts that were embedded in the social work profession simply did not respond to the variety of problems facing correctional clientele. Secondly, social work education was not readily accessible or perhaps relevant to the great masses of correctional personnel in institutions who by and large had little college training. In this respect, the correctional officer was quite similar to the policeman. There tended to arise a demand for professionalization based on specifically correctional tasks from which claims of expertise could be asserted rather than on a somewhat removed academic discipline.

Beginning in 1967, the picture began to alter quite dramatically. With the publication of the Task Force Report on Corrections of the President's Committee on Law Enforcement and the Administration of Justice, two crucial concepts, which had been germinating during the prior decade, were legitimated and widely heralded. These ideas were soon to be adopted and given important support by those sponsoring and administering the large amounts of money which flowed into the field of corrections and to the academic community through the Omnibus Crime Control Act of 1968 which brought into being the Law Enforcement Assistance Administration in the Department of Justice.

The two ideas which were adopted and spread rapidly were: a) the concept of reintegration, and b) the perception that correction should be seen as part of a larger social network - the criminal justice system. Reintegration carried with it the idea of community based correction, a movement away from the traditional prison. It also carried with it the notion of community intervention, the involvement of community leaders in correctional programs as opposed to an exclusive reliance on an individual clinical approach so characteristic of the field's ideology up to that time. Reintegration called for a different concept of manpower than envisioned by the earlier and nar-

rower view of the clinical model espoused by much of social work education during that period. The Joint Commission on Correctional Manpower and Training, for example, laid heavy emphasis on the use of non-professionals, volunteers and personnel from a wide variety of settings in the correctional field.

> "Corrections, like all other human service fields, must re-examine the tasks to be performed and set its educational standards in terms of specific functions... Site visits by Joint Commission staff revealed that several agencies are aggressively recruiting neighborhood residents, ex-offenders, and other non-professionals and assigning them jobs they can do... The Joint Commission feels that there is much potential in this approach."[4]

The second idea -- "the criminal justice system" -- carried with it several important connotations. First, the police, courts and correction, no matter how fragmented they may appear in a given community at a particular time, taken together constituted a social institution which carried out a number of vital functions in this society. Deterrence, peace keeping, managing the offender, and the assertion of democratic values were a few of the more important. To the exponents of a criminal justice perspective, it was not possible to understand how these ends were to be met unless one saw criminal justice as an interdependent system and measured the effectiveness of its components against these more generalized goals. No matter where one was located at the moment, whether a policeman on the street, a prosecutor in the courtroom or a correctional officer in a prison, he was functioning as part of a larger legal system. And ultimately he served goals which were superior to the objectives of any part of that system.

---

[4]A Time to Act, Joint Commission on Correctional Manpower and Training, The Commission: Washington, D. C., 1969, p. 28.

The criminal justice system also carried the connotation that parts of the system intimately affected one another. It was vital to understand these interrelationships if one was to understand any of the subunits of the system. More was involved than the simple realization that the number of persons arrested by policemen must be ultimately handled by the courts and corrections. For example, corrections could be thought of as a distinct bureaucracy made up of institutions and field staff standing after two other bureaucracies - the courts and prosecutor and the police - at the "end" of the criminal justice process. But it could be also thought of as a function, a function carried out by personnel in bureaucracies all across the system. The policeman's arrest decision and the prosecutor's decision to dismiss are only two examples of important correctional decisions in the sense they both involve judgments as to the seriousness of an individual's behavior and means of altering it or at least to the best means of dealing with him. Understanding correction in those terms requires a far different set of conceptual tools than say examining the role of the correctional officer.

As a consequence of these ideas, and other influences, the argument that a new discipline - a criminal justice discipline - was needed, gained force. Within a few years, this idea would take hold and hundreds of programs with a criminal justice focus would be located in higher education programs in the United States.

To account in part for that rapid growth, or at least its direction, it is important to recognize what was happening in police as well as correctional education, particularly at the two year college level, where the sharpest growth of programs occurred. By the 1950's there existed in the country about a dozen four year programs specifically designed for educating

police and not many more two year programs.[5] By the mid-1960's a greatly increased number of two year programs in police science had developed in community colleges, particularly in the State of California.[6] Significantly, the American Association of Junior and Community Colleges in the later 1960's produced a set of standards and model curricula for two year police science programs.

On a much smaller scale, during these periods, correctionally oriented programs were also beginning to be found in community colleges. It was the sense of some correctional practitioners and educators that such programs should be operated independently of police programs. In their view, the goal in the two year level programs should be to place corrections within the broader framework of the helping professions, a tradition which is still existent and embodied in the programs of several community colleges. However, with the growth of the notion of criminal justice education, police and corrections programs in the community colleges tended to be linked in a single academic unit, and almost always the police programs were the larger. It is important to note that relative strength for it is still true at the present time that criminal justice education, particularly at two year colleges, tends to be more heavily police than corrections oriented both in terms of the numbers of students and the background of faculty members.[7]

---

[5]See Richard Myren, Colleges and Universities with Four Year Degree Offering Programs in Law Enforcement and Their Faculty, Department of Police Administration, Indiana University, 1961. The author in a personal communication gave the estimate on two year programs.

[6]Op. Cit., Piven and Alcabes, pp. 206-208.

[7]See, for example, "Analysis of State Law Enforcement Improvement Plans Re Role of Two Year Colleges in Correctional State Development, Commission on Correctional Facilities and Services, American Bar Association, Washington, D. C., 1973, p. 4.

A number of forces were at play when the Omnibus Crime Control Act of 1968 was passed by Congress and substantial funds were made available to the states to improve their law enforcement programs. A segment of the bill, which was especially important to the academic community, provided grants to personnel from criminal justice agencies who were participating in higher education programs and loans to students who were committed to a career in a criminal justice setting. The loan provisions were especially important:

> "The Administration is authorized to enter into contracts to make payments to institutions of higher education for loans, not exceeding $1,800 per academic year to any person enrolled on a full-time basis in undergraduate or graduate programs approved by the Administration and leading to degrees or certificates in areas directly related to law enforcement or preparing for employment in law enforcement, with special consideration to police or correctional personnel of States or units of general local government on academic leave to earn such degrees or certificates."[8]

Critical decisions were made during its early days by the administrators of the Law Enforcement Education Program (LEEP), which were to be vitally important in shaping the character of academic programs in this field. One of the most important of these was the restriction placed on the use of LEEP funds, by the program administrators, so that only institutions which had an organized set of courses equivalent to a criminal justice type concentration were eligible to provide loans to students. While the legislation only required that loans should be made to persons participating in programs "directly related to law enforcement," the guidelines issues to implement this legislation clearly favored institutions that had specific and organized criminal justice programs.

Under subsequent amendments to the Omnibus Crime Control Act, the Office of Academic Assistance, the name of the LEEP Administrative Office, was enabled

[8]Sec. 406(b), The Omnibus Crime Control and Safe Streets Act of 1968.

to assist institutions in developing criminal justice curricula. The 1971 LEEP guidelines provided that funds would be made available to institutions for planning, developing, strengthening, improving or carrying out programs or projects for improved law enforcement education. Later amendments to the guidelines softened the thrust toward criminal justice programs, but by the time these occurred, the academic community had been stimulated to establish criminal justice departments and they tended to attract a number of students specifically interested in careers in criminal justice. In 1973 alone, forty million dollars was distributed to nearly a thousand schools which provided assistance to approximately 95 thousand students.

The quality of these programs varied widely, but clearly a criminal justice discipline had developed in academic settings all across the United States. Though a heavy proportion of this growth was at the community college level, a number of four year programs also developed and by 1974, the Ph.D. in Criminal Justice could be obtained at several universities in the United States. It would be an oversimplification to attribute the growth of criminal justice programs solely to the LEEP program, but it played a very important role. About half of the students in the academic programs represented by the participants at the Workshop for Correctional Educators in Colleges and Universities were supported to some degree by LEEP funds.

There are good indications that, though there would likely be some attrition, a number of these programs would be sustained even if LEEP funds were ended. Many of them have developed strong ties within the academic community and they are very likely to be in heavy demand by students in the future. A questionnaire completed by the participants in the Workshop for Correctional Educators in Colleges and Universities six months after the end of the Workshop, indicated that almost all of their programs had grown despite a stabilization, and in some cases a decrease, in LEEP funding.

The reasons cited for the increase in enrollment gives some sense of the basis of the attraction of criminal justice programs.

Reasons for Increase in In-service Enrollment

"The addition of one more course in our morning program to accomodate those officers whose shifts did not permit attendance in the normal afternoon slots, has caught on."

"A change in agency rules governing the effect of educational attainment on promotions, i.e., education will count more."

"The number of in-service corrections personnel has increased due to an awareness on the part of correctional career officers of the anticipated agency incentive now being considered in the Central Office of the Department of Corrections."

"The recruitment of better instructors who are dedicated to their task and not just along for an easy ride. These instructors do not give in to student pressures to 'make a deal' for classes with a passing grade."

"More public relations work with agencies."

Reasons for Increase in Pre-Service Enrollment:

"Criminal justice is a field which seems to have openings for college graduates."

"An increasing amount of recognition given to the field."

"The attempt to communicate with 'social science' oriented college freshmen."

"Criminal justice is a more interesting liberal arts field than most."

"The increasing number of two year institutions, offering criminal justice programs at the associate level."

"Active efforts to recruit female and minority group students."

After a period of time, there may be some waning of interest and support for criminal justice programs, but as of now, they appear to be a permanent and prominant addition to the academic landscape.

Lending further support to these programs, was the recent endorsement by the National Commission on Criminal Justice Standards and Goals:

> "Criminal justice curricula and programs should be established by agencies of higher education to unify the body of knowledge in criminology, social science, law, public administration, and corrections and to serve as a basis for preparing persons to work in the criminal justice system."[9]

The Commission hoped that these programs, built on the "systems" perspective, might develop criminal justice generalists and provide lateral entry from one part of the system (eg. police) to another (eg. corrections). They also hoped these programs would foster collaborative relationships between the academic world and criminal justice agencies. The Commission went to some pains to specify that these programs should avoid training in job functions which can be handled more appropriately by police, courts and correction agencies.

With specific reference to corrections, the Commission also made recommendations relative to manpower and recruitment which have implications for correctionally oriented programs in higher education. Whereas the 1950's stressed social work education for both probation and parole workers, the Commission recommended that a Bachelor's degree should become the educational minimum for entry level personnel, without expressing a preference for a single discipline. With regard to parole, it further recommended that provisions be made for the employment of personnel with less than a college

---

[9]"Criminal Justice Systems," The National Advisory Commission on Criminal Justice Standards and Goals, U. S. Government Printing Office, 1973, p. 170.

degree to work with parole officers on a team basis, carrying out tasks appropriate to their individual skills. For correctional personnel working in institutions, no minimum educational requirements were recommended by the Commission. Rather, they recommended the

> "use of an open system of selection in which any testing device used is related to a specific job and is a practical test of a person's ability to perform that job."[10]

The Commission was not indifferent to the type of program needed in higher education. For example, it asserted that to develop successfully community-correction programs requires: "a complicated interplay among judicial and correctional personnel, those from related public and private agencies, citizen volunteers, and civic groups."[11] In the Commission's view, persons who would undertake to manage this variety of forces must be cognizant of problems and practices at each point in the criminal justice process as well as being aware of the forces operating in the communities in which they work. New correctional administrators must know these areas as well as they know and understand the orderly management of the prison.

To the Commission, a system oriented criminal justice program in higher education is an ideal place for the development of individuals desiring to become involved in corrections. Without specifically emphasizing community corrections as such in its curriculum, a criminal justice oriented program should acquaint students with the fundamentals of each sector involved in the correctional task as well as developing an appreciation of the interrelationships among them.

---

[10] "Task Force Report on Corrections," The National Advisory Commission on Criminal Justice Standards and Goals, U. S. Government Printing Office, 1973, p. 471.

[11] Ibid., p. 221.

What of the lower level staff needed for community based corrections? The Commission said:

> "The image of the staff member oriented to the military and to law enforcement will give way to that of the community correctional worker. He will be armed with different skills. He will not be preoccupied with custody, control and regimentation, but intent on using community resources as the major tool in his rehabilitative mission."[12]

The move to community based corrections means a decreased use of maximum security institutions and a substantial percentage of those now preoccupied with custody, control and regimentation - by far the largest group in contemporary corrections - will not be needed. The task, according to the Commission, becomes one of retooling those staff members.

> "Obviously, current staff cannot be dismissed and replaced by new staff. Nor can it be assumed that relocating will solve the problem... Training is needed which will introduce...correctional personnel to a new role -- that of broker, resource manager, change agent, etc. -- that will be required in community corrections."[13]

Incarceration as a response to crime will not be eliminated overnight in favor of the community oriented approach. In fact, the National Commission observed that:

> "The public has not yet fully supported the emerging community-oriented philosophy. ...even though research results have demonstrated the need for new approaches, traditional approaches have created inbred, self-perpetuating systems. Reintegration as an objective has become entangled with the desire for institutional order, security and personal prestige. As long as the system exists chiefly to serve its own needs, any impending change represents a threat."[14]

With the continuance of incarceration, there is a need to upgrade the performance of individuals working in these institutions and help them develop

---

[12] Ibid., p. 465.
[13] Ibid., p. 487.
[14] Ibid., p. 349.

greater flexibility in adapting to needed change.

How well recently emerged criminal justice programs are equipped to meet the needs of corrections as described by the Commission is unclear. Although a few individual states have been quite active in attending to the development of academic programs in criminal justice and corrections, by and large most have not, and the knowledge about the nature of such programs is quite spotty. Except for some such states, as the State of California, which has a very active planning unit, information about the correctional component of most criminal justice programs is lacking. For example, a survey sponsored by the American Bar Association in cooperation with the American Association of Community and Junior Colleges concluded that correctional education at the community college level though expanding rapidly was receiving little attention from various state planning agencies and specific information about the characteristics of these programs was lacking.

The Workshop Program

Up to 1973 no national resource existed where educators located in colleges and universities who were concerned with correctionally oriented programs could consider collectively such matters as trends in contemporary corrections, educational techniques or curriculum design. The Workshop for Correctional Educators in Colleges and Universities, held in August 1973 and sponsored by the National Institute of Corrections, was designed to secure some information about these programs and to begin to focus on the problems confronting them.

As the table on page 16 indicates, the 22 educators who took part in the sixteen day program were drawn from a wide variety of settings -- geographically, administratively and in size. Table 1 on the following page, for example, shows the average number of students taking courses in the programs from which the participant-educators were drawn.

Program	Institution and Location
orrections Program	Florida Junior College, Jacksonville, Florida
riminal Justice Administration Program	California State University, San Diego, California
chool of Public Administration	University of Southern California, Los Angeles, California
ivision of Social Science and Public Service Careers	Manchester Community College, Manchester, Connecticut
epartment of Criminal Justice	Hillsborough Community College, Tampa, Florida
epartment of Law Enforcement and Corrections	Pennsylvania State University, University Park, Pennsylvania
riminal Justice Programs, Corrections and Law Enforcement	Holyoke Community College, Holyoke, Massachusetts
orrections and Law Enforcement	Indiana Central College, Indianapolis, Indiana
nstitute of Criminal Justice and Criminology	University of Maryland, College Park, Maryland
ublic Service Technology, Corrections	Hocking Technical College, Nelsonville, Ohio
enter for Urban Studies	University of Miami, Coral Gables, Florida
enter for the Study of Crime, Delinquency and Corrections	Southern Illinois University, Carbondale, Illinois
orrections Administration	Washington Technical Institute, Washington, D. C.
tural and Applied Science Division	Essex Community College, Newark, New Jersey
uman Services, Corrections Program	College of DuPage, Glen Ellyn, Illinois
dministration of Justice Program	Portland State University, Portland, Oregon
epartment of Criminal Justice	California State University, Sacramento, California
epartment of Behavioral Sciences	Tarrant County Junior College, Fort Worth, Texas
epartment of Criminal Justice Administration	Central Missouri State University, Warrensburg, Missouri
epartment of Criminal Justice	Auburn Community College, Auburn, New York
epartment of Social Work and Corrections Services	East Carolina University, Greenville, North Carolina
he Institute of Contemporary Corrections and the Behavioral Sciences	Sam Houston State University, Huntsville, Texas

TABLE 1

Average Number of Students Taking Courses in 1972-73 Academic Year: 22 Programs

Type	Two Year Program	Four Year Program
Majors		
Average	260	478
Range	45-466	76-1500
Elective		
Average	34	275
Range	3-50	4-900

By and large, the programs, as would be expected, were relatively young. The average two year institution had a correctional component in its program for three years, while the average four year program had a correctional component for a little more than 5 years.

Throughout the Workshop, a variety of materials and issues were examined. During the first three days of the program, for example, Sheldon Messinger and Vincent O'Leary focused the discussion on the nature of academic programs in criminal justice and corrections. The interaction of these programs with colleges and universities was explored as were the goals of the educators in them. This section of the program ended with an extended discussion of general trends in corrections in American society and the implications of these trends for higher education.

Some of the reading materials assigned to participants, and which were made available for study during evening hours, are shown in the Bibliography in Appendix II. These materials, and the others listed, were contained in the Workshop reading room. Participants were also taken to the State University of New York at Albany library for any additional reading resources they required.

During the next week, a series of specific issues in curriculum design were explored with the participants by Donald Newman, Fred Cohen and

David Rothman. Donald Newman began the week with a discussion on criminal justice curriculum at the undergraduate level. As part of this examination, groups of participants were asked to design prototypical introductory courses which could be used in a general criminal justice program with a correctional component. These were discussed and evaluated by all the Workshop participants and faculty.

Fred Cohen undertook to discuss the nature of law education in a correctional program in a college or university. The approach he emphasized was much more concerned with the methodology of law than with specific case holdings. Methodology in this context meant a knowledge of how the law works in specific cases and how that law is determined. The aim is to help prepare the student to become a law consumer, so that he will be able to read cases and other legal materials with understanding and be able to follow and understand changes in the law as they occur. This approach utilizes case law materials not as much for their content as for their ability to illustrate specific points in legal methodology.

David Rothman discussed the use of historical materials in a correctional curriculum. In his view, such materials should be used not so much in terms of what they tell us about past approaches to corrections, but more for what they reveal about the present and their use as guides to the future. The justifications for the policies of the past were viewed as being as important, if not more important, than the policies themselves. For example, the prohibition against mail and newspapers was justified in the early years of prisons, not because it kept news from inside from getting out, or because it prevented escape plans from being hatched, but rather because it kept the incarcerated from being contaminated by the unhealthy social environment existing outside of the institution. Contact

with the outside would only confuse the mind of the incarcerated and prevent him from contemplating his offenses in peace.

It was suggested that primary sources were best suited to convey historical material to the student. Annual reports of early prisons are particularly suited to this purpose, as are early newspaper accounts. It was also suggested that it is beneficial to integrate historical material into other criminal justice courses to illustrate points the instructor wishes to make and to give perspective to present day procedures and policies.

The next phase of the Workshop was concerned with exploring the relationship of criminal justice/correctional programs with several significant groups and institutions. David Fogel, for example, discussed his views of the problems and potential benefits which are involved in the relationships between colleges and universities and correctional agencies, while Donald Riddle, Edward Carr, Andrew Korim and Norval Jesperson each in turn explored the issues involved in other significant relationships at the university, state and national level.

Although expert faculty were generously employed, the major aim of the Workshop was the heavy involvement of the participant educators. Working on a variety of tasks in small groups, they identified and examined a number of crucial and relevant issues in higher education. They also completed a series of questionnaires and developed findings in the groups in which they worked. A good deal of the rest of this report is drawn from the data which was forthcoming from these sources.

One point needs to be emphasized. In some respects, the issues confronted in the Workshop were unique to criminal justice educators struggling with the issues of corrections. In other respects, they were issues which

confront all of higher education. The National Commission of Criminal Justice Standards and Goals emphasized the university's service function. In proposing standards for the development, implementation and evaluation of criminal justice programs, the Commission stressed the need for close relationship between criminal justice agencies and educational institutions. Manpower, job skills and career development considerations were primary, an eminently proper view to be expected of a group of serious persons trying to develop means to deal with crime in this country.

But, as was repeatedly emphasized by various Workshop participants, criminal justice programs in colleges and universities are in the final sense educational programs and higher education traditionally has had other responsibilities than simply preparing men and women for the world of work. Besides the transmission of a cultural heritage, higher education has also provided a safe place for exploration and experimentation, an opportunity to develop a commitment to beliefs and values; a process which at times may be only marginally related to a vocational interest.

During the 1960's, colleges and universities went through a period of turmoil. Traditional directions, structures and rationales for higher education were challenged and in many ways they have been reshaped. One of the most basic values which was challenged was that of the "neutrality" of higher education. One legacy of that period has been a heightened tension between the requirements of knowledge development and the demands for social involvement, a tension which has serious implications particularly for correctionally oriented programs in higher education and the way they perceive their task. A number of important questions must be answered by those involved in such programs with respect to the nature and degree of collaboration with correctional systems, the extent of their responsibility to criticize

public correctional agencies, or the degree to which such matters are relevant to them at all. Various responses to each of these issues can have quite different consequences for these educational programs, the faculty and students in them and for the course of corrections in this country.

The questions to be answered are not limited to the manner in which academic programs are conceived as related to the field of practice. They also involve beliefs about the character of knowledge concerning criminal justice and specifically corrections, and how that knowledge is to be organized. The types of problems addressed at various times in the Workshop are similar to those which have confronted other disciplines. Smelser has identified three trends in the social sciences; in his view they have become: 1) increasingly technical, 2) increasingly specialized, and 3) increasingly involved in "big research" as opposed to scholarly library research. Smelser points out what to him is an important implication of these several trends:

> "As the bulk of knowledge increases, as it becomes more specialized, and as it becomes more tehhnical, it becomes more difficult to fashion an undergraduate major that will give the undergraduate a comprehensive or integrated grasp of the intellectual substance and style of a field of study. The extension and specialization of the disciplines have fragmented the undergraduate major."[15]

Smelser argues that specialization and technology have also fostered the decline of the humanistic impulse in the social sciences, a quality that many students are seeking.

Workshop participants asserted that criminal justice education is as deeply implicated with the need to confront the moral aspects of the human condition as any discipline in the social sciences. These considerations in

---

[15]Neil Smelser, in The State of the University: Authority and Change, edited by Carlos Kruytbosch and Sheldon Messinger, Sage Publication: Beverly Hills, California, 1970, p. 23.

turn raise substantial questions about the obligations which criminal justice programs have with respect to changing conditions existing in the world. Richard Myren stated his position as follows:

> "Having singled out the social problem of crime for attack, this philosophy - a higher education strategy for the seventies - demands social science generalists, professors serving as intellectual managers, to educate a new breed of criminal system employees. These generalists will deal in the exchange of specialized information about the nature of social deviance, its tolerance and control, and the role of the criminal justice system and its component agencies in that control."[16]

By accepting this view that crime is a problem to be addressed actively and not simply an area to be studied, and by consciously trying to utilize a new breed of "social science generalists" in criminal justice, higher education becomes deeply concerned with issues of great social and political controversy.

By choosing whether or not to work closely with criminal justice agencies, and depending on what terms, an academic program makes a value statement about the nature of crime and deviance and ways of dealing with them. It also makes a statement about the character of higher education. Content of individual courses will inevitably reflect the judgments of individual professors about the appropriateness of our existing criminal justice system; societal definitions of crime and criminals and the purposes of higher education. The choices are important ones, worthy of careful consideration for anyone involved in the educational enterprise. During their two weeks together, the participants in the Workshop for Correctional Educators in Colleges and Universities confronted the issues involved in those choices and seriously considered their own responses on a number of occasions.

---

[16]Richard Myren, Education in Criminal Justice, Coordinating Council for Higher Education, 1970, p. V3.

II. Students and Faculty in the Programs

One of the more revealing questions which can be asked about higher education programs, concerns the characteristics of their faculty and students. For example, the commitment of academic administrators to a given unit can be gauged in part by their willingness to make resources available for full-time faculty positions. The experiential and academic backgrounds of the faculty who are employed give some measure of the likely quality of the academic unit. Equally, the kinds of students enrolled in a program tell much about it, not only in terms of their interests and backgrounds, but also in terms of their subsequent careers. Obviously, to obtain this kind of information in any detail for all programs in higher education dealing with correction would take an extensive study. The Workshop settled for more modest goals. It sought to illuminate some of these areas, at least as they applied to the 22 higher educational programs represented in the Workshop. Several participants were also invited to develop papers around these topics. These were published in a separate publication; some of their contents are included here.

Students in the Programs

From the variety of sources which were tapped during the process of conducting the Workshop for Correctional Educators in Colleges and Universities, it became clear that students in correctionally oriented programs in higher education came from diverse backgrounds, had diverse ideas about what they sought to obtain from these programs, and followed diverse paths upon completing their formal academic work. One point became clear, labels which may be helpful at times to describe the characteristics of students must be used with great care and awareness since they can easily hide more diversity

than is apparent. For example, pre-service students are not always "pre-service" - if one means by that term the students in a program who are not presently employed in an agency and who are following a course of study to prepare themselves for a specific correctional career in which they will ultimately "serve." A number of pre-service students, at the institutions represented at the Workshop, were not planning to enter the field, at least not in any immediate future. From the data gained through questionnaires, discussions and papers developed by the participants, it was learned that a number of students designated "pre-service" at both the two and four year level, were pursuing studies in the area of corrections because it was of intrinsic interest, for them the vocational implications were of secondary relevance. Others chose the area as a major interest because they were not really stimulated by such subjects as business or history and corrections and criminology appeared to be among the more interesting majors available. The term "pre-service student" obviously encompasses a wide variety of persons beyond those actively planning to undertake a criminal justice career.

In-service students are a bit easier to define. Either they are presently employed by a criminal justice agency or they are on leave from one. But here again, it is uncertain as to how many of these persons are seeking an education as a means for advancement in their agency as opposed to those seeking learning for its own sake or indeed as a means of leaveing the field.

With the above limitations in mind, it may be useful to review some data which was developed from participant responses. Prior to the Workshop, each person who was scheduled to attend was asked to indicate the number of students their repsective departments had in terms of four categories: full-time pre-service and in-service and part-time pre-service and in-service. Since almost all the academic units represented were criminal justice programs and had a variety of programs within their unit such as criminology, correc-

tions or police science, they were asked to indicate, within the same categories, the number of students who were following a program with a correctional emphasis. It was hoped that some idea could be obtained concerning the size of the programs represented and the composition of their student bodies. The number of students emphasizing corrections was an important figure, since in many cases it provided an indication of the strength of the correctional component in these selected criminal justice programs. Although the schools varied in size, the distribution among these categories point to some interesting comparisons between the two and four year schools.

The percentage of students with a correctional emphasis in the two year schools was 62% while the percentage of those with a similar interest in the four year schools was 18%. These data do not seem to square with more general data available on the percentage of students with correctional emphasis in higher educational programs. For example, Thomas Phelps, in a discussion of corrections, manpower and education, reported that in California among those receiving financial support, a study of agency affiliation of in-service personnel participating under a government grant and loan program, revealed the following profile: police services 63%, corrections 28%, courts 5% and other 4%.[1] Apparently, the heavy representation of students with a correctional emphasis in the two year colleges represented at the Workshop was more characteristic of the participants chosen to take part in this program than is likely to be found in most two year programs across the country.

One set of data from the Workshop participants which does correspond with that presented by Phelps, is the overall percentage of students in 109 colleges and universities in California involved in criminal justice education.

---

[1]Thomas Phelps, "Correctional Manpower and Correctional Education in Colleges and Universities, Selected Papers from the Workshop for Correctional Educators in Colleges and Universities, School of Criminal Justice, SUNY, Albany, New York, 1974.

He reports that out of the 41,000 students enrolled in these programs, 22,000 were in-service students and 20,000 were pre-service. As Table 1 below indicates, this same breakdown of in-service and pre-service students roughly holds for the institutions represented in the Workshop.

TABLE 1

Percent of full and part time students in two and four year programs by type

		2 year	4 year
In-service	Full-time	34%	8%
	Part-time	16%	42%
Pre-service	Full-time	42%	49%
	Part-time	8%	1%
	Total	100%	100%

One difference between these pre-service and in-service students was particularly surprising. It was assumed that two year colleges had more substantial agency ties than did four year colleges and thus they would likely have a substantially higher percentage of in-service students. This was not the case and to the extent these findings can be generalized to other educational programs there are important implications for two year curricula. A significant number of students, almost half according to the data, were being exposed to correctional content for the first time. Many of these students were making career choices and clearly the definition of the field was crucial. For those not choosing to work in a correctional setting, it was important that they received exposure to the issues in the field of greater scope than was likely to be obtained in courses which were essentially job training. Nor were highly narrowly technical offerings likely to attract the most competent student to the field. The dilemma posed for the instructor in these two year programs was how to provide a set of courses with occupational relevance yet couched in sufficiently broad terms so that the critical issues of the field were raised.

It was not possible to obtain detailed personal information about the students in the programs represented, but one of the Workshop participants, Barton Ingraham, and his colleague at the University of Maryland, Nolton Johnson, undertook a comparative study in that university of law enforcement majors, criminology majors who by and large would be heavily correctionally oriented, and non-majors.[2] This full paper is presented in a companion volume but there are some interesting findings related to pre-service undergraduate students who attend a baccalaureate program. They shed some light on the question of motivation of criminal justice students. In summing up the results, Ingraham and Johnson state:

> "most of the respondents, regardless of their major or sex, indicated that self-actualization was their primary motive both for attending college and in looking for suitable jobs. Next in importance came job benefits, the most important aspects of which were adequate pay, prestige and advancement-potential rather than security or good fellowship."[3]

Their study also indicated there were substantial differences among the three groups studied when it came to the pereentage ranking of needs as to primary importance. For example, though all three groups placed self-actualization as their primary motivation for attending college, substantially fewer of the law enforcement majors, 54%, as compared with 67% and 81% of the criminology and non-majors respectively, ranked this as their primary motivation.

With regard to the "opportunity to secure a well paying job" as a motivation for attending college, law enforcement majors were more inclined to rank this as their primary motivation than the other two groups, (32% for law

---

[2]Barton Ingraham and Nolton Johnson, "Characteristics of Undergraduates in a state university with special interest in law enforcement and criminology, Selected Papers from the Workshop for Correctional Educators in Colleges and Universities, School of Criminal Justice, SUNY: Albany, New York, 1974.

[3]Ibid., p. 46.

enforcement majors as compared to 25% and 22% for criminology and non-majors respectively). If these findings hold for other programs across the country, it is plain that if criminal justice programs and correctional agencies in particular, are to attract new students and hold them once employed, they must find ways in which creativity and the opportunity for personal goal attainment are available.

Returning to the data developed by the participants represented at the Workshop, some further differences were evidenced between students in two and four year programs specifically among those classified as "in-service." Though the figures may have been influenced by the process by which the programs which were selected to be represented at the Workshop, the two year colleges appeared to deal primarily with in-service students drawn heavily from correctional institutions and on the whole they tended to deal with first line correctional officers or youth supervisors. The four year colleges provide some educational experience for in-service personnel from these areas of corrections, but many more students from probation and parole departments were involved in four year programs.

The differences in agency affiliation between students at the community and four year college points up one of the results of probation and parole departments traditionally having higher entrance and educational requirements and offering advancement for educational attainment. The push toward more education for correctional officers is still in its beginning stages and advanced educational requirements and incentives for achieving them are still used very sparingly. It was this lack of incentive for the continuing education of correctional officers which constituted one of the major criticisms leveled by Workshop participants at correctional agencies.

Additional grounds for this criticism are provided by a 1972 survey of a number of departments of corrections across the United States which showed

that there were few incentives given to correctional line officers to participate in programs of higher education.[4] The report found that 70% of the states responding had no educational attainment as a prerequisite for promotion. In no case was college work required for any line staff promotion though a large percentage of agencies indicated that it was a favorable factor in choosing among personnel.

A matter of special interest to Workshop participants and of considerable importance in designing curricula, was the careers followed by students subsequent to their participation in a criminal justice or correctional programs in higher education. Though most programs represented at the Workshop were relatively new and data was still somewhat tentative, it appeared that only 26% of the pre-service students graduating from the two year programs represented at the Workshop sought and found subsequent employment in a criminal justice agency, while 52% of these graduates pursued more advanced academic studies. The participants from four year programs, on the other hand, reported that 51% of their pre-service graduates subsequently sought and found employment in criminal justice agencies. Another 31% of their graduates went on to still more advanced academic studies.

These figures (which include police science, criminal justice, as well as correctional students) would tend to indicate that each level of higher education served the function of providing career opportunities for their students, and that this function was by no means confined to the community colleges. The results also tended to indicate that a significant number of students were pursuing an academic program which progressed steadily from two year programs through graduate work.

---

[4]Jennifer Johnson and Bradley G. Carr, "A Survey of Legislative Regulations and Policies Supportive of Correctional Officer Education," American Bar Association, Commission on Correctional Facilities and Services, February, 1973, p. 6.

Several needs are immediately apparent. The first relates to articulation of programs across two year, four year and graduate programs -- the extent that courses taken at one level will be accepted and credited at another. A closely related question goes to the issue of the nature of criminal justice education. Although different needs are met by differing levels of education, they are linked and there is a need for a coherent pattern of relevant knowledge and subject matter which defines the field. The development of a unifying conceptual frameworks has barely begun in some settings and it is a task which can easily be displaced by a concentration on finding whatever seems to appeal immediately to consumers.

Information about the job careers of students in criminal justice programs with a correctional specialization is sparse. A study by Zerikotes, cited by Phelps, does give some information about one important geographic region.[5] The study consisted of a survey of 253 graduates receiving a B.A. degree in Criminal Justice at a California University. Of those studied, 121 or 79% were subsequently employed in criminal justice agencies; 11 in corrections and 110 in law enforcement. When the 21% (32) who were working in non-criminal justice settings, were asked for the reason they were not so employed, they replied: 15 - no jobs available; 3 - they hadn't planned to enter the field; and 14 - miscellaneous reasons. Four conclusions which Phelps draws from Zerikote's study are:

1) In-service personnel tend to remain in the system after completing a B.A. in Criminal Justice,

2) Upgrading the professional competence of in-service personnel does not result in an attrition rate which is damaging to operational agencies,

[5]Clifford J. Zerikotes, "The Utilization of Manpower in the Criminal Justice Field: The First Emplcyment Patterns of California State University, Sacramento, Criminal Justice Department Graduates, January 1968 through June 1971," unpublished Master's Thesis, California State University, Sacramento, 1972.

3) Pre-service personnel do attempt to obtain employment in criminal justice,

4) Pre-service personnel who do not enter the field are likely to obtain employment in areas related to criminal justice positions which provide an opportunity for influencing local policies in criminal justice matters.

Faculty in the Programs

The crucial area of faculty receives little mention in correctional education literature. One of the aims of the Workshop for Correctional Educators in Colleges and Universities was to begin the task of gathering information concerning the faculties serving community college and four year correctional education programs. Prior to the actual conference, participants were asked to provide relevant data on the backgrounds of their respective faculties. Information was requested on such items as degrees held, full or part time status and the nature and length of prior agency experience.

a. Full-time vs. Part-time Faculty

In summarizing the information gathered from the participants, the most noticeable feature was the lack of resources which characterized many of the correctional education programs. Not unexpectedly, the resources which were available were differentially distributed between two and four year programs. For example, only 25% of the community college faculty were employed on a full-time basis, whereas 75% of the faculty in the four year programs were full-time. Although this trend does not necessarily reflect differential quality in the educational services provided, such figures do give some indication as to the amount of time available for program planning and development.

In terms of the actual number of faculty available for teaching, advisement and research, the average community college faculty size was seven (the actual numbers ranged from a low of 2 to a high of 21). These community col-

leges averaged two full-time faculty members (the number ranged from 0-4). At the four year institutions, the average faculty size was twelve (range 7-33); the average number of full-time faculty members was nine (range 1-29).

When the number of faculty members was examined from the perspective of the number of students serviced by the programs, some interesting differences emerge. In terms of student-faculty ratios, the community college programs had an average of 40 students for each faculty member while the four year program's ratio was 33 to 1. A difference, but hardly striking. However, when the range of variation within the programs are examined, the variation between two and four year programs becomes pronounced. Among the ten community college programs represented, the student/faculty ratios ranged from a low of 9:1 to a high of 82:1, with the ratios in the remaining programs being fairly evenly distributed between those extremes. At the four year level, the ratios show more consistency; they ranged from a low of 17:1 to a high of 45:1, with most schools clustering between 28:1 and 34:1.

When part-time faculty are excluded, the differences are even more marked. The average student/full-time faculty ratios in the community colleges was 130:1 while in the four year programs, the ratio was 62:1. At the community college level, the ratio ranged from 15:1 to 220:1, with only two schools having ratios under 100:1. At the four year level these ratios were lower ranging from 28:1 to 120:1. Only one school had more than 100 students for each full-time faculty member.

Further data are needed to compare the student-faculty ratios of criminal justice/correctional departments with those of other academic units in colleges and universities. It would help determine whether these ratios are peculiar to criminal justice and corrections programs or representative of the colleges and universities of which they are a part. These problems were of

great concern to Workshop participants as was demonstrated by the fact that "inadequate university/college funding and lack of qualified faculty" was among the top five constraints on correctional curriculum development listed by the Workshop participants.

b. Academic Backgrounds of Faculties

Participants in the Workshop were asked to indicate the highest academic degree earned for each faculty member teaching in their academic units. Table 2 below reflects the data which were submitted.

TABLE 2

Percentage of faculty by highest degree held at two and four year schools represented at the Workshop

	Number of Schools	Ph.D.'s(N)	Masters(N)	Law(N)	Bachelors(N)	Total(N)
Two Year	9	4%(2)	43%(21)	23%(13)	27%(13)	101%(49)
Four Year	11	35%(47)	41%(56)	20%(27)	4%(6)	100%(136)
Total	20	27%(49)	41%(77)	22%(40)	10%(19)	100%(185)

The Master of Arts Degree was the most frequent highest degree earned by faculty members; 41% of the 185 total faculty members included in the survey listed this as the highest degree earned. Both the two and four year schools reported a similar percentage of faculty with the M.A. as the highest degree earned, 43% and 41% respectively. Foster, in a survey of criminal justice faculty in 175 community college faculty and 205 four year college and university faculty members reported similar figures of 42% and 37%.[6] These and several other similar findings from the data secured from Workshop

[6]Jack Foster, "Criminal Justice Faculty: A Survey of Employment Practices in Higher Education Criminal Justice Programs, Department of Criminal Justice, Youngstown State University: Youngstown, Ohio, 1973.

participants and Foster's study lend credence to the belief that the institutions represented at the Workshop were characteristic of many institutions of higher education at least along a number of important dimensions.

The next most frequent highest degree listed among the faculties of the institutions represented at the Workshop was the doctorate with 27% of 185 faculty in the Workshop institutions reporting this as the highest degree held. There was, as might be expected, a significant difference between the two and four year institutions on this dimension. Whereas only 4% of the community college faculty had earned doctorates, over a third of the four year faculty held this degree. Foster's findings for this category were almost identical: 4% for community colleges and 31% for four year institutions.

With regard to law degrees, 22% of the 185 faculty members held LLB or JD degrees. The percentage of law-trained faculty at the two levels of institutions represented were quite similar: 27% for the community college programs and 20% for the four year programs. Foster's figures of 13% and 14% for two year and four year programs respectively, were somewhat lower.

Only ten percent of the faculty members included in the schools represented at the Workshop reported the Bachelor of Arts as the highest degree earned. Faculty in this category were much more likely to be found in a community college; twenty-seven percent of those faculty members fell into this group, while only 4% of the faculty at the four year schools reported the B.A. as their highest degree. Foster's percentage for the two groups were fairly similar, 33% and 5% respectively.

c. Prior Experience of Faculty

Table 3 on the following page indicates the years of experience in criminal justice agencies, according to the highest degree earned, which was

characteristic of the faculty members from the institutions of higher education represented at the Workshop.

TABLE 3

Average Number of Years of Experience by Highest Degree Held

	Ph.D.	Masters	B.A.	Law
Two Year	3.7	9.5	17.4	18.0
Four Year	4.5	7.4	17.2	13.6

As might be predicted, with the exception of legal training which represents a special case, the lesser the academic degree held, the more that prior agency experience comes into play in faculty recruitment. It was found that only 8% of the community college faculty were reported to have had no agency experience; nearly all of these were employed on a part-time basis. In contrast, 30% of the faculty in four year programs were reported to have no agency experience. Almost all of these individuals were full time faculty, half of whom had earned doctorates. Again comparisons with Foster's survey show considerable agreement. He found in his study of criminal justice programs that:

> "25% of the faculty at community colleges were "second careerists" who had put in more than 20 years of service in a criminal justice agency and were now accepting a faculty appointment upon retirement from their agency. Another 8% had 16-20 years experience; only 20% had less than 5 years experience; 80% had more than 5 years. In senior colleges only 15% had more than 15 years experience; 56% had less than 5 years; 43% greater than 5 years experience."

The specific agencies with which the faculty members from the institutions represented at the Workshop had work experience can be categorized into

four groups: 1) correctional institutions (both juvenile and adult), 2) probation and parole agencies, 3) law enforcement agencies, and 4) law practice. Table 4 shows the distribution of work experience by these categories among the faculty members in the schools represented at the Workshop. The high percentage of correctional as opposed to police or law experience among the schools from which participants were drawn cannot be generalized to criminal justice programs as a whole. Participating schools were selected on the

TABLE 4

Percentage of faculty by type of criminal justice work experience in two and four year programs

	Type of Agency Experience					
	Correctional Institutions	Probation and Parole	Law Enforcement	Legal Counsel	None	Total
Two Year	20%	12%	35%	24%	8%	99%
Four Year	20%	10%	26%	14%	30%	100%

basis of having a correctional component in their curriculum and so a greater emphasis on agency experience in corrections might be expected.

The profile of faculty members having experience with correctional agencies was similar at both the community college and four year program levels. About one-third of the two and four year college faculty had experience in a correctional institution, probation or parole.

Among the community college faculty; 35% had law enforcement backgrounds; the comparable group among four year faculty numbered 26%. These figures reflect once again the tendency of two year colleges to be fairly heavily staffed by those with police experience. Some difference was also found in the number of faculty with prior experience in the practice of law. At the community college level, 24% of the faculty were members of the legal profes-

sion. All of these were part-time instructors. The four year programs reported that only 14% of their faculties had legal experience, two-thirds of these were full-time faculty members.

Some insight as to its importance of experience among faculty can be obtained from the reactions of Workshop participants. For example, before the Workshop, nearly all of the participants viewed agency experience as being equally as important as advanced academic training for a two year college faculty member. After the conference, however, a shift in favor of academic experience was evident. Half of the participants from the two year colleges indicated that academic training was more important than experience for instructors at their level; 25% of the participants from four year schools agreed.

With reference to the balance between experience and academic background which would be approrpiate to a four year college instructor, a similar shift occurred. Before the Workshop, only 10% of the two year college participants said that agency experience was less important than academic background at the four year college level. After two weeks of discussion at the Workshop, two-thirds agreed that agency experience was less important than academic background. Among the four year college group, only 40% initially agreed that academic training was more important than agency experience for a four year college instructor; after the Workshop, the number who agreed rose to over 80%.

In discussions around these issues, the view widely expressed was that one of the major problems in the development of correctional programs in higher education was a lack of qualified faculty. This problem was cited in terms of: the dearth of qualified faculty, the difficulty of locating qualified faculty who did exist, and the need to increase financial resources to attract faculty. An important dimension of the discussion turned on the definition of quali-

fied faculty, particularly as it related to agency experience. The point was made repeatedly that few persons were available currently who were academically trained specifically in criminal justice areas, and thus agency experience had a major role in the definition of "qualified" as it stood at present. This condition may change as more individuals leave graduate schools with degrees in criminal justice, but for the moment the concern for "practical experience" in lieu of academic training was considerable. A danger which exists is that criminal justice programs can become increasingly isolated from the other academic disciplines in colleges and universities unless steps are taken to avoid it. A great deal will depend upon the skill and inclination of present faculty members to interact with these other disciplines. Much will also depend upon the ability of the criminal justice field to produce qualified persons with appropriate academic certification to take teaching and research roles in the future.

A key issue in attracting qualified staff are salaries which are available. Foster, in his study, gathered information of the starting salaries of new faculty hired over a three year period in community colleges, senior colleges and universities. During the three year period studied, the community colleges hired 179 full time faculty members and the senior colleges and universities hired 206 full time faculty members.

There was a general increase in starting salaries paid newly hired faculty over the three years on which the data were collected. In 1970-71 the salaries paid ranged from a low of $7,610 to a high of $12,454. In 1972-73 the salaries ranged from $9,000 to $17,500. In general, salary levels were related to degree held and although field experience was often expected, it did not have any substantial effect on salaries paid new faculty. The same held true for teaching experience. Foster also found that starting salaries for criminal justice faculty were comparable to salaries paid nationally to other

disciplines in higher education.

Attitudes of Faculty

As part of the Workshop process, an attempt was made to measure the attitudes of the participants toward correctional education and towards the correctional system in general. Before and after the Workshop, participants were asked to respond to statements relating to the operation of the criminal justice system. The purpose was to gain some understanding of how this group of faculty from across the United States felt about important issues in their field of study and the direction of correctional education in colleges and universities. The resultant data were "fed back" to participants and faculty and were used extensively in the discussions which ensued at the Workshop.

a. Goals of the legal system as it operates

In this area, Workshop participants were asked to rank a series of possible goals of our legal system. They were asked to rank in order of importance eight goals of the system based upon the significance with which they viewed them for the operation of our legal system. The goal viewed as most significant was ranked as "1". The goal viewed as least significant was ranked as "8". Table 5 shows the average ranking given by the Workshop participants before the two week program began.

There was a significant agreement between representatives from the two year programs and the four year programs on the relative ordering of the goals of the legal system before the Workshop. Both groups agreed on which goals were among the top three, though they differed in their rankings of first and second. The two year group ranked "to impose appropriate punishment on offenders" as first, whereas the four year group ranked it second. The ranking of

TABLE 5

Goals of the legal system ranked by Workshop participants

Pre Workshop

	Average Ranking
To forbid broad limits of tolerance for deviant or non-conforming conduct.	2.1
To impose appropriate punishment on offenders.	3.5
To give specific and fair warning of conduct subject to criminal sanctions.	3.9
To encourage the development and implementation of fair and equitable practices by criminal justice agencies.	4.6
To deal with offenders so as to reduce the probability of their future law violations.	4.9
To assure that criminal justice system personnel comply with the law.	5.2
To maintain broad limits of tolerance for deviant or non-conforming conduct.	5.8
To deal with offenders with the least degree of state intervention possible in their lives.	6.0

High = 1
Low = 8

the goal of "forbidding and preventing conduct that inflicts or threatens harm to individual or public interests" was precisely reversed. Both groups ranked as number three, the goal of "giving specific and fair warning of conduct subject to criminal sanctions."

With regard to these three goals, some significant changes occurred in the post Workshop responses. For example, community college participants changed their ranking of the imposition of appropriate punishment from first to fifth; while the four year college participants changed the rank of this item from second to seventh. The community college participants also lowered

the rank of "giving specific and fair warning of conduct subject to criminal sanctions" from third to seventh.

Both groups tended to see the goal of encouraging "the development and implementation of fair and equitable practices by criminal justice agencies" as more significant in their post Workshop responses. The community college participants also raised the ranking of the goal dealing "with offenders so as to reduce the probability of their future law violations."

Before the Workshop, the participants ranked punishment very high as a primary goal of our legal system as it now operates, i.e. to see that offenders received their just deserts. This goal dropped near the bottom of their lists after the Workshop. Also, after the Workshop, "encouraging and developing fair practices" and "dealing with offenders to reduce the probability of their future law violations" were viewed as major goals.

b. Trends in Law, Corrections and Manpower

A second set of questions were asked of participants before and after the Workshop relating to themes which appeared to be particularly important. The responses were used as part of the evaluation process of the Workshop. Additionally, they were used in the program as information which was made available to the participants for their consideration during relevant sessions.

Participants were asked to respond to these particular questions in two ways: they were first asked to rank on a scale of 1 to 5 (from least to most) how desirable a particular trend such as community based corrections appeared to them. They were next asked, ignoring the desirability of a particular trend, to estimate the probable impact of the trend in the next five years. A scale of 1 to 5 (from little to high) was again employed.

1) Trends in Corrections

In this section, several sets of questions were asked about participants' views on correctional practice and trends. Table 6 below summarizes the data on this section. Among the items which participants were asked to respond were questions relating to the "merger of correctional agencies and services into single statewide super-agencies" and "the expansion of community based and community run corrections." Although merger of correctional agencies was viewed by Workshop participants as fairly likely to impact on the system over the next five years (rank = 3.6), such a trend was not considered to be particularly desirable (rank = 2.9). There was some agreement

TABLE 6

Trends in Corrections

Trends	Desirability Of Occurrence	Probable Impact
The decreasing use of incarceration as a criminal sanction (and increased use of measures like release on recognizance).	4.8	3.7
The expansion of community based and community run corrections.	4.6	4.1
The increased willingness to recognize and even encourage divergent values and lifestyles in correctional settings.	4.4	2.8
Merger of correctional agencies and services into single statewide "super-agencies."	2.9	3.6
The increasing demand for maximum security facilities and preventive detention for certain classes of offenders.	2.3	3.2
The increased use of computers as well as electronic and chemical control devices in the correctional process to minimize deviance.	2.1	3.2

High = 5
Low = 1

CONTINUED

1 OF 3

between two and four year schools about the likelihood of impact, but two year schools saw merger as far less desirable than did four year schools. Two year schools gave a rank of 2.4 compared with the rank of 3.3 given by four year schools.

Workshop participants predicted that over the next five years the trend toward expansion of community corrections is quite likely to have a considerable impact on the correctional system (rank = 4.1). Such a trend was also seen as highly desirable (rank = 4.6). The desirability ranks of this and the prior question on merger are congruent with one another; community control is more desirable than is centralization. Concerning the likelihood of impact, there is less congruence. Trends toward community control and centralization are both ranked as at least moderately likely to impact the system over the next five years.

Participants were also asked to rate the "decreasing use of incarceration as a criminal sanction (and an increased use of measure such as release on recognizance)" and the "increasing demand for maximum security facilities and preventive detention for certain classes of offenders." The decreasing use of incarceration was considered to be a highly desirable trend (rank = 4.8) and likely impact of this trend was ranked in the high intermediate range (rank = 3.7). While a desirability rank of 2.3 was given the trend toward the increasing demand for maximum security facilities, the likelihood of impact rank fell in the intermediate range (rank = 3.2). It appears that while decarceration was viewed as a highly desirable goal and likely to impact upon clients of the system, participants expected maximum security facilities to continue to be used for certain classes of offenders.

A third pair of trends in corrections related to responses to deviance. Here the participants were asked to rate the following items: "The increased

use of computers as well as electronic and chemical control devices in the correctional process to minimize deviance" and "The increased willingness to recognize and even encourage divergent values and lifestyles in correctional settings." The minimization of deviance through use of "technology" was considered by participants to be quite undesirable. It received the lowest desirability rating (rank = 2.1). Yet participants did not consider it unlikely that such technology would influence the correctional system over the next five years (rank = 3.2). On the other hand, while participants gave a high desirability rating (rank = 4.4) for the increased tolerance of deviance, they considered it less likely to affect the system over the next five years (rank = 2.8).than the less desirable trend toward the increased use of technological devices.

In summary, from the data it appears that Workshop participants viewed decentralization, decarceration, the increased reliance on community resources, and a trend toward greater tolerance of divergent values and lifestyles as greatly to be desired. However, participants seemed somewhat less certain that these trends, even though desirable, would have a great deal of impact upon correctional systems over the next five years.

2) Trends in Criminal Law

In another section of the Workshop questionnaire, participants were asked to indicate what they felt to be the likely impact and desirability of certain trends in selected legal process in the next five years. Table 7 on the following page, corresponds to this section.

There were two items dealing with the scope of criminal law. One involved the increased use of the criminal law in areas such as pollution and racial discrimination, and the other involved the decriminalization of victimless crimes such as drug abuse and sexual behavior. Workshop participants saw the trend toward the first use of criminal law as moderately desirable

TABLE 7

Trends in Criminal Law

Trends	Desirability of Occurrence	Probable Impact
The increased use of discretion to divert the offender from the criminal justice system at the earliest possible time.	4.7	3.8
The increasing utilization of judicial appeals to insure fairness within correctional systems.	4.4	4.0
The increased reliance on due process as a check on the exercise of arbitrary discretion.	4.3	3.7
The decriminalization of "victimless crimes" such as drug use and sexual behavior.	4.2	3.7
The increasing utilization of the ombudsman concept to insure fairness within the correctional systems.	4.1	3.1
Increasing use of criminal law for social welfare purposes such as pollution and racial discrimination.	3.3	3.6

High = 5
Low = 1

(rank = 3.3) and the likely influence of this trend over the next five years was given a rank slightly higher (impact rank = 3.6). The decriminalization of "victimless crimes" was viewed by participants as a quite desirable trend (rank = 4.2). However, they were slightly less sanguine about the probability of a trend toward decriminalization influencing the correctional system in the near future (rank = 3.7).

Another set of items dealt with the use of discretion in the criminal justice system. One item focused on the increased reliance on due process as a check on the exercise of arbitrary discretion; the other involved the increased use of discretion to divert the offender from the criminal justice system at the earliest possible time. The reliance on due process as a con-

trol mechanism was viewed as highly desirable by Workshop participants (rank = 4.3) and there was the expectation that this trend is likely to have an intermediate to high level of effect on the system (rank = 3.7). The use of discretion to achieve diversion from the system received the highest desirability rank of all trends discussed in this section (rank = 4.7). Two year schools gave this trend an extremely high ranking of 4.9 as compared with the rank of 4.6 given by four year schools. But with respect to likely impact, the rankings were dramatically reversed. Four year schools gave a likelihood of impact score of 4.2 while two year schools gave a significantly lower likelihood of impact score of 3.3. The reasons for this pessimism among participants from two year schools never surfaced in the Workshop.

A third set of items dealt with methods of insuring fairness in the correctional system through judicial appeals and the use of an ombudsman. Both two year schools and four year schools saw utilization of the ombudsman concept as a desirable trend (ranks 4.2 and 4.1 respectively). Both groups, however, appeared far less certain that this trend would have any great influence upon the system in the near future. The ranks given by both groups were in the low intermediate range (3.0 for two year schools; 3.2 for four year schools). Workshop participants appeared to view the use of judicial appeal to achieve fairness as both highly desirable (rank = 4.4) and much more likely than the ombudsman concept, to have an effect on the system (rank = 4.0).

Summarizing responses, it can be observed that participants viewed with high favor trends in the direction of decriminalization of victimless crimes, controlled use of discretion especially where diversion from the system is the goal, and use of measures to insure fairness within the correctional sys-

tem. The use of the criminal law for social purposes was seen as moderately likely, but perhaps less desirable. Decriminalization, the limited use of discretion and the use of judicial appeals, were all seen as likely having impact upon the system. The use of the ombudsman concept was viewed by participants as also desirable, but less likely to have impact.

3) Trends in Correctional Manpower

Finally, participants were asked to respond to a set of questions which related to trends in manpower development. The discussion of their responses corresponds to Table 8 on the following page. Two of the questions asked concerned professionalization "through increased education and training requirements" and the use of "para-professionals including offenders and ex-offenders." Professionalization was seen as highly desirable by Workshop participants (rank = 4.9). Two and four year schools were in very high agreement concerning both desirability and likelihood of impact. Two year schools gave this trend a desirability ranking of 5.0. Four year schools gave a ranking of 4.8. Likelihood of impact ranking fell in the high intermediate range (rank = 3.9). Four year schools gave this a very high likelihood of impact ranking of 3.9 with two year schools close behind at 3.8.

The question concerning the trend toward increased use of para-professionals received higher desirability rankings from two year schools (rank = 4.9) than from four year schools (rank = 4.3). However, ranking the likelihood of impact, the two and four year schools showed closer agreement, 3.6 for the two year schools and 3.4 for the four year schools.

The next two questions concerned: 1) the possible trend toward unions and seniority to exclude from corrections and criminal justice "persons outside the profession," and 2) the "development of criminal justice generalists." The use of unionization and seniority as exclusionary devices was viewed as

TABLE 8

Trends in Manpower Development

Trends	Desirability of Occurrence	Probable Impact
The professionalization of correctional personnel through increased education and training requirements.	4.9	3.9
The increased use of para-professionals including offenders and ex-offenders at all stages of the correctional process.	4.6	3.5
The development of criminal justice generalists sufficiently skilled to move across agency lines (eg. from police to corrections).	4.6	3.0
The development of detailed procedures for dealing with labor-management problems by correctional administrators including sequenced steps for the resolution of a grievances and an appeal procedure.	4.4	3.6
The enactment by legislation of prohibitions against work stoppages and job action protests by correctional workers.	2.2	2.9
The increased use of unionization and the seniority system effectively closing certain correctional and other criminal justice jobs to persons outside the profession.	1.3	3.3

High = 5
Low = 1

very undesirable (rank = 1.3). However, a trend in this direction was nevertheless seen as having some likely impact upon the correctional system during the next five years. The development of criminal justice generalists was ranked as highly desirable (rank = 4.6). However, the likelihood of this trend influencing corrections was ranked very much lower at 3.0. Two and four year schools were very close in agreement on this rank.

The last two questions in the manpower area addressed the issue of labor relations. The questions dealt with the use of legislation to prohibit "work

stoppages and job action protests by correctional workers" and "the development of detailed procedures for dealing with labor-management problems." The prohibitory use of legislation received a relatively low desirability ranking of 2.2. The likelihood of impact was higher at 2.9. The development of detailed procedures for dealing with labor-management problems was seen as highly desirable (rank = 4.4). The likelihood of this trend received a high intermediate rank (rank = 3.6).

In general, it appears that participants viewed as highly desirable trends in the direction of professionalization, the training of criminal justice generalists and the development of labor relations guidelines. Participants viewed these desirable trends as also likely to impact the system over the next five years. The use of unions and seniority systems to accomplish exclusion and the enactment of prohibitory legislation in the labor relations area were considered undesirable. Both were considered as moderately likely to impact corrections systems in the next five years.

Summary of Section

In this brief survey, a number of dimensions of students and faculties were scaled. For example, the student bodies of criminal justice programs were found to consist not only of practitioners taking courses in colleges and universities, but were made up as well of a significant percentage of students who were not so employed. On the whole, criminal justice programs tended to be more heavily dominated by police concerns rather than corrections although there are several important exceptions to that generalization. And the oft expressed fear that providing education to in-service practitioners will simply provide the means by which they will leave the field, finds little to support it. In-service students tend to stay in the field after

graduation and a large number of pre-service students seek to enter it.

The data with respect to faculty confirms a good deal of conventional wisdom. The proportion of full time faculty is much larger in four year programs than in two as is the percentage of faculty holding the Ph.D. Slightly more than a third of faculty members in four year programs held the doctorate, less than 5% in two year programs. With respect to experience, the situation was precisely reversed.

A measure of some of the attitudes of participants in the Workshop indicated that by and large this group of educators favored a decreasing use of incarceration and an increased reliance on community corrections. They supported the development of procedures to extend greater due process protection to offenders and, in what may be a paradox to some, also advocated a greater use of discretion by decision makers. While these educators not unexpectedly favored a professionalization of the corrections field by increased educational experiences for employees, they also opted for a greater use of para-professionals and offenders in correctional programs. How this set of attitudes and combination of students and faculty mix together to produce a curriculum which is perceived as being relevant and visible, is the subject of the next section.

III. Participant Programs and Curricula

The curriculum approaches of the institutions represented at the Workshop varied a great deal, and the strong opinions expressed by many participants as to the merits of their own programs lent a great deal of flavor to the discussions. In this section we shall attempt to review at least some of the positions expressed.

In examining materials dealing with the origins and development of their programs, which were supplied by each participant institution before the Workshop and analyzed in various ways for presentation to the participants, it became apparent that many started as certificate programs in law enforcement or police science. On the strength of the success of these more specialized programs and with the advent of a systems perspective to the field of criminal justice, these programs expanded their offerings toward a more general approach. Within this general "criminal justice" rubric, specializations were offered in law enforcement or police science and corrections.

It also appears from the background materials that the development of correctional elements in these programs was often the result of an interest expressed by correctional agencies. And, since these correctional education programs were rather new, and agencies were being serviced by them, correctional training officers were sometimes involved in their curriculum planning. The upgrading of in-service personnel and the easing of access to the various correctional agencies were often the stated purposes of these new correctional education programs. In fact, at a few schools it was necessary for the prospective student to meet the minimum entrance requirements for particular state correctional agency jobs to be eligible to enter the program as a pre-service student.

As shown earlier, the academic administrative units, within which the correctional education programs represented at the Workshop were situated, varied from Behavioral Science, Public Administration, and Criminal Justice Administration. Laying aside these formal titles, however, it appears in operational terms, the correctional education programs taking part in the Workshop could be generally classified under one of three headings: Criminal Justice Administration, Correctional Administration and Human Services.

a) Criminal Justice Administration

Schools whose programs could have been placed in this category treated corrections in one of several ways. Thus, corrections might be dealt with in several general introductory classes, as were other components of the criminal justice system: the police, the courts, and the prosecutor. After these basic courses were covered, more specifically "correctional" courses were offered. From the course descriptions of the programs participating in the Workshop, it appeared that many of the introductory courses dealing with "corrections," focused primarily on organization structure and technical functions. It was argued that this approach gave the student a broad perspective with which to view corrections and was quite appropriate for the students in this type of program who were more often than not line correctional officers. The curriculum for an A.A. degree in Correctional Administration from Auburn Community College in New York, shown on the next page, is an example of this type of program.

Closely allied to this approach was a perspective represented at the Workshop which dealt primarily with public administration, organizational analysis, and management techniques. Here, the student received training in general administrative principles and subsequently applied them to the problems within the criminal justice system (corrections being one area of

Criminal Justice/Correctional Curriculum
Two Year Level

Major Field

Department	Course	Hours
Criminal Justice 111	Introduction to Criminal Justice	3
Criminal Justice 112	Organization and Administration of Criminal Justice	3
Criminal Justice 113	Criminology	3
Criminal Justice 115	Correction and Criminal Law	3
Criminal Justice 117	Juvenile Delinquency: Treatment and Control	3
Criminal Justice 121	Instit. Treatment of Criminals I	3
Criminal Justice 211	Case Studies in Criminal Behavior	3
Criminal Justice 213	Probation and Parole	3
	Total	24

Non-Major Courses

Department	Course	Hours
English 101-102	Freshman English I and II	6
English 221 or 222	Effective Speech	3
Mathematics and/or Science	Electives	6
Political Science	Elective	3
Psychology 101	Prin. of Human Behavior	3
Sociology 101	Introductory Sociology	3
Behavioral Science	Electives	6
Elective		6
	Total	36

specialization). These programs aim at developing management level personnel, and providing their students with the skills necessary to make corrections and other system components more efficient, better able to handle and to initiate changes in their operation. Typically, these kinds of programs are at the four year and graduate level. The courses offered at the School of Public Administration at the University of Southern California are a good example of this type of program.

A third approach to correctional education within the context of the criminal justice system focused on the "correctional function." Here the

legislature and police (and not just the courts, probation services, correctional institutions and parole services) were viewed as having a part in the "correctional function" of the criminal justice system. This approach differs from the two approaches discussed above, in that it places heavy stress on the processes whereby each system component affects the correctional process, rather than emphasizing the structural or administrative aspects of these components. The requirement for a B.A. degree at Portland State University with a major in the Administration of Justice and a correctional specialization illustrates this approach with its heavy concentration of basic introductory material with a general systems emphasis:

Criminal Justice/Correctional Curriculum
Four Year Level

Core Courses Required for Major

Department	Course	Credits
AJ 111, 112, 113	Introduction to Administration of Justice	9
AJ 334	Prevention and Control of Crime in Urban Areas	3
AJ 444, 445	Criminal Law Process	6
AJ 451	Criminal Law: The Defense Side	3
AJ Electives		6
Soc. 204, 205	General Sociology	6
Soc. 337	Minority Groups	3
Soc. 370	Sociology of Deviance	3
Soc. 416	Juvenile Delinquency	3
Soc. 417	Criminology	3
Psy. 204	Psychology as a Social Science	5
Psy. 318	Applied Psychology	3
Psy. 434	Abnormal Psychology	3
	Total	56

Corrections Option

Department	Course	Credits
AJ 317, 318	Correctional Strategies: Theories and Research	6
AJ 454	Community Based Treatment of Offenders	3
AJ Electives		3
Soc. 463, 464	Correctional and Therapeutic Communities	6
Psy. 350	Counseling	3
	Total	21

The proponents of this approach argued that it has the advantage of bringing together all criminal justice components for the analysis of a common problem such as the identification of the "dangerous offender" or appropriate methods of dealing with a case in the community. In this way, it seeks to integrate the various criminal justice agencies, rather than treating each as a set of discrete entities. This approach appears to have as its target the development of criminal justice generalists with a corrections emphasis, with the hope that the beneficiaries of such training would be able to move across agency lines and would be of special value in the areas of criminal justice research and planning related to corrections.

b) Correctional Administration

This view of correctional education differs from those discussed above in that it only peripherally dealt with corrections within the context of the overall criminal justice system. The A.A. degree program at Holyoke Community College in Massachusetts exemplifies this approach.

The relatively heavier stress on "correctional" courses in this curriculum was apparent. While the introductory course which appeared in these types of programs seemed to be the equivalent of that offered in the more general criminal justice system programs, missing were courses dealing with other components. This type of program tended to substitute courses specifically designed to deal with the areas of correctional counseling, interviewing and case evaluation. Other courses focused on special "treatment" processes applicable to both juvenile and adult offenders in institutional and non-institutional settings. It might be reasonable to surmise that the emphasis given counseling and probation and parole techniques was designed to provide a line officer taking such courses with the skills necessary for advancement. Such advancement would move him from the custodial ranks to the more "professional" ranks of correctional treatment personnel.

Correctional Administrative Curriculum
Two Year Level

First Year

Subject	Semester Hours
Eng. 101 - Introduction to Language and Literature I	3
Soc. 110 - Introduction to Sociology	3
Gvt. 110 - American National Government	3
Pls. 111 - Criminal Law	3
Pls. 103 - Introduction to Corrections	3
	15
Eng. 102 - Introduction to Language and Literature II	3
Soc. 114 - Social Problems	3
Gvt. 120 - State and Local Government	3
Pls. 117 - Criminology	3
Psy. 110 - Introduction to Psychology	3
	15

Second Year

Laboratory Science	4
Psy. 116 - Human Development	3
Spe. 110 - Fundamentals of Speech	2
Pls. 211 - Probation and Parole Practices	3
Pls. 221 - Prevention and Treatment of Juvenile Delinquency	3
	15
Laboratory Science	4
Soc. 210 - Human Relations	3
Pls. 222 - Correctional Counseling	3
Pls. 212 - Principles of Correctional Administration or	
Pls. 224 - Special Problems of Misdemeanants	3
Pls. 214 - Contemporary Practice in Corrections	3
	16

The correctional administration approach seems aimed at increasing the awareness of the in-service student and the pre-service student of the workings of correction and to provide job skills which might improve his ability to function within the "treatment" orientation of a correctional agency.

c) Human Services

Another approach to correctional education represented at the Workshop was aimed at developing "generalists" who are part of a larger human service

field. These generalists are not trained to move across criminal justice agencies, but rather across the various "people helping" professions. In these programs "change" or treatment strategies provide the base upon which education takes place. Courses in these programs attempt to increase the individual student's personal competencies. These are translated in turn into various human service occupations such as corrections, mental health, education and drug rehabilitation. The curriculum for the A.A. degree as a Human Service Generalist with a correctional interest at the College of DuPage in Illinois illustrates quite clearly this approach:

Human Service Curriculum
Two Year Level

First Quarter	Cr. Hrs.
H.S. 100 Survey of Human Service Systems	5
H.S. 110 Think Tank	1
Ed. 110 or Sociology 290	3-5
General Education Elective	5
	14-16

Second Quarter	
H.S. 110 Think Tank	1
H.S. 111 Group Dynamics II	5
H.S. 113 Empathy Lab	5
General Education Elective	5
	16

Third Quarter	
H.S. 110 Think Tank	1
H.S. 112 Group Dynamics II	5
H.S. 120 Culture and Institutions of Minorities	3
H.S. 210 Applied Community Organization	3
General Education Elective	5
	17

Fourth Quarter	Cr. Hrs.
H.S. 110 Think Tank	1
H.S. 299 Field Experience	5
Eng. 101 (Technical Communication)	3
H.S. 114 Contemporary Treatment Approaches	3
General Education Elective	5
	17

Fifth Quarter	
H.S. 110 Think Tank	1
H.S. 299 Field Experience	5
H.S. 200 Survey of Juvenile Justice System	5
General Education Elective	5
	16

Sixth Quarter	
H.S. 110 Think Tank	1
H.S. 299 Field Experience	5
General Education Elective	10
	16

Recommended Electives	
H.S. 101 Community Service	3
H.S. 115 Behavior Modification	3
H.S. 116 Methods of Intervention	5
H.S. 121 Cross Cultural Communication	3
H.S. 220 Organization for Treatment	3
	17

One aspect of these programs which is of particular interest is that few correctional administration or other criminal justice courses as such are offered. The goal is to produce individuals with effectiveness in the human relations skills believed necessary to achieve the rehabilitative ideals of corrections, rather than increase the student's knowledge of criminal justice or corrections.

Analysis of Participant Curricula

Prior to the Workshop, all participants provided their college catalogs and outlines of courses offered in the areas of criminal justice and corrections. The catalogs were examined and it appeared that courses could be divided into eight areas according to content: 1) Criminal Justice Administration, 2) Correctional Administration, 3) Juvenile Justice Administration, 4) Institutional Treatment, 5) Probation and Parole, 6) Counseling, 7) Law, 8) Theories of Criminal Behavior. The number of courses offered in each of these areas was determined for both two year colleges and four year colleges. Table 2 presents the results of this examination.

TABLE 2

Course Category	Two Year Schools Frequency	Two Year Schools Percent	Four Year Schools Frequency	Four Year Schools Percent
I. Criminal Justice Administration	3	5%	14	21%
II. Correctional Administration	18	27%	12	18%
III. Juvenile Justice Administration	6	9%	6	9%
IV. Institutional Treatment	4	6%	6	9%
V. Probation and Parole	9	14%	8	12%
VI. Counseling	12	17%	-	-
VII. Law	8	12%	17	26%
VIII. Theories of Criminal Behavior	6	10%	3	5%
	66	100%	66	100%

Several points seem apparent:

1) A much higher percentage of the courses offered at four year institutions employed criminal justice offerings than did the two year colleges: 21% to 5%;

2) Community colleges showed a higher proportion of courses related to specific areas of correctional concern than do the four year colleges;

3) Community colleges showed a heavier emphasis on counseling courses, while such courses may have been offered by other departments, no four year programs participating in the Workshop listed such courses in the curricula nor required such courses for a major;

4) The four year programs showed a much higher percentage of courses in the law area than did the community colleges.

A Workshop participant, Lawrence McCurdy, completed a special study published in a companion volume.[1] He summarized the curricula of 34 associate of art degree programs in corrections, and found that corrections courses in these programs made up about 25% of all courses available to students, with another 12% from law, criminal justice system and law enforcement areas combined. He also found that only 4% of the courses offered dealt with the "system" perspective, a conclusion which supports the inference drawn from this survey of the 10 community colleges. Apparently the correctional education programs as they now exist, are rather specialized at the community college level and the "system" perspective of corrections in a criminal justice setting tends to be located in the four year and graduate program.

One explanation offered for these differences is that the community college is much more vocationally oriented than the four year school and its curriculum tends to be much more job specific. Several Workshop participants from four year colleges argued that their programs were also vocationally relevant, but that they saw different materials as relevant. In order

---

[1] Lawrence McCurdy, "A Representative Curriculum from Two Year Correction Programs in Community and Junior Colleges in the United States," Selected Papers from the Workshop for Correctional Educators in Colleges and Universities, School of Criminal Justice, SUNY, Albany, New York, 1974.

to explore these and other differences between two and four year programs, a series of questions about the functions of higher education in this field were posed to Workshop participants. The answers given to these questions before the Workshop were collected and made available to participants. Discussions on the higher education functions and the appropriateness of various types of curricula were among some of the most keenly debated at the Workshop.

The questionnaire used in this section was adapted from the general concepts developed in Higher Education Programs in Law Enforcement and Criminal Justice by Charles W. Tenny, Jr., a report prepared for the National Institute of Law Enforcement and Criminal Justice in 1971. In this monograph Tenny examined 28 criminal justice curriculum development projects. He also presented a typology which divided these programs into three groups according to their major emphasis: training, professional and social science. The differences among these emphases are defined by Tenny as follows:[1]

> Training Curriculum: is devoted to "...the mastery and application of particular rules, "...the development of particular mechanical skills, or skill in the performance of particular maneuvers concerning which little or no discretion is involved."
>
> Professional Curriculum: is devoted to the "...development of internalized standards of behavior, objectively determined on the basis of agreed upon goals; directed toward the achievement of an awareness and understanding of alternative methods of achieving these goals depending on varying sets of circumstances."
>
> Social Science Curriculum: "...designed to teach about a particular subject..." "...they are not directed specifically to preparation for work in the area studied, although they may be offered as appropriate and even necessary 'background' study for...professional preparation."

[1]Tenny's definitions of these categories are not mutually exclusive. A given curriculum and courses within that curriculum may fall into one category or another depending on the objectives of the course or curriculum (eg. train workers or increased awareness through the study of an issue) as well as on the content of the course itself (eg. a state penal code or commentaries from legal periodicals).

A questionnaire was developed which allowed participants to express their preferences for the three types of curricula Tenny described as measured by a series of questions designed to tap attitude in specific areas. Participants were asked to distribute ten points among three alternative responses presented in different content areas. Each alternative was designed to reflect one of Tenny's types. The content areas dealt with: a) the relationship of curriculum to students, b) curriculum objectives, c) offender classification, and d) the law. The individual scores for each of the three alternatives in each question was summed and a total score for each of the curriculum approaches was obtained. This was done on both the pre and post Workshop questionnaire.

From the participants' responses, it was clear that whatever the "back-home" required curriculum, the participants at the Workshop preferred to place a great deal of emphasis on the social science and professional approaches, and somewhat less emphasis on a training approach. Further, the post-Workshop responses show a drop in the appropriateness of training in correctional education programs in colleges and universities and a fairly definite increase in the appropriateness of the social science perspective. There were, of course, differences in this pattern between two year and four year programs.

1. Community College Instructors' Views of Their Programs

Table 3 on the following page shows the distribution of responses from the participants at the Workshop who were from two year programs. In general, the summary in this table indicates that the Workshop participants representing community colleges saw each of the curriculum types as having some degree of appropriateness to their level of education. Keeping in mind the relatively small percentage of full-time faculty involved in these programs, to develop and implement such a diversified curriculum is obviously

a difficult task.

TABLE 3

Views of Community College Instructors

	Pre	Post
1. A PROGRAM FOR HIGHER EDUCATION IN CORRECTIONS SHOULD:		
(T) Enhance correctional workers skills so they can more ably perform their job tasks.	4.0	3.9
(P) Attract and prepare young persons for careers in corrections.	3.9	4.3
(S) Attract the brightest and best persons into the study of problems in corrections.	2.1	1.9
2. CORRECTIONAL EDUCATION SHOULD:		
(T) Prepare workers to perform functions required in a correctional setting.	3.3	2.1
(P) Provide the tools for improving interpersonal relations in order to more appropriately manage problems of human behavior in correctional settings.	4.8	4.4
(S) Provide a systemic study of the institutions of contemporary corrections and their ramifications.	1.9	3.3
3. A CORRECTIONAL CURRICULUM SHOULD INCLUDE:		
(T) A course in prison security classification techniques.	1.8	2.0
(P) A course in offender classification systems as a tool in differential treatment.	4.4	3.9
(S) A course in abnormal psychology.	3.8	4.1
4. THE LAW COURSES GIVEN IN A CORRECTIONAL CURRICULUM SHOULD FOCUS ON:		
(T) The state penal code.	3.5	2.1
(P) Constitutional law.	3.5	3.5
(S) The development of criminal law as an instrument of social control.	3.3	4.4

SUMMARY

Curriculum Type	Pre-Workshop	Post-Workshop
Training	3.2	2.5
Professional	4.2	4.0
Social Sciences	2.8	3.4

In terms of pre-Workshop preferences, the professional curriculum model was felt to be most appropriate in community college correctional education programs. Though the professional curriculum approach remained in first positions in the post-Workshop questionnaire, the relative positions of the training and social science approaches shifted after the Workshop. The social science approach became the second most appropriate, with training in third position.

The character of the preferences indicated by the figures in Table 3 becomes clearer when the individual items which make up the score are examined. With regard to question 2, which sought to measure attitudes about the appropriate objectives of a correctional education, community college participants evidenced a strong corrections "career" orientation in pre-Workshop responses. The participants felt that it was best for community colleges "to provide the tools for improving interpersonal relations in order to more appropriately manage problems in a correctional setting." Another corrections career oriented statement "prepare workers to perform functions required in a correctional setting" received considerable support.

After the discussions and activities of the Workshop, some changes in the community college instructors' attitudes toward these objectives were evident. They still gave "improving interpersonal skills" top priority, but the more training related item, "prepare workers to perform their functions," dropped significantly while the social science item studying "institutions of contemporary corrections" gained appreciably and became the second priority objective.

The responses to the items dealing with the relationships of the community correctional education program to their students, maintained a

strong training and professional orientation. The community college instructors felt it was more appropriate for their curricula to "enhance the skills of correctional workers so they can more ably perform their tasks" and "to attract and prepare young persons for careers in corrections," in both the pre and post Workshop responses. However, in both questions 3 and 4 they moved toward a stronger preference for a "social science" approach in their post-Workshop responses. A course in abnormal psychology, for example, became slightly more important.

In the next item relating to the law, the shift was much more marked. Prior to the Workshop, community college participants viewed each of three alternative approaches in question 4 as being about equally appropriate. The results of the post-Workshop questionnaire, however, indicated a fairly sharp change in emphasis. The most appropriate approach to law in a community college correctional curriculum was deemed to be the "development of criminal law as an instrument of social control." This preference was indicated despite the fact that only one of the community colleges participating in the Workshop reported offering a course which mentioned law as an instrument of social control in the course description.

2. Four Year College Instructors' Views of Their Programs

As might be expected, the picture which emerged from the four year college instructors' responses with regard to the appropriateness of various approaches to correctional educational curriculum for their level of higher education is somewhat different from that which the community college instructor painted regarding their programs. On all of the items, the four year college instructors gave items reflecting a "training" approach little attention. Their responses focused almost exclusively on items reflecting the professional and social science approaches. Table 4 on the following

TABLE 4

Views of Four Year College Instructors

	Pre	Post
1. A PROGRAM FOR HIGHER EDUCATION IN CORRECTIONS SHOULD:		
(T) Enhance correctional workers skills so they can more ably perform their job tasks.	2.2	1.2
(P) Attract and prepare young persons for careers in corrections.	2.9	3.5
(S) Attract the brightest and best persons into the study of problems in corrections.	4.9	5.1
2. CORRECTIONAL EDUCATION SHOULD:		
(T) Prepare workers to perform functions required in a correctional setting.	1.2	.8
(P) Provide the tools for improving interpersonal relations in order to more appropriately manage problems of human behavior in correctional settings.	4.4	4.8
(S) Provide a systemic study of the institutions of contemporary corrections and their ramifications.	4.4	4.5
3. A CORRECTIONAL CURRICULUM SHOULD INCLUDE:		
(T) A course in prison security classification techniques.	1.3	.6
(P) A course in offender classification systems as a tool in differential treatment.	4.8	4.3
(S) A course in abnormal psychology.	3.8	5.2
4. THE LAW COURSES GIVEN IN A CORRECTIONAL CURRICULUM SHOULD FOCUS ON:		
(T) The state penal code.	2.1	1.1
(P) Constitutional law.	3.5	4.0
(S) The development of criminal law as an instrument of social control.	4.4	5.0

SUMMARY

Curriculum Type	Pre-Workshop	Post-Workshop
Training	1.8	.9
Professional	3.9	4.1
Social Science	4.4	4.9

page summarizes the responses of the four year college instructors.

Some interesting shifts occurred in the relative assessment of the social science and professional approaches to correctional curriculum when the post-Workshop responses are examined. Prior to the Workshop, these two approaches received fairly heavy emphasis, with the social science approach

being seen as the more appropriate. After participating in the Workshop activities, the post-Workshop responses by participants from four year programs indicated an even stronger preference for the social science approach.

The objectives of a college correctional program, question 2, as viewed by the four year instructors, included very little emphasis on training. As these instructors saw it, improving interpersonal skills and providing a systematic study of the institutions of contemporary corrections were the most appropriate objectives of their programs. If in-service students do avail themselves of these programs (and as was indicated earlier 50% of the students in the four year programs represented at the Workshop were in-service) these instructors felt that it is not very appropriate for these students to be instructed in the performance of daily job tasks.

With regard to the relationship of program to students, as tapped in question 1, the four year college instructors again emphasized their belief that the social science approach was most appropriate to their programs. Attracting bright students to the study of problems in corrections was seen as the desirable goal. The two career oriented items were viewed as being less appropriate. Further, after the Workshop, there was a marked drop in their estimate of the value of enhancing the skills of in-service personnel in a four year program. Attracting and preparing young persons for careers in corrections was seen as even more appropriate after the Workshop than before.

The responses to the items dealing with substantive course areas again reflected an emphasis on the social science and professional appraoch with training viewed as having little place in a four year program. An interesting shift did occur in the responses to the item concerned with approaches to the study of the offender. Prior to the Workshop, the four year instructors viewed "offender classification as a tool in differential treatment"

as most appropriate, with abnormal psychology as a second choice. The results of the post-Workshop questionnaire, however, indicate that a study of abnormal psychology became to be the most desirable alternative.

With regard to law in a four year program, the social science and professional items were again seen as most appropriate, with "the development of criminal law as an instrument of social control," and constitutional law being the specific courses. The state penal code as a focus for a law course was viewed as having little relevance at this level of higher education.

It is interesting to observe that the perceived "ideal curriculum profile" for both two and four year programs tended to be shared by both groups. Table 5 below describes the preferred curriculum profile for two and four year programs as seen by instructors from each level of program after the Workshop. It will be noted that there was a marked similarity in view

TABLE 5

Ratings of Type of Appropriate Curriculum
for Two and Four Year Programs After Workshop

Type of Programs	Raters	
Two Year Programs	Two Year Teachers	Four Year Teachers
Training	2.5	2.7
Professional	4.0	3.9
Social Science	3.4	3.5
Four Year Programs		
Training	2.0	.9
Professional	3.8	4.1
Social Science	4.6	4.9

about the preferred curriculum for two year colleges by both groups. With respect to four year programs, the instructors from two year institutions tended to favor a somewhat heavier "training" orientation for four year programs than do the instructors from those programs; however, the form of the overall preferred curriculum profile is similar for both. In general, there was a higher degree of agreement by both groups about the preferred type of curricula in two and four year colleges after the Workshop than before it.

It is interesting to compare these conceptions of the kind of curriculum that should be emphasized in criminal justice programs with a correctional perspective with the views of Lee Brown as he commented on criminal justice academic programs from a police perspective:

> "Professional programs of the "how-to-do-it" type do not meet the needs of modern policing. The key to being a good policeman in modern society is to understand people, self, and society. This can best be accomplished by developing criminal justice curricula that are strongly oriented in the behavioral sciences (see Tenney, 1971)."[2]

There was apparently considerable agreement on the part of a number of the educators participating in the Workshop that the general type of curriculum needed in the area of correctional education was similar in many aspects to that advocated by Brown for criminal justice programs focused on police education.

---

[2]Lee Brown, "Police and Higher Education," Criminology, 12:1, May 1974, p. 123.

IV. Issues of Relationships

Beside questions of curricula, the subject which most dominated the attention of the participants at the Workshop for Correctional Educators in Higher Education was one of relationships. A theme which obviously had a number of aspects. For one, questions were asked about the applications to which one puts the specific knowledge gained in higher education to use in the world outside of academia. The relationships between the worlds of work and education are of world-wide concern. In the United States these issues are most sharply posed by disciplines such as criminal justice which can be interwoven with specific occupational roles. To what extent, participants asked, does this discipline shape its course of study to adapt to the vocational skills defined by the existing system? Does it have a change responsibility with respect to its field, and if so, how should it be carried out?

Similarly, an academic discipline can be analyzed in terms of the appropriate content of the subject matter to be taught at various educational levels and the methods to be employed in its study. What is the prpoer scope and character of the literature or history studied in the freshman year of college as opposed to the senior year or in graduate study? How does one answer such questions with respect to criminal justice and correctional education?

Another distinct, although clearly correlated, set of concerns relate to relationships within the academic community itself. Because of the relative newness of criminal justice and correctional programs within the academic community, questions about the appropriate boundaries of this discipline with respect to other and longer established disciplines - psychology,

sociology, law, public administration - were of significant concern to these educators engaged in criminal justice teaching and research.

Each of these issues engaged the serious attention of the participants at the Workshop. And, as is inevitably the case with discussions of this kind, few final answers were possible of discovery, but argument served the value of clarifying the nature of the issues and the choices involved.

Relationships with Agencies

The topics touched upon during the discussions at the Workshop about the nature of the interaction between higher education and correctional programs were quite varied; some were examined earlier in this report. For example, they involved the types of faculty and curricula which were and should be used in academic institutions. They also went to more fundamental questions about the ends and purposes of higher education.

As might be expected, opinions were divided regarding the character of the relationship which should be fostered between academic and correctional agencies. A few participants saw their task as having little to do with working with correctional agencies. Their mission was to provide students with a facility for analysis and to make available to them important information and views. These participants stressed the view that an academic enterprise ran the danger of becoming too subservient to the wishes of correctional administrators to the detriment of the academic program if ties to operating agencies were too close.

A substantial majority of participants, while sharing such a concern to one degree or another, took the position that too loose a relationship could result in a decrease in the quality of education and would be a disservice to many students who are graduates of their programs. These participants argued that correctional agencies and higher education programs

should be seen as capable of providing each other with a number of mutually beneficial resources.

Contact with operating agencies could sensitize faculty and students to relevant issues in corrections and provide the locus of exciting and useful research activities. And to the extent that academic programs also had a career orientation, correctional agencies provide by far the largest source of job placements for pre-service correctional education graduates. Programs such as internships could provide real benefits to academic programs and to agencies. New employees, having had such an experience, already possess a knowledge of the realities of agency operation when they begin work. To the extent such programs were also carefully monitored to ensure intended educational consequences of field experience, they were a valuable academic resource.

Higher education programs in corrections were also perceived by a number of participants as being the vehicles through which line and management personnel might be upgraded. The faculty in colleges and universities might also deliver valuable inputs which were demonstrably useful in developing programs and in formulating, planning and evaluating agency missions. Correctional education programs might also educate the general public about issues and problems in corrections, and the activities of particular correctional agencies.

Even though possibilities of this kind were seen to exist (i.e. mutually beneficial activities between academia and agencies) discomfort with these relationships was expressed by some participants. They characterized specific correctional agencies, with which they had experience, as unchanging and perhaps unchangeable. Doubts were also expressed about the legitimacy of the correctional enterprise as organized in places at the present time. Some programs, for example, were characterized by these partici-

pants as not worthy of any change short of a drastic overhaul if not, in some instances, complete elimination. From this perspective, efforts on the part of the academic community to facilitate their existence as then constituted would be counterproductive if not, indeed, immoral.

And, while it was also true that most correctional agencies had within their ranks, sincere and dedicated workers who were genuinely interested in working with others for reform, some participants asserted that a number of agencies were not enthusiastic about using the resources of the academic community and if they were, they tended to be sought for very specific and narrowly defined purposes. Too many agencies failed to seek innovative ideas from "academics" either because they feared such input would upset the status quo, or because they felt academics lacked contact with the "real" world of corrections. Also academic research in corrections tended too often to be tightly controlled by some agencies and used to support the images they sought to promote, rather than portray what actually existed.

From the discussions, there seemed to emerge two basic dimensions around which the points of views of participants tended to be organized. One dimension related to the degree to which they saw academic programs as being proactive with respect to the correctional field - that is, the extent to which an academic program should be committed to a specific expenditure of its resources and energy to change the correctional field. Virtually all the participants were committed to generally improving the administration of justice and specifically the field of corrections, but as Table 10 shows, there were differences among them as to the degree that an academic program had responsibility for attempting directly to influence the correctional community.

Another dimension around which participants seemed to divide, was the extent to which they saw it as being desirable for an academic program to be

TABLE 10

Pre-Workshop Responses to Selected Questions

Questions	Agree	Neutral	Disagree
Correctional education at the community college level has a responsibility for reforming existing correctional systems even if this requires public criticism.	13	6	3
Correctional education at the four year college level has a responsibility for reforming existing correctional systems even if public criticism is necessary.	15	5	1
Students from correctional agencies should be taught to be critics of and change agents in the correctional systems rather than largely developing specific skills required by their organizations.	12	7	3

responsive to the needs of correctional bureaucracies. The term is not used here in a pejorative sense, that is, to imply helping a rigid or non-client oriented organization, rather it is used to convey a sensitivity to the requirements of a correctional organization in meeting its goals, an acceptance of the legitimacy of those goals and a willingness to shape ones program to them. Table 11 taps some of these dimensions. As can be seen, there

TABLE 11

Pre-Workshop Responses to Selected Questions

Questions	Agree	Neutral	Disagree
Correctional agencies should have a major voice in shaping the curricula of two year correctional programs.	14	4	4
Correctional agencies should have a major voice in shaping the curricula of four year correctional education programs.	10	4	8
Correctional agencies should have a major voice in shaping the curricula of graduate correctional programs.	7	6	9

were significantly greater varieties of responses to these questions, especially as they were related to different academic levels.

Placing the two dimensions at a right angle, one can describe roughly four types of academic responses to the field of corrections. The diagram in Table 12 illustrates this scheme.

TABLE 12

	Bureaucratically Non-Responsive	Bureaucratically Responsive
Low Pro-Activity	I. Traditional-Academic Oriented to the transmission of knowledge to students. Direct efforts at change per se minimized. Immediate application of research irrelevant. The value is judged by advancement of theory.	II. Professional-Training Agency goals, needs and professional standards are accepted. Any change efforts are restricted to their attainment. Emphasis on a training future staff. Research is given direction by the needs of the agency.
High Pro-Activity	IV. Change-Conflict Committed to change, correctional agencies basically in conflict with goals sought and change involves work outside agency. Research defined independently and directed toward revealing need for change.	III. Change-Collaborative Committed to change, views favorably the possibility of collaboration of agencies in the process despite unique missions. Research goals can be defined jointly and carried out with integrity by academic unit.

I. The Traditional/Academic

In the upper left hand corner of the diagram, one finds the kind of academic program which tends to be neither bureaucratically responsive nor heavily committed to expending its resources to changing the correctional field. From this perception, the academic program should be committed to the scholarly study of the processes by which society chooses those who will be punished, the form of that punishment and

the responses of those being punished and the correctional officials given responsibility for the maintenance of programs. Of equal weight is the development of research skills which will increase the amount of reliable knowledge concerning these processes.

Occasional visits may be taken by students to prisons or probation offices, for the simple purpose of gaining a deeper understanding of the process. How students put to work the knowledge they gain, is not a matter of direct or immediate concern any more than it is in many other disciplines. From this point of view, the energy and commitment of the academic program and indeed its greatest strength comes from its ability to develop knowledge and transmit it to anyone to whom such knowledge is important. Elements of this kind of approach can be found in some two year colleges, but it is much more likely to be found in four year and graduate schools.

II. The Professional/Training

Another response can be described in the upper right hand corner of the diagram. The emphasis is on being responsive to agency needs. Here the academic institution is perceived as being closely integrated with operating agencies. Its mission is to prepare persons for careers in those agencies. The most "progressive" types of training may be employed, but the ultimate goals of the correctional agencies involved are not challenged and indeed are generally accepted by the academic program. Research tends to be carried out within that context. The heavy use of interns in this setting is devoted largely to "learning the practical means" of operating in practice agencies.

The academic institution does not see its role primarily as one of change except as its students who subsequently work in an agency, are more enlightened and aware of professional needs as a result of their educational experience. The model can be seen in a variety of manifestations ranging from academic programs which simply credit courses in correctional training academies, to very highly organized, professionally oriented programs which seek to teach students how to achieve successful careers in the correctional field and assist correctional managers in meeting the dilemmas of correctional administration.

III. The Change/Collaborative

Another type of academic response can be noted in the lower right hand corner of the diagram. From this posture, the academic institution sees as an important part of its responsibility, the allocation of resources to changing correctional practices. Typically the educational institution has a set of values and goals to which it is committed, independent of the correctional community, but it foresees the possibility of collaborative relationships with many, if not most, correctional agencies. Activities and programs are arranged which make possible collaborative action in which the mutual goals of the academic program and the correctional agencies can be explored. An example of this type of approach is described in a paper prepared by Ronald Boostrom describing a program in San Diego, California, in which students are placed in correctional agencies to research kinds of problems which may be of concern to correctional adminstrators. This is done collaboratively with correctional agencies, but the academic institution maintains its own values and outlook in carrying out this research and feels free to make those recommendations which

it sees as appropriate from its own perceptions.[1]

An example of the kind of thinking involved in this particular position can be found in a quotation from Polk:

> "The current separation of the university and correctional agencies does have one casualty: knowledge. University scholars are often prone to complain that correctional institutions are indifferent, if not hostile, to their attempts to gain access for research purposes. Correctional administrators, just as frequently, are heard to complain of the difficulty in obtaining any useful collaboration or consultation from university personnel. ...(K)nowledge about corrections might be increased by: a) university people who are brought into the correctional environment, increasing, for example, the probability of both educational and research involvement; b) students who add to the general knowledge their experiences in the correctional setting; and c) involvement of correctional personnel in educational and research ventures which heretofore have been defined as outside their normal work roles."[2]

IV. The Change/Conflict

The type of view found in the lower left hand corner of the diagram, is perhaps expressed less frequently in criminal justice programs than the others, but certainly it exists. Like Type III, The Change/Collaborative, this perspective sees higher education as having a specific and considerable responsibility for change. It starts with the declared assumption that a university or college is part of a political process and has a responsibility of shaping as well as simply reacting to it. Millett stated the issue rather strikingly:

---

[1]Ronald Boostrom, "Action Research as a Teaching Tool for Correction Educators," Selected Papers from the Workshop for Correctional Educators in Colleges and Universities, School of Criminal Justice, SUNY: Albany, New York, 1974.

[2]Kenneth Polk, The University and Corrections: Potential for Collaborative Relationships, Joint Commission for Correctional Manpower and Training: Washington, D. C., 1969, p. 3.

> "Today there are persons and groups within the academic enterprise who do not accept the concept of the university as a center for learning. Indeed they conceive of the university as an instrument of social power, as a direct participant in political and social controversy."[3]

From this view, specific correctional agencies may serve ends or employ means which are antithetical to the values of members of a particular academic community and those agencies are typically so committed to their mode of operation that a conflict stance must almost inevitably develop. Change from this perception is successfully executed usually by mobilizing forces external to a correctional agency. This may take the form of developing alternatives to current correctional practice or organizing the means of changing organizations from without which may involve community action groups or other kinds of action programs. If students seek employment in such correctional agencies, the academic role is to educate them to work within the agency to recognize and thwart undesirable goals and means and to cooperate with those undertaking change from the outside. It is a view which is not frequently expressed with vigor in most two year criminal justice programs. To the extent it exists, it is more likely to be propounded by faculty and students in four year and graduate schools.

It is unlikely that any specific academic program accurately could be classified as being exclusively in one of the types described. Various persons within the same program may have different views and may hold all four

---

[3]John B. Millett,in, "Value Change and Power Conflict," W. John Minter and Patricia O. Snyder (eds.), Western Interstate Commission for Higher Education, Boulder, Colorado, 1970, p. 117.

views simultaneously or at different times and circumstances. More likely an academic program can be described by the prominance of given philosophies at various points in time. Among the participants at the Workshop, the change/collaborative view seemed most dominant among participants as Tables 10 and 11 seemed to indicate, though each of the other models had their proponents on different issues.

There was considerable agreement with Brown's view of the responsibility of criminal justice programs:

> "Colleges and universities have a moral obligation to produce change agents - change agents that understand bureaucratic procedures and the reluctance to deviate from the status quo; change agents dedicated to and capable of challenging all of the existing assumptions held by the police and, where necessary, implementing radical changes. This is the challenge of higher education."[4]

An acceptance of the need for change promotion did not dissuade the large majority of Workshop participants from a commitment to work cooperatively with correctional agencies. To that end, a number of ways to enhance collaborative efforts were explored.

Thus, it was suggested during one session that agencies and academics both might profit from the exercise of jointly developing a mission statement for correctional agencies and educational programs. Some participants said that in the future they would make efforts to establish contacts with correctional agencies in their area to explore the possibility of such an activity. In another session designed to develop overall plans for correctional education on a statewide basis, participants were asked what strategies for association between higher education and corrections might be most mutually profitable. The following suggestions were made:

---

[4]Lee Brown, op. cit., p. 123.

1) continued informal relations with graduates who enter corrections;
2) development of more practicum or internship programs for pre-service students;
3) joint publication efforts regarding the evaluation of academic programs; i.e. both agency personnel and academics being involved in evaluating each other's programs;
4) an on-going evaluation committee set up between academic programs and agencies;
5) joint grants and research efforts.

These suggestions represent the views of a number of individuals among the correctional educators represented at the Workshop. But forces, other than educators' views, are at work supporting the ascendency of concepts of the proper relationship between corrections and academics. Clearly one is the correctional field itself which is becoming increasingly more forceful in defining its expectation of higher education programs.

Relationships Within Academia

The second major relationship area examined was within the framework of the higher education community. Correctional academic programs operate on a number of levels and the student who decides to enter one is faced with choosing from among several alternatives. He may elect to enter a certificate or an associates degree program in a community college. Having successfully completed this program, he may decide to pursue his studies in a bachelor's degree program in corrections or criminal justice at a four year college. After that, he may decide to continue his education to the graduate level. At any of these points, he may terminate his education and enter the world of work.

A number of issues face those confronting the responsibility of planning and implementing these various programs. As a start, while there are a number of approaches to correctional education, regardless of the one chosen, those who undertake to design programs at the local college level to implement that approach, must decide where to draw the limits around the body of knowledge which will be offered in a program. The scope of the boundaries drawn have a profound effect on the directions students are likely to follow in their future activities. For example, a program which defines the relevant body of knowledge in a fairly narrow and technical sense may increase a students' immediate vocational capabilities, but it may also severely limit his perceptions of the field and his future educational choices. By excluding behavioral and social science perspectives at one extreme, an image will be presented of corrections and criminal justice as consisting largely of statutes, procedures and administrative structures and the student is likely to see his future alternatives as enforcing statutes and following procedures in an agency. On the other extreme, programs which define their limits so broadly as to be almost wholly preoccupied with broad social and philosophical questions may sensitize their students to a wide range of issues, but they also present different opportunities for the students' future career in the field. Programs which emphasize the social work and human services approaches present still different images and prescribe another set of alternatives.

Another aspect of the boundary arises from the "inter-disciplinary" character of criminal justice programs. Some participants in the Workshop argued that a college which has two parallel programs with overlapping courses (for example, police science and corrections) has a criminal justice program. Others contended that this structure represents two parallel programs and

nothing more, and that a criminal justice program implied that a student looked at the entire crime control effort, all agencies, all processes, and all issues from a broad rather than an agency-bound perspective. It was also pointed out that including courses in abnormal psychology, or the sociology of deviance does not necessarily make a program inter-disciplinary. A great deal of effort must be expended on the integration of such subject matters with the other disciplines represented in a program. What is more, effective inter-disciplinary programs are difficult to work out structurally and make considerable emotional and intellectual demands on participants. To be successful, such programs require that the faculty involved are committed to the study of a specific problem area and committed to developing analytical frameworks which allow the separate disciplines to mesh. The various approaches to curriculum planning discussed earlier illustrate the kind of practical alternatives with which administrators of corrections programs in higher education are struggling in attempting to meet these issues.

It was suggested by some at the Workshop that perhaps the field should be defined differently at different levels of education. They argued that the most appropriate body of knowledge for correctional/criminal justice programs at the community college level fell within the boundaries of specialization, and that the broader areas of knowledge were best presented in four year programs. Others arguing this issue reached an opposite conclusion. An important aspect of this discussion stemmed from differences in view about the role and mission of the community college as an educational phenomenon relatively new in concept. For example, an educational goal that has been proposed and accepted in community colleges is that of career education. Besides awarding the associate of art degree, these pro-

grams seek to provide a foundation for continued educational experiences through articulation with baccalaureate programs. One Workshop participant illustrated this progression quite dramatically by describing the educational history of a criminal justice line officer who entered a community college seven years previously and was finally admitted to the bar following successful completion of his bachelor's degree requirements followed by graduation from law school. Such arrangements may very well span a lifetime for the careerist.

Until the mid-1960's, the opportunity for career education for police and corrections personnel was hindered by a lack of programs. Some two decades ago, in only a few states, such as California, were programs of education available for the police in the community colleges, still fewer were available for correctional personnel. Even the programs which existed were not integrated with the four-year colleges and a number of troublesome difficulties ensued. One of these was the problem of credit transferability and program articulation between two and four year institutions.

In response to this problem in California, a core curriculum of five courses were devised. Designed to be applicable to various specialities within the criminal justice area these five core courses were designed to be completely transferable from two to four year programs.[5] The committee which developed this curriculum expressed the conviction that transfer credit should be allowed only if the courses were completed in an academic college environment, and that courses with a narrow technical emphasis or those completed as part of a training program were not applicable to degree programs.

---

[5]"Administration of Justice: Five Core Curriculum," a report prepared by Riverside Community College District in cooperation with the California Community Colleges (1969). These courses have the following titles: Introduction to the Administration of Justice, Principles and Procedures of the Justice System, Concepts of Criminal Law, Legal Aspects of Evidence and Community Relations.

The experience of the State of Connecticut illustrates another approach to statewide planning.[6] Here programs were designed to be open ended in contrast to the widespread concept of terminal education at the community college level. The decrease of emphasis on the terminal Associate Degree was intended to provide the individual student with more educational options. Rather than being forced to begin anew in a four year program, he could elect to use his community college experience as a step toward this end. In the area of criminal justice, the community college programs were designed to provide a system whereby agency personnel who were entitled to grants under the LEEP program could attend local community colleges and subsequently continue their education at the four year level.

Before any such plan could be implemented, however, efforts had to be mounted in curriculum development that would satisfy and guarantee a capacity for articulation. The pattern followed in developing programs at the community college was based on the needs for human development and to satisfy the varied roles that a person seeking an education wishes to perform. The programs generally traced a 1/3, 1/3, 1/3 division as follows: of the sixty credits ordinarily needed to obtain an associate degree, one-third of the program was in general education; one-third in generic education, one-third in special education. The general education element was precisely that, general courses in English, science or mathematics and the social sciences; the [illegible]d generic consisted of bridging courses that continued the educational experience in general education and yet were relevant to the career aspects of the student (eg. in law enforcement, there were sociology courses

---

[6]The material on Connecticut was taken from a paper specifically developed for the Workshop by Thomas Connors of the Manchester Community College in Connecticut. Mr. Connors was also a participant in the Workshop.

in criminology and juvenile delinquency; and in psychology, there were courses in abnormal psychology and applied psychology); finally, the one-third specialized education allowed the student to seek an entry to a vocational career in law enforcement. This process did two things for the student: it gave him a program that could be continued in the second two years of college and allowed him enough understanding of his career goals to commence at an entry level. For the education demands of the future, the student is in a position to seek further education in the career area, a professional line, or even a traditional liberal arts route. The options for the students in this system are presently found in sociology, psychology, political science, law, social work, and liberal arts.

The general approach used in Connecticut was similar to the curriculum designed by one work group during a session at the Workshop. This program was designed to illustrate one way which articulation issues between two and four year programs might be undertaken and is shown on the next page. It should be stressed that the variety of approaches available to deal with these issues and the newness of the field of criminal justice/correctional education in view of most Workshop participants made premature any discussions of a single preferred core curriculum or a standard state plan. Diversity was generally endorsed as a means of developing appraoches to the new field and testing them in practice.

Despite the general agreement on the need for experimentation regarding the credit transferability issue, questionnaire responses did indicate a division between the community college and four year college participants. Nearly all of the participants from community colleges agreed that all correctional courses taken at a two year college should be transferable to a four year program. On the other hand, a number of the participants representing

four year colleges disagreed with that proposition. Some also felt that the transferability and articulation problem was one that could best be worked out between the institutions involved and that generalized policy

Example of a Core Curriculum

First Two Years

Requirements

Hours	
3	Introduction to CJ Systems
3	Survey of Institutional Corrections
3	Survey of Community Corrections
3	Correctional Law
3	Criminal Behavior
3	Minority Relations

Second Two Years

Requirements

Hours	
9	Behavioral Science (Sociology, Psychology, anthropology)
9	English
6	Science or Mathematics
6	Free electives

Electives

Hours	
3	Juvenile Justice
3	Interviewing and Counseling
3	Correctional Administration
3	Conflict Resolution
3	Correctional Interventions
3	Group Treatment Technology
3	Internship
3	Family Relations

statements were of little relevance given the variability among programs in terms of course quality.

An important point at issue here was the general relationship between two and four year programs and how it could be enhanced to the mutual benefit of both types of programs. For several sessions during the Workshop, participants from two and four year colleges worked in separate groups to identify problems and to suggest means of dealing with those they identified. The following are the statements which were developed by each group and constituted the basis of the discussion which followed:

Relationships Between Two and Four Year Programs

Outline of Findings of Representation of Two Year Programs

Principles

1. Education is a continuing process,
2. There are multiple tracks and alternatives for the attainment of educational goals of students,
3. The use of alternatives should not be utilized to penalize students,
4. Careerists should have open to them horizontal and vertical movement based on educational attainment,
5. Two year colleges exist as the first part of the continuum of education and are designed among other things, to meet demands for education during various periods of life,
6. Community colleges also provide continuing education for non-degree students, primarily those who are engaged in an area requiring specialized education,
7 Community colleges are responsive to educational services needed and demanded by the social system, as well as to other educational institutions,
8. Community colleges accept transfer credits from other institutions of higher education in compliance with sound educational practices of examination of catalog, curricula, and student records.

Constraints on Two Year Programs

1. Rigidity of the established four year institutions and their unwillingness to develop means of articulating their operations with two year programs for a continuum of education,
2. Failure of established educational institutions to recognize and credit quality instruction which is given by instructors with qualifications other than advanced post-graduate degrees,

3. Degree consciousness that conflicts with the needs of the student and leads to "over-preparation" for special lower level tasks,
4. Traditional departmental structure which is not oriented for the application of social science disciplines to social needs.

Outline of Findings of Representation of Four Year Programs

Alternative Solutions to the Transferability Problem

1. Core group of Criminal Justice System and Corrections courses which articulate with programs in four year colleges and which are given transfer credit toward major,
2. Transferability of courses left to decision of four year college, but they allow credit to be obtained by examination,
3. Negotiation as to how many Criminal Justice courses would be transferable to be worked out by negotiation on a school-by-school basis,
4. Four year colleges and two year colleges might get together and agree upon a mutually acceptable curriculum. These courses then transfer en bloc to the four year college and, assuming no additional curriculum requirements in four year college, transfer students would need to take no more Criminal Justice and Corrections courses to get a B.A. degree in his major.

These outlines were exchanged and discussed at some length. Clearly, the process of examining the relationship between two and four year colleges had a considerable impact on the participants. Many of them, for example, in formulating backhome action programs (a process undertaken near the end of the Workshop) listed these relationships as among the top priorities they planned to work on when they returned home.

It was also clear that the development of effective relationships among criminal justice/correctional education programs required the active help of state criminal justice planning agencies. In too many instances it was

still not forthcoming. While some of these agencies had made specific efforts to coordinate programs in higher education with the development and general operations of their criminal justice systems, such as that sponsored by the State Planning Agency of the State of Illinois in its publication Social Justice and Higher Education in Illinois (a document which all Workshop participants received) much more attention to this need was required. It was agreed by all participants that a high priority for any state criminal justice planning agency is a comprehensive manpower plan which included a careful study of the availability and needs of academic resources throughout a state.

APPENDIX IA

Partial Summary of Pre-Workshop Background Questionnaire

CONTINUED

2 OF 3

2. How long have the criminal justice elements in your academic unit been in existence?

2 yr.: $\bar{X}$ = 5.2 yrs. (3-8 yrs) 4 yr.: $\bar{X}$ = 12.5 yrs. (1-44 yrs)

3. How long has there been a correctional element in the curriculum of your academic unit?

2 yr.: $\bar{X}$ = 3 yrs. (1-8 yrs) 4 yr.: $\bar{X}$ = 5.7 yrs. (6 mo.-28 yrs.)

4. What was the average number of students taking courses in your academic unit during the academic year 1972-73?

	MAJORS:	ELECTIVES:
2 yr.:	$\bar{X}$ = 260 (45-466)	$\bar{X}$ = 34 (3-50)
4 yr.:	$\bar{X}$ = 478 (76-1500)	$\bar{X}$ = 275 (4-900)

5. How many students in your academic unit during the academic year 1972-73 were:

		Average All Students		Average Correctional Emphasis Only		
		2 yr.	4 yr.		2 yr.	4 yr.
In Service (work or on leave)	Full-Time	34%	8%	Full-Time	3%	1%
	Part-Time	16%	42%	Part-Time	31%	5%
Pre-Service	Full-Time	42%	49%	Full-Time	23%	7%
	Part-Time	8%	1%	Part-Time	5%	0%
	Total ..	100%	100%		62%	18%

6. List the agencies from which most of your in-service students come

Agencies	(Times Mentioned) 2 yr.	4 yr.
Fed. & State Corrections Departments & Institutions	8	7
Local Correctional Institutions	3	3
Parole, probation & community corrections	0	6
Juvenile Corrections	5	3

7. What percentage of your students receive LEEP support?

2 yr.: $\bar{X}$ = 57.6% (10%-100%) 4 yr.: $\bar{X}$ = 50.8% (20%-98%)

8. How many degrees did your academic unit award in the academic year 1972-73?

	All Students	Students emphasizing corrections
2 yr. Associate	$\bar{X}$ = 27.5	$\bar{X}$ = 3.9 or 14.2%
4 yr. Bachelor	$\bar{X}$ = 104.2	$\bar{X}$ = 20.3 or 19.5%
4 yr. Masters	$\bar{X}$ = 18.5	$\bar{X}$ = 2.7 or 14.6%

9. Faculty Backgrounds

Average 2 yr.

Degree	Full-Time Faculty Criminal Justice Agency Experience		Part-Time Faculty Criminal Justice Agency Experience	
	Yes	No	Yes	No
Ph. D.	2%	1%	1%	-
M.A.	13%	1%	33%	4%
LLB	1%	-	16%	2%
B.A.	7%	-	18%	1%
	Total Full-Time = 25%		Total Part-Time = 75%	

Average 4 yr.

Degree	Full-Time Faculty Criminal Justice Agency Experience		Part-Time Faculty Criminal Justice Agency Experience	
	Yes	No	Yes	No
Ph. D.	20%	12%	3%	-
M.A. (MSW)	21%	7%	14%	1%
LLB	10%	4%	2%	-
B.A.	-	-	6%	-
	Total Full-Time = 74%		Total Part-Time = 26%	

11. Number of 4-year Schools offering Criminal Justice Related Degree -

Associate	3
Bachelors	11
Masters	8
Ph. D.	2

12. Is there a required course or a required sequence of courses which must be undertaken by those students with majors or minors in your academic unit?

Number		
2 year		4 year
9	Yes	9
0	No	2

13. In the last two years how many course offerings within your academic unit were: (a course given more than once should be counted only once).

Average Number Offered

2 yr.	4 yr.	
2.1	1.3	Corrections (Institutions)
1.3	1.2	Corrections (Parole and Probation)
2.7	1.7	Corrections (Others)
2.0	4.8	Police
1.0	3.5	Criminal Justice System
0.6	1.1	Juvenile Justice System
1.9	3.8	Law
1.3	1.2	Criminology
0.4	1.3	Statistics and Methodology
0.7	1.4	Other (specify):

15. a. List those correctional courses taught off campus during the past two years and for which academic credit was given (do not include internships)

	2 yr.	4 yr.
Mean Number of off-campus sites	2.4 sites (0-6)	1.5 sites (0-6)
Mean Number of off-campus courses	2.4 courses (0-11)	1.9 courses (0-9)

b. List those correctional institutes or workshops given for credit by your academic unit during the past two years

2 yr. colleges offering institutes for credit: 3 (N = 8)

4 yr. colleges offering institutes for credit: 6 (N =11)

16. Does your academic unit offer special training courses for correctional personnel which are not part of your normal educational curriculum?

Number		
2 year		4 year
3	Yes	5
6	No	6

17. Are interdisciplinary majors available for those students interested in corrections:

Number		
2 year		4 year
4	Yes	7
3	No	4

18. Is there a mechanism (committee, counsel, etc.) in which criminal justice agency personnel advise on program and curriculum design?

Number		
2 year		4 year
7	Yes	7
2	No	4

19. Internship Programs:

d. Agencies Participating:

	Internships Available in Academic Unit	Correctional Agencies Participating In Internship Program
	Number	
2 year schools (N=9)	7	4
4 year schools (N=11)	10	10

e. How many internships were there in your department for the academic year 1972-73?

2 yr.: $\bar{X}$ = 30.2 internships (0-136)

4 yr.: $\bar{X}$ = 72.5 internships (0-190)

f. Are students reimbursed for work performed during the internship?

Number		
2 year		4 year
2	Yes	6
5	No	4

20. Is an internship experience required of all students in whose programs emphasize corrections?

Number		
2 year		4 year
2	Yes	2
2	No	8

21. What percentage of the pre-service students graduating from your academic unit find subsequent employment in a criminal justice agency?

2 yr.: 26%

4 yr.: 51%

23. What percentage of the graduates from your academic unit go on to more advanced academic studies?

2 yr.: 52%

4 yr.: 31%

24. Evaluate the goal commitments and priorities of your academic unit. Distribute 100 points among the following categories so that the relative emphasis is numerically reflected. The sum of the categories should be 100. Equal weighting of categories would be reflected by equal numerical scores. (E.g. 50 teaching; 20 research; 20 research; 20 training; 10 community development.

Average Rating 2 year			Average Rating 4 year		
54.4	(5-100)	Teaching	66.2	(25-90)	Teaching
5.7	(0- 10)	Research	11.4	(0-25)	Research
12.7	(0- 40)	Training	5.5	(0-40)	Training
15.5	(0- 50)	Service to the Community	9.1	(5-30)	Service to the Community
4.4	(0- 10)	Service to academic unit/college	6.5	(0-20)	Service to academic unit/college
7.2	(0- 25)	Other (specify)	0.5	(0- 5)	Other (specify)
99.9		TOTAL	99.2		TOTAL

25. What do you feel the goal commitments and priorities of your academic unit will be five years from now: (distribute 100 points).

Average Rating 2 year			Average Rating 4 year		
49.4	(25-90)	Teaching	54.0	(25-85)	Teaching
7.4	(2-20)	Research	20.5	(0-30)	Research
17.8	(0-40)	Training	10.0	(0-40)	Training
14.4	(5-30)	Service to the community	10.0	(5-25)	Service to the community
5.3	(0-10)	Service to Academic unit/college	6.0	(0-10)	Service to Academic unit/college
5.6	(0-25)	Other (specify)	0.5	(0- 5)	Other (specify)
99.9		TOTAL	101.0		TOTAL

Mean Change Between Actual and Projected Goals (Question 25 minus question 24)

2 year		4 year	
-5.0	Teaching	-12.2	Teaching
+1.7	Research	+ 9.1	Research
+5.1	Training	+ 4.5	Training
-1.1	Community Service	+ 0.9	Community Service
+0.9	College Service	- 0.5	College Service
-		0	Other

APPENDIX IB

Summary of Responses to Pre and Post Workshop Questionnaires

PART I

This portion of the questionnaire deals with issues in the field of corrections.

A. A group of various goals in our legal system is listed below. It is recognized that this list is not exhaustive. You are asked to rank this list based on the significance with which you view the goals as reflected in the operation of our legal system. Place a "1" in the space provided for that goal which you view as operationally being the most significant. Continue the ranking so that an "8" will reflect the goal you view as operationally being the least significant.

Rankings 2 year			Rankings 4 year	
Pre	Post		Pre	Post
8	6	To maintain broad limits of tolerance for deviant or non-conforming conduct.	6	5
4	3	To encourage the development and implementation of fair and equitable practices by criminal justice agencies.	5	2
6	2	To deal with offenders so as to reduce the probability of their future law violations.	4	4
2	1	To forbid and prevent conduct that inflicts or threatens harm to individual or public interests.	1	1
7	8	To deal with offenders with the least degree of state intervention possible in their lives.	7	6
5	4	To assure that criminal justice system personnel comply with the law.	8	8
3	7	To give specific and fair warning of conduct subject to criminal sanctions.	3	3
1	5	To impose appropriate punishment on offenders.	2	7

B. The following is a list of possible trends in the field of corrections. For each trend indicate your perception of its probable widespread occurrence in the next decade. By giving 5 points to those which you feel will have the most likely impact and 1 to those which will have the least impact. Indicate intermediate impact by giving from 2 to 4 points. In the second column indicate your opinion of the desirability of each trend utilizing the same 5 point scale.

	Rankings 2 year				Rankings 4 year			
	Likely Impact		Desirability		Likely Impact		Desirability	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Scope of the Criminal Law								
1. Increasing use of criminal law for social welfare purposes such as pollution and racial discrimination.	3.4	3.5	3.5	3.8	3.8	4.0	3.2	4.0
2. The decriminalization of "victimless crimes" such as drug use and sexual behavior.	3.5	3.1	4.1	4.8	3.9	3.3	4.3	4.4
Use of Discretion								
3. The increased reliance on due process as a check on the exercise of arbitrary discretion.	3.6	3.9	4.4	4.9	3.8	4.2	4.2	4.1
4. The increased use of discretion to divert the offender from the criminal justice system at the earliest possible time.	3.3	3.4	4.9	4.9	4.2	3.9	4.6	4.7

	Rankings 2 year				Rankings 4 year			
	Likely Impact		Desirability		Likely Impact		Desirability	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Methods of Insuring Fairness in Correctional System								
5. The increasing utilization of the ombudsmen concept to insure fairness within the correctional systems.	3.0	3.0	4.2	4.4	3.2	3.3	4.1	4.3
6. The increasing utilization of judicial appeals to insure fairness within correctional systems.	3.8	3.6	4.4	4.8	4.3	3.8	4.3	4.3
Merger of Agencies/Community Corrections								
7. Merger of correctional agencies and services into single statewide "super-agencies."	3.4	3.0	2.4	1.4	3.8	3.2	3.3	2.9
8. The expansion of community based and community run corrections.	3.8	3.5	4.5	4.8	4.3	4.3	4.8	4.6
Decrease in Incarceration/Preventive Detention								
9. The decreasing use of incarceration as a criminal sanction (and increased use of measures like release on recognizance.)	3.4	3.6	4.7	4.4	4.0	3.8	4.8	4.8
10. The increasing demand for maximum security facilities and preventive detention for certain classes of offenders.	3.6	4.3	2.6	3.8	2.9	3.0	2.1	2.1

	Rankings 2 year				Rankings 4 year			
	Likely Impact		Desirability		Likely Impact		Desirability	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Deviance in Corrections								
11. The increased willingness to recognize and even encourage divergent values and lifestyles in correctional settings.	2.7	2.8	4.9	4.8	2.8	2.8	4.1	4.5
12. The increased use of computers as well as electronic and chemical control devices in the correctional process to minimize deviance.	3.2	4.4	2.1	2.3	3.3	3.6	2.2	2.3
Manpower Related Items								
Professional/Para Professional								
13. The professionalization of correctional personnel through increased education and training requirements.	3.8	3.4	5.0	4.8	3.9	3.6	4.8	4.6
14. The increased use of para-professionals including offenders and ex-offenders at all stages of the correctional process.	3.6	3.5	4.9	4.6	3.4	3.3	4.3	4.0

	Rankings 2 year				Rankings 4 year			
	Likely Impact		Desirability		Likely Impact		Desirability	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Specialization/Generalist								
15. The increased use of unionization and the seniority system effectively closing certain correctional and other criminal justice jobs to persons outside the profession.	3.7	3.6	1.4	1.0	2.9	3.0	1.3	1.5
16. The development of criminal justice generalists sufficiently skilled to move across agency lines (e.g. from police to corrections).	3.0	3.0	4.4	4.6	3.0	3.1	4.8	4.4
Labor Relations								
17. The enactment by legislation of prohibitions against work stoppages and job action protests by correctional workers.	2.8	3.5	3.0	2.0	2.1	3.1	1.5	2.0
18. The development of detailed procedures for dealing with labor-management problems by correctional administrators including sequenced steps for the resolution of grievances and an appeal procedure.	3.3	3.3	4.2	4.0	3.8	3.4	4.5	4.7

	Rankings 2 year				Rankings 4 year			
	Likely Impact		Desirability		Likely Impact		Desirability	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Others								
19. The increasing limitation of resources available to corrections because of legislative concern over economy and inefficiency in the system.	3.4	3.7	1.5	1.4	2.9	3.7	1.4	1.8
20. The increasing utilization of court authority to shut down institutions when inmates' fundamental needs and rights are not being met.	2.4	2.6	3.3	4.1	3.0	3.3	3.8	4.1

This portion of the questionnaire deals with issues in correctional education at the college level.

C. In this section, each question is followed by three statements. After you read the three statements, you are asked to think about how appropriate each is for a correctional curriculum in a two year college. In the left-hand column indicate your assessment of the appropriateness of each statement by distributing a total of 10 points among the three statements. You can distribute the 10 points in any way. For each statement utilize only whole numbers ranging from 0 to 10. Then read the three statements again to determine how appropriate each would be in a four year college. In the right-hand column weight the three statements in the same manner as outlined above. Be sure to respond in both columns.

SUMMARY TABLE (mean scores)

Appropriateness for 2 Year Program				Type of Curriculum	Appropriateness for 4 Year Program			
2 Yrs. Participants		4 Yr. Participants			2 Yr. Participants		4 Yr. Participants	
Pre	Post	Pre	Post		Pre	Post	Pre	Post
3.15	2.54	3.94	2.65	Training	2.50	1.97	1.69	0.89
4.15	4.02	3.43	3.87	Professional	3.88	3.79	3.92	4.13
2.78	3.42	2.68	3.45	Social Science	3.70	4.57	4.40	4.94

1. Different views exist about the nature of the student population to be served by higher education programs in corrections. What is your own view? Distribute 10 points among the following statements.

2 Yr. Program					4 Yr. Program			
2 year		4 year		A program for higher education in corrections should:	2 year		4 year	
Pre	Post	Pre	Post		Pre	Post	Pre	Post
4.0	3.9	5.2	3.3	Enhance correctional workers skills so they can more ably perform their job tasks.	3.2	2.75	2.17	1.14
3.9	4.3	3.2	3.8	Attract and prepare young persons for careers in corrections.	3.7	3.50	2.92	3.50
2.1	1.9	1.7	2.8	Attract the brightest and best persons into the study of problems in corrections.	3.4	3.75	4.92	5.08

2. Different views exist about the objectives and goals of correctional education. What is your view? Distribute ten points among the statements below.

2 Yr. Program					4 Yr. Program			
Pre	Post	Pre	Post	Correctional education should:	Pre	Post	Pre	Post
3.3	2.13	3.3	2.3	Prepare workers to perform functions required in a correctional setting.	2.4	1.62	1.17	0.75
4.80	4.38	4.00	4.33	Provide the tools for improving interpersonal relations in order to more appropriately manage problems of human behavior in correctional settings.	4.5	4.13	4.42	4.75
1.9	32.5	2.67	3.33	Provide a systemic study of the institutions of contemporary corrections and their ramifications.	3.1	4.25	4.42	4.50

3. Different views exist about the appropriateness of various courses in a correctional curriculum. What is your view? Distribute 10 points among the following courses.

2 Yr. Program					4 Yr. Program			
2 year		4 year			2 year		4 year	
Pre	Post	Pre	Post	A correctional curriculum should include:	Pre	Post	Pre	Post
1.8	2.0	3.33	2.0	A course in prison security classification techniques	1.8	1.75	1.33	0.58
4.4	3.89	3.67	3.59	A course in offender classification systems as a tool in differential treatment	3.9	3.63	4.83	4.25
3.8	4.13	3.08	4.42	A course in abnormal psychology	4.3	4.63	3.83	5.17

4. Different views exist about the appropriateness of the content of law courses taught within a correctional curriculum. What is your view? Distribute 10 points among the following areas of content.

The law courses given in a correctional curriculum should focus on:

3.5	2.13	3.92	3.00	The state penal code.	2.6	1.75	2.08	1.08
3.20	3.50	2.83	3.75	Constitutional law.	3.4	3.88	3.50	4.00
3.3	4.38	3.25	3.25	The development of criminal law as an instrument of social control.	4.0	5.63	4.42	5.0

5. Differences between two and four year schools on appropriateness of training; professional, and social science curriculum in the two year schools.

Curriculum Type	Pre-Conferences Differences in Mean	Post-Conferences Differences in Mean	Degree and Direction of Change in Mean
Training	.66	.06	-.54
Professional	.33	.10	-.23
Social Science	.09	.36	+.25

Differences between two and four year schools on appropriateness of training, professional, and social science curriculum in four year schools.

Curriculum Type	Pre-Conferences Differences in Mean	Post-Conferences Differences in Mean	Degree and Direction of Change in Mean
Training	.76	1.12	+.36
Professional	.04	.68	+.64
Social Science	.70	.36	-.34

D. This section consists of a number of statements dealing with criminal justice education at the college level. You are asked to respond to each statement on the basis of your agreement or disagreement with the concept invalued. Check the box which most closely reflects your beliefs.

2 Year Frequency of Response							4 Year Frequency of Response						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Changing Corrections													
Pre	6	3	1	0	0	1. The enlargement of criminal justice educational opportunities will serve to increase the effectiveness of the criminal justice system.		4	6	1	1	0	Pre
Post	2	5	0	1	0			1	5	5	1	0	Post
Pre	1	7	1	1	0	2. The enlargement of criminal justice education opportunities serves to increase the fairness of the correctional system.		1	7	3	1	0	Pre
Post	0	4	3	0	1			1	6	5	0	0	Post
Pre	2	6	1	1	0	3. Correctional education at the community college level has a responsibility for reforming existing correctional systems even if this requires public criticism.		1	4	5	1	1	Pre
Post	1	5	1	1	0			2	5	1	4	0	Post
Pre	2	6	2	0	0	4. Correctional education at the four year college level has a responsibility for reforming existing correctional systems even is public criticism is necessary.		3	4	3	1	0	Pre
Post	2	5	1	0	0			3	7	1	1	0	Post
Pre	4	5	1	0	0	5. The professor has an obligation to present all sides of an issue even when students might choose alternatives which would impede their future careers.		10	0	1	1	0	Pre
Post	5	3	0	0	0			8	3	1	0	0	Post

D. This section consists of a number of statements dealing with criminal justice education at the college level. You are asked to respond to each statement on the basis of your agreement or disagreement with the concept invalued. Check the box which most closely reflects your beliefs.

2 Year Frequency of Response							4 Year Frequency of Response					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Changing Corrections												
Pre 6	3	1	0	0	1.	The enlargement of criminal justice educational opportunities will serve to increase the effectiveness of the criminal justice system.	4	6	1	1	0	Pre
Post 2	5	0	1	0			1	5	5	1	0	Post
Pre 1	7	1	1	0	2.	The enlargement of criminal justice education opportunities serves to increase the fairness of the correctional system.	1	7	3	1	0	Pre
Post 0	4	3	0	1			1	6	5	0	0	Post
Pre 2	6	1	1	0	3.	Correctional education at the community college level has a responsibility for reforming existing correctional systems even if this requires public criticism.	1	4	5	1	1	Pre
Post 1	5	1	1	0			2	5	1	4	0	Post
Pre 2	6	2	0	0	4.	Correctional education at the four year college level has a responsibility for reforming existing correctional systems even is public criticism is necessary.	3	4	3	1	0	Pre
Post 2	5	1	0	0			3	7	1	1	0	Post
Pre 4	5	1	0	0	5.	The professor has an obligation to present all sides of an issue even when students might choose alternatives which would impede their future careers.	10	0	1	1	0	Pre
Post 5	3	0	0	0			8	3	1	0	0	Post

2 Year Frequency of Response							4 Year Frequency of Response					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Pre 0	6	2	2	0	6.	Students from correctional agencies should be taught to be critics of and change agents in the correctional systems rather than developing specific skills required by their organizations.	1	5	5	1	0	Pre
Post 2	2	0	4	0			1	6	4	0	1	Post
Pre 2	6	1	1	0	7.	Educational programs for in-service students really are not able to achieve much progress toward ideal standards due to the levelling influence imposed by most agencies in which the students work.	0	8	0	3	1	Pre
Post 1	2	1	3	1			2	7		2	1	Post
Pre 1	0	2	4	3	8.	The more persons in the criminal justice system with college degrees the greater the danger that the correctional system will be isolated from the free community for which it serves.	1	2	1	3	5	Pre
Post 0	0	1	6	1			0	1	1	6	4	Post
Course Related												
Pre 2	3	2	3	0	9.	There is an adequate body of knowledge in the area to support correctional curricula in higher education.	2	5	0	4	1	Pre
Post 3	4	0	0	1			0	8	0	3	0	Post
Pre 1	6	0	3	0	10.	Methods of security, control and surveillance are appropriate subject areas for teaching in a two year college.	0	7	4	1	0	Pre
Post 1	3	0	3	1			0	5	1	6	0	Post
Pre 4	6	0	0	0	11.	Correctional officers should receive considerable education about the problems of minority groups and the issues of differential enforcement of the law.	7	4	1	0	0	Pre
Post 2	6	0	0	0			7	4	0	0	1	Post
Pre 0	5	3	1	1	12.	Correctional employees should receive substantial education in law.	1	7	1	2	0	Pre
Post 0	4	1	1	1			2	6	2	2	0	Post

	2 Year Frequency of Response							4 Year Frequency of Response						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
13. More emphasis should be placed on teaching therapeutic techniques to correctional officers.	Pre 5	5	0	0	0			2	7	1	2	0	Pre
	Post 1	6	1	0	0			1	7	1	3	0	Post
14. Correctional courses should be required of police science majors.	Pre 4	6	0	0	0			7	4	0	1	0	Pre
	Post 4	3	0	0	1			7	3	1	1	0	Post
15. Correctional and police personnel should be jointly educated to insure they will have an opportunity to understand one another.	Pre 3	4	2	1	0			5	6	1	0	0	Pre
	Post 2	4	1	0	1			3	8	1	0	0	Post
16. Encounter groups, sensitivity training and similar educational techniques are especially appropriate devices for teaching correctional techniques at the two year college level.	Pre 2	8	0	0	0			0	3	3	5	1	Pre
	Post 1	7	0	0	0			0	1	5	6	0	Post
17. Classes composed of both pre- and in-service students tend to provide the best vehicle for learning in correctional educational programs.	Pre 1	9	0	0	0			3	6	3	0	0	Pre
	Post 2	5	0	0	0			2	8	2	0	0	Post
18. At the two year college level different curricula are needed for students studying corrections on a pre-service basis and for those studying corrections as in-service students.	Pre 1	3	0	6	0			0	4	1	6	1	Pre
	Post 0	0	1	4	2			0	3	3	4	2	Post
Requirements													
19. All correctional officers should be required to have at least an Associate of Art degree.	Pre 3	3	1	3	0			3	3	1	4	1	Pre
	Post 1	3	1	2	1			3	4	2	3	0	Post

2 Year Frequency of Response							4 Year Frequency of Response						
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
Pre 1	1	4	4	0	20.	Correctional counsellors should be drawn from the general field of social work or psychology and given special training in corrections rather than being trained in a correctional education program as such.	0	3	5	4	0	Pre	
Post 1	2	3	1	1			0	1	5	6	0	Post	
Pre 0	1	2	7	0	21.	Probation and parole personnel should be encouraged to develop client advocacy rather than counselling skills.	0	4	3	5	0	Pre	
Post 0	1	3	4	0			1	2	4	4	1	Post	
Pre 0	3	2	4	1	22.	Recruitment requirements for correctional case managers should include at least a Master's degree.	0	4	4	4	0	Pre	
Post 0	1	4	2	1			1	4	4	3	0	Post	
Pre 1	1	1	7	0	23.	Correctional education is best carried out in a larger college or university program devoted to human development rather than isolated in a criminal justice program which emphasizes police science and similar programs.	3	4	0	3	2	Pre	
Post 1	1	3	3	0			1	5	0	5	1	Post	
Pre 3	5	2	0	0	24.	Preparation of correctional officers is better done through programs at the community college level rather than by departmental training courses.	1	6	4	1	0	Pre	
Post 0	5	3	0	0			1	5	5	1	0	Post	
Credit													
Pre 4	4	2	0	0	25.	It is appropriate to grant credit to students of correctional education programs for the experience and expertise they gain on the job.	1	3	4	2	2	Pre	
Post 2	4	0	1	0			0	2	2	7	1	Post	
Pre 5	2	0	3	0	26.	All correctional courses taken at a two year college should be transferable to a four year program.	2	4	0	5	1	Pre	
Post 2	3	1	1	1			0	3	2	6	1	Post	

2 Year Frequency of Response							4 Year Frequency of Response					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Internship												
4	6	0	0		Pre	27. At the two year college level a set of educationally supervised practical field experiences should be required for all pre-service students who graduate from a correctional education program.	2	6	2	2	0	Pre
2	5	0	1	0	Post		2	5	1	4	0	Post
7	2	1	0	0	Pre	28. A set of educationally supervised practical field experiences should be required of all students who graduate from a four year undergraduate correctional education program.	7	2	2	1	0	Pre
4	4	0	0	0	Post		5	4	2	1	0	Post
Who should have a voice in shaping curriculum?												
Agencies												
2	5	1	2	0	Pre	29. Correctional agencies should have a major voice in shaping the curriculum of two year correctional educational programs.	4	3	3	2	0	Pre
1	1	0	5	1	Post		5	2	4	1	0	Post
1	5	2	2	0	Pre	30. Correctional agencies should have a major voice in shaping the curriculum of four year correctional educational programs.	3	1	2	5	1	Pre
1	1	0	3	3	Post		0	3	2	2	5	Post
1	2	4	3	0	Pre	31. Correctional agencies should have a major voice in shaping the curriculum of graduate correctional programs.	2	2	2	3	3	Pre
0	2	0	3	3	Post		0	3	1	2	6	Post

2 Year Frequency of Response							4 Year Frequency of Response						
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
Ex-offenders													
Pre 5	4	1	0	0	32.	A correctional education program at the two year college level should have a formal means through which curriculum advice can be secured from ex-offenders.	5	4	2	1	0	Pre	
Post 2	5	0	1	0			1	7	3	1	0	Post	
Pre 6	3	1	0	0	33.	A correctional education program at the four year college level should have a formal means through which curriculum advice can be secured from ex-offenders.	3	6	3	0	0	Pre	
Post 3	4	0	1	0			2	5	4	1	0	Post	

E. There are numerous problems which have to be dealt with in developing a correctional curriculum. From the list below, identify what you view as the four most significant constraints on the development of correctional curriculum. Then rank these constraints by placing a "1" in the space provided in front of the most significant constraint, a "2" for the second most significant constraint, a "3" for the third most significant constraint, and a "4" for the fourth most significant constraint.

Rankings				
2 year		4 year		
Pre	Post	Pre	Post	
2	3-	4	4	College administrative impediments
8	9-	8	10-	State/Regional Acreditation requirements
6	5+	10	7+	Departmental Administrative Impediments
11	6+	2	5-	Agency Manpower Needs
1	2-	6	3+	Lack of or poorly defined agency entrance/advancement standards
2	11-	11	6+	University/college academic requirements
3	1	3	1	Inadequate university/college funding
11	11	9	9	Federal funding standards
4	4	5	1+	Lack of qualified faculty
11	10+	11	7+	Inadequate library available
10	8+	1	2-	Inadequate body of knowledge in the field
9	8+	7	10-	Articulation of credits among schools (transferrability)
7	10-		9+	Lack of student interest in the area
5	7-	10	8+	Lack of public interest in the area
				Other (specify)

F. Top five constraints on correctional curriculum development:

A. Two Year

1. Inadequate university/college funding
2. Lack of or poorly defined agency entrance/advancement standards
3. College administrative impediments
4. Lack of qualified faculty
5. Departmental administrative impediments

B. Four Year

1. Inadequate university/college funding
2. Lack of qualified faculty
3. Lack of or poorly defined agency entrance/advancement standards
4. Inadequate body of knowledge in the field
5. College administrative impediments

G. Individuals teaching corrections have different ideas about what the role of education at the college level should be. In the blank provided insert the letter of the phrase which complete each statement so that it most closely conforms to your values.

1. For a teacher at the two year college level, appropriate experience in corrections is_____ his academic background.

2 year frequencies			4 year frequencies	
Pre	Post		Pre	Post
1	0	a. More important than	1	1
8	4	b. Equally important as	11	8
1	4	c. Less important than	0	3

2. For a teacher at the four year college level, appropriate agency experience in corrections is _____ his academic background.

2 year frequencies			4 year frequencies	
Pre	Post		Pre	Post
2	0	a. More important than	0	0
7	3	b. Equally important as	7	2
1	5	c. Less important than	5	10

3. At the two year college level, proficiency as a teacher is_____ the academic training and research skill of the professor.

2 year frequencies Pre	Post		4 year frequencies Pre	Post
7	5	a. More important than	11	10
3	3	b. Equally important as	1	2
0	0	c. Less important than	0	0

4. At the four year college level, proficiency as a teacher is _____ the academic training and research skills of the professor.

4	4	a. More important than	2	3
6	4	b. Equally important as	10	7
0	0	c. Less important than	0	2

5. The activities between the two year college and the local community are _____ its role within the academic community.

1	2	a. More important than	4	3
9	5	b. Equally important as	7	8
0	1	c. Less important than	1	1

6. The activities between the four year college and the community are_____ its role within the academic community.

1	1	a. More important than	0	0
6	2	b. Equally important as	8	6
3	5	c. Less important than	4	6

APPENDIX II

A LIST OF THE BIBLIOGRAPHIC MATERIALS COMPILED BY FACULTY AND STAFF AND MADE AVAILABLE TO WORKSHOP PARTICIPANTS

B I B L I O G R A P H Y

GENERAL:

1. Struggle for Justice, A Report on Crime and Punishment in America Prepared by the American Friends Service Committee, 1971.

2. Bordua, David, The Police: Six Sociological Essays, 1967.

3. Dawson, Robert O., Sentencing: The Decision as to the Type, Length and Condition of Sentence, 1969.

4. Kastenmeier and Eglit, "Parole Release Decision-Making: Rehabilitation, Expertise and the Demise of Mythology", The American University Law Review, Vol. 22, Spring, 1973, pp. 477-525.

5. Kittrie, Nicholas, The Right to be Different, Penguin, Baltimore, 1971.

6. Krantz, Sheldon, et. al., Model Rules and Regulations on Prisoner's Rights and Responsibilities, West Publishing, St. Paul, 1973.

7. Martin, J. P. and D. Webster, The Social Consequences of Conviction, Cambridge Studies in Criminology, Heinemann, London, 1971.

8. Newman, Donald, Conviction: The Determination of Guilt or Innocence without Trial, 1966.

9. Radzinowicz, L., The Criminal in the Arms of the Law, Vol. 2, 1971.

10. The Emerging Rights of the Confined: South Carolina Department of Corrections, 1972.

MANPOWER:

11. Cobern, Morris, Manpower Implications of the New Legislation and New Federal Programs, Report #2, "Manpower Needs in State and Local Public Safety Activities: The Impact of Federal Programs", April, 1971.

12. Expenditure and Employment Data for the Criminal Justice System, 1969-70, U. S. Department of Justice.

13. Expenditure and Employment Data for the Criminal Justice System, 1970-71, U. S. Department of Justice, Issued April 1973

14. Proceedings of an Arden House Conference, Manpower and Training for Corrections, June 24-26, 1964, Council on Social Work Education.

15. Joint Commission on Correctional Manpower and Training, Developing Correctional Administrators, November,,1969, Washington, D. C.

16. Joint Commission on Correctional Manpower and Training, The Future of the Juvenile Court: Implications for Correctional Manpower and Training, 1968.

17. Joint Commission on Correctional Manpower and Training, Manpower and Training in Correctional Institutions, December 1969, Washington, D. C.

18. Joint Commission on Correctional Manpower and Training, Offenders as a Correctional Manpower Resource, October, 1970.

19. Joint Commission on Correctional Manpower and Training, Perspectives on Correctional Manpower and Training, January 1970, Washington, D. C.

20. Joint Commission on Correctional Manpower and Training, The Public Looks at Crime and Corrections, 1968, Washington, D. C.

21. Joint Commission on Correctional Manpower and Training, Volunteers Look at Corrections, 1969, Washington, D. C.

22. Local Jails - A Report Presenting Data for Individual County and City Jails from the 1970 National Jail Census, U. S. Department of Justice, January 1973, Washington, D. C.

23. Manpower Research and Development Projects, 1972 Edition, Department of Labor.

24. Piven, Herman and Alcabes, A., The Crisis of Qualified Manpower for Criminal Justice: An Analytic Assessment with Guidelines for New Policy, Vol. 1, Probation/Parole, 1969.

25. Piven, Herman and Alcabes, A., The Crisis of Qualified Manpower for Criminal Justice; An Analytic Assessment with Guidelines for New Policy, Vol. 2, Correctional Institutions, 1969.

26. Trebach, Arnold S., "Does It Do Any Good to Send a Cop to College: A Statement in Support of LEEP."

REGIONAL PLANS:

27. American Bar Association, "Analysis of State Law Enforcement Improvement Plans Re Role of Two Year Colleges in Correctional Staff Development", Commission of Correctional Facilities and Standards, April 1973.

28. American Bar Association, "A Survey of Legislation, Regulations and Policies Supportive of Correctional Officer Education," Commission on Correctional Facilities and Standards, February 1973.

29. Bublett, Samuel, An Evaluation of the Corrections Program of Studies of Chicago State University, April 1973.

30. In-Service Training for Parole, Probation and Corrections Personnel: A Plan for Action, Institute of Government, University of Georgia, 1968

31. Myren, Richard A., Planning for Criminal Justice in Arizona, May 1973.

32. State of Illinois Board of Higher Education and the Illinois Law Enforcement Commission, Social Justice and Higher Education in Illinois, September, 1970.

33. National Association of Counties Research Foundation, Regional Criminal Justice Planning Part I.

34. National Association of Counties Research Foundation, Regional Criminal Justice Planning Part II.

35. A Preliminary Concept of the Training/Education Delivery System Design for Northern California Criminal Justice Regions A-E.

36. State of New York, Multi-Year Master Plan of the Department of Correctional Services, April 1973.

37. Western Interstate Commission on Higher Education, An Interstate Approach to Corrections/Manpower & Training: A Supplemental Report.

38. Myren, Richard, Education in Criminal Justice, 1970.

39. Final Report on Regional Corrections - Training Program to Serve Tennessee, West Virginia and Kentucky

40. Training for Tomorrow - A Design for Creating Manpower Development for California Corrections

41. Western Interstate Commission on Higher Education, Proposal for Law Enforcement Education. Mimeo (abstract)

CURRICULUM RELEVANT MATERIALS:

42. American Bar Association, "Survey of Line Officer Educational Needs: A Selective Inquiry Among College and Correctional Personnel," Commission on Correctional Facilities and Standards, February 1973.

43. Burns, "A Training Course for Juvenile Court Judges", Crime and Delinquency, Vol. 8, No. 2, 1962, pp. 182-187.

44. Cauhley, "Correctional Psychology for Law Enforcement Officers", Journal of Criminal Law, Criminology and Police Science, Vol. 49, No. 2, 1958-59, p. 184.

45. Clear, Val, Juvenile Delinquency Prevention and Control, Anderson College, Anderson, Indiana, 1970.

46. Council on Social Work Education, The Community Service Technician: Guide for Associate Degree Programs in the Community and Social Services.

47. Fox, Vernon B., Guidelines for Corrections Programs in Junior and Community Colleges, American Association of Junior and Community Colleges.

48. Grygier, Tadeusz, "Staff Development and Education in Criminology and Corrections", Criminal Law Quarterly, 1962, pp. 220-247.

49. Jameson, S. H., "Quo Vadimus in Criminological Training", Journal of Criminal Law, Criminology and Police Science, Vol. 50, 1959-60, pp. 358-363.

50. Joint Commission on Correctional Manpower and Training, The University and Corrections: Potential for Collaborative Relationships, 1969, Washington, D. C.

51. Joint Commission on Correctional Manpower and Training, Criminology and Corrections Programs 1972: A Study of the Issues, 1968.

52. Lejins, Peter P., Introducing a Law Enforcement Curriculum at a State University, National Institute of Law Enforcement and Criminal Justice, 1970.

53. McDowell, Charles P., The Development and Validation of an Inventory of Academic Requirements for Criminal Justice Education - Dissertation 1972.

54. Pace, D., Stinchcomb, J. and Styles, J., Law Enforcement Training and the Community College: Alternatives for Affiliation, 1970, American Association of Junior and Community Colleges

55. Tenny, Charles W., Higher Education Programs in Law Enforcement and Criminal Justice, 1971, National Institute of Law Enforcement and Criminal Justice.

56. Probation Training: Content and Method, Training Center for Delinquency and Youth Crime, University of North Carolina, Chapel Hill, January 1968.

57. Training Impact Project: Vol. 1, A Training Program for Juvenile Probation Services, Training Impact Project, Institute of Government, University of North Carolina, Chapel Hill, 1969.

58. Eighth Annual Correctional Officers Seminar, A Report - 1968 Governmental Research Center, The University of Kansas

59. Klyman, Fred I. and A. J. Crowns, Accountability and the Criminal Justice Instructor, The Institute for Research and Development in Criminal Justice Education, Wichita State University, Wichita, Kansas, 1972.

PRISONS:

60. Attica, The Official Report of the New York State Commission on Attica.

61. Baker, Doris G., Corrections in Context: The Criminal Justice System and the Corrective Function, University of Wisconsin Extension, 1972.

62. Blake, James, The Joint, Doubleday & Company, Inc., Garden City, New York, 1971.

63. Blumberg, Abraham S., Law and Order: The Scales of Justice, Transaction Books, New Brunswick, New Jersey, 1973.

64. Carter, R. M., Glaser and Wilkins, Correctional Institutions, J. B. Lippincott Company, New York, 1972.

65. Committee on the Judiciary, House of Representatives, Part II, Prisons, Prison Reform, and Prisoners Rights: California, October 25, 1972.

66. Committee on the Judiciary, House of Representatives, Part III, Prisoners Representation, October 25, 1972.

67. Committee on the Judiciary, House of Representatives, Part IV, Prisons, Prisoners Rights, and Prison Reform: Wisconsin, November 23, 1971.

68. Committee on the Judiciary, House of Representatives, Part V, Prisons, Prison Reform and Prisoners Rights: Massachusetts, December 18, 1971.

69. Committee on the Judiciary, House of Representatives, H. R. 13118, Identical and Related Bills to Improve the Procedures and Structure of the Federal and State Parole Systems, February, March, April, May 1972.

70. Committee on the Judiciary, House of Representatives, Part VI, Illinois: The Problem of the Ex-Offender, January 29, 1972.

71. Committee on the Judiciary, House of Representatives, H. R. 13118, Identical and Related Bills to Improve and Revise the Procedures and Structure of the Federal and State Parole Systems, February, March, April and May 1972.

72. Committee on the Judiciary, House of Representatives, H. R. 13118, Identical and Related Bills to Improve and Revise the Procedures and Structure of the Federal and State Parole Systems, Part VII-B, February, March, April and May 1972.

73. Cressey, Donald (Editor), The Prison, Studies in Institutional Organization and Change, Holt, Rinehart and Winston, Inc., New York, 1966.

74. Forer, Lois, No One Will Listen: How Our Legal System Brutalizes the Youthful Poor, 1970.

75. Joint Commission on Correctional Manpower and Training, Differences that Make the Difference, Implications of Cultural Differences for Corrections, 1972.

76. Hazelrigg, Lawrence, Prison Within Society, Garden City, New Jersey: Doubleday, 1968.

77. Irwin, John, The Felon, Englewood Cliffs, New Jersey: Prentice Hall, 1970.

78. Johnson, E. H., Crime, Correction and Society, Homewood, Illinois, Dorsey Press, 1964.

79. Johnson, Savitz and Wolfgang, The Sociology of Punishment and Correction, John Wiley and Sons, New York, 1970.

80. Lambert, Richard (Editor), The Annals of the American Academy of Political and Social Science, The Future of Corrections, Philadelphia, 1969.

81. MacNamara, Donald (Editor), Perspectives on Correction, Thomas Y. Crowell Co., New York, 1971.

82. Minton, Robert J., Jr., Inside Prison American Style, Random House, New York, 1971.

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

84. Nagel, William G., The New Red Barn, A Critical Look at the Modern American Prison, Walker, New York, 1973.

85. National Institute on Law Enforcement and Criminal Justice, Homosexuality in Prison, 1972.

86. National Institute on Law Enforcement and Criminal Justice, The Role of Correctional Industries - A Summary Report, 1972.

87. Parker, Tony, The Frying Pan, Basic Books Inc., Publishers, New York, 1970.

88. Radzinowicz, L., The Criminal in Confinement, Vol. 3, Basic Books, New York, 1971.

89. Rothman, David, The Discovery of the Asylum, Little, Brown and Co., Boston, 1971.

90. Task Force Report: Corrections, 1967.

91. Eds. of Ramparts Magazine, Prison Life, Harper Colophon Books, New York, 1972.

92. Studt, Elliot, Messinger, Sheldon and Wilson, Thomas, C-Unit: Search for Community in Prison, Russell Sage Foundation, New York, 1964.

93. Sykes, Grehsam, M., The Society of Captives, Princeton University Press, Princeton, New Jersey, 1958.

94. National Conference on Corrections, Williamsburg, Virginia, December 5-8, 1971.

95. Schwartz, Martin and Todd Clear, Criminal Corrections, Summer 1973.

96. Wright, E. O., The Politics of Punishment, Harper, New York, 1973.

PAROLE AND PROBATION:

97. Carter, Robert and Leslie Wilkins, Probation and Parole: Selected Readings, John Wiley and Sons, New York, 1970.

98. Giardini, G. I., The Parole Process, Bannerstone House, Springfield, Illinois, 1959.

99. Keve, Paul W., Imaginative Programming in Probation and Parole, University of Minnesota Press, Minneapolis, Minnesota, 1967.

100. King, Joan F. S., The Probation and After-Care Service, Institute of Criminology, University of Cambridge, London, 1969.

101. Glaser, Daniel, The Effectiveness of a Prison and Parole System, Bobbs-Merrill Co., Inc., New York 1964.

102. Newman, Charles L., Sourcebook on Probation and Parole and Pardons, Charles C. Thomas, Springfield, Illinois, 1968.

103. West, D. J. (Editor), The Future of Parole, Gerald Duckworth & Co. Limited, London, 1972.

LEGAL:

104. American Bar Association (Commission on Correctional Facilities and Services), Compendium of Model Correctional Legislation and Standards, 1972.

105. American Bar Association, "Laws, Licenses and the Offender's Right to Work: A Study of State Laws Restricting the Occupational Licensing of Former Offenders."

106. American Bar Association, Standards Relating to Pretrial Release, Approved Draft, 1968.

107. Remington, et. al., Criminal Justice Administration Materials and Cases, Bobbs-Merrill, Indianapolis, Indiana, 1969.

108. Remington, et. al., Criminal Justice Administration 1972 Supplement, Bobbs-Merrill, Indianapolis, Indiana.

109. American Bar Association, Standards Relating to Probation, Tentative Draft, 1970.

110. American Bar Association, Standards Relating to Sentencing Alternatives and Procedures, Approved Draft, 1968.

111. The American Law Institute, Model Penal Code - Reprint Tentative Drafts Nos. 1, 2, 3 and 4

112. The American Law Institute - Model Penal Code, Reprint Tentative Drafts Nos. 8, 9 and 10.

113. The American Law Institute - Model Penal Code Reprint - Tentative Drafts No. 11, 12 and 13 Proposed Final Draft No. 1

114. Arens and Lasswell, In Defense of the Public Order: The Emerging Field of Sanction Law, 1961.

115. Buffalo Law Review, Prisons on Trial: A Symposium on the Changing Law of Corrections, Spring 1972.

116. Cohen, F., The Legal Challenge to Corrections, Joint Commission on Correctional Manpower and Training, 1972.

117. Goldfarb and Singer, After Conviction, Simon and Schuster, New York, 1973.

118. Hall, et. al., Modern Criminal Procedure, West Publishing, St. Paul, Minnesota, 1969.

119. Hall, et. al., Modern Criminal Procedure, West Publishing, St. Paul, Minnesota, 1972 Supplement.

120. Skolnick, Jerome, Justice Without Trial, Law Enforcement in Democratic Society, John Wiley and Sons, Inc., New York, 1967.

TASK FORCE REPORTS:

121. Task Force Reports: The Assessment of Crime

122. Task Force Reports: The Courts

123. Task Force Reports: Drunkness

124. Task Force Reports: Juvenile Delinquency and Youth Crime

125. Task Force Reports: Narcotics and Drug Abuse

126. Task Force Reports: Organized Crime

127. Task Force Reports: The Police

128. Task Force Reports: Science and Technology

PROGRAMS FOR INMATE:

129. Rehabilitative Planning Services for the Criminal Defense - An Evaluation of the Offender Project of the Legal Aid Agency, 1969.

130. The Manhattan Court Employment Project, Summary Report on Phase One: November, 1967 to October 1969

131. Rouner-Pieczenik, Roberta, The First Decade of Experience: A Synthesis of Manpower R & D Projects in Criminal Justice and Corrections, April 1973.

132. The Draper Project, 1971.

133. The Closed Door - The Effect of a Criminal in Employment with State and Local Public Agencies, Institute for Criminal Law and Procedure, Georgetown, February 1972.

134. Radzinowicz, L., The Criminal in Society, Vol. 1, Basic Books, New York, 1971.

135. Project Crossroads - A Final Report to the Manpower Administration, U. S. Department of Labor, 1971.

136. The Pioneer Messenger Service Report on Phase One: January 1, 1971 to April 1, 1972

137. Employment and Addiction: Perspectives on Existing Business and Treatment Practices, August 1972.

138. Correctional Education - Journal of the Correctional Education Association, Vol. 25, No. 1, Winter 1973

INTERNATIONAL:

139. Council of Europe, Practical Organization of Measures for the Supervision and After-Care of Conditionally Sentenced or Conditionally Released Offenders, Strasbourg, European Committee on Criminal Problems, 1970.

140. Council of Europe, The Status, Selection and Training of Governing Grades of Staff of Penal Establishments, Strasbourg, European Committee on Criminal Problems, 1969.

141. Council of Europe, The Status, Selection and Training of Basic Grade Custodial Prison Staff, Strasbourg, European Committee on Criminal Problems, 1967.

142. Karpets, I. I., "Training Schemes for Persons Engaged in the Prevention of Crime and the Maintenance of Public Order in the USSR", International Review of Criminal Policy, No. 24, pp. 23-28.

143. "Perspectives on Specialized Social Defence Training Programs in Latin America", International Review of Criminal Policy, No. 24, pp. 63-68.

ADDITIONS:

144. Gibbons, Donald C., Changing the Law Breaker, Prentice Hall, Englewood Cliffs, New Jersey, 1968.

145. The American Law Institute - Model Penal Code, Tentative Drafts Nos. 5, 6 and 7

146. Fox, Sanford, Modern Juvenile Justice, West Publishing Co., St. Paul, Minnesota.

147. Expenditure and Employment Data for the Criminal Justice System, 1970-71.

END