



**CENTER OF EXCELLENCE  
HOMELAND SECURITY-EMERGENCY MANAGEMENT**

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# **Criminal Justice DACUM**

## **July 18 & 19, 2017**

### **Criminal Justice DACUM**

#### **Background**

On July 18 & 19, 2017, the Center hosted the Community and Technical College Criminal Justice (CJ) DACUM at Big Bend Community College in Moses Lake, Washington. The purpose of the DACUM was used to bring CJ Program Coordinators and faculty, college Deans, and employers to continue the discussion of establishing a CJ core curriculum statewide. Anthony Anderman facilitated the CJ DACUM on the 19<sup>th</sup> and is an expert in the field of law and justice and understands curriculum development. His role as DACUM facilitator helped guide participants on addressing the gaps and needs CJ students need in order to be successful in the field.

From the March 22, 2017 CJ Core Curriculum meeting at Pierce College Fort Steilacoom there were several areas that needed to be brought up for discussion at the DACUM.

#### **System Needs/Limitations:**

- The lack of existence of a standardized research-based or best practice training program.
- Limitation of options for students to gain work experience through internships.
- Not all of the CJ programs address certain skill sets that CJ employers are desiring. For example, CJ employers has expressed that communication, report writing, problem-solving, critical thinking, Emotional Intelligence and Cultural Intelligence, and integrity/ethics are skill sets that future employees must have in order to be hired and successful. Another issue CJ employers are having is that the potential employees are unable to pass certain background checks. This can create barriers to employment.
- Centralized training (CJTC) should be reviewed for the following:
  - Efficacy, validity, and reliability
  - Demographically relevant to the community
  - Sustainability – Example, if the new recruit/officer failed the academy or Field Training Officer program, does the student have an education and degree that can be used or transferred to another occupation?
  - Decentralized training will meet the need of the current budget pitfalls. CJTC can become a P.O.S.T system and audit regional academies managed by the college

#### **Other issues/problems showing progress:**

- Marketing at the college/program level as a group.
- Administration support
- Financial support from the state/onboard partners

- No standardized core curriculum that would assist with transfer students
- Need common prior learning assessments

## Overview

For the first day (July 18<sup>th</sup>) participants discussed the current state of the CJ training/education system in Washington State. Linda asked everyone to provide what they would like to have happen or topics discussed during the CJ DACUM, along with what they have been up to since the March 22<sup>nd</sup> meeting.

- Bobi Forster-Grahler (Pierce College): Work together, but keep our independent qualities.
- Tim Harris (Columbia Basin College): Doing Grant work for guided pathways, setting up new curriculum for CJ program, and helping high school students find their right career pathways. He also mentioned that he started an online class this quarter and was still getting used to it.
- Tadd Belden (Centralia College): See the knowledge, skills, and abilities (KSAs) tied into being transferrable for students entering into a four-year program.
- Ryann Leonard (Big Bend Community College): More facilitation and building upon our strengths to share with others.
- Karen Zantow (Spokane Community College): Getting to find out what other programs are doing and learn from them.

Employers and Advisory Board members:

- Shelley Slininger: Community Supervision Manager for the Juvenile Court and Youth Services in Grant County. She is an Advisory Board member for the CJ program at Big Bend Community College.
- Garth Kofoed: Detention Manager for Grant County Juvenile Court and Youth Services. Advisory Board member for the CJ program at Big Bend Community College. Wants to help the program get better and thrive.
- Bob Heimbach: Former Police Chief of Quincy Police Department and Advisory Board member for the CJ program at Big Bend Community College. Lack of candidate rule. Need to work with younger folks to understand they need to make good choices all throughout their lives.
- Kyle Forman: Director of Campus Safety and Security at Big Bend Community College. Mentioned the need to develop standards for safety security officers in WA State. “We need to develop job expectations. There is a struggle to find qualified people to fill job positions.”

Linda went over the SWOT analysis from the March 22<sup>nd</sup> meeting. The SWOT analysis can be found in the [Criminal Justice Core Curriculum Workgroup Brief](#).

Bobi brought up the need for students to be able to talk to each other face-to-face.

Tadd said he had been instructing the online CJ program at Centralia College for the past ten years. “My program is truly robust. The writing from the students is impeccable. They do great research to bring back to the class. The activities in the course are different. The program is laid out so it is convenient for students who work. The FTEs that are brought in range from 65-80.

Kevin Fuhr, Chief of Police for Moses Lake Police Department said, “Employers push employees to pursue and continue their education. You’re not necessarily getting the teenagers in online courses. Instead, you’re getting the 30-40 year olds looking to expand their education.

Dean Hallatt, Sergeant for Gran County Sheriff’s Office mentioned that students may sometimes ask themselves, “*If this job ends, how will I support myself?*” That is probably what a lot of students think before they decide to go back to school. We need to have people who can communicate in all platforms.”

Bobi asked, “Where is that balance students can get from learning how to engage with others while taking an online course?”

Ryann replied with, “The balance that we strike is to teach them the technological skills while also helping them to communicate face-to-face. Multitasking.”

“Online programs really compliments our face-to-face programs,” said Tadd, “It really benefits the working professionals.”

Kyle brought up that people with the skills sets he needs in potential employees are very computer based. Nowadays, filing is very computer based. “Hardly ever file anything that involves papers.” He said.

Steve Lettic, CJ Program Coordinator and Faculty at Highline College said, “What are the limitations and needs? Often the research is not there which causes no potential outcome to occur. Is the research changing or having a crucial impact to communities? How can we capitalize on change? We got teamed up with a lot of high-end researchers at the academy. But there is no hard research on policing community and its changes. Work experiences and internship are limited. When we try to get people into internships there can be difficulties with peoples’ background checks. Connection towards the explorer programs for career pathways”

Bill Overby added, “We want organizations to be traditional, but still find ways to think outside the box. What we don’t want to have happen is both sides feel that their time is being wasted.”

“Internships can be accomplished in one quarter. Sometimes it can be a two-quarter process” Tadd mentioned in regards to Centralia College’s CJ program’s Internship course.

Everyone was in agreement that there is not enough done from the colleges when it comes to marketing programs. Ryann brought up the fact that students can help spread the word about programs and the job experiences they are gaining.

Bob made a point to bring up that CJ is not only about being a cop, “Many opportunities in the CJ field. It does not mean that a person has to carry a gun when it comes to CJ. CJ has many different career paths within the field.”

“Students need to know why they are representing when they go out in the work force,” said Bobi, then added, “Not only are students representing themselves, they are representing the educational institute they graduated from and the organization they are working for.”

There have been certain limitations students are facing when it comes to them acquiring a job in the CJ field. For example, communications and soft skills that employers have repeatedly brought up about students lacking in them. Some students also have trouble passing background checks.

Bob mentioned the importance of talking about Field Training Officers (FTOs) and how they need to have the opportunity to gain more experience.

“Standardized core curriculum will benefit students who may have had to stop and restart their education. A standardized core curriculum in CJ will help students not have to start all over when they enroll in a CJ program at any community college in the state of Washington,” said Ryann and added, “Core competencies will help students across the state in continuing to pursue their degree no matter when they started the program.”

It is important for students to have that face-to-face college experience. Hybrid courses can help provide students with the online and face-to-face experience. Industry people tend to use primarily online courses to further their education. The course outline and objectives is very important when it comes to online learning. It all comes down to how the course outline and objectives are worded.

Attendees did a table activity on the discussion of what the key classes and skills graduates of a CJ program will need. They also discussed program wish list and where students could get internships.

## Facilitated Discussion

Core goals: 1.) Help students manage their expectations and 2.) Students need quality internships

- List 5 key classes you think every student should take.
  1. Technical Writing
  2. Organizational Behavior
  3. Ethics
  4. Business Communications
  5. Criminal Justice 101
  6. Intro to CJ
  7. Report Writing
  8. Communications
  9. Defensive Tactics/Scenario Based
  10. Interviewing Critical Thinking

- 11. Culture, Diversity, Sociology/Psych – CIT
  - Emotional Intelligence
  - Off Duty Conduct
  - Alcohol and Drugs
  
- List 5-10 skills you think every graduate needs (hard or soft).
  1. Communication skills
  2. Report Writing
  3. Public Speaking
  4. Listening
  5. Face-to-Face Interaction
  6. Empathize and Sympathize with people
  7. Can handle high-pressure situations
  8. Patience
  9. Situational Awareness
  10. Communications(Verbal/Written/Technology)
  11. Social Skills
  12. Thinking/Critical thinking/problem solving/resource awareness
  13. CIT – Emotional Intelligence, Off Duty conduct, recognizing alcohol and drugs
  14. Keyboarding/computer skills (Microsoft suite)
  15. Time management
  16. Integrity/loyalty/Ethics
  17. Followership – how to be a good follower and leader
  18. Understanding your community – police legitimacy
  19. Liability and understanding some of the laws
  20. Critical Thinking
  21. Working with diverse population
  
- List 5 program wish list items.
  1. Funding/Resources
  2. Opportunities to work together across the state
  3. Better marketing for programs
  4. More administrative support and acknowledgement
  5. Additional help and partnering opportunities
  6. Money
  7. More people
  8. Enrollment
  9. Understanding From admin and community
  10. Centralized programs/courses/training
  11. Training or continued education to mature students to 21 or ready to employ
  12. Blanket advertising that all CJ programs pay into, 3 day job fair (west, central, east side of state)

### 13. Self-sponsored through academy

- List one way to recruit students – new HS students through current industry folks.
  1. Advertisement e.g. print media and social media
  2. Making relationships
  3. Go to middle and high schools
  4. College in the high school
  5. Make relationships with departments
  6. Tech Skills programs
  7. Videos and social media
  8. Have demonstrations
  9. Centralized information recruiting site
  10. YouTube videos
  11. Effective modeling and instructors
  
- List where your students could get internships (either established or desired).
  1. County Services e.g. probation and parole
  2. Detention Centers
  3. Court Houses
  4. Jails/Juvenile Detention Centers
  5. College Campus Safety Guards
  6. Domestic Violence/Sexual Assault Centers
  7. Child Protective Services/Foster Care
  8. Reserves/Explorers
  9. Sheriffs
  10. Jails
  11. Community Corrections
  12. Courts
  13. Property Room
  14. Police Clerks
  15. Take Calls – Minor and do minor reports with ride along component, dispatch, jail
  16. Data driven policing – stats (association of evidence based policing)
  17. Courtroom security
  18. Bailiffs, DV docket
  19. Guardian Ad Litem
  20. Fish and Game and Parks service
  21. Curfew checks – phone contacts
  22. COPS program – Vacation checks, business checks, documenting graffiti
  23. PORT
  24. USO
  25. Emergency Management
  26. Security – Dams, special events (Gorge), port, data centers

## CJ DACUM – 7/19/17

Tony Anderman facilitated the CJ DACUM.

He asked everyone, “What does a Basic Law Enforcement Officer look like after they complete their education – What are the KSAs (Knowledge, Skills, and Abilities)?”

- Who:
- What:
- How:
- Why:

### **What does a basic officer look like?**

1. White male, early 20’s,
2. Public servant who upholds the trust of the people they serve (laws, rights) – maybe 1 or 2 years
3. Enthusiastic, unsure of their abilities and their rules, low in skill, low in understanding and application
4. Realizing the reality of their position and the gravity of their job.
5. Poor report writing skills and lack of confidence in public interaction
6. Hope of their future and desire to serve
7. Naïve of their true impact

### **Group definition of a Basic Police Officer**

Those officers who are recent grads from BLEA who complete training with a knowledge and performance of best practices of LE duties in accordance with the US Constitution, WA State Constitution and applicable State and Federal Law. The LEO is applying their knowledge, skills, and abilities within the framework of Laws, Constitution, Policy, and Procedures under supervision of senior leadership. Delivering service and engaging with the community to preserve, protect life and property using situationally appropriate interaction reflected in Emotionally Intelligent communication and deterrence.

### **What does the basic officer need in six-months?**

- Provide students a stronger foundation and society a better person to serve and protect his/her community.
- The college CJ programs can help provide a better-rounded student when graduated and entering the police academy. The goal is to not, necessarily, make them experts, but well-rounded.

### **Common topics:**

- LE
- Courts
- Corrections (Community, Prison/Parole)
- Forensics (Psych, Lab, Tech)

- Theory
- Victims
- Juvenile
- Pre-Law/Law
- Security
- HSEM
- Telecom
- Social Work
- Tribal overarches all
- CIT/Mental Health
- Ethics

**Core Courses:**

- \*Intro to CJ
- \*Intro LE
- \*Intro to Corrections
- \*\*Juvenile (maybe based on content outline)
- \*\*Criminal Law/Constitutional Law (maybe based on content outline)
- Criminology (likely 300 level)
- Ethics in CJ (Cultural Competency)
- Policy PSYC

**Other areas:**

- Communications
- Report Writing
- Ethics
- Social Science
- Critical Thinking

**LE Track:**

- Search, Seizure, Arrest/Criminal Procedure
- \*Tactical Thinking - Crisis intervention, CIT, EI
- \*Ethics in LE/CJ
- Police PSYC (might be already in CIT)
- \*Report Writing/Technical Writing
- Fundamentals of Law Enforcement/Admin of Justice
- \*Investigations/Forensics (Bag, Tag and analyze)
- Law and Psych
- First Aid (Maybe not a core)
- \*Cultural Diversity/Awareness/Bias
- Public Speaking (Outside class)
- Criminal Procedures
- Criminal Investigations

- Report Writing
- Intro to Forensics
- Organization/Admin LE
- Community Oriented Policing
- Interpersonal Communications

## Next Steps

- Create canvas community for CJ (Note: Ryann Leonard has started the process for accomplishing this step.)
- Share curriculum, tips, assignments, ideas etc.
- Have similar standards for colleges
- Get all program plans together
- Schedule quarterly meeting for fall.

## Conclusion

Tony Anderman will write up the final report from findings and information at the July 19<sup>th</sup> CJ DACUM. Final report will be sent to all of the attendees, college Deans and CJ Program Coordinators and Faculty across the state.

Will hold quarterly Criminal Justice Core Curriculum Workgroup Meeting in the fall. Date and location to be determined