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**Criminal Justice Core Curriculum Workshop**

**3/22/17**

**CENTER OF EXCELLENCE**

**HOMELAND SECURITY-EMERGENCY MANAGEMENT**

**Criminal Justice Core Curriculum Workgroup Meeting**

**Background**

On March 22, 2017, the Center hosted the Community and Technical College Criminal Justice Programs and Deans at Pierce College Ft. Steilacoom. The purpose of the meeting was to take the first steps to identify and agree on a statewide core curriculum and identify other opportunities to improve program curriculum and delivery statewide. Fifteen (15) were in attendance. All ranged from CJ faculty/staff, Advisory Board members, CTC, and Central Washing University faculty/staff. Our attendees discussed the Center’s research and survey findings, completed a SWOT analysis of the state of our CJ Programs, shared current curriculum being delivered and reviewed curriculum being offered at the state’s Criminal Justice Training Commission.

**Overview**

All attendees received a CJ Meeting Guide which included all of the research and curriculum information gathered to date. Chief Kevin Fuhr, City of Moses Lake Police Chief and Big Bend CJ Program Advisory Board Member shared his experience establishing the regional academies with North Idaho College. Participants believe there is an opportunity for CJ programs here in Washington to also establish these types of academies once we have addressed and agreed upon a quality core curriculum and program efficiencies that lead to cutting edge CJ programs around the state.

**Workshop Objectives:**

* Share information about each colleges current CJ Program’s learning objectives and curriculum.
* Share information about our university programs curriculum and requirements.
* Review the Program research, Curriculum Survey and discuss the Employer Engagement CJ Market Briefing.
* Review and discuss core strengths (KSAs) every student should possess upon completion of a CJ program.
* Gain an understanding of our state’s current system for training and educating law enforcement and criminal justice practitioners.
* Gain an understanding of other career opportunities that are available for CJ graduates.
* Gain an understanding of the purpose of a DACUM and identify practitioners on your Advisory Boards and in your communities that you would like to have involved in validating our work.

**Meeting Outcomes:**

* Summarize meeting SWOT analysis and discussion/decisions and schedule a follow-up meeting in July at Big Bend Colleges to include a day-long facilitate DACUM process with identified employers from CJ Advisory Boards.
* Create a “Canvas Community” (Dr. Ryann Leonard volunteered) which will allow programs to share courses, ideas and have discussions.
* CJ Programs were asked to provide their program curriculum and plans which will be shared.
* Discuss and identify ways to offer and share specialty courses online statewide.
* Discuss ways to incorporate online and hybrid approaches into curriculum delivery models.

**Key Findings – SWOT Analysis**

**Strengths –**

* Geographic spread of the notion of programs; good outreach to citizens.
* Involvement in local agencies.
* Ideas of centralization.
* The state of Washington has a lot of innovation.
* The police and courts are ahead of the national trend.
* Online curriculum is robust.
* The out of the box though process helps our staff to enhance our program. For example, it enables us to make additions to the program that are new and current.
* Integrate new trends i.e. computer hacking and video forensics.
* A diverse and robust advisory board is crucial.
* The diversity of faculty that is brought in to teach the curriculum.
* Working with the four year colleges by making program curriculum transferrable.

**Weaknesses –**

* The model of the cohort. Sometimes cohorts can be ineffective when it comes to recruiting students.
* Students are not being able to get hired due to past priors in their records.
* Taking the time to build strong relationships with agencies.
* Not enough time.
* Communication skills is a marketing disconnect to get people in the program and hired.
* CJ programs at certain colleges have not changed in years.
* Getting representation on the Advisory Board.
* Online courses.
* Colleges want to act independently and create their own agendas.
* A lot of time the administrators who the CJ faculty work for do not have a clear understanding for the complexities of the CJ program and overall field.

**Opportunities –**

* Growth.
* Create common term amongst programs.
* Focus on non-badge carrying positions.
* Bringing on a broader brush to CJ. Right now it is limited in scope. When we look at the new role of a police officer it has expanded.
* International and Trans education.
* More engagement from certain agencies.
* Working with agencies in the area next to the college CJ program is located.
* Rebuilding curriculum.
* A robust outreach program to the high schools can help bring students into the program. Keep close contact with the county chief associations about what they want in their organizations.
* Filling the void of retirees with younger graduates. When the new people get into the field, then tend to get unsure if they want to be in the field. With better advising we can help guide students on getting the right experience.
* Pathway programs can be good, but also scary.
* Working with the military bases, it can also be a challenge.
* Build the soft skills for students and self-defense skills as well.
* Teaching students about cultural competencies and biases can help them be more away of their decisions.
* Flipped classroom structure.
* Employer engagement; you can get instructors with this model.
* Educating academic advisors about the CJ programs and curriculum.

**Threats** –

* Not providing enough opportunities for faculty to learn about online learning.
* Not preparing faculty for the classroom piece of online learning.
* Getting the right people to be faculty. Highly trained people with the potential to teach, but don’t have the right degrees to get hired to teach.
* Limited ability to provide better resources for students and agencies.
* Administrators tend to get in the way when it comes to program decisions for students. It can create a lot of issues.
* Online courses are good and bad. It depends on who teaches the course.
* Funding.
* How do we continually provide for our stakeholders in the county and providing future services?
* FTE is plummeting.
* Potential students are getting steered away from programs.
* Online learning.
* Public perception about CJ is horrendous.
* If there is a lack of marketing to help clarify what CJ is about, then people will lose interest. This will cause retention and recruitment problem.
* Cohorts can be an issue for certain potential students i.e. veterans.
* Washington State is not a post state. It is an entity of its own.
* Curriculum is guarded.
* Certain courses are to be considered open source content i.e. Constitutional Law and Criminal Law.

**Educational Gaps and Analysis**

**Potential common course/core curriculum:**

CJ 101 – Introduction to Criminal Justice

CJ 106 – Juvenile Justice

CJ 110 – Criminal Law

CJ 249 – Intro to Forensics

**Possible courses that could be included:**

* Police Crisis Intervention – Providing an overview of crisis intervention as it relates to the criminal justice system, diffusion, self-well-being maintenance, and people in crisis.
* Police Community Relations – Self-explanatory.
* Conflict Management – Diffusion techniques, strategies, and people in crisis.
* The Justice System – Overview of the justice system from contact, arrest, jail, prison, to reintegration back into the community.
* CJ training should be conducted in the colleges where it can be taught with exposure to the community and shaped by the needs of the area…after of course satisfying the core requirements…using the community for input.

Transferrable courses for general education courses (100 and 200 level courses).

Transition from Associate level courses, to Bachelors level courses, to Master’s level courses, and so on.

Articulation agreements with high schools. Would be wise to consider that the program objectives/outline align with the HS programs and/or Skills Centers. Provides a pathway for high school students.

In the CJ field, an Associate’s degree is sometimes the minimum degree requirement. Satisfy enough to get into an entry level position with an Associate’s degree.

High school students come in unprepared. They don’t know how to write, read, or critically think.

**Next Steps**

* Create canvas community for CJ
* Share curriculum, tips, assignments, ideas etc.
* Could be modules for intro classes
* Rules and regulations should be in place
* Could just give away shell of curriculum
* Work smart, not hard
* 90-104 credits to graduate from program
* Have similar standards for colleges
* Get all program plans together
* Relook at Career Pathway courses
* Offer specialty courses
* Meet quarterly, around July (summer)
* Schedule DACUM

**Conclusion**

Will hold a CJ DACUM at Big Bend Community College on July 18th or 19th of this year.

The day will be used to bring the CJ Program Managers and faculty together to continue our quarterly meetings and discussions on program curriculum for a statewide core curriculum as well as addressing gaps and needs.