# Faculty Survey for Core Curriculum

## Ultimate Goal

The goal is for the Criminal Justice programs at WA State Community and Technical Colleges to create a model "core" curriculum to allow for better marketing, transferability and strength to our programs.

The benefit to these "core" courses being entry-level courses is that most of the curriculum should be general enough that basic outcomes would exist no matter how you teach the course.

Adopting common "core" courses strengthens our programs by:

1. Allowing students to transfer between institutions and have these courses count as a 1-to-1 transfer under the SBCTC Common Course Numbering Project.

2. Giving our programs a set of courses that we can assess at a state level to determine if our students are meeting skill requirements of employers nationwide.

3. Allowing us to market our programs as having a state-level process designed specifically to meet employer desires related to skills and knowledge.

We realize that it is not feasible for all colleges to adopt the curriculum exactly as stated in the model course outlines. Revision and curriculum approval processes are different at all colleges. If there is no possibility that you can revise your outlines for these courses, we ask that you reflect on the model outcomes and determine if they reflect current outcomes existing in your courses. If so, we feel that those institutions could still say they have the "core" curriculum if they could map their outcomes onto these state-level model outcomes, even if the wording is slightly different.

By working together on this we show how our programs are relevant and working hard to meet both employer and student demands related to employment and education.

## History of project

In **March 2017**, several Criminal Justice (CJ) faculty members and practitioners from Washington State programs and agencies met at Pierce College to discuss our respective programs, our needs, and the future. During this consortium meeting, it was determined that we needed to look at how to strengthen and promote our respective programs so we could have quality graduates prepared to enter the workforce and meet the entry-level demands of employment within the criminal justice system.

In **July 2017**, several CJ faculty and advisory committee members met at Big Bend Community College and participated in a DACUM process (See here for a brief description of what a DACUM process entails http://facilitation.eku.edu/what-developing-curriculum-dacum). There were two very clear results of this meeting. One, the practitioners validated some nationally developed data for skills necessary for entry-level police officers. There was also some discussion of how many CJ careers require

different skills, though there is much overlap in skills, namely in careers such as Corrections and Juvenile Detention. Two, the faculty came to consensus that a "core" set of entry-level curriculum could strengthen our programs. These core courses would ensure that the standardized entry-level curriculum was present in every CJ program in WA State. This ensures that all CJ students in WA State have a standardized educational foundation upon which they can stand when they enter the workforce. The five "core" courses decided were Intro to Criminal Justice, Intro to Criminal Law, Intro to Law Enforcement, Intro to Corrections, and Intro to Juvenile Justice. At the completion of the meeting, the faculty decided that core course objectives and content outlines would be developed, and potentially adopted, at the next meeting.

On **February 26 and 27, 2018**, faculty from 6 colleges met again to discuss the core courses and came up with Master Course Outlines (we know these names vary by college) that would provide programs with the basic content that would be included in all five core courses. The purpose of the Master Course Outline is to be a general overview of what WOULD be covered in each of the content courses while also allowing room for academic freedom on additional material, textbooks, and format choice. We developed outlines that include a common course description, a common short set of core objectives, and a basic course content list. These sections need to be similar across courses to be able to be used, and be designated as, Common Course Numbered Courses at the SBCTC.

On **June 8, 2018**, Bellevue College and Walla Walla Community College were able to provide input into the project and input was reviewed from 3 other colleges that responded to a survey. It was discussed that these outlines be the "model" but that modifications need to be allowed for at local colleges. It was discussed how some colleges limit the number of outcomes per course and that 10 might be too many. It would be possible for colleges to map their current outcomes to the model outcomes and show that the same content is covered. There was also discussion about having colleges that can, to change to Common Course Numbering (CCN) or to map their course numbers to the CCN to make it easier for students when transferring. Mapping skills to these outcomes was also suggested to allow for better marketing to employers and administration. These core courses would also need to include the related instruction requirements that includes communications, computation and human relations ([WAC 250-61-100](#)). Within this core set of courses, these three areas could be assessed in some component of the curriculum.

### Request Sent to All CJ Programs and Reviewed June 2018

We need your help and would like your voice included in this process. Attached you will find the working drafts of the 5 core Master Course Outlines. The method used to develop these Master Course Outlines was as follows: 1) Faculty across the state were asked to submit syllabi to the Canvas CJ Center for Excellence site (COE CJ); 2) a subcommittee compiled a list of the most common objectives from each syllabi and course; 3) the subcommittee developed Master Course Outlines surrounding the most common themes and language from the syllabi.

Course Description: We synthesized course descriptions into one common and general course description. **Request: For this section, please add your feedback and wordsmithing powers (if needed) to make the description fit for how YOU conceive the class.**

Outcomes: We took outcomes from as many syllabi as possible and found common themes. Then we chose language that was general, big picture, and assessable (we all know we must assess!). There is a short list of outcomes for assessment purposes while also allowing faculty to still have room to add their specializations, if desired, within the courses. We also tried to use big concepts instead of very specific terms because not everyone may want to discuss each sub topic we all know exists. **Request: For this section please look over the outcomes and let us know if you think we left out any major concepts as YOU understand the course. Wordsmith if you feel necessary or add/subtract outcomes.**

Course Content: For this section we went simple. We reviewed the main textbook publisher websites and found the commonly used texts in each section. We then discussed the contents and chose a content list that was general enough to include the major topics and still allow for customization of the course at a local college level. **Request: Please tell us if you think this content list covers a GENERAL overview of course topics or give us what YOU feel a general content list.**

**\*Remember:** The goal is that we want these to be GENERAL Course Outlines so that we have a common core outline which allows faculty to still add their personal content. We also know that assessment is a serious deal that many of us are required to do. So short and general is good! We may even get to the point of sharing assessment tools or assignments to simplify all of our lives.

## Survey

Instructions: Please Answer Question 1 below for each of the five Master Course Outlines. Then answer number 2 regarding whether your college could participate easily in making these changes.

1. Do you feel the Course description, course outcomes and course content cover the very basic content and outcomes needed for the course? Please make edits or suggestions as you see fit.
2. Would you be willing to adopt these at your college and make modifications or additions to your existing curriculum?
   a. If not, why?
   b. Would it be a difficult process to move through any curriculum committees you have?

**NOTE:** If your college does not want to participate in this project that is also helpful for us to know. Please reply back to the originator of this email and we will remove you from further correspondence regarding this project.

On **November 1, 2018**, thirteen of the colleges met at Highline College to continue the next phase of this project. All colleges in attendance, and those who participated in past meetings (representing 15 of the 20 Criminal Justice Programs), approved of the five core courses (CJ Core) and approved the request for submission of CJ & 104 – Introduction to Policing to the Academic Transfer Council for common course numbering consideration.

The descriptions and agreed upon outcomes of the "CJ Core" will serve as the model course outlines. Given the different approaches to curriculum development at colleges, programs can choose whether to adopt the "CJ Core" exactly as written or to modify the outcomes to meet their institutional needs. If the outcomes or description are modified, then the program will map their course outcomes to the core outcomes to indicate the connection. This will allow for the college to be listed as participating in the CJ Core project.

The next stage of the project is to map the core outcomes to the courses taught at each college in the CTC system. This was discussed at the meeting and a survey was sent out to each college. Additionally, core competencies were discussed and four were chosen: Communications, Computation, Human Relations, Critical Thinking/Problem Solving. These will be used as program level outcomes related to the Core courses and will be assessed over the course of the five courses. Specific outcome definitions are being written; however, these program level outcomes were chosen because they fit well with many of the institution-level outcomes across the CTC system and comply with the requirements of WAC 250-61-100.

With approval and support for the CJ Core project, The Center of Excellence, the SBCTC, and the individual colleges can better market what is happening in Criminal Justice programs in our state. Additionally, students will be able to transfer between colleges and have these five courses transfer as 1:1 equivalents. There is also discussion with our transfer institutions about acceptance of the Core as 1:1 transfers for CJ majors. With common program-level outcomes for the Core, colleges can market specific skills to employers who are asking why they should hire a WA State CTC student. Over time, state-wide assessment can be completed related to the Core and this will strengthen our Criminal Justice programs state-wide. It is our hope that this project will improve training for our students and strengthen the pool of applicants for the numerous criminal justice related positions.

Course Number and Title: CJ& 101 Intro to Criminal Justice

Course Description:

This course provides an overview of the criminal justice system discussing law enforcement, the courts, corrections, juvenile justice, and current issues. This course examines the Constitutional requirements, historical development of the system, the agencies, processes and theories within the criminal justice system. Emphasis is placed on how the various systems interrelate and interact with each other to attain the goal of an equitable delivery of crime-related public services.

Outcomes:

1) Compare and contrast criminal justice agency roles, responsibilities, and functions on the local, state, and federal level.

2) Identify and effectively use a broad range of Criminal Justice terminology.

3) Describe the criminal justice process, including arrest and progressing through trial, adjudication and disposition, as viewed from law enforcement, judicial, and correctional perspectives.

4) Students will explain the history of law and discuss how the constitutional principles and fundamental rights are relevant to our criminal justice system.

5) Identify significant theories and/or perspectives of the criminal justice system.

6) Discuss the role of police and police functions.

7) Discuss the court officials and court structures in the US at the local, state, and federal level including the goals, process, and challenges of judicial disposition.

8) Describe offender management both within institutional corrections and community based corrections.

9) Describe the juvenile justice system and how it works within the larger criminal justice system in the U.S.

10) Articulate the issues surrounding ethics, bias, discretion, diversity, and professionalism within the CJ System and how these relate to, reflect, and influence the community as a whole.

Outcomes (Brief):

1) Compare and contrast criminal justice agency roles, responsibilities, and functions on the local, state, and federal level.

2) Identify and effectively use a broad range of Criminal Justice terminology.

3) Describe the criminal justice process, including arrest and progressing through trial, adjudication and disposition, as viewed from law enforcement, judicial, and correctional perspectives.

4) Students will explain the history of law and discuss how the constitutional principles and fundamental rights are relevant to our criminal justice system.

5) Identify significant theories and/or perspectives of the criminal justice system.

6)  Articulate the issues surrounding ethics, bias, discretion, diversity, and professionalism within the CJ System and how these relate to, reflect, and influence the community as a whole.

## Course Content

1. The Foundations of Criminal Justice
2. Law Enforcement
3. The Courts
4. Corrections
5. Juvenile Justice
6. Current Issues in Criminal Justice

**Course Number and Title:** <mark>CJ& 104 Intro to Policing</mark>

*(Currently NOT a common course number. We chose this number to fit with the other numbers already used for other courses. We chose the title based on feedback from CWU who was present at our February meeting. Forms were submitted in November 2018 to Articulation and Transfer Council (ATC) for approval of this course as a CCN course.)*

## Course Description:

This course examines the role of policing in American society. Theories and practices are covered from historical and contemporary perspectives. This course identifies challenges in law enforcement including the political, social, organizational, and legal environments where the police perform their roles.

## Objectives

1) Identify and effectively use a broad range of policing and law enforcement terminology.

2) Describe the origins and historical evolution of policing, and how that evolution impacts current policy and practice.

3) Compare and contrast basic patrol procedures, investigative processes, crime control theories/practices, and operations.

4) Identify the law enforcement department organization, special units, and administration structure from local to federal levels.

5) Describe the various policing agencies, both public and private, and their jurisdictions in the local, state, and federal governments.

6) Discuss the role and responsibilities of discretion, ethics, accountability, code of conduct, corruption, professionalism, police culture, sub-culture, and integrity and how these impacts the field of law enforcement.

7) Identify the psychological, physical, and physiological impact of the law enforcement professional.

8) Analyze how diversity issues, bias, and use of force by law enforcement affects civilians and community relations.

9) Explain the relationship between politics, crime, the media, and policing in current society.

10) Discuss the legal limitations placed upon the exercise of police powers in the United States of America.

## Course Content

1. Foundations: Development of American Policing and Police Officers
2. Practices and Challenges
3. Police Work
4. Agency Organization and Administration
5. Adhering to Law, Ethical Principles, and Public Expectations

**Course Number and Title:** CJ& 105 Intro to Corrections

**Course Description:**

This course will examine the historical context, philosophical concepts, and major theories that have shaped corrections in the United States. Various sentencing options, correctional approaches and programs, the role of corrections in the larger criminal justice system, and contemporary correctional issues are discussed. Emphasis is placed on the effects of the corrections system on the individuals, families, and society.

**Outcomes**

1) Identify and effectively use a broad range of adult and juvenile corrections terminology.
2) Describe the history of corrections and the theories of punishment, and these effects on current correctional policy and practices in the US.
3) Compare the management of diverse inmate populations (i.e. race, gender, sexual orientation, etc.) and how the corrections field addresses these issues.
4) Analyze how incarceration, supervision, and alternate sentencing affects individuals, families, and society.
5) Discuss capital punishment.
6) Examine the process through the correctional system from arrest to final release from custody or supervision.
7) Compare the differences and similarities of various correctional facilities.
8) Define correctional personnel roles, to include: command roles, management issues, and discretionary powers.
9) Examine jail/prison life, to include (but not limited to): inmate norms, inmate rights, facility rules, inmate interactions, facility overcrowding, and violence.
10) Explore factors that may reduce recidivism.

**Course Content**

1. The Correctional System: How and Why We Correct
2. Types of Correctional Sanctions
3. Correctional Practices
4. Living In The Correctional Institution And Reentry To Society
5. Correctional Challenges and Perspectives

**Course Title:** CJ& 106 Juvenile Justice

**Course Description:**

This course will cover the history and philosophy of juvenile justice in America and the impact of present societal reforms on the juvenile justice system. This course will discuss the theories which support the creation, development, and continuance of juvenile justice systems, practices, and procedures in the United States.

**Outcomes:**

1) Identify and effectively use a broad range of juvenile justice system terminology.

2) Summarize and explain the history and evolution of the juvenile justice system and its effects on current juvenile justice policies and practices within the United States.

3) Examine the major theories and psychological foundations of delinquent behavior.

4) Analyze the association between social, economic, personal, and demographic factors that influence directional changes, trends, and crime rates of delinquent behavior.

5) Distinguish the differences between the adult and juvenile justice systems

6) Describe the laws, procedures, prevention programs, and agencies (private, non-profit, county, state, and federal) of the juvenile justice system.

7) Recognize the roles, responsibilities, and discretionary powers of juvenile justice professionals, as well as external professions that impact the juvenile justice system.

8) Identify the effects of diversion programs on the individual, the family, and society.

9) Identify the evolution of criminal procedure as it applies to the juvenile justice system.

10) Analyze the current issues and challenges of diverse populations within the juvenile justice system.

**Course Content**

1. History of Juvenile Justice System and Offending
2. The Causes of Delinquency
3. The Juvenile Justice System at Work
4. Special populations and current issues

**Course Title:** CJ& 110 Criminal Law

**Course Description:**

This course is designed as an introduction into the study of criminal law and will review the difference between crimes against property, crimes against public, and crimes against a person.  This course will study the various mental states required for criminal responsibility and those defenses used in a criminal trial, along with definitions, classifications, elements, and penalties of crime and criminal responsibility.

**Outcomes:**

1) Identify major concepts, definitions, classifications, elements, and criminal responsibility.
2) Summarize and explain the history, development, and evolution of criminal laws in the United States.
3) Describe the relationship between Mens Rea, Actus Reus, and Concurrence.
4) Examine the Model Penal Code and the elements of crimes.
5) Compare the four levels of mens rea (mental state) and evaluate when/if society should punish criminal acts committed by persons.
6) Examine and apply the general defenses available to criminal defendants.
7) Apply the constitutional safeguards and procedural protections for the accused.
8) Identify the major differences between civil law and criminal law
9) Be able to differentiate crimes against persons, crimes against property, and public order and morals crimes.

**Course Content:**

1. Foundations And Elements Of Criminal Law
2. Defenses
3. Crimes Against Persons
4. Crimes Against Property
5. Other Crimes