JUSTICE HIGHER EDUCATION AT THE UNIVERSITY OF ALASKA

A Curriculum Study

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Published June 1978

This report is the result of a project funded by Grant Number 75CD-99-0005 to the University of Alaska from the Law Enforcement Assistance Administration of the United States Department of Justice. The report was completed in December 1977. Persons undertaking projects under government sponsorship are encouraged to express freely their professional judgment, finds and conclusions. Therefore, this document does not necessarily represent the official position or policy of the United States Department of Justice.

PREFACE

The University of Alaska has been offering courses in police and correctional subjects since the mid-1960's. The University's entrance into this justice field was to take advantage of program opportunities rather than to develop comprehensive academic programs, and consequently the curriculum has developed incrementally - a course at a time.

The Criminal Justice Center was established in 1975 to oversee and coordinate the University's efforts in the field of justice. One of the top priorities identified by the Center was the reorganization of undergraduate curriculum offered by the University in justice fields. The Law Enforcement Assistance Administration provided discretionary funds for a project to facilitate the Center's efforts towards curriculum planning.

This document contains the materials developed as a basis for the curriculum planning. The original drafts of each of the chapters of this report were reviewed by a Curriculum Advisory Committee to provide background for curriculum decisions. Those people who participated on the Curriculum Advisory Committee included (1) all full-time faculty in the University's Justice Programs during the 1976-77 academic year (Robert Congdon, Anchorage Community College; Steve Conn, Criminal Justice Center; Roger Endell, Criminal Justice Center; John Havelock, Criminal Justice Center; Peter Ring, Criminal Justice Center; and Kenneth Stockholm, University of Alaska, Fairbanks); (2) representatives of

University of Alaska faculty from related fields (Boy Collier, Social Science, Juneau-Douglas Community College; Jack Peterson, Sociology, University of Alaska, Anchorage; and Paul Wangeness, Public Administration, University of Alaska, Anchorage); and (3) experts on justice higher education from outside the State (Gordon Misner, University of Missouri; Larry Hoover, Michigan State University; Tom Phelps, Sacramento State University; and Donald Clark, Multnomah County, Oregon).

Ultimately, this group endorsed (1) philosophy and goals for University of Alaska justice programs, (2) a justice curriculum design for the University, and (3) the essentials of the basic standards for University's justice programs. The last three chapters of this report reflect conclusions based primarily on the group consensus.

The goals and curriculum prepared as a result of this project were processed through the University's academic system and approved by the University's Committee on Academic Policy in May of 1977. These goals and curriculum models are now officially the basic policy of the University in the area of Justice academic programs.

The proposed standards have not yet received statewide University approval. However, a decision concerning the value of proceeding in an effort to obtain formal approval of these standards by the University will be made during the 1977-78 academic year.

This document is being published in anticipation of it providing reference material for those who are interested

in the development, nature, and future of undergraduate justice education at the University of Alaska.

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CHAPTER I

BACKGROUND AND SETTING OF JUSTICE-RELATED HIGHER EDUCATION

Traditionally in the United States, as in Alaska, higher education has been an instrument for the perpetuation and improvement of society. Both the initial establishment and changes in American colleges can be attributed to the pressures of society. Early American colleges were established to train students for the Christian ministry. The earliest rules of Harvard reflected this purpose by announcing as the chief aim of the college that "Every one shall consider the mayne End of his life and studyes, to know God and Jesus Christ, which is Eternal life."[1] In the late 1800's Land Grant colleges were organized in response to pressures for improvements in agriculture and mining. Similarly, in the mid-20th century, colleges responded to the pressures to improve the quality of justice in America. Alaska has tended to follow the national patterns of responsiveness to articulated pressures for changes in higher education.

Early College Degrees

Initially, colonial colleges granted only two degrees - the bachelor of arts and the master of arts. The bachelor's degree was based on a four-year, highly structured course. The general bachelor's degree requirements are reflected in an early statement of Harvard College:

> Every scholar that on proofe is found able to read the original of the old and New Testament into the Latin

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[1] Quoted in Brubacher and Rudy, Higher Education in Transition (New York: Harper and Brothers, Publishers, 1958) p. 8.

> tongue, and to Resolve them Logically withall being of honest life and conservation and at any publicke act both the approbation of the overseers, and master of the College may bee invested with his first degree.[2]

The master of arts degree was originally a three-year degree with no prescribed courses and no residence requirements. According to Harvard laws it was awarded to:

> Every scholar that giveth up in writing a Synopis or summa of Ligicke, Naturale and Morale Philosophy, Arithmeticke, Geometry, and Astronomy, and is ready to defend his theses or positions, withall skilled in the originals as aforesaid and still continues honest and studious.[3]

Establishment of Career and Professional Education

Although a few colleges and the United States Military Academy (Founded 1802) began to present "technical education," the Rensselaer Polytechnic Institute (Founded 1824) is considered the first school to concentrate entirely on the preparation of students in application of science to husbandry, manufacturing and the domestic economy.[4] In 1849 Rensselaer expanded its curriculum to educate architects and civil, mining, and topographical engineers.[5]

The study of law and medicine was exclusively an apprenticeship process until around the Revolutionary War.[6] Thomas Jefferson was instrumental in inaugurating the first law professorship at William and Mary. The first chair in medicine was established at Benjamin Franklin's College of Philadelphia in 1765. The first law school was established by Judge Tapping Reeve at Litchfield, Connecticut

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2 Ibid., p. 21.
3 Ibid., p. 22.
4 Ralph Gabriel, Course of American Democratic Thought (New York: Ronald Press, 1940), pp. 4-5.
5 Palmer Ricketto, History of Rensselaer Polytechnic Institute (New York: Rensselaer Institute, 1940).
6 See William Norwook, Medical Education in the United States Before the Civil War (Philadelphia: University of Pennsylvania Press, 1944) and Brubacher and Rudy, Op. Cit., pp. 198-199.

in the 1780's. Medical schools started in the first decade of the 19th Century. These professional schools tended to be didactic, and faculty lectures were substituted for the empirical training of apprenticeships.

In 1850, the United States had 120 colleges, 47 law schools, and 42 theological seminaries.[7] In the 1850-60 period, there was considerable agitation for the establishment of professional education in agriculture. This agitation resulted in the 1862 Justin Morrill Act which provided federal land and assistance for the organization of agricultural and mechanical colleges.

The Land Grant colleges which were established by the Morrill Act originally faced hostility from many American farmers. It seems the National Grange and the Farmers Alliance felt these schools were simply too theoretical and classical in their curriculum offerings. The colleges were concerned about enriching the field by applying scientific knowledge. Farmers wanted the schools to be practical. The academicians available for teaching tended to be botanists, chemists and physicists whom farmers felt to be out of touch with the practical world. These early teachers claimed the problem was rooted in an absence of a body of practical knowledge which could be readily transmitted.

Reform of Professional Education

In the last half of the 19th and early 20th Centuries, public criticism of so-called "professional" education became intense. Academic standards was a major topic of attention in the legal and medical fields. Four major forces pushed upgrading: (1) state

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[7] Earle Ross, Democracy's College (Ames, Iowa: State College Press, 1942).

examining authorities, (2) associations of professional schools, (3) the Carnegie Foundation, and (4) to a lesser extent, associations of practitioners.[8] Agricultural education also received substantial stimulus from the Hatch Experimental Station Act of 1887 which provided for the expansion of scientific subject matter related to the field. The second Morrill Act of 1890 contributed further to improving agricultural education by increasing federal aid to Land Grant institutions.[9]

Despite difficulties, by 1910 the academic legitimacy of professional education in American education had been established. The success of the agricultural and legal programs provided stimulus for a multitude of new professional programs in such fields as business, education and journalism. At about the same time, the national press was focusing attention on the short-comings of American public administration and the problems of crime in American society.

Between 1910 and 1930 numerous studies throughout the United States reported the criminal justice system to be in deplorable condition. However, the one bright spot constantly referred to in American Publications was the Berkeley, California Police Department which was led by a dynamic police chief, August Volmer. Volmer attributed his success primarily to his exclusive use of police officers who were college graduates, and he advocated the establishment of professional college level programs for all police.

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[8] See Alfred Reed, Law Schools in the United States and Canada (New York: Carnegie Foundation, 1928) and Abraham Flexner, Medical Education in the United States (New York: Carnegie Foundation, 1910).

[9] Richard Axt, The Federal Government and the Financing of Higher Education (New York: Columbia University, 1952).

HIGHER EDUCATION IN ALASKA

The territorial Legislature of Alaska accepted a land grant from the federal government in 1917 and established the Alaska Agriculture College and School of Mines.[10] The institution opened with six faculty and six students at Fairbanks in September, 1922. In 1935 the Alaska Territorial Legislative renamed Alaska A and M the University of Alaska.

The University of Alaska remains today the only state-supported public institution of higher education in Alaska; however, the University has been expanded from the single facility in Fairbanks to a unified statewide system (See Chart A). It consists of three major institutions - located in Anchorage, Fairbanks and Juneau; ten Community Colleges - located in Anchorage, Bethel, Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, Nome, Palmer, and Sitka; and nineteen Extension Centers in Adak, Barrow, Clear, Cordova, Dillingham, Eagle River, Eielson Air Force Base, Elmendorf Air Force Base, Fort Greeley, Fort Richardson, Fort Wainwright, Glennallen, Homer, Kotzebue, Petersburg, Seward, Shemya, Valdez and Wrangell. Extension courses are also periodically offered at, among other places, Haines, Hoonah, Mt. McKinley, Mt. Village and Skagway.

In addition to the University of Alaska system, the state is served by three private institutions of higher education with permanent campuses - Sheldon Jackson at Sitka, Alaska Methodist University in Anchorage[11] and Inupit University at Barrow. Several

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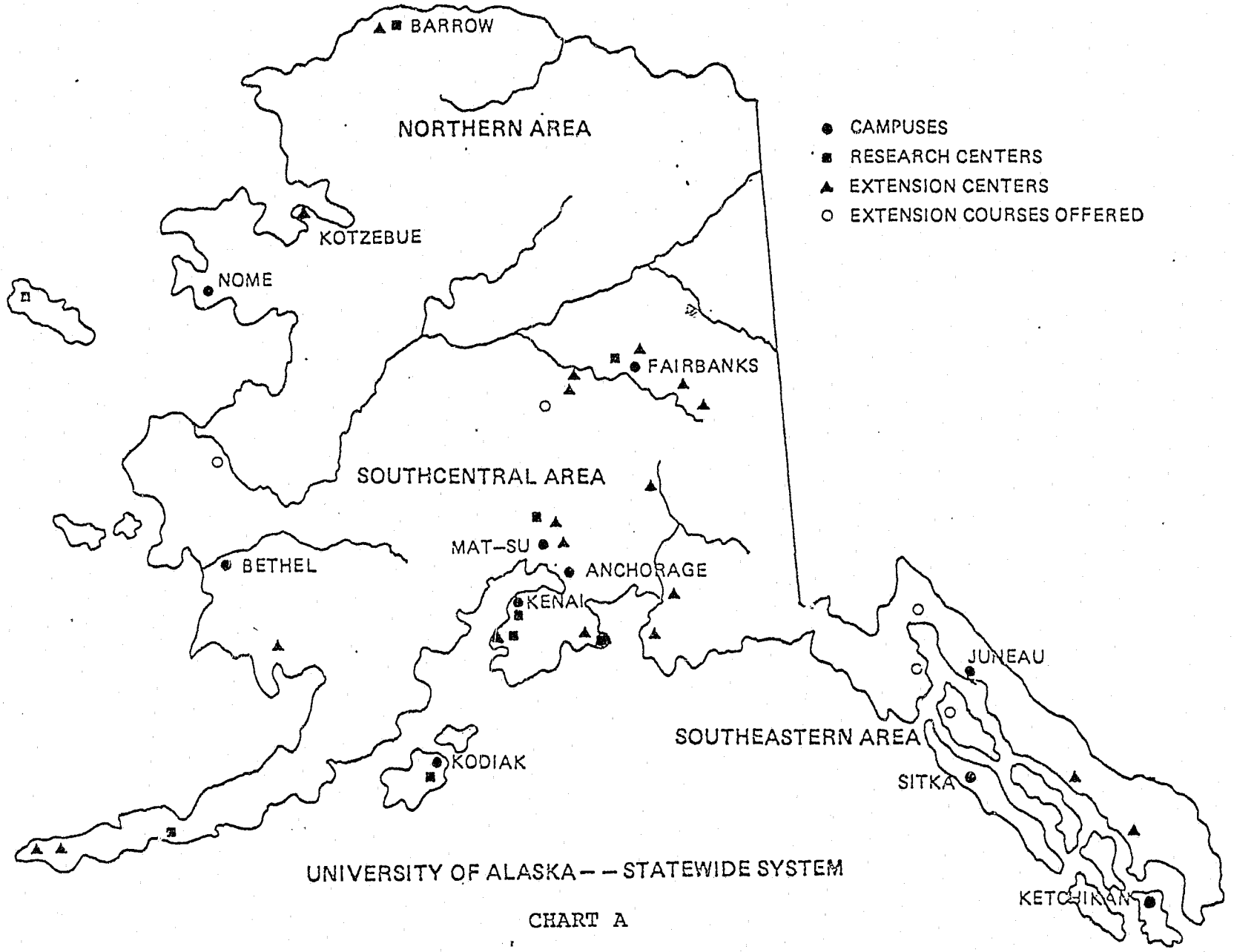
[10] Academic Development Plan for University of Alaska (Fairbanks: University of Alaska, 1975).

[11] Alaska Methodist University discontinued its educational operations in 1976 and its accreditation was withdrawn in 1977. However, it is in the process of reorganization to open again in late 1977.



UNIVERSITY OF ALASKA--STATEWIDE SYSTEM

CHART A

colleges, such as American International University, Chapman College and Antioch College, periodically offer extension courses at a variety of places, generally military bases, throughout the state. Total full-time equivalence students in all private higher education in the State is estimated to be less than 400 students.

University of Alaska Organization

The University of Alaska system is organized under a Board of Regents, consisting of nine members, appointed by the Governor and confirmed by the Legislature. The chief administrative officer of the University, the President, is an ex-officio member of the Board. The Board is a Constitutionally established body with policy making power for the entire system.

The Board of Regents has delegated some of its policy making authority to a body made up of elected representatives of students, administrators, staff and faculty members called the University Assembly. This group has legislative powers, subject only to a veto by the University President or action by the Board. The University Assembly consists of a number of standing committees, perhaps the primary of which is the Committee on Academic Policy, that deals with statewide problems and operational policies of the University.

Administratively, the University is divided into four major units - Northern Region, Southcentral Region, Southeast Region and Rural Education Affairs. Each of these units is headed by a chancellor who is appointed by and reports to the University President. Every unit also has a policymaking assembly consisting of elected representatives of students, faculty, administrators and staff which has the authority, subject to disallowance by the

appropriate chancellor to establish within the parameters of statewide policies the operational policies applicable to the unit. Each unit Assembly has an Academic Council that is responsible for developing and interpreting policies related to academic matters.

The Northern Region is administered by a chancellor in Fairbanks. It includes the University of Alaska - Fairbanks and Tanana Valley Community College. The University of Alaska - Fairbanks is a residential institution with dormitory space for approximately 8,000 students. It offers both baccalaureate and graduate degrees. The initial focus of UAF on agriculture and natural science areas has been maintained since its establishment. In recent years federal and state expenditures for organized research in areas of natural science have exceeded direct expenditures for instruction. It ranks approximately 78th among American universities in attracting federal research monies. This campus has pioneered Alaskan research in ecological and environmental areas. It provides the University leadership in the natural and biological sciences - a role which University plans indicate it will continue to perform in the near future. Although enrollment figures are less than systematically kept, the University of Alaska - Fairbanks had approximately 9,049 enrolled in classes in 1975 (See Table 1).

The Chancellor responsible for the Southcentral Region is located in Anchorage. Southcentral includes the University of Alaska - Anchorage, Anchorage Community College, Matanuska-Susitna Community College (Palmer), and a number of extension centers in the Anchorage Borough. The University of Alaska - Anchorage was established in the early 1970's in response to the higher education needs of a

growing urban population. Accreditation by the Northwest Association of Secondary and Higher Schools was achieved in 1975. The University only recently (1976) established a College of Arts and Sciences and a comprehensive baccalaureate program. It also contains a School of Business and Public Administration and a School of Nursing. In spite of the lack of dormitory facilities, the student enrollment growth at Anchorage corresponds closely to the population growth around Anchorage - the only area in Alaska classified by the U.S. Census Bureau as a metropolitan area. In 1975 the University of Alaska Components in Anchorage had approximately 9,210 students - 7,081 in the Anchorage Community College and 2,129 in the UAA upper division (see Table 1).

The primary focus of the University of Alaska at Anchorage is on Alaska urban-type problems and education. Over the past few years major commitments have been made to planning comprehensive, quality programs at the baccalaureate and graduate levels in business, education and government. The University participation in research endeavors directed at serving the needs of the State and the Anchorage area communities and developing resource personnel for participation in community and governmental agencies have substantially increased during the past few years. These trends seem certain to continue.

In 1972, a unit of the University of Alaska was established to serve Southeast Alaska under a Chancellor in Juneau. This unit was organized into the four academic divisions of teacher education, general studies, management sciences and fisheries. It offers baccalaureate and graduate degrees. It is served by a mobile faculty traveling from Juneau to address the higher education needs of the

Table 1. 1975 UNIVERSITY OF ALASKA STATISTICS*

College Name	Year estb	'75 FT Faculty	Total Course Enrollment**			1975 Graduates
			1970	1973	1975	
UA Anchorage	1970	43	1918	2090	2129	
Anchorage CC	1954	141	2501	6013	7081	106 Associate
Mat-Su CC	1957	2	267	339	640	11 Associate
Elmendorf Ext	1956	6	NS	NS	452	NS
UA Fairbanks	1917	471	10950	11596	9049	300 Bachelors
Tanana Valley CC	1974		0	0	1880	57 Associate
Ft. Greely Ext	1957	NS	16	52	69	NS
Eielson Ext	1956	NS	141	243	150	NS
Ft. Wnwgt. Ext	1956	NS	169	213	152	NS
UA Juneau	1972	8	0	1606	1428	0
Juneau-Doug. CC	1956	18	NS	1762	2866	11 Associate
Ketchikan CC	1954	7	NS	504	725	7 Associate
Sitka CC	1962	4	125	130	397	2 Associate
Kenai CC	1964	12	384	1103	901	5 Associate
Kodiak CC	1956	7	433	404	NS	9 Associate
Northwest CC	1975	1	0	0	43	0
Barrow Ext	1970	2	2	5	25	0
TOTAL						

"* Obtained from University of Alaska Statisticians."

scattered, relatively small communities in Southeast Alaska. It also supervises Community Colleges in Sitka and Ketchikan and Extension Centers and courses in Southeast.

The highest priorities of the Southeast Region include pre-service and in-service teacher education, fisheries and marine science, business administration and management and public administration. These programs are coordinated with the only remaining private resident, two-year college in Alaska - Sheldon Jackson College at Sitka. The University is organizing baccalaureate degree programs in resource management, forestry, tourism management and recreational management. The location of the State Capital in Juneau has obvious implications for mid and upper-level educational needs in public administration. In 1975, the two largest units in Southeast were UA Juneau and Juneau-Douglas Community College. Juneau-Douglas Community College had approximately 2,866 and UA Juneau, upper division, had 1,606 enrolled in classes.

The most recently established major subdivision of the University of Alaska is the Rural Education Affairs. It was originally organized in 1974 under a Vice-President, a position which changed in 1976 to Chancellor. It includes community colleges and extension centers in rural areas of Alaska which are significantly removed from the three major regions. These include Kenai Community College, Kodiak Community College, Kuskokwim Community College, Northwest Community College, and Learning Centers in Adak, Barrow, Glennallen, Cordova, Dillingham, Fort Yukon, Homer, Galena, Kotzebue, Clear, Sand Point, Seward, Tok and Valdez. REA is also responsible for overseeing Cooperative Extension Services of the University. Each of the REA Community Colleges has a unique emphasis. Kusko-

kwim and Northwest address the needs of rural Alaskan native populations, Kodiak emphasizes fisheries, and Kenai focuses on geo-mineral technologies related to the oil industries in the area.

This organizational structure for the University of Alaska system was designed to facilitate statewide coordination and insure the availability of high quality comprehensive basic higher educational programs at locations convenient to the majority of the people in the state, while at the same time permitting program differentials to address individualistic regional higher education needs and priorities. Students can work and attend college near home or move from one University unit to another with a minimum of disruption in their academic programs. Local units are encouraged to provide the specific educational service mixes appropriate for the environment and socio-economic situation in the area served.

The structure is also viewed by the Board of Regents and University administrators as a dynamic instrument which should be continually updated to perfect the match between the needs of the State and the resources of the institution. Therefore, it is unlikely that this arrangement will continue to exist unchanged in future years. Presently, the Regents are studying the feasability of separating the Community Colleges and organizing them under a single Chancellor. If this materializes, the system will contain three Universities - at Fairbanks, Anchorage and Juneau - and a division of Community Colleges.

JUSTICE HIGHER EDUCATION

Aside from the legal education provided by law schools, criminal justice education in the United States was initiated at the University of California at Berkeley in 1915. The original program provided police training for officers of the Berkeley police department. The funds were provided under the 1917 Smith-Hughes Act.[12] In 1929 police science programs were created within the public administration programs at the University of Southern California and the University of Chicago.[13] With the expansion of federal funding for vocational programs in 1936, Michigan State University created the School of Police Administration.[14]

By the mid-1950's justice related baccalaureate degree programs had been established in the South and the East at Florida State University (Criminology) and Baruch College (Police Science) in New York City. In 1960 there were approximately 26 degree programs related to criminal justice in the United States. However, the vast majority of these programs were in California where 22 college programs related to police and correctional studies were operating.[15] More than any other factor, this situation reflected the influence of the respected Berkeley police chief, August Volmer.

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[12] Richard Myren, Education in Criminal Justice (Sacramento: Coordinating Council for Higher Education, 1970) p. 1-2.

[13] Richard Staufenberger, Higher Education for Police Officers (Washington: Police Foundation, 1976).

[14] The George-Dean Act of 1936, 49 Stat 1488, June 8, 1936.

[15] California created the first state emergency for establishing standards for police training and education in 1959. It is the Commission on Peace Officer Standards and Training.

Stimulation for the establishment of justice type programs was provided by three federal actions during the 1960's. The National Vocation Education Act of 1963 provided funds based on student credit hours generated in community college courses classified as vocational.[16] The federal Office of Law Enforcement Assistance funded the development of 28 police science programs in American colleges in 1967, and in 1968 the Law Enforcement Education Program began to provide grants and loans for students pursuing higher education in subjects related to criminal justice.[17]

The LEEP program has provided up to $40 million per year for criminal justice higher education in recent years. Currently, well over 500 institutions of higher education offer criminal justice programs and are receiving LEEP support.

Focus of Justice Curriculum

Although generalization is difficult, the original curriculum in justice-related higher education has been geared primarily toward providing people with practical education for positions in criminal justice (especially police) agencies. Berkeley moved toward a more general and academically acceptable curriculum during the 1950's;[18] Florida State drifted toward crime causation and corrections; and Michigan State University developed a specialized track system consisting of majors in Police Administration, Cor-

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[16] Larry Hoover, Police Educational Characteristics and Curriculum (Washington: U.S. Government Printing Office, 1975). Additional discussion of information related to this area can be found in

[17] Staufenberger, Op. Cit., p. 2.

[18] According to Myren, Op. Cit., the University of California at Berkeley reorganized its offerings and developed a curriculum for a group major in 1933.

rections, Juvenile Delinquency, Highway Traffic Safety and Industrial Security.[19] However, the curriculum of many community colleges has not been substantially different from the training programs of police academies.

Pressures mainly from more traditional and established disciplines and faculty members in four-year colleges and universities have served to stimulate justice related programs to incorporate more and more theory and research into their curriculum. In their efforts to achieve academic respectability, administrators of justice programs began intensive efforts to obtain faculty members with terminal academic degrees. Academic credentials have all but replaced experience as the highest hiring criteria in baccalaureate programs. Those institutions with justice related graduate programs, such as State University of New York at Albany, now concentrate on obtaining faculty members who demonstrate academic competency and research interests in criminal justice related areas, from disciplines such as sociology, psychology and public and business administration.

A trend which yet today is moving justice education, was developed in the mid-1960's in an effort to improve criminal justice higher education. This trend was toward broadening the subject matter of justice related curriculum. Myren suggests it was based on a recognition of two situations which hamper the effectiveness of the criminal justice system and its component

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[19] During the early period the Michigan State College Police Administration Program was a joint cooperative effort between the College and the Michigan State Police. Students were required to perform a one-year internship in the Michigan State Police and upon successful completion of the internship and the bachelor's degree they could receive a commission of lieutenant in the Michigan State Police.

parts. He explains these situations as follows:[20]

1. Agency components of the system can no longer be allowed to operate in isolation from one another with little or no concern for the impact of the operations of one agency or those of others in the system; and

2. An understanding of human beings and the society in which they live, with particular emphasis on the origins and significance of deviant behavior, is of fundamental importance to all criminal jus- system careerists.

The trend toward program expansion first became truly visible in the middle 1960's when programs began to substitute the title of "criminal justice" for "police science" and "police administration." The first School of Criminal Justice, a wholely graduate level program, was created at The State University of New York at Albany in 1965. The City University of New York changed its College of Police Science to the John Jay College of Criminal Justice in 1965. The Michigan State University School of Police Administration and Public Safety became the School of Criminal Justice in 1967.

Alaska Justice Higher Education

The first entry of the University of Alaska into the field of justice higher education occurred in 1964. The program, which was stimulated by Public Law 88-214 (Manpower Development Act of 1963), was a vocational training program in police science. It consisted primarily of law courses which were considered training, rather than academic in orientation for police officers. The instruction for these courses was provided by part-time, local practitioners until 1967 when the first fulltime faculty member, James Gould, who had a bachelors degree and graduate work in police administra-

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[20] Op. Cit., p. 1-9.

tion from Fresno State University, was hired.

Mr. Gould cooperated with police and criminal justice agencies in upgrading the original program in Anchorage to an Associate degree in police administration. The Alaska State Troopers Academy Training Director, Lt. Gerald Williams provided considerable support and guidance to Gould in the reorganization of the curriculum. In a letter to Gould dated May 12, 1969, Williams outlined the philosophy which seems to have had considerable influence over the direction which the new curriculum was to take. Williams, in the name of the Commissioner of the Alaska Department of Public Safety, Mel Personnett, wrote:

> We will teach them the nuts and bolts of police work. We would prefer that the colleges concentrate on giving them a broader background in the humanities, social sciences and English. ...Frankly, I think that the Community College is the place to provide the new in-depth re-orientation for the police service... I would seriously consider a curriculum as follows:
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> 1. Traffic Administration with overtones of Safety Engineering
> 2. Police Records and Statistics
> 3. Law Seminars
> 4. American and English Constitutional Law
> 5. Public Administration
> 6. Police Organization and Management
> 7. Urban Sociology, the Sociology of Minority Groups and Organizational Sociology
> 8. Abnormal and Applied Psychology
> 9. Social Welfare and Social Services
> 10. Criminology and Penology
> 11. Correctional Administration
> 12. American Government
> 13. Public Planning
> 14. History, Geography and Ethnology of Alaska
> 15. Judicial Organization and Procedure
> 16. Journalism and News Writing
> 17. Lots of English and general humanities
> 18. Public Opinion and Social Statistics
>
> ... There is a need for a four year program. ...but not one narrowly oriented towards the police and correctional services. I think that a need for public administration training exists and such a program would, of course, provide for specialization in a number of areas.

An associate degree program in Police Administration had been established on the Fairbanks Campus in 1968. The funds for this program were provided by OLEA Grant No. 274. Jack Kuykendall was hired as the first fulltime faculty member in this program. The curriculum of this program was based on the Anchorage Community College program and the Michigan State University programs. In addition to the information concerning the nature of justice higher education which James Gould in Anchorage was collecting, L.E.A.A. funded an evaluation of the Fairbanks efforts by Mr. Arthur Brandstatter, Director of the School of Criminal Justice, Michigan State University, in 1969.[21]

During the course of preparation of his report, Mr. Brandstatter discussed police education in Alaska with a variety of police officials in the State, including:

1. Mel Personett, Commissioner, Public Safety
2. James Wellington, Chief of Police, Juneau
3. John Flanigan, Chief of Police, Anchorage
4. M. E. Dankworth, Commander, Alaska State Troopers, Anchorage
5. Stanley Zaverl, Chief of Police, Fairbanks
6. Robert Sundberg, Assistant Chief of Police, Fairbanks

These officials and others expressed support for programs of higher education which would assist police. Brandstatter reported that Commissioner Personett indicated he "...is seeking approval to upgrade the educational requirements for candidates seeking employment with the Alaska State Troopers to a minimum of two years of college."

Brandstatter reported he was favorably impressed by the enthu-

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[21] See An Evaluation of the Associate of Arts Degree Program in Police Administration of College of Business, Economics and Government, University of Alaska. (Fairbanks: U of A, March 21, 1969).

siastic expressions of support for higher education by police officials throughout the State. He had praise for the work of both Gould and Kuykendall in developing the programs in Anchorage and Fairbanks. However, he singled out several curriculum areas for improvement. His suggestions were remarkably similar to those previously offered by Lt. Williams. Among the most significant were the following:

1. The program contained too many vocationally oriented courses.
2. There should be a "...better balance between the Social and Natural Science courses offered."
3. The curriculum should be organized to provide "a deeper set of values necessary to develop the level of professionalism needed for the law enforcement officer." The philosophy of the program should emphasize "...our democratic, social and legal values, rather than technical proficiency."
4. Students should be allowed more electives or options regarding their areas of interest.
5. The program should be reorganized to provide students with an education in the entire criminal justice system, rather than simply one or two of its component parts.
6. An introductory course which would cover the entire criminal justice system should be implemented to: (A) serve the broad academic needs of all students, (B) attract students to the justice program, and (C) offer a total view of the system and the relationship of its component parts.

7. "Any notion...that the programs of study are designed or reserved primarily for the police practitioner, should be dispelled."

8. The justice program should be developed into a four year, bachelor's degree program.

In 1970 Mr. Kuykendall, at Fairbanks, was replaced by Mr. C. Allen Pierce, a graduate of Michigan State University's School of Criminal Justice, and the University of Alaska associate degree programs were modified to reflect many of Brandstatter's suggestions. However, the suggestion that a criminal justice program be established was resisted by Anchorage Community College administrators above Gould.[22]

As a consequence of the administrative resistance to the establishment of an integrated justice program, Anchorage Community College established a separate program in corrections. Fairbanks continued with an associate degree program in police administration. The revised curriculum did, however, contain an introductory course in criminal justice and several new courses in management and corrections.

Both the Anchorage and Fairbanks programs continued with a single full-time faculty member in each program, and a number of part-time attorneys who provided instruction. This arrangement had been strongly criticized by Brandstatter and probably had a serious impact on the development of the programs.

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[22] See memorandum from James Irany (Feb. 17, 1970) and Dean Short which argue that police and corrections programs should be distinct and separate programs. Mr. Pierce responded to the Irany memo and claimed Irany had a basic misunderstanding of the field of justice higher education.

Mr. Gould left ACC in 1972 and was replaced by Mr. Donald Miller, a former FBI agent with a law degree from Marquette University. Mr. Pierce resigned from Fairbanks in 1972 and was replaced by Mr. Kenneth Stockholm who is a master degree graduate from Sam Houston State University.

The associate degree programs have remained basically unchanged since 1970 except the number of courses on the Anchorage campus has been substantially expanded. An associate degree in Law Science has also been added to the ACC offerings. By 1975 the total justice-related, 3 credit courses offered by two full-time faculty members at ACC totaled in excess of thirty-five. Although a large number of courses have been added since the initiation of the program, it appears that none have been dropped.

Police courses, patterned after Anchorage and Fairbanks offerings, were established by the Juneau-Douglas Community College in 1974. These courses, taught by part-time faculty members, were designed to provide students working toward an Associate of Arts in Humanities with an emphasis in Police Administration.

Both Kenai and Kodiak Community Colleges offer courses leading to an Associate Degree in Police Administration. Courses in the Kenai program were first offered in 1970 and in Kodiak in 1974. Neither of these programs have full-time faculty members, neither consistently offer courses and neither have a record of any graduates.

Table 2 presents a summary of 1975 statistics related to the University of Alaska justice programs. Since the University did not authorize a baccalaureate curriculum in justice until December 1975 these statistics do not contain information about baccalaureate

Table 2. 1975 U of A JUSTICE PROGRAM STATISTICS

College Name	Name of Justice Degree	Fulltime Faculty	Course Enrollment Fall '75	1975 Graduates
UA Anchorage	None	3	10	0
Anchorage CC	Police Adm. Corrections Law Science	2	387	16
Mat-Su CC	Police Adm.	0	11	0
Elmendorf Ext.	Police Adm.* Corrections*	0	NDA*	NDA*
Ft. Rich. Ext.	Police Adm.* Corrections*	0	NDA*	NDA*
UA Fairbanks	Police Adm.	2	71	8
Tanana V. CC	None	0	0	0
Ft. Greeley Ext	Police Adm.	0	NDA	NDA
Ft. Wnwgt. Ext	Police Adm.	0	NDA	NDA
Eielson Ext.	Police Adm.	0	NDA	NDA
UA Juneau	None	0	0	0
Jun.-Doug. CC	Humanities w/Pol. Emph.	0	7	0
Ketchikan CC	Police Adm.	0	29	0
Sitka CC	None	0	0	0
Kenai CC	Police Adm.	0	13	0
Kodiak CC	Police Adm.	0	41	0
Kuskokwim CC	None	0	0	0
N. West CC	None	0	0	0
Barrow Ext.	None	0	0	0
TOTAL	12	7	569	24

*These degrees and statistics considered part of ACC programs.

level programs. In 1975 the University system was offering justice-related associate degrees at twelve locations. Seven faculty members were employed full-time, and justice courses had 569 enrolled. Twenty-four associate degrees were granted in 1975.

In 1973 the Alaska Criminal Justice Planning Agency initiated efforts to develop "...a Criminal Justice Center intended for the enhancement of human resources throughout the criminal justice system." Dr. Victor Strecher, a criminal justice professor at Michigan State University, was retained by L.E.A.A. to provide technical assistance which was to provide the foundation for this Center. After Strecher's initial visits, a study team consisting of Strecher; Dr. Larry Hoover, School of Criminal Justice, Michigan State University; B. J. George, Jr., Center for the Administration of Justice, Wayne State University; and Dr. Vernon Fox, School of Criminology, Florida State University was funded by the Alaska Criminal Justice Planning Agency to define the goals and propose organizational arrangements for the Center.

The combined efforts of these consultants, the University of Alaska administration and a group of justice practitioners from throughout Alaska resulted in a report containing recommendations for organizing the Center being released in June 1974.[23] This report concluded:[24]

> The philosophy for the creation of a centralized center with responsibilities for the development of comprehensive continuous career educational and training experiences for roles throughout the criminal justice system from these basic premises:

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[23] Victor Strecher, et al., Final Report of Recommendations: A Criminal Justice Center for Alaska (mimeographed, June 1974).

[24] Ibid., p. 1.

1. Study commissions convened to investigate crime and its attendant social ills unanimously recognize inadequate or ineffective criminal justice system response as contributing significantly to the problem of crime.

2. The effectiveness of the criminal justice process is overwhelmingly dependent upon the quality of personnel staffing the system.

3. There is an intense need to improve present personnel standards.

4. Component interaction is currently dysfunctional in the criminal justice process.

5. This dysfunction can be alleviated through the intercomponent training of practitioners.

6. Most local agencies do not have the resources to develop higher personnel standards and concomitant educational and training programs.

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

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

Based on the conclusions and recommendations of this Report, the President of the University of Alaska, using funds provided by the Alaska Criminal Justice Planning Agency established the Criminal Justice Center at the University of Alaska, Anchorage. The Center was charged with overseeing all of the University's activities in the area of justice. Under the guidance of the Center Director, the responsibilities of the Center are divided into research, continuing professional development, bush justice, academic programs and community education. Each Center staff member has both responsibility for functional supervision over an area of responsibility as

well as general responsibility for continuing support for all areas of responsibility. All staff members have both academic and administrative rank.

In 1974, shortly before the establishment of the Criminal Justice Center, the Anchorage Community College, Division of Community Services, recognized the need to evaluate and reorganize the course offerings in police administration and corrections and to prepare upper division courses in anticipation of the implementation of a baccalaureate program by the Center. The Division of Community Services sought and received funds from L.E.A.A. for such a project. Upon implementation of the Center, this project was turned over to the Center.

Consistent with this grant, the University President established a Criminal Justice Curriculum Committee consisting of faculty members from Fairbanks, Juneau, Anchorage Community College and Anchorage Senior College to work with the Center director in reorganizing the Justice academic programs of the University of Alaska system.

In the fall of 1975, a baccalaureate curriculum with a major in Justice was organized so that a program would be available for students in January of 1976. It was recognized at the time that the curriculum established had significant shortcomings. Primary among these were (1) existing police administration courses - essentially courses patterned after the Michigan State University School of Police Administration courses from the mid-1960's - were adopted as lower division core requirements - additional upper division courses were simply added on top of existing courses, (2) goals for Alaska justice education were not adequately defined, (3) the structure of the academic units responsible for delivering the cur-

riculum was left in the main unchanged and ill-defined and (4) standards and quality control mechanisms were not established.

The Justice Curriculum Committee and the Statewide Instructional Council approved the program with the explicit understanding that work would be initiated immediately on developing a master plan for justice education in Alaska. This plan was to address the preceding issues and provide the basis for upgrading justice higher education in the state.

In February of 1976, a more extensive study was initiated to (1) identify the justice higher education needs and define appropriate objectives for the University of Alaska justice education, (2) prepare curriculum for achieving the established objectives, (3) develop an appropriate structure for overseeing and delivering justice educational programs and (4) establish standards necessary for insuring the quality and integrity of the University of Alaska academic efforts in the justice area.

REPORT ORGANIZATION

The following chapters of this report deal with the findings of the study. Chapter II provides predictions of criminal justice personnel needs between 1977 and 1990. Chapter III reviews information bearing on the educational preparation that will best prepare people having a policy making or career interest in the field. Chapter IV provides guidelines for the development of justice higher education programs. Specific curriculum proposals are made in Chapter V. Chapter VI contains recommendations concerning organization and standards for the University of Alaska justice program organization.

CHAPTER II

ALASKA JUSTICE PERSONNEL NEEDS

1977 Through 1990

This phase of the Justice Curriculum study is designed to provide estimates of the number and educational preparation of people that will be needed to satisfy the personnel needs of Alaskan justice agencies through the year of 1990. This information -- along with general predictions of the areas where the openings will occur -- will be used as a basis for proposals concerning the nature of Alaskan justice higher education and the organization of the delivery system.

Limitations on Study

Over the past decade a variety of criminal justice manpower development studies have been conducted. These studies have focused on the national, state and regional justice systems, and involve a variety of levels of detail and sophistication. Although the figures collected concerning the existing number of personnel in the various positions are in most instances reasonably accurate, under the best of procedures, estimates of future needs have been questionable because of uncertainty about the variables that influence the future. Although this study suffers from the same limitation, the narrow based economy and relatively isolated social situation in Alaska seems to provide a steadier milieu than exists in other parts of the country for projections.

Since this study will be used as a basis for the development of the University of Alaska's criminal justice programs, three criteria have been adopted for the development and handling of the

data. First, the study will be based on a conservative use of the data and interpretation of resulting information. This philosophy should serve to insure that any resources advocated for justice higher education as a result of this study will not be in excess of the actual need. Second, efforts will be made to avoid duplicating work previously performed. And, third, the methods used for developing estimates will be kept as simple and concise as possible to facilitate understanding by a broad range of people.

Study Procedure

Estimates of criminal justice personnel needs in this study will be founded on Alaskan population projections that have been prepared for other purposes. The underlying assumption in using population-based projections is that reasonably consistent ratios exist between population and number of personnel employed in criminal justice. Although more complex methods of estimating manpower needs have been used, these methods have not been demonstratibly more or less accurate than population-based projections. In addition, the resource investment required for population-based projections makes this method the most cost effective available for this study.

The population projections used in this study were derived from an analysis of literature related to Alaska population. The most recent and comprehensive population study, which will provide primary statistical data, was prepared by the Institute of Social, Economic and Governmental Research (ISEGR), University of Alaska, under a grant from the National Science Foundation and support

from the State of Alaska.[1] The ISEGR projections were based on computer models designed to simulate the behavior of Alaska's economy. Key factors in the models include (1) location, size and timing of petroleum leasing, development and production, (2) petroleum prices, and (3) state fiscal policies.

Given assumptions about these factors, projections are based on (1) net migration into the State, and (2) natural increase caused by the anticipated excess of births over deaths. The specific projections of greatest import to justice curriculum development are related to both statewide and regional population changes. Other documents containing population data and estimates will be used to supplement and cross-check the reasonableness of the ISEGR projections.

The estimates of justice personnel needs will be derived by using the calculation of standard historical turnover rates and ratios of criminal justice employees to population and applying these to population projections. It is assumed that such rates and ratios empirically observed in the recent past will continue to exist in close to the same relationship through 1990.

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[1] A summary of the factors which went into these projections is contained in Institute of Social, Economic and Governmental Research, Review of Business and Economic Conditions, "Alaska's Growth to 1990: Economic Modeling and Policy Analysis for a Rapidly Changing Northern Frontier Region", University of Alaska, January, 1976, Vol. XIII, No. 1.

ALASKA POPULATION

Except for the post-gold rush period, Alaska's population during this century as reflected in United States Census reports can be best characterized as steadily increasing (see Table 3).

Table 3. POPULATION OF ALASKA: 1900 to 1970*

ALASKA POPULATION					
CENSUS DATE	POPULATION	CHANGE FROM PRECEEDING CENSUS		DISTRIBUTION	
		NUMBER	PERCENTAGE	% URBAN	% RURAL
1900	63,592	31,540	98.4	24.5	75.5
1910	64,356	764	1.2	9.5	90.5
1920	55,036	-9,320	-14.5	5.6	94.4
1929	59,278	4,242	7.7	13.2	86.8
1939	72,524	13,246	22.3	24.0	76.0
1950	128,643	56,119	77.4	26.6	73.4
1960	226,167	97,524	75.8	37.9	62.1
1970	302,173**	74,215	32.8	48.4	51.6

* Bureau of Census, Number of Inhabitants: Alaska: 1970 (Washington: GPO, May 1971), pg. 7.

** The original figure of 300,392 was in error and later corrected to 302,173; however, the Census Tables in the source document were not changed to reflect the actual population figures.

In terms of percentage of population change for the past thirty years, Alaska has consistently been among the states with the highest percentage of increase.[2] Alaska's rate of population

[2] In 1970 Alaska was fourth following Arizona, Florida and Nevada and in 1960 Alaska was third after Nevada and Arizona.

was lower than the mean for the United States only in 1910 and 1920. (See Table 4.)

Table 4. POPULATION OF UNITED STATES: 1900 to 1970*

UNITED STATES POPULATION					
CENSUS DATE	POPULATION	CHANGE FROM PRECEEDING CENSUS		DISTRIBUTION	
		NUMBER	%	% URBAN	% RURAL
1900	76,212,168	13,232,402	21.0	39.6	60.4
1910	92,228,496	16,016,328	21.0	45.6	54.4
1920	106,021,537	13,793,041	15.0	51.2	48.8
1930	123,202,624	17,181,087	16.2	56.1	43.9
1940	132,164,569	8,961,945	7.3	56.5	43.5
1950	151,325,175	19,161,229	14.5	59.6	40.4
1960	179,323,175	27,997,377	18.5	63.0	37.0
1970	203,211,926	23,888,751	13.3	73.5	26.5

* Bureau of Census Reports

Given the economic potential of Alaska and the patterns of population changes in recent years it is reasonable to expect that Alaska will be characterized during the last half of the 20th century by both an overall growth in population as well as a shift toward a more urban distribution. The ISEGR studies support these conclusions. None of the other studies which dealt with anticipated population changes contradicted the conclusions of ISEGR.[3]

[3] Other studies which have concluded that substantial increases in Alaska population is likely are John E. Havelock, Legal Education for a Frontier Society: A Survey of Alaskan Needs and Opportunities in Education, Research and the Delivery of Legal Services (Anchorage: University of Alaska, May 1975); Human Resources Planning Institute, A Forecast of Industrial and Occupational Employment in Alaska (Fair-

In addition, none of the studies offered estimates of population that were lower than the ISEGR projections selected for utilization in this study.

Statewide Population Projections

Chart B reflects the ISEGR population projections for the entire state of Alaska assuming various oil prices and development rates.[4] The projections for 1990 range from a population low of 573,600 to a high of 1,013,700, depending on the specific price and oil development rate combination.

Using the middle-ground assumption of accelerated development with $5 per barrel oil price, Table 5 provides yearly projections for Alaska population through 1990. Since these projections were completed in early 1974, there have been two years to assess their accuracy. As of July 1975, the projected population of 384,400 was approximately 20,000 behind the actual figure of 404,634 derived from an assessment of the actual population completed by the State of Alaska. This discrepancy is believed to be primarily attributable to Alyeska Pipeline Service Company's decision to hire substantially more

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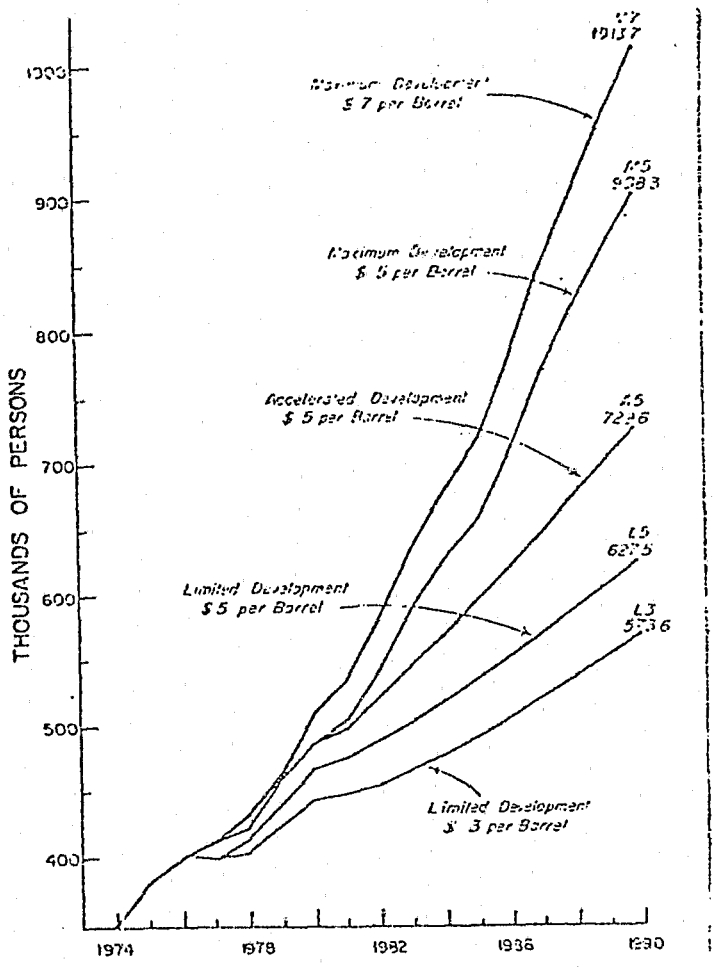
banks: University of Alaska, April 1974); Criminal Division, An Impact Analysis of Construction of the Trans-Alaska Pipeline on the Administration of Criminal Justice in Alaska (Juneau: Alaska Department of Law, March, 1976); Criminal Justice Planning Agency, Crime in Alaska: 1976 Criminal Justice Plan (Juneau, Sept. 1975); Technical Advisory Committee on Economic Analysis and Load Projections, 1974 Alaska Power Survey (Juneau: Alaska Power Administration, May, 1974); Human Resources Planning Institute, Manpower and Employment Impact of Trans-Alaska Pipeline (Juneau: Urban and Rural System Associates, November, 1974).

[4] The specific assumptions are (1) Limited development with $3 per barrel oil price, (2) limited development with $5 per barrel oil price, (3) accelerated development with $5 per barrel oil price, (4) maximum development with $5 per barrel oil price, (5) maximum development with $7 per barrel oil price.

Chart B. STATEWIDE POPULATION PROJECTIONS



people than originally planned. The impact of this increased hire is expected to be temporary. Since the ISEGR estimates used in this study are felt by most people to be moderately conservative, it is reasonable to assume that the population projections are more likely to understate, rather that overstate, the ultimate actual population.

Regional Population and Projections

In an effort to cross check the statewide statistics and at the same time project the distribution of the population throughout the State, ISEGR developed a separate, more complex computer

Table 5. PROJECTED YEARLY ALASKA POPULATION

1974 through 1990*

Year	Proj. Pop.	Year	Proj. Pop.
1974	350,700	1983	547,000
1975	384,400	1984	570,100
1976	402,900	1985	595,500
1977	414,600	1986	621,100
1978	424,600	1987	647,000
1979	450,900	1988	637,500
1980	487,700	1989	703,300
1981	501,900	1990	729,600
1982	522,700		

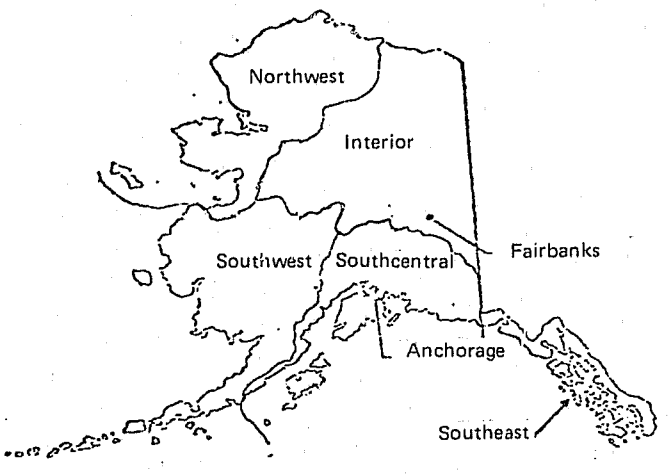
* These figures were derived in 1973. Assumed is accelerated development and $5 per barrel oil price.

model for predicting regional population. The parameters of the five regions defined are contained in Chart C. The regions are (1) Northwest, (2) Interior, (3) Southwest, (4) Southcentral, and (5) Southeast. These regions are generally consistent with the University's regional organizational structure explained in the previous chapter.

Table 6 contains actual Bureau of Census population counts and the proportion of population based on these actual counts in the five ISEGR regions for each decade from 1900 to 1970.

The Southcentral Region, which includes Anchorage, has not only the largest proportion of the State's population; it has been the fastest growing region in the State. Presently the South-

Chart C. ISEGR'S GEOGRAPHIC REGIONS FOR ALASKA



central Region has over one-half of the total population in Alaska. In regard to past growth, between the 1950 and 1960 census, the Southcentral Region population increased by 117.3% compared to increases of 25.5% in Southeast, 18.5% in Southwest, 113.5% in the Interior, and 22.4% in Northwest. Although the overall rate of growth statewide slowed in the decade of 1960 through 1970, the 48.8% increase in the Southcentral Region was substantially higher than any other region of Alaska (Southeast - 20.2%, Southwest - 26.1%, Interior - 15%, and Northwest - 9%).

Without exception the studies that have produced population

Table 6. POPULATION OF ALASKA BY REGION: 1900 TO 1970

	Region											
	Southeast		Southcentral		Southwest		Interior		Northwest		State Total	
Year	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	%
1970	42,565	14.1	163,792	54.2	26,491	8.7	56,479	18.7	12,846	4.3	302,173	100
1960	35,403	15.7	108,851	48.1	21,001	9.3	49,128	21.7	11,784	5.2	226,167	100
1950	28,203	21.9	50,093	38.9	17,715	13.8	23,008	17.9	9,624	7.9	128,643	100
1939	25,241	34.8	14,881	20.5	12,846	17.7	10,345	14.3	9,211	12.7	72,524	100
1929	19,304	32.6	11,880	20.0	12,118	20.5	8,246	13.9	7,730	13.0	59,278	100
1920	17,402	31.6	11,173	20.3	11,541	21.0	7,964	14.5	6,956	12.6	55,036	100
1910	15,216	23.6	12,900	20.1	12,049	18.7	13,064	20.3	11,127	17.3	64,356	100
1900	14,350	22.6	10,000	15.7	13,000	20.4	5,600	8.8	20,642	32.5	63,592	100

projections, reviewed in the course of preparing this report, support the continuation of such a pattern of population development in the future.[5] The ISEGR Regional study confirms the previous works.[6]

Even though the developmental scenario of accelerated growth with oil prices at $5 per barrel is also raised as a basic factor in the Region Projection Model, the ISEGR Regional Model used more detailed base data than the Statewide Model. Nonetheless, even with more data, the total of population projections for the regions, produced by the Regional Model, were very close to those produced by the Statewide Model. Under the Statewide Model the estimated 1990 Alaskan population was 730,000 compared to the total of 731,000 projected by the Regional Model. In no case does the regional and the Statewide Model produce a year projection difference which exceeds 7%.

Table 7 reflects the year-by-year ISEGR projections for each region. The Southcentral Region wherein Anchorage is located is expected to have a disproportionate growth of population over the next 15 years. Currently, Anchorage's population is estimated at about 44% of the estimated State population, however, by 1990, the population of the City of Anchorage alone is estimated at 400,000 people, or about 54% of the total population in Alaska.

Other regions where substantial growth is predicted are Southeast and Interior. Nearly all the anticipated population growth for the Interior Region will occur in Fairbanks. The population in the Southeast Region is expected to double. However, this Re-

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[5] Ibid.

[6] Op. cit., pg. 9.

Table 7. POPULATION PROJECTIONS BY REGION THROUGH 1990*
(Thousands of Persons)

Year	Region							State
	N.W.	S.W.	S.E.	S.C.		Int.		
				Anch.	Other	Fbks.	Other	
1974	13,498	27,561	48,616	133,120	45,284	54,018	8,561	350,659
1975	13,752	27,644	51,526	164,073	53,661	57,830	9,965	378,451
1976	14,121	28,108	54,092	173,457	55,272	59,397	9,903	394,350
1977	14,903	28,620	56,999	185,350	52,646	59,396	8,929	406,844
1978	14,943	28,936	58,926	189,502	52,951	59,294	9,276	413,826
1979	15,198	29,288	61,919	201,789	54,896	60,817	9,474	433,382
1980	17,271	29,887	66,014	219,765	58,506	63,707	9,770	464,920
1981	17,977	30,562	69,340	230,803	61,401	65,919	9,325	485,326
1982	18,552	31,116	73,250	245,663	64,639	68,367	9,439	511,024
1983	18,832	31,627	77,796	261,161	66,903	70,329	9,351	536,000
1984	18,486	32,245	81,483	277,059	69,081	72,255	9,180	559,789
1985	18,468	32,847	85,176	293,315	71,939	74,172	9,309	585,826
1986	18,375	33,465	88,226	311,823	74,895	76,202	9,384	612,369
1987	18,639	34,162	90,959	330,780	77,674	78,236	9,563	640,013
1988	18,956	34,847	93,830	351,721	80,549	80,326	9,744	669,974
1989	19,097	35,290	96,696	373,510	83,558	82,463	9,815	700,429
1990	19,258	35,591	98,976	396,368	86,813	84,566	9,856	731,430

*Source: ISEGR "Alaska Growth to 1990", Review of Business & Economic Conditions (University of Alaska, Vol. XIII, No. 1, Jan. 1976), p. 11.

gional Model was not designed to account for either a move of the State capitol to an area in the Southcentral Region northwest of Anchorage or the impact of gasline construction. If the capitol move materializes, the population projections for Southeast will likely be too high and those for Southcentral may be too low from 1980 onward. The gasline construction will likely increase population in both the Interior and Southcentral Regions without reducing the estimates for the Southeast Region.

Conclusions

The population of Alaska has a long history of steady, substantial increases. Such growth is likely to continue into the foreseeable future. Middle range estimates of population changes place the 1990 population in the neighborhood of 730,000 people.

Of equal importance to the development of justice curriculum and the organization of programs is the likely nature and geographic distribution of the population in the State. The trend toward an increased proportion of the population living in urban, as opposed to rural, areas will probably continue. Increased urbanization will likely be accompanied by disproportionate increases in problems for the criminal justice system. The classical justice problems associated with mingling diverse cultures and economic classes seem likely to increase. The traditional pattern of a disproportion of youthful, bluecollar persons in Alaska will continue to create a higher level of demand for justice services than in other parts of the United States.

Although the population in all regions of the State will increase, if the Alaska State Capitol remains in Juneau, the Southeast

Region population should double to approximately 98,976 and the Interior Region around Fairbanks should increase by approximately one third to approximately 94,422. However, if the State Capital is moved, as planned, to a location north of Anchorage in the South-central Region, the projected population increase for the South-east Region may not materialize. On the other hand, the population in the Interior Region will probably double to approximately 100,000 persons and the Southcentral Region will likely increase to at least 500,000 people by 1990.

The population estimates are clear enough to serve as a basis for concluding there will be a demand for increased numbers of new people to staff justice agencies throughout Alaska. The questions yet to be addressed are (1) What is a reasonable estimate of the number of new people who will be needed to staff justice positions?, (2) What can be anticipated in terms of a specific breakdown of personnel needs by specialized positions within the justice system?, and (3) What is the most likely geographic distribution of the demand for criminal justice personnel across the State? These issues will be addressed in the following sections.

CRIMINAL JUSTICE ORGANIZATION AND EMPLOYMENT

Information concerning the employment levels in the Alaska criminal justice system were obtained primarily from three sources: (1) historical data from Bureau of Census reports,[7] (2) the Alaska Law Enforcement Directory,[8] and (3) a survey instrument developed by the Criminal Justice Center and mailed to all Alaska criminal justice agencies in early 1976.[9]

The most current data was obtained from the responses to the Criminal Justice Center questions. Overall, sixty-seven percent of the agencies returned the questionnaires to the Criminal Justice Center. This return contained responses from sixty-five percent of the police agencies with full-time personnel, eighty-six percent of the full-time correctional units (not including local jails), and one hundred percent of the personnel in the Department of Law, the Alaska Court System, the Alaska Criminal Justice Planning Agency, and the Public Defender Agency. Even though thirty-three percent may be a high proportion of non-respondents, the agencies that did not return the questionnaire tended to be very small. The centralized, larger agencies that employ the vast majority of the personnel responded, hence there is reason to believe the returns

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[7] Bureau of Census, Historical Statistics on Expenditures and Employment in Criminal Justice System - 1971-1973 (Washington, D.C.: U.S. Government Printing Office, 1975). Also in National Criminal Justice Information and Statistics Service, Sourcebook of Criminal Justice Statistics: 1973 and 1974 (Washington, D.C.: U.S. Government Printing Office, 1974 and 1975).

[8] Alaska Peace Officers Association, Alaska Law Enforcement Directory (Anchorage: Jim Thibodeau, Publisher, 1967 through 1976).

[9] Criminal Justice Center, "Survey of Criminal Justice Training and Continuing Professional Development Programs" (Anchorage: University of Alaska, 1976).

provide reasonably accurate data concerning Alaska criminal justice employment.

In those instances where an agency with a substantial number of employees failed to completely answer or return the Criminal Justice Center questionnaire, telephone interviews were used to obtain supplemental information to insure that data concerning total employees were accurate. Therefore, data missing from this report are primarily from agencies with fewer than five employees.

In spite of this multiphased approach, the data does not provide an absolute nor completely accurate picture of the criminal justice personnel situation in Alaska. Some of the data reported by criminal justice agencies on the Criminal Justice Center questionnaire seem to contain minor errors. Some conflicts among the data from various sources have been identified. Where a conflict occured, a judgment concerning people who are employed by private agencies with criminal justice responsibilities were not included as a basis for the projections in this report. Overall, however, these data are such as to cause any inaccuracies in the estimates of the number of public criminal justice personnel needed in the future to be low rather than high. Such conservative figures will best serve the public interest.

Organization of Alaska Criminal Justice System

Alaska, with an estimated 1975 population of 404,634, ranks 49th among the states in population. There are thirteen borough and 112 municipal governments in the State. In addition to the organized boroughs, which resemble county governments in other states,

there are three consolidated city-borough governments and a remaining area comprising the great bulk of the Alaska land mass which is known as the "unorganized borough".

The following is a summary by type and number of the major criminal justice system components with full-time personnel in Alaska:

Type of Agency

Enforcement	Number*
Alaska Department of Public Safety	1
Municipal police agencies	39
Special police agencies	7
Prosecution* **	
Department of Law	1
Public Defense* **	
Public Defender Agency	1
Courts* **	
Supreme Court	1
Superior Courts	4
District and Magistrate Courts**	66
Corrections* **	
State Correctional Institutions	8
Probation and Parole Offices	14
TOTAL	142

* Based on Criminal Justice Center compilation.
** Treated as municipal elsewhere in this report.
***Unified State system.

Seventy-one of the 142 justice agencies in Alaska are courts. Forty-eight agencies identified were police. Corrections units are all under the Alaska Department of Health and Social Services.

Table 8 contains a summary of current and historical employment data related to each of these components. This table reflects changes in criminal justice employment that have occured during the

Table 8. ALASKA PUBLIC CRIMINAL JUSTICE EMPLOYMENT BY YEAR, TYPE OF AGENCY AND PERCENT OF CHANGE

TYPE OF AGENCY	OCT 70*	OCT 71*		OCT 72*		OCT 73*		JAN 76**		TOTAL
	#	#	% CHG 70/71	#	% CHG 71/72	#	% CHG 72/73	#	% CHG 73/76	% CHG 70/76
Police										
AK Dept Pub Safety	291	316	8	387	12	425	9	555	23	48
Municipal	294	364	19	418	13	408	2	544	24	45
Total	585	680	14	805	16	883	9	1099	19	46
Prosecution										
AK Dept of Law	78	123	37	102	-21	158	35	153	-3	49
Total	78	123	37	102	-21	158	35	153	-3	49
Public Defense										
AK Pub Def. Agency	-0-	20	100	29	31	40	27	45	11	100
Total	-0-	20	100	29	31	40	27	45	11	100
Courts										
State	285	336	45	336	-0-	353	5	437	19	45
Magistrate	23	32	28	16	-50	24	33	30	20	23
Total	308	368	16	352	-5	377	7	467	28	34
Correctional										
State	313	364	15	370	2	360	-3	426	15	26
Municipal	47	37	-27	72	49	43	-67	43	-0-	-9
Total	360	401	10	442	9	403	-10	469	14	23
Other***										
State	?	64		120	47	193	38	195	1	
University	?	?		20		21	5	27	25	
Total	?	64		140	54	214	35	223	4	
GRAND TOTAL	1331	1656	19	1870	11	2075	9	2456	15	45

* Bureau of Census, Historical Statistics on Expenditures and Employment in Criminal Justice System: 1971-1973 (Washington, D.C.: U.S. Gov't. Printing Office, July, 1975) is the primary source of this data. However in the event of conflict among sources, the author chose the most figures which could be verified or appeared to be the most reasonable.

** Compiled from Criminal Justice Center questionnaire responses and follow-up telephone interviews. Represents all personnel including contract employees.

*** See page 18.

Table 9: RATIOS OF ALASKA CRIMINAL JUSTICE PERSONNEL PER 1000 POPULATION BY YEAR

YEAR	POLICE		LEGAL		CORRECTIONS		TOTAL	
	ALASKA	U.S.	ALASKA	U.S.	ALASKA	U.S.	ALASKA	U.S.
1969*	1.4	2.1	1.0	.5	1.2	.7	3.6	3.3
1970*	1.8	2.2	1.4	.6	1.2	.7	4.4	3.5
1971*	2.4	2.3	1.7	.7	1.2	.8	5.3	3.8
1972*	2.9	2.3	1.7	.7	1.4	.8	6.0	3.8
1976**	2.7	N/A	1.6	N/A	1.2	N/A	5.5	N/A
Average	2.2	2.2	1.5	.6	1.2	.8	4.9	3.6

* Source - Michael DeShane, et al. Educational Programs, Criminal Justice Manpower Needs, and Directions in Education Focus on Region X (Portland, Oregon: Portland State University, 1975).

** Based on Criminal Justice Center Survey data and an estimated 1976 State population of 405,000 persons.

(Continued from page 17)

*** Includes airport police, university police, Criminal Justice Planning Agency, Alcoholic Beverage Control, Department of Weights and Measures Enforcement, Department of Labor Enforcement, and criminal justice educators. Since the positions in this category usually require advanced degrees or considerable experience in other areas of criminal justice, these statistics will not be used in calculating Alaska criminal justice personnel needs.

? No data available.

past six years. In 1975, the Alaska criminal justice system had a higher ratio of employees to population than the mean for the United States during recent years. (See Table 9). Using DeShane's national figures[9] and the Criminal Justice Center compilation of Alaska statistics for 1975, the mean ratio of 1969, 1970, 1971, 1972 and 1976 is 4.9 employees per 1000 population. This overall figure consists of 2.2 police, 1.5 legal, and 1.2 corrections employees per 1000 population.

Based on the data reported by criminal justice agencies to the Criminal Justice Center, the average turnover rate in the reporting agencies in 1975 was 22%. As reflected in Table 10, the highest turnover rate of 27% was in Corrections. Police agencies reported 22% and Legal agencies reported 19%.[10]

Enforcement Agencies. The Department of Public Safety reports to the Governor and includes the Divisions of Fire Prevention, Fish and Game and State Troopers. In April 1976, the Department had 346 sworn officers, 74 support (non-clerical) employees, and 135 clerical employees. The Department of Public Safety has the largest geographic jurisdiction in square miles of any police organization in

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[9] Michael DeShane, et al., Educational Programs, Criminal Justice Manpower Needs, and Directions in Educational Focus on Region X (Portland, Oregon: Portland State University, 1975).

[10] These high turnover figures may be misleading because many people who leave one criminal justice agency accept employment in another in the State. The overall turnover within the total Alaska criminal justice system is lower than the total for all agencies. In addition, due to improvements in the Anchorage Police Department turnover rate within the past year, the police turnover rate may be substantially lower in future years. Therefore, in the projection of future personnel needs later in this section, a 5% average turnover rate will be used to insure conservative long-range estimates.

Table 10. TURNOVER RATES FOR ALASKA CRIMINAL JUSTICE PERSONNEL IN 1975

AGENCY TYPE	REPORTED EMPLOYEES*	1975 RESIGNATIONS	ALASKA TURNOVER RATE
POLICE	1099	240	22%
LEGAL	463	90	19%
CORRECTIONS	189	50	27%
TOTAL	1751	380	22%

* Based on Criminal Justice Center survey. These figures are not entirely consistent with other personnel statistics in this report because some reporting agencies did not provide information concerning resignations.

the Nation, aside from enforcement agencies of the Federal Government. It is responsible for an area approximately one-fifth the size of the other 49 states combined, and has primary responsibility for all state law enforcement in 98% of the State - an area which contains 46% of the population of the State.

The Criminal Justice Center has been able to identify thirty-nine local police agencies with general police power. These agencies provide full-time police services for cities and boroughs throughout the State. They employ in excess of 544 people of which 76% are sworn officers. The largest single local police agency in the State is the Anchorage Police Department which has 156 sworn peace officers, 27 civilian support employees, and 27 clerical employees.

Alaska has no sheriff operations. Duties often performed by sheriffs elsewhere such as jail-keeping, service to the courts

and warrant services are performed by the Alaska State Troopers, local police, and the State Division of Corrections.

The seven special police agencies, which have been identified by the Criminal Justice Center, include airport police, University of Alaska Public Safety Departments, private guard agencies, and several other State agencies with limited enforcement responsibilities. The largest private guard agency in the State is Wackenhut of Alaska, Incorporated, which has provided security services for the Alyeska Pipeline Service Company during the construction of the Trans-Alaska Pipeline system. Altogether, Wackenhut employs in excess of 250 employees in Alaska. In addition, private agencies provide a variety of security-type services to airports, businesses, and municipalities throughout the State.

The Anchorage Airport Police has approximately 78 employees, and the University of Alaska Public Safety operation has approximately 25 employees in the area of campus security. At the current time, special police agencies employ in the neighborhood of 400 people, many of whom have previously served as peace officers in the State. However, due to data collection problems, these special police have not been considered in this study.

Legal Services: Judicial. The court system in Alaska is the most completely unified state-wide court operation in the United States. The Chief Justice of the Alaska Supreme Court is the administrative head of the court system. The Chief Justice appoints an Administrative Director of Courts, a professional court manager, who assists the Chief Justice in supervising the administration of all Alaska courts.

There are three types or levels of courts in Alaska. The Supreme Court (court of appellate jurisdiction); Superior Courts (courts of general jurisdiction); District and Magistrate Courts (courts of limited jurisdiction). Magistrates are judicial officers with limited authority who serve at the pleasure of the presiding Superior Court Judge. The State is divided into four judicial districts for the organization of Superior and District Courts.

A Coroner/Public Administrator position has been created in each of the judicial districts. The function of this officer is the probate of small estates within the Superior Court.

In 1976, the courts had a total of 417 employees. One hundred fifty-five of these were professional (attornyes or professional administrators), 17 were support, and 245 were clerical. In addition, the Court System employed 20 contractual employees and 30 magistrates.

Legal Services: Prosecution. The Department of Law provides a unified prosecutorial system for Alaska. It is under the administrative direction of the Alaskan Attorney General, who is a professional appointed by the Governor. The Department handles both civil and criminal matters. The Attorney General appoints district attorneys and assigns them to local communities. These professional district attorneys have primary responsibility for criminal prosecutions throughout the State, subject to direction by the Attorney General. The total staff of the Department of Law includes 87 professional, 63 clerical and 3 contract personnel. City or borough attorneys or local attorneys on contract are responsible for prosecuting violations

of local ordinances in three home rule municipalities. Accurate figures for the prosecution personnel employed by home rule municipalities were not obtained; however, the total people so employed is less than 5% of the total State prosecutoral staff.

Legal Services: Indigent Defense. The Public Defender is appointed by the governor and maintains offices throughout the State. The agency is responsible for the legal representation of indigents charged with serious crime. The Alaska Public Defender Agency has 25 attorneys, 12 clerical employees and 8 contract employees.

Legal Services: Private Attorneys. In a previous study of Alaska legal education, Legal Education for a Frontier Society, Havelock reported 694 attorneys in Alaska in 1972.[11] Approximately 45% of these were in private practice.[12] In addition, a substantial, although constantly changing, number of graduate attorneys are employed as law clerks, interns and non-attorneys in positions throughout the State.

Since Havelock's recently completed study concerning the legal area provides a relatively comprehensive overview of the State's legal education needs, this report will draw from his data rather than duplicate his efforts.

Corrections. Alaska differs from other states in that responsibility for correctional activities rests almost exclusively with the Alaska Department of Health and Social Services. The Division of

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[11] Anchorage: University of Alaska, 1965, pg. 74.

[12] Ibid., pg. 76.

Corrections oversees eight governmental correctional institutions in the State. In recent years the Division of Corrections has gradually taken over municipal jails which serve as temporary holding facilities for arrestees awaiting trial and prisoners sentenced for minor violations. However, 20 municipal jails remain in smaller towns throughout the State. These jails are maintained primarily by municipal police employees.

The Division of Corrections presently employs approximately 323 professionals in State correctional institutions. Approximately 63 correctional employees, who work in institutions, are in clerical or support positions.

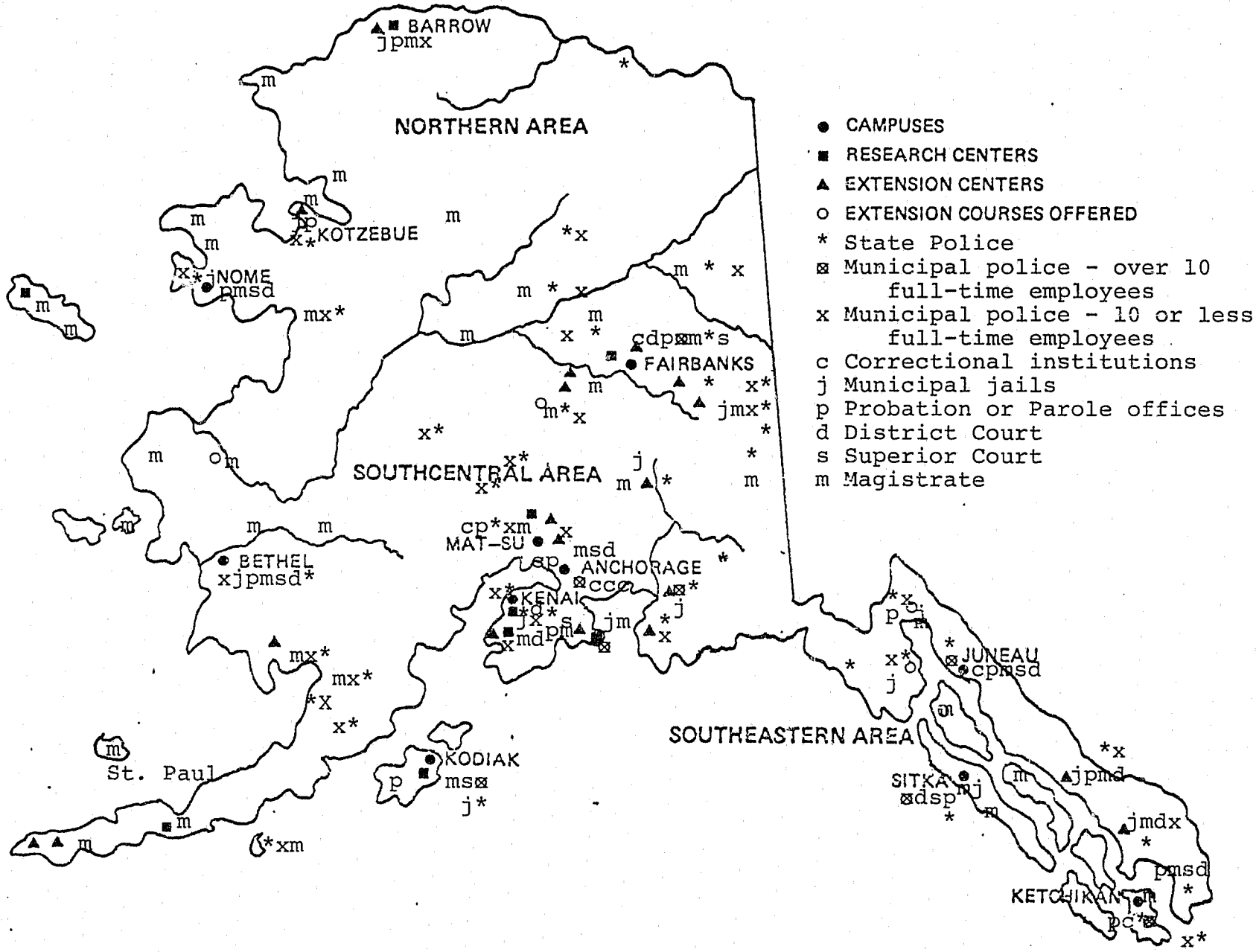
The Parole Administration Office in the Department of Health and Social Services administers all probation and parole services in the State except for Juvenile Court intake functions, which are performed by court personnel.

Regional and district offices of the Parole Administration Office supervise juvenile and adult offenders on probation and adult offenders on parole. Juveniles released from institutions under circumstances similar to adult parolees continue to be under the jurisdiction of the juvenile portion of Superior Courts. A total of 83 people are employed in Alaska's probation and parole operations.

Location of Criminal Justice Components

The geographic distribution of criminal justice sub-units and their proximity to the University of Alaska sub-units is reflected on Chart D. As one might suspect, the major administrative offices and the majority of sub-units of both criminal justice and the University are located in the geographic areas that have the

Chart D. GEOGRAPHIC DISTRIBUTION OF CRIMINAL JUSTICE SUB-UNITS AND THEIR PROXIMITY TO UNIVERSITY OF ALASKA SUB-UNITS



major population concentrations - Juneau, Anchorage and Fairbanks.

The geographic organizations of the University is such that most Alaska criminal justice employees have reasonably convenient access to higher educational programs. Hence, at the present time, basic undergraduate educational programs in liberal arts can be obtained by over 85% of all criminal justice personnel in the State. However, Associate degree programs in justice areas are available only at 5 community colleges and Baccalaureate degrees in justice are offered in Anchorage and Fairbanks.

Conclusions

In spite of geographic size, in comparison with other states, the Alaska criminal justice system is small and highly centralized. In the absence of counties, State agencies employ approximately 75% of all Alaska criminal justice personnel.

The Alaska Department of Public Safety provides nearly all fish and game law enforcement and police services outside municipalities. Approximately 50% of the people employed in State and local policing are members of the Department of Public Safety.

The Alaska Department of Law employs all personnel involved in the prosecution of offenses under State laws. Although a few municipalities have attorneys that prosecute violators of city ordinances, which may be duplicative of State offenses, the total personnel so employed is less than 5% of the prosecutorial personnel in Alaska.

The Alaska Public Defender Agency handles all indigent defense in State criminal cases. All State and local judicial services in Alaska are under the administration of the Alaska Supreme Court

and its administrative staff. Hence, for all practical purposes, aside from private defense attorneys, all persons employed in the post-arrest administration of criminal law are State employees.*

The Alaska correctional system is also centralized under the Alaska Department of Health and Social Services. Probation, parole and correctional institutions in Alaska are all staffed by State employees. Approximately 20 municipalities provide small jails for the short-term detention of prisoners. In addition, approximately 39 municipalities use local taxes supplemented by State and Federal revenue to support additional police services within their jurisdictions. While under municipal home rule, local support of criminal justice function is likely to increase in future years, the Alaska criminal justice system will remain highly centralized in the foreseeable future.

Despite the centralized nature of the Alaska criminal justice system, within broad policies and guidelines, the regional and local units of the system actually have a considerable amount of latitude in management of their operations and service performance. This autonomy may be necessitated by the geographic dispersion and socio-economic heterogeneity of Alaska's population masses. Or it may be simply the consequence of the physical impossibility of maintaining close supervision over so many diverse functions. Whatever the reason, the situation is such that, by and large, Alaska criminal justice employees frequently find it necessary to exercise broader authority and more independent judgment than is normally

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*Many indigents, however, are represented by the private bar under contract with the public defender as a result of conflict of interest of the public defender agency - for example, in representation of multiple defendants.

exercised by their counterparts elsewhere.

One significant characteristic of the geographic arrangement of the criminal justice system is the clustering of administrative offices and major facilities in the Anchorage, Fairbanks and Juneau areas. This arrangement is important because it seems to result in (1) the number of criminal justice employees to population being disproportionately higher in these areas than in other outlying areas of the State, and (2) most of the top echelon management personnel in the criminal justice system living and working in these areas.

One additional related fact is that, based on a limited review of the personnel mobility patterns, a high proportion of the criminal justice "professional" employees in outlying areas of the State were originally hired and have lived in the Anchorage, Fairbanks or Juneau areas. In many instances, particularly in regard to police employees, local police employees in the "professional" category have previously worked for other criminal justice organizations. Hence, the high 22% average turnover rate in individual agencies should not be construed as reflecting the turnover rate for the Alaska criminal justice system as a whole. Professional employees who leave one agency often are immediately re-employed by another criminal justice agency in the State, or they take other forms of "seasonal" employment generic to Alaska from which they return once again to justice related employment.

PROJECTED PERSONNEL NEEDS

Prediction of future criminal justice personnel needs is a subjective endeavor at best. If historical trends and practices along with data concerning future probable events which appear to be related to the level of criminal justice employment are considered, a degree of accuracy in predictions which would not otherwide be possible can be achieved. However, 100% accuracy is unlikely. Since precision is uncertain, the basic policy underlying this study is that every precaution will be taken to insure that any errors in predictions will result in underestimating as much as 25%, rather than overestimating future Alaska criminal justice personnel needs.

Basis for Estimates

The following specific assumptions will be used as a basis for estimating Alaska criminal justice personnel requirements through 1990:

1. The middle-range population estimates of ISEGR will accurately reflect the population changes in Alaska through 1990.[13]
2. The historical ratio of criminal justice personnel to population in Alaska will remian constant through 1990.
3. The annual turnover rate for criminal justice personnel will be 5% per year.[14]

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[13] These population estimates do not consider such likely events as off-shore oil drillings, major interior mineral development or a variety of other developments which will result in additional population and demand for justice services.

[14] As reflected in Table 8, the 1975 criminal justice personnel turnover rate was 22%. Hence, 5% turnover is a reasonable, conservative estimate for future years.

Prudence was exercised in selecting these assumptions. It is logical that if any of these assumptions are in error, the projections of criminal justice personnel needs will be low rather than high. This approach is deliberately designed to provide decision makers, who may use the final estimates, with minimum figures in which they can place confidence.

Statewide Estimates

Since the ISEGR estimates, which are used as a basis for the projection of the criminal justice personnel needs through 1990, reflect constant increases in the population of Alaska, the estimated criminal justice personnel needed each year double between 1977 and 1990. (See Table 11). It is estimated that in 1977 Alaska criminal justice agencies will need a total of 160 new employees. In 1990, three hundred twenty-nine new employees will be needed to fill openings in the Alaska criminal justice system.

The total number of new justice employees which will be hired by Alaska public police, legal and correctional agencies between 1977 and 1990 is estimated to be 3554. This projection means an average of 273 openings for new people each year.

These statistics can be made more useful for the development of educational and training programs by identifying the proportion of personnel that it can be anticipated will be needed in the police, legal and correctional components of the criminal justice system.

Personnel by Component. The proportional personnel needs of each component of the Alaska criminal justice system can be estimated by

Table 11. PROJECTED ALASKA CRIMINAL JUSTICE NEEDS BY REGION THROUGH 1990*

YEAR	REGION							TOTAL ALASKA CJ PERSONNEL NEEDS
	NW	SW	SE	SC		INT		
				ANCH.	OTHER	FBKS.	OTHER	
1977	8	9	28	103	0	15	(3)	160
1978	4	9	25	68	15	15	2	138
1979	6	9	25	110	23	22	2	201
1980	14	10	37	142	32	30	4	269
1981	7	11	33	111	29	27	4	222
1982	8	11	37	133	32	29	2	252
1983	6	10	41	140	27	27	2	253
1984	4	11	38	146	28	27	1	255
1985	5	11	39	154	32	27	3	271
1986	4	11	37	164	32	29	2	279
1987	6	11	36	173	33	31	3	293
1988	7	13	37	189	34	29	3	312
1989	6	11	38	199	34	30	2	320
1990	5	10	35	209	37	31	2	329
TOTAL	90	147	490	2041	388	369	29	3554

* This chart reflects the estimated number of new State and local personnel which will be needed each year assuming (1) the population projections in Table 5, page 13, are accurate, (2) the average criminal justice personnel to Alaska population ratio of 4.9 per thousand is maintained, and (3) a 5% annual turnover rate to account for retirements, dismissals, deaths, and resignations which will be filled by people who will be new to the Alaska criminal justice system. At the present time, the statewide population projections in Table 5 are approximately 15,000 under the latest population estimates.

determining the historical distribution of personnel to each of the components. Table 12 reflects the proportion of personnel in police, legal and correctional agencies based on the period of 1970 through 1976. Based on the mean scores for this six year period, 46% of the criminal justice system personnel have been in police agencies, 30% in legal operations, and 24% in correctional agencies.

If this ratio pattern holds true for the distribution of personnel hired through 1990, a total of 1635 of the new personnel will be in the police field, 1066 will be hired by legal operations, and 853 will be hired by correctional agencies in Alaska. On the average, Alaskan police will be hiring at least 126, legal operations will hire 82, and correctional agencies will hire 66 new employees each year though 1990.

Table 12. DISTRIBUTION OF ALASKA CRIMINAL JUSTICE PERSONNEL BY CRIMINAL JUSTICE SYSTEM COMPONENT AND YEAR*

CRIMINAL JUSTICE COMPONENT	1970		1971		1972		1973		1976		AVERAGE	
	#	%	#	%	#	%	#	%	#	%	#	%
POLICE	585	44	680	43	805	47	883	47	1099	50	810	46
LEGAL	386	29	511	32	483	28	575	31	604**	29	512	30
CORRECTIONS	360	27	401	25	442	26	403	22	469	22	415	24
TOTAL	1331	100	1592	100	1730	101	1861	100	2172	100	1737	100

* Sources cited at Table 6, page 43.

** These data do not include 30 magistrates and 31 persons on short-term contracts with legal agencies which are included on Table 6.

Personnel by Function. For a more precise picture of the types of personnel needed in the Alaska justice field in the near future, the preceeding statistics concerning estimated needs of the component areas of police, legal and corrections can be further divided into functional categories. Table 13 provides a functional breakdown of the 1976 allocation of personnel within the three (police, legal,

Table 13. DISTRIBUTION OF FULL-TIME ALASKA CRIMINAL JUSTICE PERSONNEL BY CRIMINAL JUSTICE SYSTEM COMPONENT AND FUNCTION: 1976*

CRIMINAL JUSTICE COMPONENT	PROFESSIONAL**		SUPPORT**		CLERICAL**		TOTAL	
	#	%	#	%	#	%	#	%
POLICE								
LOCAL AGENCIES	411		52		81		544	25
DEPT PUB SAFTY	346		74		135		555	26
TOTAL POLICE	757	69	126	11	216	20	1099	
LEGAL								
COURTS	155		17		245		417	19
DEPT OF LAW	87		0		63		150	7
PUBLIC DEFNDR	25		0		12		37	2
TOTAL LEGAL	267	44	17	3	320	53	604	
CORRECTIONS								
INSTITUTIONS	323		17		46		386	17
PROBAT/PAROLE	56		0		27		83	4
TOTAL CORR.	379	80	17	4	73	16	469	
GRAND TOTAL	1403	65	160	7	609	28	2172	100

* Source - Criminal Justice Center Survey (February 1976). These data do not include contract employees; hence, the total employees reported in the Legal area does not include 61 magistrates and contract persons reported in Tables 6 and 10.

** Professional employees means sworn police officers, attorneys, corrections officers, judges, counselors, and researchers. Support employees means criminalists, computor operators, dispatchers, communications specialists, fingerprint technicians, paralegal aids, etc. Clerical employees means typists, clerks, secretaries, and bookkeepers.

and corrections) areas. Overall, 65% of the criminal justice personnel employed by Alaska in early 1976 were in "professional" positions, 7% were in "support" jobs, and 28% were in clerical jobs.

The allocation within each component area varied from the overall pattern. In the police component, 69% of the personnel can be categorized as "professional", 11% "support", and 20% "clerical". The legal component breakdown is 44% "professional", 3% "support", and 53% "clerical". Correctional personnel area allocated 80% "professional", 4% "support", and 16% "clerical".

Assuming the 1976 functional allocation remains stable through 1990 and the openings are proportionally distributed to the functional categories, the following projections of the yearly statewide personnel needs by functional area should be reasonably accurate.

1. Police:	Professional Positions	= 87
	Support Positions	= 14
	Clerical Positions	= 25
2. Legal:	Professional Positions	= 36
	Support Positions	= 3
	Clerical Positions	= 43
3. Corrections:	Professional Positions	= 52
	Support Positions	= 3
	Clerical Positions	= 10
	Average Yearly Personnel	273

Based on these projections, the average yearly personnel needs

for the Alaska criminal justice system, by functional areas, will be as follows:

1. Professional Positions = 175
2. Support Positions = 20
3. Clerical Positions = 78

Since these figures represent the estimated average yearly need for the 1977 through 1990 period, it is important to keep in mind that the number of positions available in 1977 will likely be substantially less than the projection, whereas the openings in 1989 and 1990 will likely be 25 to 50% higher than the above average figures.

Personnel by Region. Given the unknowns that may have a substantial impact on the geographic distribution of Alaska's population[16], any attempt to accurately predict the future regional needs for criminal justice personnel is bound to be more risky than statewide projections. However, in spite of uncertainty, general patterns concerning the population provide sufficient data for decisions concerning the logical general arrangement of University of Alaska Justice program structure and organization across Alaska.

As in preceeding projections, the estimates of regional criminal justice personnel needs will be based on (1) the ISEGR population projections as presented in the first section of this report (see Table 5), and (2) the estimated mean yearly criminal justice personnel that will be hired between 1976 and 1990. Calculations

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[16] Among the unknown factors which might change the geographic distribution of the population in Alaska are a move of the State Capitol from Juneau to central Alaska, the construction of a gas line across the State, extensive oil or mineral development in some rural areas of the State.

of the average population distribution for the 1976 through 1990 produce the expected proportional population and criminal justice personnel distribution reflected in Table 14.

Table 14. PROJECTED DISTRIBUTION OF AVERAGE YEARLY CRIMINAL JUSTICE PERSONNEL NEEDED BY REGION

AREA	% POPULATION	AVERAGE # YEARLY CJ PERSONNEL
Northwestern Region	3%	8
Southwestern Region	6%	16
Southeastern Region	14%	38
Southcentral Region	62%	169
(Anchorage-49%)		(134)
(Outside Anchorage-13%)		(35)
Interior Region	15%	42
(Fairbanks-13%)		(35)
(Outside Fairbanks-2%)		(7)
TOTAL	100%	273

As one might reasonably assume, the largest demand for criminal justice employees will be in Alaska's Southcentral Region, with nearly half the total employees being needed in Anchorage. The next highest number of employees will be hired in the Interior Region around Fairbanks, followed closely by the Southeastern Region.

It is likely that if these projections prove to be inaccurate, the change will be an increase in the number of employees needed in the Southcentral Region. It is also possible that the Interior Region will need more employees than reflected by the estimates.

In addition, since the administrative offices for the criminal justice agencies are located primarily in Anchorage, Juneau and Fairbanks, it is likely that a disproportionate number of assignments will be in these cities. This concentration of administrative operations may also have consequences - for the recruitment and hiring is likely to be focused on these areas.

A further breakdown of the projected regional personnel needs to provide estimates of the specific categories of people needed in each region provides additional worthwhile data. Table 15 is a summary of the estimated distribution of the average yearly personnel needed by criminal justice component, region and job function.

Table 15. ESTIMATED AVERAGE YEARLY CRIMINAL JUSTICE PERSONNEL NEEDS BY REGION AND JOB FUNCTION*

JOB FUNCTION	REGION							TOTAL
	NW	SW	SE	SC		INT		
				ANCH	OTHER	FBKS	OTHER	
POLICE PROF.	3	5	12	43	11	11	2	87
POLICE SUPT.	0	1	2	7	2	2	0	14
POLICE CLER.	1	1	4	12	3	3	1	25
LEGAL PROF.	1	2	5	18	5	5	1	37
LEGAL SUPT.	0	0	0	1	0	0	1	2
LEGAL CLER.	1	3	6	21	6	6	0	43
CORRECTIONS PROF.	2	3	7	26	6	6	2	52
CORRECTIONS SUPT.	0	0	0	1	1	1	0	3
CORRECTIONS CLER.	0	1	2	5	1	1	0	10
TOTAL	8	16	38	134	35	35	7	273

* Rounded to nearest whole number.

Criminal justice agencies in the Southcentral Region of Alaska will need the largest number of new employees between 1977 and 1990. In fact, it is reasonable to assume that the Southcentral Region will need slightly over four times as many new criminal justice employees per year than any other region in Alaska. Agencies located in Anchorage will have openings for approximately 80% of the new justice employees.

As reflected in Table 13, the largest number of openings will be for police and correctional professionals. An average of 43 police and 26 correctional professional positions per year will be available in agencies located in Anchorage.[17]

The third largest number of job openings will be in the legal clerical and paralegal positions - also in the Southcentral and Anchorage areas. The fourth highest number of openings will probably occur in the legal professional area.

Both the Southeastern and Interior Regions will have a sizeable number of openings in professional and clerical functional areas. As previously mentioned, the personnel needs in both of these regions is probably understated because the data was not adequate for determining the impact of management operations in Anchorage, Fairbanks and Juneau. If sufficient information were available, it is possible that the proportion of professional and clerical personnel in all component areas would be higher than the

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[17] It is important to recognize that these figures represent the "mean" or average yearly openings for the 1977 through 1990 period. This means that there should be a need for approximately 50% fewer people in 1977, gradually increasing to approximately 50% more than these figures in 1990.

preceeding calculations reflect. However, when viewed as minimum figures, these statistics provide useful information for conclusions concerning the design of justice higher education and the most logical organization of an educational delivery structure.

Conclusion

Between 1977 and 1990, Alaska criminal justice agencies will need an estimated 3554 new employees - to replace employees who are promoted or leave the system. This means an average of 273 openings per year.

The employement opportunities will not be uniformally distributed among the agencies nor across the State. Most of the openings will be in police agencies. Approximately 87 new police officers will be hired each year. The second largest number of openings will be in the "professional" positions of corrections (i.e., probation, parole, correctional officers and managers). An average of 52 new people will be needed each year for professional correctional positions. The third largest number of openings will be clerical positions in the legal area.

Clerical positions in legal, and to a lessor extent in police and correctional areas, frequently are responsible for paralegal responsibilities in addition to their more traditional clerical responsibilities. An estimated combined total of police, legal and correctional clerical personnel needed each year is 78. In a previous report regarding the legal education needs of Alaska, Havelock identified a substantial need for well prepared paralegal personnel in both the public and private sector in both criminal

and civil law related work.[18] Although Havelock did not provide specific numerical estimates of the number of positions in this area that would benefit from a college level curriculum, it seems reasonable to estimate a minimum of 50 persons not considered in this study because of its criminal justice focus might find a properly designed justice program to be valuable preparation for their careers.

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[18] John E. Havelock, Legal Education for a Frontier Society (Anchorage, University of Alaska, 1975), pages 212-218.

CHAPTER III

EDUCATIONAL NEEDS OF THE ALASKA JUSTICE SYSTEM

The Alaska justice system, as described previously, is destined to undergo continual expansion during the foreseeable future. Rapid social change, a disproportionally young population, large economic differences among the income levels of Alaskans, and conflicting cultural and social values within the state are a few of the conditions that will result in unique demands being placed on Alaskan justice agencies over the next few decades.

The capacity of the justice system, faced with increased and new demands, to make meaningful contributions to the maintenance of freedoms and social safety for Alaskans, will depend on the efforts and capabilities of people employed by police, legal and correctional units. As the only public institution of higher education serving the State, the University of Alaska bears a heavy responsibility for preparing students for citizenship and the assumption of responsibilities in the justice system.

To date, Alaska's needs in the area of justice higher education have not been adequately identified nor defined. The absence of such a definition has hampered the development of quality educational programs. This report will explore data bearing on the educational needs which must be addressed by the University in preparing students for justice-related positions and responsibilities in Alaska over the next two decades.

POSITIONS AND REQUIREMENTS

The Criminal Justice Center projections of Alaska's justice personnel needs through 1990 provide a basic indication of the job openings in the system that can reasonably be anticipated in the immediate future.[1] These projections indicate the lowest number of new justice employees (138) will be needed in 1978 and the highest number (329) will be needed in 1990. During the entire period a total of 3554 - a yearly average of 273 - new employees will be needed to staff the expanding criminal justice system of Alaska.

These new employees will be hired to fill a variety of positions. In 1976 it was possible to identify over 60 separate job descriptions in the Alaska criminal justice system.[2] Most of the people who are employed in the justice system in future years will ultimately move to different positions five to six times in the course of their careers. Frequently such positions changes will involve moving to completely different organizations.

In addition, it appears that as many as 50 new people who receive paralegal education might be able to find employment in the civilian sector of the legal field. The preparation of these people would involve the same subject matter as needed for many of the clerical positions in the

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[1] See Chapter II, "Alaska Criminal Justice Personnel Needs: 1977 through 1990." (Anchorage University of Alaska, 1977).

[2] A sample of these positions and their minimum qualifications are recorded in Appendix A.

public justice system, and opportunities for the development of paralegal career structures which cross public and private sector lines appear to be substantial. With the increasing complexity of society, it is easy to imagine the creation of new operational and management specialties related to this area of justice.

Although these jobs differ in terms of descriptions and motor skill requirements, they have areas of commonalty which, in some instances, encompass all positions and in other cases relate to a significant portion of the positions.

Justice Position Taxonomy

A simple taxonomy, consisting of three categories of responsibilities - "professional", "support", and "clerical", was developed for classification of justice positions. This taxonomy is designed to render data that must be used in developing effective and economically viable justice educational curriculum and manageable programs.

Professional responsibilities are those which have direct and substantial impact on the public, agency clientele, and agency goal achievement. The performance of these responsibilities necessitates the exercise of considerable discretion in decision making which routinely effects the lives and property of others. Responsibilities that fall in this category have proportionally high cognitive and affective requirements and lower motor skill requirements. Justice personnel in positions that consist of high professional responsibilities include management and supervisory

employees, police officers, prosecution and defense attorneys, judges, probation and parole officers and correctional officers.

Support responsibilities involve technical functions that must be impartially performed in accordance with systematic routine procedures. These responsibilities are performed for the purpose of assisting other employees who have professional responsibilities. Effective performance of support responsibilities depends upon close adherance to an established procedure, technique or method. The exercise of discretionary judgment in carrying out responsibilities in this category is limited to determining the appropriate procedure or technique and making adjustments which are needed for the application to the specific situation. The requirements for successful performance of support responsibilities involve heavy reliance on cognitive and motor skills and lower development of affective factors. Examples of employees who have jobs with high support responsibilities are criminalists, computer programmers, planners, dispatchers, mechanics, and legal researchers.

Clerical responsibilities are those involved in information processing, storage and retrieval. These responsibilities require a high level of motor skill development. Justice employees whose positions have the highest levels of clerical responsibilities are typists, secretaries, records clerks, property control clerks, and stenographers.

Anticipated Needs

The preceeding classification system was used in estimating the number of people needing preparation for the various

categories of responsibilities each year. Of the average 273 new employees needed each year, it is estimated that 175 of these people will be needed in positions with basically "professional" responsibilities. Seventy-eight people will be needed to fill openings in positions with primarily "clerical" responsibilities, and an estimated 20 people will be needed in positions with "support" responsibilities.

If the positions are separated into police, legal and correctional categories, of the "professional" positions 87 will be police, 52 will be correctional, and 36 will be legal. Positions with "clerical" responsibilities will be divided into 43 legal positions, 25 police positions, and 10 correctional positions open during the average year. There should be an average of 14 positions with essential "support" responsibilities open in the police field each year, 3 in corrections and 3 in the legal area.

Projections concerning the distribution of the openings by area or region of the State have an average of 169 in the Southcentral Region surrounding the Cook Inlet, 42 in the Interior Region - mainly Fairbanks, 38 in the Southeastern Region, 16 in the Southwestern Region, primarily in Bethel and Dillingham, and 8 in the Northwestern Region near Nome and Kotzebue. The distribution of the openings in any specific year may vary from these projections but average distribution of openings for the foreseeable future should be reasonably close to these figures.

The preceeding figures represent positions for which new

hires will occur. The vast majority of the people hired for these positions will initially assume subordinate, operational positions. In addition, there will be substantial numbers of people who are already employees of Alaska criminal justice agencies who will be moving to different positions, often with greater responsibility, within the system. Based on historical patterns, in the course of a 20-year career there is a probability of over 50% that a criminal justice employee in a position with basically "professional" responsibilities will be promoted either within the agency of original employment or another justice agency.

Educational Standards

Improvement of the educational preparation of criminal justice personnel is a cornerstone strategy in the national policy to improve the criminal justice system and reduce crime.[3] In the legal component of the system, nearly all of the "professional" positions require an earned law or administration degree. Acceptance of not only the need for advanced educational preparation in law but also a qualifying post-graduate bar examination prior to beginning the practice of law is so widespread in the society that there is practically no debate of the topic.

On the other hand, higher educational prerequisites for

[3] See the National Advisory Commission on Criminal Justice Standards and Goals reports. Chapter 3, "Toward a System of Criminal Justice," in A National Strategy to Reduce Crime, Washington: Government Printing Office, January 1973, summarizes the Commission recommendation concerning justice higher education.

"professional" positions in police and correctional agencies do not enjoy such widespread acceptance. About an equal number of correctional agencies around the nation do not require a college degree as a prerequisite to employment in management and probation and parole positions as require one. Few correctional institutions have any college education prerequisite for service as a correctional officer. Only a few police agencies require successful completion of a college degree as a prerequisite to obtaining a position as a police professional either at the operational or management level.

Those few police agencies requiring a college education—particularly those such as Multnomah County in Oregon where a bachelor's degree has been a prerequisite to employment as a deputy sheriff for over 12 years—report enccuraging improvements in the quality of service they provide. Increasingly, these subjective reports are supported by research which compares the performance of police officers with and police officers without college education.[4] In a backhanded argument, the National Advisory on Criminal Justice Standards and Goals, Task Force on Police, stated, "...police forces

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[4] Examples of such studies include a 1972 Rand Corporation study (Police Background Characteristics and Performance) which revealed that college educated police officers receive fewer citizen complaints and were more frequently rated as superior performers, and a 1968 study of Chicago Police which revealed that the highest rated group of police officers have achieved significantly higher levels of education than had those rated lower. More recent studies with similar results have been completed by Wayne F. Coscio, on the Dade County Department of Public Safety. See "Formal Education and Police Officer Performance," Journal of Police Science and Administration, Vol 5, No. 1, March 1977; and Steve Egger, Evaluation of the Police Recruit, Specialized and Inservice Training in Wisconsin (Oak Brook, Illinois: PRC Public Management Services, Inc., April 1977).

are being drawn from the third educational and social quartile (below the top 50 percent and above the lower 25 percent). In short, to continue the practice of selecting individuals who lack a college education is to select personnel from the undereducated minority of the American population."[5]

Although the trend is clearly toward increasing the educational prerequisites for positions in the criminal justice system, in Alaska there is currently wide diversity in minimum requirements even, in some instances, for similar positions (See Appendix A). At the present, higher education is not a prequisite for employment in any entry level sworn police position. All positions above entry level in the Alaska Department of Public Safety have experience prerequisites in excess of two years in "law enforcement." Except for the position of Commissioner of Public Safety, the very top level executive positions in the Department require college education and experience; however, experience can be substituted year for year for higher education and graduate work can be substituted for experience.

Police chief positions in Anchorage, Whittier, Ketchikan, Juneau, Seward and Sitka require either a baccalaureate or associate degree in police or business administration; although experience or training can, in most cases, be substituted for a degree. The City of Anchorage offers incentive

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[5] NAC, Police (Washington: Government Printing Office, 1973), p. 322.

pay and reimbursement for tuition and books for police employees who obtain or are pursuing college level courses.[6] The Anchorage Police Department seems to be the only agency in the State with such an incentive plan.

In 1976, the Alaska Police Standards Council passed administrative rules for "certifying" police officers. These rules permit the substitution of college education for training and experience for Intermediate and Advanced Certification of competency as police officers. Although these certificates are currently not related to promotional opportunities within Alaska police agencies, they no doubt will be sometime in the near future.[7]

Based on the information available, it seems clear that importance is attached to higher education for police officers. The requirement of a college degree as a prerequisite for entry into the top police executive positions of nearly all of the largest police agencies in the State indicates a widespread feeling that higher education is perceived as important for police management personnel. The absence of a degree requirement for lower level police positions may be more attributable to a widespread acceptance of the assumption that there are inadequate numbers of available people, particularly minority group members, with degrees than any reluctance to require higher education.

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[6] PRC, A Management and Operational Study of the Anchorage Police Department (San Francisco: Public Management Service, Inc., August 1976), pp. 355-361.

[7] Alaska Police Standards Council, Regulations and Procedures Manual, 6AAC.70.040, R4.

Except for Correctional Officer positions, all professional positions in Alaskan correctional agencies require at least a baccalaureate degree. Even within the Correctional Officer career system, college education can be substituted year-for-year for experience prerequisites to quality for higher ratings, therefore the college educated have an opportunity to advance more rapidly than non-college employees. All supervisory, management and executive positions require baccalaureate degrees, however, previous experience in correctional positions and training can be substituted for college education. In most instances, a degree in correctional or police administration or a behavioral science area is specified as necessary to satisfy the basic educational requirement.

Similar to the situation nationally, the legal component of the Alaska criminal justice system has the most rigidly defined educational prerequisites. Approximately 90% of the "professional" legal positions require a law degree and another 5% of the "professional" positions - those involving court administration - require at least a baccalaureate degree with an emphasis on some area of administration or management. In contrast to the situation in the corrections and police components of the justice system, it is not possible to substitute experience for the degree requirements in the legal component.

Clerical positions in the Alaska criminal justice system require only high school graduation with a major in a clerical area. However, in a few instances, colleges or business training beyond the high school level can be used as a sub-

stitute for experience in meeting the prerequisites for promotion. In addition, the City of Anchorage provides incentive pay for college credits earned by police clerical employees. The report, Legal Education for a Frontier Society, outlines the possibilities for paralegal education for people in these areas.*

In addressing the need for paralegal education, Havelock concludes:*

> Alaska has a special urge and need for paralegal training for rural Alaskans, and to a lesser degree, urban Alaskans. Here is another unique Alaskan opportunity to provide education, training and research on the foundation of a single program. Research on Alaska Native Claims Settlement Act issues and general problems in the delivery of legal services in rural Alaska can be combined with education of rural legal administrators.

A majority of the paralegal responsibilities which Havelock identified, are presently being performed by people hired into clerical job descriptions and have developed the necessary knowledge and skills in the course of performing their primary secretarial responsibilities for an attorney.

Alaskan attorneys surveyed supported the provision of undergraduate paralegal education by ten to one. Eighty-five percent of the Alaska attorneys questioned by Havelock indicated they could envision their firms hiring paraprofessional legal graduates from a University of Alaska program.

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* Havelock, John, Legal Education for a Frontier Society (Anchorage, University of Alaska, May 1975), pp. 212 fwd.

* Ibid., page 212.

Given the current educational requirements, and the clear trend toward the establishment of higher education as a prerequisite to employment in Alaska criminal justice system "professional" positions, at minimum, the baccalaureate degree will most likely be a prerequisite to all but a few "professional" positions in criminal justice by 1985. It is safe to assume that those people presently employed in the system will not be forced to meet the new basic educational and degree requirements, however it is clear that without a degree the opportunities for advancement will be extremely limited. Hence, the combination of incentive pay, established as a goal by the Alaska Criminal Justice Planning Agency in 1976, and promotion will provide substantial stimulation of employees to seek higher education.

It is unlikely, although not beyond the realm of possibility, that the prerequisites for criminal justice clerical positions will include higher educational requirements in the near future. Howver, this is not to deny the existence of a need, discussed in the Havelock report, for such education for justice clerical positions. The establishment of such requirements may ultimately be substantially influenced by the availability of appropriate educational programs which will provide sufficient numbers of graduates.

Practitioner Opinions of Course Needs

In an effort to get the opinions of Alaska justice officials about the specific subject matter which should be addressed by

criminal justice higher education, the Criminal Justice Center used a mail questionnaire to ask practitioners, "What areas of study would you like to see emphasized in a baccalaureate program?" Approximately 50% of the responding agencies answered the question.

Due to the open nature of the question, the responses were not at a consistent level of generality. The completeness of the responses ranged from the single word "corrections" to a relatively detailed review of subject matter. Table 16 is a summary of the categories of responses and number of courses mentioned in each category.

The subjects mentioned most frequently fall into the category of "Organization, Management and Supervision."[8] Law related courses were the second most frequently mentioned courses. The third most frequently mentioned courses were related to investigation and interviewing. Although this third category was, to some extent, skewed by police responses, responses from corrections indicated a need for interviewing courses, and the legal practitioners suggested a need for education in investigative areas.

Even though courses which might be classified as primarily social science seem to occupy a lower position on the frequency scale, this may be more the result of the categories than an accurate reflection of perceived need. If all the

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[8] It is entirely likely that this high rating was influenced by the fact that managers or supervisors were made responsible for completing the questionnaire.

Table 16. PRACTITIONER IDENTIFIED EDUCATIONAL NEEDS

CATEGORY	NUMBER SUGGESTIONS	% OF TOTAL
-Organization/Mgt./Supervision (i.e. Supervisory Seminar, Organizational Training, Personnel Functions)	30	24
-Law and Legal Procedures (i.e. Court Procedures, Court Decisions, Criminal Law, Juvenile Law)	20	16
-Investigation and Interviewing (i.e. Burglary Investigation, Police Photography, Interviewing)	16	13
-Community/Human/Social Relations (i.e. Native relations, Police & Society, Public Relations)	10	8
-Drug/Alcohol Problems & Programs (i.e. Drug Control, Narcotics and Dangerous drugs, Alcohol and Police)	9	7
-Communications Skills (i.e. Report writing, English, Oral Communications)	8	6
-Correctional Theory. Programs, Techniques (i.e. Counseling, Role of Corrections, Behavior Management)	7	6
-Crime & Delinquency Causation/Prevention (i.e. Criminology, Criminal Recidivism, Juvenile Policy)	7	6
-Family/Social Problems & Techniques (i.e. Child abuse, Family Disturbances, Domestic disputes)	7	6
-Planning & Research Related (i.e. Statistics, Preparing Grants, Program Evaluation)	5	4
-Other Training Related (i.e. interagency seminars, specialized short courses, advanced in-service training for police)	7	6
TOTAL	126	102*

*Exceeds 100% because of rounding off to nearest whole numbers.

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1 OF 3

courses related to social sciences were collapsed, this category would probably contain the highest number of mentions.

The responses received reflect a great deal of consistent agreement across the entire system on the need for courses related to justice agency administration, law, crime and delinquency, interpersonal and human problems, and investigative and communication skills in justice degree programs. This list of preferences follows relatively closely the list of courses most frequently offered in criminal justice programs around the United States (See Appendix B).

The Havelock report identifies five specialized fields which should be addressed in a rural paralegal program. They are wills, probate and decendents estates, real property transactions and conveyancing, domestic relation (i.e, divorce, adoptions and support guardianships), local government and small claims advocacy.* For the urban paralegal, Havelock concludes the educational program should be focused on processing complex, but repetitive transactions. The urban paralegal might also benefit, more than the rural counterpart, from the opportunity to develop sophisticated capabilities in such areas as investigations, interrogatories, and personal injury case development.

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* Havelock, Op. cit., page 213-215

Present Educational Levels of Alaska Justice Employees

It appears likely that people presently employed in "professional" positions in the Alaska justice system will, in the near future, find their career advancement opportunities tied to their success in obtaining advanced education. Many of those people currently employed in the justice system who have not attained a college degree will be returning to school as the job standards increase. These people will be in addition to the students who will need advanced education for original appointment to the positions in the field. A review of the educational preparation of those who are currently employed in criminal justice should provide data concerning the maximum number of justice people who may ultimately be inclined to continue their education at an Alaska college or university.

The proportion of criminal justice employees with college credits in their backgrounds appears to be closely related to the educational prerequisites of the various criminal justice components (See Tables 17 & 18.) The "professional" employees in the legal component have the highest education achievement level with 93% of these employees (from the agencies reporting) possessing a law degree. All legal employees classified as "professional" have obtained some college education.

"Professional" employees in the corrections component follow closely behind legal professions with 55% of the correctional employees having at least a baccalaureate degree.

Only 18% of the "professionals" in Alaska corrections

Table 17. EDUCATIONAL ACHIEVEMENT OF PROFESSIONAL CRIMINAL JUSTICE EMPLOYEES

(Sample from Spring 1976)

HIGHEST EDUCATIONAL ACHIEVEMENT	POLICE* (N = 434)		LEGAL** (N = 61)		CORRECTIONS*** (N = 245)		TOTAL (N = 740)	
	#	%	#	%	#	%	#	%
HIGH SCHOOL	244	57	0	0	44	18	288	39
COLLEGE CREDIT	115	27	1	2	56	23	172	23
Asso. Degree	39	9	2	3	11	5	52	7
Bacc. Degree	30	7	1	2	110	45	141	19
Masters Degree	5	1	0	0	24	10	29	4
Law Degree	1	0	57	93			58	8
PH. D.	0	0	0	0	0	0	0	0
TOTAL	434	100	61	100	245	101	740	100

* Includes self-reported data from following police agencies: Anchorage, Anderson, Barrow, Bethel, Cordova, Craig, Dillingham, Emmonak, Fairbanks, Ft. Yukon, Homer, Juneau, Kenia, Kodiak, Nome Palmer, Petersburg, Seldovia, Seward, Sitka, Skagway, Soldotna, Unalaska, and Whittier, Other agencies did not complete this portion of the questionnaire.

** Self-reported data from the Alaska Department of Law and Public Defender Agency. The Court System did not complete this part of the questionnaire.

*** Self-reported data from the following correctional agencies: Office of Child Advocacy, Alaska Probation and Parole, Eagle River Correctional Center, Juneau Correctional Center, McKaughlin Youth Center and Nome Correctional Center. Other Correctional units did not report this data.

positions have not completed any college credits.

Although 43% of the sworn police employees, on which information was available, have completed at least some college,[9] only 8% have completed a baccalaureate degree (See Table 17.) Eighty-four percent of the sworn police officers in Alaska have less than an associate degree. On-the-other hand, police clerical employees have the highest educational achievement of all clerical personnel (See Table 18.) Ten percent of the police clerks have at least an associate degree as compared to less than 3% in the other two components.

As one would suspect, given the availability of higher education and incentive pay, the officers of the Anchorage Police Department as a whole have a higher level of educational achievement than other officers in the State. Eighteen percent of the Anchorage police officers have completed an associate degree, and 12% have a baccalaureate degree. None-the-less, 70% of the Anchorage police officers had less than an associate degree in early 1976.

Excluding clerical employees, it appears that the criminal justice component with the most room for educational improvement is the police. If the educational situation in the courts and correctional components is any indication of what can be expected in the police area, the overall education level of police officers will increase dramatically as educational

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[9] Since at least six college credits can be obtained from the University of Alaska for successful completion of a police academy curriculum; it is difficult to say how many of the officers listed as having "some college" have actually taken college courses.

Table 18. EDUCATIONAL ACHIEVEMENT OF CRIMINAL JUSTICE CLERICAL EMPLOYEES

(Sample from Spring 1976)

HIGHEST EDUCATIONAL ACHIEVEMENT	POLICE* (N= 60)		LEGAL** (N= 12)		CORRECTIONAL*** (N= 57)		TOTAL (N=)	
	#	%	#	%	#	%	#	%
HIGH SCHOOL	45	75	9	75	56	98	110	85
COLLEGE CREDIT	9	15	3	25	1	2	13	10
ASSO. DEGREE	3	5	0	0	0	0	3	2
BACC. DEGREE	3	5	0	0	0	0	3	2
MASTERS DEGREE	0	0	0	0	0	0	0	0
LAW DEGREE	0	0	0	0	0	0	0	0
PH. D.	0	0	0	0	0	0	0	0
TOTAL	60	100	12	100	57	100	139	99

* Self- reported data from Bethel, Cordova, Fairbanks, Homer, Juneau, Kenai, Kodiak, Palmer, Petersburg, Sitka, Skagway, and Wrangell Police Departments.

** Data incomplete.

*** Self-reported data from Office of Child Advocacy, Alaska Probation and Parole, Ketchikan Correctional Center, Juneau Correctional Center, Nome Correctional Center, Eagle River Correctional Center and McLaughlin Youth Center.

prerequisites for higher level police positions become more common. Such requirements will cause an increase of both pre-service and in-service police careerists who are seeking degrees.

If the factors of (1) social pressures for justice related education, (2) the demand expressed by justice professionals, for paralegal education for their clerical employees, (3) the anticipated job openings in police, corrections and clerical areas, (4) current levels of educational achievement by justice employees, and (5) the existing and proposed incentives are considered; it seems very reasonable to anticipate that the development of reasonable and conveniently located undergraduate justice degree programs by the University of Alaska would attract a statewide minimum of 200 of the people currently employed by Alaska justice agencies into part-time attendance of courses leading to a degree in justice.

CONCLUSIONS

The Alaska criminal justice system will hire more new employees between 1977 and 1990 than are presently employed in the system. These people will assume diverse responsibilities in a variety of positions ranging from police officer to justice planner. If the past reflects to any extent the future, only a few of the people hired by Alaska justice agencies will remain in a single position for more than a few years. Even though the overall rate of exit from the justice field in Alaska is not unusually high, the movement of justice employees from position to position - both within and between agencies - is great. Many people hired in future years will move into more specialized positions or will receive promotions. Some will accept employment both at entry level and advanced positions in other justice agencies. A number will leave the justice field for private business and other public service positions.

The diversity of responsibilities which the people entering justice will have to perform in the course of their working years will be exceedingly great. Each job requires a unique mix of abilities, skills and knowledge. However, the "Affective" i.e., emotional and personality related) abilities and "cognitive" (factual knowledge) skills required for the various positions tend to be more stable than the "motor" (manual operations) skill requirements. In addition, the positions which will have the most substantial impact on the quality and effectiveness of

justice and the greatest long-range social impact have a high number of responsibilities which require cognitive and affective responsibilities.

Nearly every category of position in every justice agency requires different "motor" skills such as observing, interviewing, typing, driving, searching, wrestling, drawing, report writing, and shooting. The motor skills required in one agency for a position by another agency. Each time a person changes positions, it will be necessary to acquire new motor skills.

A review of the Alaska justice system provides evidence of either the existence of training programs for the development of motor skills (i.e., the Alaska Public Safety Academy) or the existence of an agency with the formal responsibility or willingness to provide motor skill training (i.e., Alaska Police Standards Council). Given the diversity of skills needed for the variety of jobs one might have during a career in justice, the limitations on human capacity to retain for long periods high proficiency in unpracticed motor skills, and the high cost of developing these skills in students - especially when compared to the ultimate impact of these skills on the improvement of the Alaska justice system; the University of Alaska could not- without a tremendous reallocation of resources and duplication of existing police, correctional, legal and secretarial programs - provide effective motor skill development programs for students. Further, there is a question whether such programs are compatible with the role of a quality academic institution.

On the other hand, the University already has substantial resources and expertise in using education to provide students with backgrounds in broad cognitive and affective areas. Academicians in such areas as social and natural sciences, humanities,

and mathematics already address these areas in such a way that students can obtain basic educational preparation which is applicable to the justice field.

The information presented in the preceding sections of this report documents the increasing acceptance by citizens, policy officials and justice practitioners of the essential and critical value of higher education to the successful performance of justice practitioners. Educational standards for the professional positions of the legal component of the justice system are already well-defined and require extensive pre-service higher education and training in preparation for a career. The standards for police and correctional careers are presently less well-defined and rigorous, but they are being strengthened as time goes on. It is reasonable to assume that by the mid-1980's a college degree will be a prerequisite to all professional positions - both operational and management - in the Alaska justice field. These conclusions are supported by the information accumulated related to the standards for the positions and the proportion of people presently employed in the system who have obtained higher education.

The information concerning the higher education needs which are currently not being met by programs of higher education can be interpreted as indicating the need for programs which will supplement and provide a bridge between the traditional academic disciplines and the justice field. Alaskan justice practitioners identified the areas of (1) management, (2) law, (3) basic investigation, (4) interpersonal communications, (7) crime and delinquency, (8) social and

domestic problems, and (9) research and planning as priorities for the concentration of justice programs. In addition, paralegal educational needs identified by legal practitioners include the processing of problems related to wills, real property, domestic relations, and small claims actions. Where these priorities are already addressed by University efforts, bridging courses may be needed to render the material relevant to justice students. Where current disciplines do not provide relevant education related to the needs and priorities, additional courses may be needed.

Richard Myren, in a 1970 report on California criminal justice education suggested two additional areas that educational programs for justice practitioners might give priority attention. He wrote, "The employees of the criminal justice system lack an understanding of the interrelations and mutual impact of all components, and all criminal justice careerists need a fundamental understanding of human beings and society, particularly in regard to the origins and significance of deviant behavior."[10] These observations were endorsed in the Strecher Report which resulted in the establishment of the University of Alaska Criminal Justice Center.[11] The areas would appear to be as important to civil paralegal careerists as to those preparing for careers in the criminal

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[10] Richard Myren, Education in Criminal Justice (Sacramento: California Council for Higher Education, September 1970), p. 1-9.

[11] Victor Strecher, et al., Final Report of Recommendations: A Criminal Justice Center for Alaska (mimeographed, June 1974).

justice field.

In order for the University of Alaska to provide quality programs of higher education at a number of local campuses around the State, the programs will have to focus primarily on fulfilling the "affective" and "cognitive" educational needs of people interested in preparing for a career in the justice field. This approach will permit the design of educational programs which will provide students with (1) an orientation to the professional area of justice, (2) vocational flexibility, (3) an understanding of basic principles, and (4) cultivation of professional attitudes and motivation. In addition, it will facilitate the establishment of unique supplemental courses which emphasize the unique needs of local areas or subunits of the justice system. Students graduating from such programs will have a basic, broad educational background necessary for any specialized position within the justice system.

Students who have such broad educational backgrounds will be liberally educated and prepared to receive the additional "motor" skill training for any specific position in the system. Such "motor" skill training can be provided by such units as the Police Standards Council, law schools, clerical training programs, or individual justice agencies.

In terms of the optimum number of students which the University of Alaska justice programs should be designed to serve, Alaska justice agencies could conceivably hire in excess of 250 graduates from justice associate and baccalaureate degree programs per year during the foreseeable

future. In addition, with proper organization of the justice curriculum and educational delivery system, at least 200 practitioners might be enrolled as part-time students.

CHAPTER IV

PHILOSOPHY AND GOALS OF UNIVERSITY OF ALASKA JUSTICE EDUCATION

Sound philosophy and goals are critical to the effective organization and administration of an educational program. Although some programs function with only implicit philosophy and goal definitions, explicitly written definitions facilitate effective and efficient program operations.

Philosophy and goals serve a variety of purposes. They define the raison d'etre of an educational program. They provide a source of legitimacy that justifies program curriculum organization and courses. They facilitate the interface of multiple programs to organize a comprehensive education system. They serve as standards for the assessment of the efficiency and effectiveness of a program. They are scales for weighing decisions about the investment of resources and for determining program progress. In their absence, any curriculum arrangement may be as adequate as any other.

In spite of the critical nature of educational philosophy and goals, they are value judgments. No matter how much "hard" data goes into their development, they are always subjectively derived creations of human thought processes. As such their value is ultimately based on the extent of their acceptability to actors who use or are significantly affected by them.

The purpose of this report is to define sound, widely acceptable philosophy and goals for the University of Alaska justice education efforts. Ideally, these definitions should be consistent with (1) national philosophy of higher education in general and justice education specifically, (2) educational philosophy and goals of the University of Alaska, and (3) justice educational needs of the State of Alaska.

NATIONAL EDUCATIONAL PHILOSOPHY

A precise description of the appropriate national philosophy for higher education has always been a perplexing problem for scholars. In the time available, even an attempt to review the major positions and the polemics buttressing them would be wanting. Therefore, in this section I will confine the report to the most distinct dichotomy of opinion and the results of efforts to achieve a synthesis.

Higher Education Philosophy

The first chapter of this report, "Background and Setting of Justice-Related Higher Education", contains a hint of the major dimorphism which began to develop in American educational philosophy in late 18th and 19th centuries. By the Second World War, American academicians seemed to have worked themselves into two almost dramatically opposed philosophical camps. One group supported the traditional, pure liberal arts philosophy of art, humanities and letters which had characterized higher learning since Greco-Roman times. The second group, supporters of the acceptance of trends toward the application of science to improving society, advocated a more pragmatic philosophy based narrowly on the culture of the United States and the sciences.

In 1945 a Harvard faculty committee undertook an effort to integrate these two philosophical positions.[1] The committee succinctly wrote:[2]

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[1] General Education in a Free Society (Cambridge: Harvard University Press, 1945).

[2] Ibid., pg. 50.

> The true task of education is to reconcile the sense of pattern and direction deriving from heritage with the sense of experiment and innovation deriving from science that they may exist fruitfully together...

Following World War II, President Truman appointed a Commission to provide the nation with directions for prioritizing the investment of resources in education. This Commission avoided the liberal arts/science issue and defined its own synthesized version of the purpose of American higher education.[3]

> The purpose (of higher education) is clear: to provide a well-rounded education that will fit men and women to understanding the broad cultural foundations, the significant accomplishments, and the unfinished business of their society; to participate intelligently in community life and public affairs; to build a set of values that will constitute a design for living; and to take a socially responsible and productive part in the world of work.

The acceptability of middle-range philosophy for American higher education has increased in the period since the 1940's. In 1968, Paul Dressel, in an excellent text: College and University Curriculum, observed: "The sharp distinction between liberal and professional programs is gradually being erased."[4]

He further expressed his belief that:[5]

> Liberal education can no longer be defined as knowledge of a set of subjects called the liberal arts; indeed, liberal education is defined not by knowledge, but rather by behavior and by the quality of actions and thought. The objectives of liberal education, then, should describe what constitutes a liberally-educated person. First, such a person knows and understands the essential ideas and concepts necessary to live effectively in his own culture. Second, he is familiar with the mode of thought of several

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[3] The President's Commission on Higher Education, Higher Education for American Democracy, Vol. 1 (New York: Harper & Brothers, 1948) pg. 75.

[4] McGutchan Publishing, Berkeley, 1968, pg. 132.

[5] Ibid., pg. 133.

> disciplines, and is able to utilize these appropriately in making his own judgments. Third, he communicates effectively with others by assimilating their ideas through reading and listening and by clearly expressing his own ideas in writing and speaking. Fourth, he understands the values of other societies and cultures; and he consciously accepts a personal set of values which guide his own judgment and actions.

Dressel contends that "professional" programs which are not designed to provide a student with the background for vocational flexibility are not educational programs. He claims an educated person may be specialized, but he must always have the ability to adapt his knowledge to particular and changing circumstances. Without a liberal education a person can never be a fully competent professional, for the profession is constantly changing. Hence, he argues, "...no one is truly professional who is not liberally educated."[6]

In spite of its gross nature, the preceeding seems to characterize the centrality of American higher educational philosophy.[7] Admittedly, this characterization is an oversimplification. Although traditionalist scholars may abhor the fact, this philosophy reflects an acceptance of education as an instrument for perpetuating and improving society. It is founded on a recognition that American society is pluristic and that most educational disciplines and professions are still evolving - perhaps they will never be completely defined.

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[6] Ibid., p. 134.

[7] Harold Taylor has written a useful review of a variety of approaches to educational philosophy, "The Philosophical Foundation of General Education," in General Education, 51st Yearbook of the National Society for the Study of Education, Part I, Nelson Henry, editor (Chicago: University of Chicago Press, 1952), pp. 20-45.

Under this philosophy, education must bring a student into brief contact with a wide range of subject matter and into extended contact with a particular body of knowledge.[8] Curriculum based on this philosophy consists of a mix of required courses, both general and specific, and electives. The curriculum contains a variety of courses - organized to make students aware of a wide range of potentially useful knowledge, concepts and principles - taught by professors who value scholarly objectivity and who are authorities in a specialty area. Students are regarded as responsible for the integration and ultimate application of the knowledge which impinges on their areas of concern.

Justice Educational Philosophy

The national evolution of justice higher education from vocationally-oriented, narrow motor skill training for police officers to academically-oriented studies for students of the justice system has been documented elsewhere.[9] The developmental progress of justice education reflects an increasing consistency between the philosophy of American higher education and justice higher education. Programs were originally established as vocational training programs housed within college structures with little regard for the philosophy of higher education. As college educated faculty members were hired to replace the police practitioners initially retained to instruct the programs, more and more attention was devoted to the academic respectability of the curriculum.

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[8] Additional discussion of this concept is presented by Paul Dressel and Associates in Evaluation in Higher Education (Boston: Houghton Mifflin Company, 1961) pp. 20-24.

[9] See Chapter I, pages 1-26 and Chapter III, pages 67-92. Chapter IV, pages 93-124.

This attention is reflected in a shift in the rhetoric concerning the purpose of justice related educational programs from advocacy of purely vocational programs to broad-based social science programs with a professional component. For example, in 1965 an advisory committee of the International Association of Chiefs of Police wrote:[10]

> The law enforcement officer is required to meet all kinds of people and innumerable kinds of situations he must therefore: (1) be equipped to make good value judgments; (2) be able to maintain his perspective; (3) be able to understand the underlying causes of human behavior; (4) be able to communicate clearly and precisely; (5) possess leadership abilities; (6) be knowledgeable of skills. In view of changing conditions which require flexibility, basic theory, and broad understanding, it is concluded that a wide perspective of higher education must be available.

The International Association of Police Professors followed suit in 1966 by adopting a position paper which reflected this group's desire to make the philosophy of justice related higher education more consistent with the national educational philosophy. The Association proclaimed:[11]

> ...there can be no adequate technical education which is not liberal and no liberal education which does not impart both technique and intellectual vision... We justify the requirements of liberal arts in law enforcement education on the grounds that they contribute in ways for which no substitute has been found, to the development of men as thinking, critical, creative beings, with an awareness of their relations of the whole of mankind. We do this in faith that this type of man is a better man - whatever occupation he pursues.

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[10] Statement of IACP Advisory Committee on police education (1965) quoted Manpower and Education for Criminal Justice in Florida by Price Foster (Unpublished Ph.D. dissertation, Florida State University, 1973), p. 132. Also see Charles Saunders, Jr., Upgrading American Police (Washington: Brookings Institute, 1970), p. 83.

[11] "Report of Committee to Establish Guidelines for the Development of Law Enforcement Programs (1966)", Quoted by Richard Myren in Education in Criminal Justice (Sacramento: Coordinating Council for Higher Education, 1969), p. I-10.

The police professors also proceeded to initiate a name change for their organization to the American Academy of Criminal Justice Sciences.

A major Presidential Commission on Law Enforcement and the Administration of Justice also provided support in 1967 for moving justice college programs into the mainstream of American educational philosophy.[12] The Commission, after examining college level programs through the United States, concluded that many of those programs were highly vocational in nature and are primarily intended to provide technical skills. The Commission concluded that even though there is a need for vocational training, "...it is not and cannot be a substitute for a liberal arts education."[13] The Commission also contended that law enforcement higher education had traditionally "..existed too much in isolation from the rest of the academic community."[14]

Those dealing with educational programs for correctional studies provided equally emphatic support for broad educational programs. The Joint Commission on Correctional Manpower and Training Report provides an illustration of this emphasis.[15]

> In order to increase the capacity of higher education to render increased and more relevant assistance to correctional agencies, emphasis should be placed on the expansion and upgrading of the quality of education being provided by the discipline and fields

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[12] Task Force on the Police, The Police (Washington: President's Commission on Law Enforcement and Administration of Justice, Government Printing Office, 1967), pp. 127-128.

[13] Ibid.

[14] President's Commission, The Challenge of Crime in a Free Society (Washington: Government Printing Office, 1969, pp. 28-29.

[15] A Time to Act (Washington: Government Printing Office, 1969), pp. 28-29.

> which are believed to be the most suitable for persons in or preparing to enter corrections. Joint Commission studies have found these to be sociology, criminology/corrections, social work, education, phychology and public administration. In addition, schools of criminal justice, which cut across various fields, are viewed as an excellent educational resource for corrections.

The movement of programs for justice-related higher education toward acceptance of a liberal arts foundation was joined with a trend toward a central focus for the programs. This focus is defined by Richard Myren, a respected scholar in the justice field, in his 1969 report to the California Coordinating Council for Higher Education.[16]

> (Criminal justice)...is concerned with all aspects of crime as one variety of social problem, including definition of its nature and sources, exploration of all varied mechanisms of social response, and critical appraisal of the current organization and operation of the criminal justice system. As an academic field of study, it is dedicated to preparing talented young men and women not only to administer the system as it stands but also to evaluate, to analyze, and to change - pioneers to accelerate the shaping of rational and responsive criminal justice systems.

The central theme for justice educational philosophy has been widely accepted in the fields of both justice and higher education. Many view this emphasis as providing the catalyst for a more unified and effective justice system.[17] Others perceive it as facilitating the integration of higher education for more effectiveness of the educational system in the area of social fairness and control. Whatever the reasons, the concept of broad educational programs

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16. Op. Cit., p. I-10.

17 See National Advisory Commission on Criminal Justice Standards and Goals, Criminal Justice System (Washington: Government Printing Office, 1973), p. 170.

focused on the area of criminal justice has widespread support. This support is made apparent by a recommendation of the recent National Advisory Commission on Criminal Justice Standards and Goals.[18]

> The Commission recommends that criminal justice system curriculums and programs be established by agencies of higher education to unify the body of knowledge in law enforcement, criminology, social science, criminal law, public administration, and corrections, and to serve as a basis for preparing persons to work in the criminal justice system.

The extent of acceptance of the philosophy of criminal justice-oriented professional education based on a broad liberal arts and social science foundation was demonstrated by the extensive national support given by scholars and practitioners for the Accreditation Guidelines for Postsecondary Criminal Justice Education Programs adopted in 1976 by the Academy of Criminal Justice Sciences. Although community colleges have been less anxious than universities to support this philosophy, it is clear from recent literature that even there the trend is toward nearly universal acceptance.[19]

Nearly all of the formal statements of philosophy prepared in recent years by justice educational programs reflected the national philosophy. For example, the Center of Criminal Justice at Arizona State University says:[20]

> The curriculum for the degree of Bachelor of Science is designed to provide the student with a broad, liberal education. The curriculum maintains

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[18] A National Strategy to Reduce Crime (Washington: Government Printing Office, 1973), p. 42.

[19] See Larry Hoover and Dennis Lund's Guidelines for Criminal Justice Programs in Community and Junior Colleges (Washington: American Association of Community and Junior Colleges, 1977).

[20] Arizona State University Catalog (1974-75).

> a strong multi-disciplinary foundation, is social science oriented, academic in content, and has as its objective the preparation of students as generalists for entry level positions in the criminal justice system.

The Michigan State University School of Criminal Justice educational purpose is defined as preparing students:[21]

> ...for careers in public and private service identified with the administration of criminal justice. The major is predicated on a broad general education and is designed to provide a basic orientation to the institutions and processes of criminal justice. The undergraduate program is pre-professional in its thrust, and as such involves general study rather than specialized job training.

It seems clear that the underlying philosophy of the field of criminal justice higher education stresses a broad liberal arts education which includes social sciences. This orientation is compatible with the general philosophy of American higher education and it provides a logical foundation for a curriculum which will prepare people to assume professional level positions in the criminal justice system.

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[21] Michigan State University Catalog (1975-76).

UNIVERSITY OF ALASKA

The preceeding discussion of national education philosophy provides general guidance which is of value in the development of goals and priorities for justice academic efforts at the University of Alaska. However, of more specific relevance to this study than national philosophy is the educational philosophy and goals of the University of Alaska and its major sub-units. The University philosophy and related goals provide the parameters within which the goals and priorities for the University's justice programs can be established.

Philosophy

The University of Alaska's 1975 Academic Development Plan fails, as do other University publications, to provide a concise statement of the institution's guiding philosophy.[22] In a section titled "Purposes of the University of Alaska", a policy statement concerning the purposes of the University - which provides an indication of philosophy - is presented:[23]

> The University of Alaska is the State's single public higher educational system. Stemming from its land-grant college origins and enhanced by the community college concept, the University fulfills the traditional functions of instruction, research, and service. Primarily a center for learning, the University system provides opportunitites for both intellectual and skill development through the discovery, transmission, and application of knowledge. It is concerned with philosophical perspectives and with data and facts, skills and techniques.
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> The University of Alaska system exists for the benefit of all Alaskans, as well as for others who

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[22] Academic Development Plan Committee, Academic Development Plan, 1975, (University of Alaska).

[23] Ibid., p. II-1.

> choose to come to the State. It is dedicated to the improvement of human capability through the extension of educational opportunities, regardless of age, sex, race, creed, color, cultural background, or economic status. The purpose of such educational justice is the enhancement of social justice in Alaska.

Dr. Walter Benesch, Professor of Philosophy, University of Alaska, contributed a monograph on "Quality Education" which reflects educational philosophy for the University's Academic Development Plan. Since this paper was adopted by the Faculty Committee for inclusion in the Plan, it seems reasonable to assume it represents a consensus by the Committee members:[24]

> The mind not only absorbs, it synthesizes, draws inferences, explores itself and the world both inductively and deductively. This process of education in which the mind is an active agent is quite different from the mechanistic viewpoint. "how to think: is more important than "what to think." Under this model of the mind, it is more important to equip students at all levels to be able to draw valid inferences and analogies than it is to provide them with conclusions already drawn and to be memorized. The details, the facts, the skills are vitally important here, too; however, the facts appear within the theoretical contexts which make them facts. The student learns to think through his own work. His education provides him with the basic questions in his areas of specialization as well as with the answers to these questions. He is presented with logical processes which equip him to analyze and to evaluate in new or changing situations.
>
> A quality education, in this sense, is training the student to think for himself and to have at his command the major assumptions and modes of analysis in his field of interest. He must acquire necessary skills, but he must also understand his skills and be able to use them creatively.

These statements concerning the University's educational philosophy reflect compatibility between National and Alaskan higher education philosophy. Based on the University of Alaska statements,

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[24] Ibid., p. 14, 15.

if a difference exists, it involves a greater emphasis by the University on the development of the motor skills of students. Although the statements do not clearly present the distinction, a review of the programs and courses contained in the University's catalogs support the conclusion of the difference.

The University's Academic Development Plan contains guidelines with statewide applicability for the organization of degree programs. These guidelines, which follow, provide a degree of evidence concerning how the motor skill emphasis should be reflected in the organization of University programs:[25]

> 1. General and specific degree requirements should reflect breadth as well as depth. Disciplines should teach and examine both the theoretical assumptions and the facts of the discipline.
>
> 2. Each baccalaureate degree holder should have a foundation in the humanities, natural sciences, social sciences and mathematics.
>
> 3. Students in associate or technical programs should be tested for both skill performance and understanding of the theory requisite to their levels of achievement.
>
> 4. For bachelor and advanced degree programs, there should be comprehensive examinations and/or national standard examinations for all majors; seminars, too, should be organized when appropriate to evaluate graduating students.
>
> 5. Since the individual courses taught and information transmitted to learners are the primary building blocks of education, each offering and each program must be continuously reviewed and evaluated to assure quality.
>
> 6. Quality of educational environments should be seriously considered in all program and physical facility planning.

The intent seems to be that the emphasis on skill development should occur in the associate and technical degree areas. The

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[25] Ibid., p. 21.

guidelines stress the need for broad, integrated curriculum with foundation preparation in the humanities, natural and social sciences, and mathematics for baccalaureate degree preparation.

The University of Alaska is organized as a unitary system; therefore, this philosophy is applicable to the entire University system. The autonomy of local units is limited by the parameters imposed by the philosophy.

Regional Objectives

Each of the four subdivisions of the University of Alaska system claims to comply with the overall philosophy of the University system. The community colleges not only have a consistency of philosophy, they are also committed to a University-wide mission statement and operational parameters which is as follows:[26]

1. The mission of the State's community colleges should be to provide:

   a. Vocational/technical training through the associate degree level in population centers where job training is required by the community or hinterland served;

   b. Adult Basic Education programs, including the preparation of adults for the G.E.D. high school diploma tests;

   c. General interest courses or programs which may or may not be job-oriented;

   d. The initial two years of academic or liberal arts training for the student whose goal is a four-year college degree.

   e. Academic and vocational counseling, testing and guidance.

2. Each community college or learning center should have a citizen advisory committee, or committees if geographical restraints prohibit easy communication.

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[26] Ibid., p. 31.

3. The basic liberal arts core or academic transfer program of the small community colleges must articulate with senior college third-year liberal arts requirements in Alaska and elsewhere. The academic transfer program of large community colleges must articulate not only with third-year liberal arts requirements, but also with those professional programs for which transfer possibilities exist in the associated baccalaureate institutions.

4. The maximum outreach possibilities of an expanded community college or learning center should be pursued vigorously by the University as a very high priority item for the system.

5. The community colleges should function to assist senior college programs in the implementation of appropriate upper division and graduate level courses and programs where there is an expressed demand in the communities served.

The stated objectives of the institutions with upper division responsibilities vary in ways which are supposed to reflect the higher educational needs and competencies of their faculty members. The objectives of the University of Alaska at Anchorage are as follows:[27]

1. To provide effective, high quality, comprehensive programs of study at the baccalaureate and graduate levels.

2. To provide specialized undergraduate and graduate level training to prepare students to hold responsible positions in business, industry, government and education.

3. To engage in a variety of research endeavors designed to meet the needs of the State and the Anchorage community and to develop a pool of resource personnel for participation in community and government agencies.

4. To develop and promote a wide variety of public service activities.

5. To provide general interest courses (credit or non-credit) at an advanced level for persons desiring to pursue enhancement of the quality of life.

Anchorage proposes in achieving these objectives, to "...give top priority to the recruitment of scholars whose teaching and

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[27] Ibid., p. VI-2.

scholarly research will bond the liberal and theoretical aspects of learning with an understanding of its practical application."[28]

In addition, it is committed to:[29]

1. Giving substantial emphasis to public affairs programs, and, because of the large number of federal, State and local governmental employees in the Anchorage area, an array of pre-professional and in-service programs should be offered to meet the needs of the present and future public servants.

2. Offering a well-rounded, comprehensive undergraduate curriculum by continuing to develop and improve programs in the fine arts, humanities, and behavioral and natural sciences.

3. Providing a strong research and development base, emphasizing urban social problems, transportation, communications, commercial and industrial development, management and international trade and commerce.

4. Serving as the University system's major center for Human Science programs.

5. Offering courses which complement students' specific career and educational objectives.

In interior Alaska, the comprehensive campus at Fairbanks has accepted the responsibility for the major University effort in environmental science.[30] Specific objectives of the University at Fairbanks include:[31]

1. To provide instructional, research and public service programs which relate to the needs of Alaska.

2. To strive for excellence in undergraduate education.

3. To maintain considerable program emphasis in the natural sciences, especially those related to Alaska's unique environment and in those programs in the arts especially related to Alaska.

4. To strive for national and international preeminence in those research and graduate programs which relate to Alaska, the North Pacific, and the Arctic Ocean.

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[28] Ibid., p. 159.
[29] Ibid., p. 159.
[30] Ibid., p. 252.
[31] Ibid., p. 251.

5. To disseminate to the appropriate audiences in Alaska and elsewhere the results of pure, applied and instructional research.

6. To provide liberal arts educational opportunities in an adequate number of program areas justified by continuing, significant enrollment demands. A broad, general educational background should be provided every student through every curriculum.

7. To provide professional training, particularly at the baccalaureate level, in those applied areas of business, engineering, education, agriculture and land resources management and journalism and broadcasting which receive sufficient numbers of students to warrant such programs. Certain professional programs should be administered from the Fairbanks Campus, yet be statewide in scope; namely, engineering, agriculture and land resource management, and journalism and broadcasting.

8. To provide a faculty expertise reservoir to provide appropriate technical assistance to government, citizens, and industry and to aid in the development of the State's natural resources, communications, and education, and in its community planning efforts.

9. To recognize and implement a suitable balance of programs among the three program functions of the campus.

10. To provide programs in each of the functional areas which anticipate the State's needs in an attempt to reduce the delay time between problem recognition and solution implementation.

11. To maintain a sigrificant and well-managed residential campus.

In the area of "human sciences," the Fairbanks campus objectives are geared toward the unique needs of Northern Alaska, particularly in regard to its native cultures. This campus serves as the University's center for recording and researching Alaskan and northern anthropology and history, development and dissemination of socio-economic information on Alaska which is crucial in analyzing public policy issues, and providing educational programs for students interested in careers requiring cross-cultural backgrounds.

The Southeastern area of Alaska is currently* without a comprehensive single four-year institution. The community colleges provide all of the lower division courses for the baccalaureate programs. The senior college is responsible for all upper division courses. The Southeastern Region of the University is committed to (1) developing educational programs that promote educational justice and (2) maintaining a posture of service to the learner. It has established the following goals for fulfilling its mission:[32]

1. Develop programs that have a special significance to the Southeastern Region.

2. Assist and support each college within the region to develop its own identity and direction.

3. Develop and implement a delivery system for needed postsecondary educational programs that reaches out to residents in both the urban and rural areas.

4. Maintain a quality of excellence in all areas of educational effort and support services.

5. Recognize the diversity of students and provide a wide range of programs and learning methodologies that will meet students' needs.

6. Provide open access to all students who can benefit from available educational opportunities.

7. Provide and encourage lifelong learning opportunities among adult students.

8. Through available educational programs provide students the opportunities to develop vocational and professional competencies.

9. Wherever feasible utilize community resources in planning and operating cooperative educational programs.

10. Through a variety of educational programs and publications provide information for living in Alaska and for assisting communities in resource development.

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[32] Southeastern Region Catalog: 1975-76, pp. 9-10.
* Spring, 1977.

11. All units within the Southeastern Region will strive to be recognized within their respective fields as the centers for postsecondary learning.

12. In striving to be in and of their communities, all regional units should become an educational and cultural resource to their publics.

Although the Southeast Region is devoted primarily to providing lower division educational opportunities in the liberal arts and vocational areas related to resource management and tourism, it also strives to serve the business and governmental educational needs created by the high proportion of State agencies located in the Region. Hence, the Senior College is committed to offering programs in teacher education, public administration, engineering and business administration at the baccalaureate and graduate levels.

Justice Education

The University, as previously indicated, sought and received advice on reorganization of its justice-related programs (i.e. police administration, corrections, law science) from an outside group of criminal justice education experts in 1974.[33] The recommendations of this group were accepted by an advisory committee consisting of justice practitioners and University faculty and administrators appointed by the University President, Robert Hiatt.

The major recommendation of the study involved the establishment of a Criminal Justice Center with responsibility for, among

33 See Strecher, et al., Final Report of Recommendations: A Criminal Justice Center for Alaska, June 1974.

other things, overseeing all University research, teaching and community service activities in justice-related areas. The experts viewed the establishment of a center with statewide responsibility as a critical preliminary step in the reorganization and development of sound University-wide academic programs in justice. They based this perspective in part on their observation that most local units of the University did not have personnel with backgrounds in justice education needed for the organization and delivery of quality justice higher education programs.

The consultants also claimed that the traditional pattern of organizing justice-related programs into the categories of police administration, corrections and law science was outdated, unnessarily expensive, and failed to best serve the educational needs of the Alaska justice field. Such programs, they claimed, were felt to be narrowly focused, and the Committee accepted the contention that such programs should be expanded to a criminal justice curriculum.

The experts and the Committee accepted the propositions that a broader curriculum would provide students with greater intellectual breath and depth and it would prepare them for a wide range of career and advanced educational option. This philosophy is contained in the Strecher Report statements:

> "...the general curriculum orientation should provide pre-professional preparation for entry level positions in a variety of criminal justice agencies, and/or preparation for graduate study. The curriculum (should be) designed to provide a systemic orientation to criminal justice, so that graduates, regardless of occupational choice, will bring a broad view of criminal justice goals to their specific agency of choice."[34]

[34] Ibid., page 17.

Consistent with these foundation positions, the study team suggested utilization of the following principles in designing the specifics of a new justice curriculum for the University of Alaska system.[35]

1. Professional coursework should provide an orientation to the entire criminal justice system while allowing only limited concentration on any one component of the system.

2. The professional courses should have a theoretical rather than craftsman orientation.

3. The general requirements for the Bachelor of Arts degree should apply i.e. degree programs ought to provide a basically liberal education.

4. With an essential baccalaureate orientation, the programs should nevertheless allow termination of the two year level with an associate degree.

5. Special provision should be made for in-service personnel such that management seminars might be incorporated in the degree programs for these personnel.

The information summarized previously in this report concerning the (1) potential job market in justice, (2) basic educational needs of Alaska justice practitioners, and (3) philosophy and goals of both general postsecondary and justice education in general support the wisdom contained in these principles. However, Havelock's findings regarding the pressing educational needs in the paralegal field identify a shortcoming in them.[36]

The Strecher principles would confine the curriculum to a focus on the "criminal" aspects of the justice system. Havelock,

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[35] Ibid, pages 14-15.

[36] Havelock, Op. Cit., pages 213-215.

in his more recent study, concluded that paralegal needs are related to both civil and criminal components of the system. Although the criminal side of the system has traditionally been viewed as separate from the civil, such a dichotomy cannot in reality be accomplished. Alaska's courts, legal services, prosecutional services are concerned in many cases with both civil and criminal procedures and problems. Police are frequently confronted with social problems such as domestic and contract disputes which require civil remedies. Correctional authorities must be aware of the civil liabilities they face and the recourses of people in their custody. Such situations do not support the separation of the civil and criminal aspects of the justice system for study purposes.

If the University is to offer a broad, comprehensive justice curriculum that addresses the educational needs of the Alaska justice system and is consistent with the intent of preparing students for a maximum number of career options in the justice system, the curriculum must be organized to educate students in the entire justice - civil and criminal - aspects of the system. The University of Alaska undergraduate academic programs should be oriented toward an analytical approach to the study of deviancy, crime, and justice goals, processes, agencies, and programs.

Aside from this single modification in the first principle which amounts to dropping the word "criminal" from the principle, the original curriculum guidelines promulgated by the Strecher group are still relevant, although incomplete, general principles for reorganization of the University's undergraduate justice programs.

IMPLICATIONS FOR JUSTICE PROGRAMS

The University of Alaska educational philosophy is multi-facted. The philosophy is based on acceptance of higher education as an instrument for social improvement. It supports performance of the traditional functions of a university - instruction, research, and community service. It endorses the transmission of knowledge for both intellectual and skill development in students; however, the primary emphasis of the University, especially in regard to baccalaureate level programs, is clearly on the intellectual development of students.

Philosophically, the University is committed to achieving the intellectual development of students by insuring broad exposure to the humanities, mathematics, natural sciences, and social sciences. In addition, the University mandates that even specialized aspects of degree programs contain an integration of theoretical with any factual information presented.

The University's acceptance of the legitimacy of education in applied fields provides a supportive environment for the development of justice-related programs. Its emphasis on intellectual development and its prioritization of the use of an integration of liberal arts and sciences to achieve intellectual development in students establish parameters within which justice programs must be organized. This emphasis is consistent with the general national philosophy of justice higher education and identified needs of the Alaska justice community.

The unitary organization of the University facilities maintenance of compliance with its overall philosophy by all of its subdivisions throughout the State. This practice of a level of standardization is defended by claims that (1) it enhances University efficiency and effectiveness, and (2) it insures quality higher education throughout the University system. A number of guidelines which are designed to insure statewide compliance with the overall University philosophy are currently in existence. Hence, the establishment of statewide guidelines for insuring quality justice programs will be consistent with established practices of the University.

Local Orientations

Even though the University is a unitary system, its managerial philosophy is supportive of considerable local autonomy including the authorization of local units to establish, within the broad statewide guidelines, unique local goals for the organization of programs to serve local areas. This allocation of authority is viewed as the best method for providing the flexibility to adjust the University's educational programs to the unique needs of widely separated communities served by University units throughout the State.

Major differences in the philosophic goals and purpose emphasis of various subdivisions of the University have implications for the justice curriculum design. The community colleges are to provide both vocational programs with relevancy for the local communities, people, and geographic regions they serve, two year terminal degree programs, and the initial two years of liberal

arts education for students striving to eventually obtain a four-year academic degree. Compliance with this philosophy can be achieved with an associate degree curriculum in justice which contains sufficient open credit space for the inclusion of justice courses for an emphasis that addresses local needs and yet contains sufficient standardization and quality control to make the associate degree courses completely acceptable as the foundation for justice baccalaureate degree programs elsewhere in the University system.

The philosophy and goals of the University of Alaska, Anchorage, focus its attention on urban educational concerns and emphasize the development of pre-professional undergraduate and inservice programs in business and public affairs. Within these parameters, the justice academic program in Anchorage should be organized to reflect an urban orientation. The pre-professional nature of justice higher education is perfectly consistent with the Anchorage goal emphasis. The integrated nature of the existing Criminal Justice Center Continuing Professional Development unit with the Academic Program unit at Anchorage facilitates compliance with the inservice orientation of Anchorage justice programs.

The University's Development Plans call for University operations in the Fairbanks area to concentrate on, among other areas, natural and environmental sciences, agriculture, arctic problems and native cultures. Perhaps a rural justice program orientation would be the approach most compatible with this branch of the University.

Subdivisions of the University in Southeast Alaska are, according to the plans of the University, to focus their educational

efforts on such areas as resource management, tourism, business, government and education. Any reorganization of justice programs to serve Southeast Alaska should give consideration to the implications of this policy. The location of the seat of Alaskan government in Southeast is an important consideration in deciding both the orientation and level of justice educational programs that should be offered by the University in this region.

In conclusion, the emphasis differences in the various types of institutions and the regions of the State should result in some distinct differences among the justice programs established throughout the State of Alaska. Despite unique differences, all justice curriculum must also be designed so as to satisfy Statewide justice educational needs, insure Statewide quality justice education, and facilitate complete transferability of students majoring in justice from one justice program to another at the University of Alaska.

Program Parameters

Based on the data accumulated, the Strecher principles should be restated to provide more meaningful parameters for the development of University of Alaska justice curriculum. The following parameters should govern future changes in University's justice undergraduate curriculum and degree offerings:

1. The professional area of justice at University of Alaska is a distinct, legitimate field of academic study encompassing a multi-disciplinary body of knowledge and research in jurisprudence, social, behavioral, and natural science with a focus on deviancy, crime, delinquency, and methods of social control. Social problems and social improvement opportunities in the area of social order and justice have over the years been given ancillary attention

by a number of people in traditional academic disciplines. These people, using a variety of study techniques, some unique to their speciality area, have contributed substantially to the development of the justice field. However, none of the traditional academic disciplines, standing alone, give the attention and emphasis to the justice field which can be provided by an interdisciplinary program. Such a program would contain broad, fundamental preparatory education needed as a foundation by students preparing for a career in the field of justice. More specialized education and training from police academies, correctional programs and law schools should benefit from such interdisciplinary education of a pre-professional undergraduate program in justice.

2. Justice curriculum should be organized with the primary emphasis on liberal arts and basic sciences and a secondary emphasis on the professional area of justice. This prioritization places the emphasis on the development of intellect and analytical and cognative abilities in students. Such an approach best addresses the educational requirements for justice personnel and is compatible with the philosophies of higher education.

3. A justice curriculum should be organized primarily to serve pre-service students and secondarily, to provide educational development opportunities for in-service students. Reasons behind this conclusion include (1) the trend is clearly toward establishing college preparation as a prerequisite to assuming positions in the justice field, (2) nearly every professional position in the justice field requires professional training over and above basic education before commencing work (i.e. police training, correctional officer training, law school), (3) a pre-service student will have considerably more years to devote to service than an in-service student, therefore, pre-service education is a wiser investment of educational resources, and (4) students who obtain a college education prior to being employed should have a broader understanding and hence provide better service to citizens. The curriculum emphasis on pre-service students simply provides a basis for course orientation. It does not hamper in-service justice personnel from pursuing higher education.

4. The University's justice-related degree programs should be systemic and broadly oriented toward the entire justice field rather than narrowly focused

on a single component of the justice system. This conclusion is based on consideration of (1) the large number of areas for which specialized programs would be required if the component approach were adopted, (2) the increased number of programs which the University will find economically feasible if all students interested in education for employment in the justice system are educated in the same classes rather than fragmented into specialized courses, (3) the assumption that students with a broad rather than specialized education will better serve the justice system, (4) the assumption that broadly educated students will have a wide range of employment opportunities, (5) the compatibility of general education with the educational philosophy of both Alaska and the nation, and (6) the compatibility of this approach with the national philosophy of justice higher education.

5. The justice curriculum should be organized to insure uniformly high quality justice courses throughout the University statewide system yet with enough flexibility to enable local University units to address areas where there are unique local needs and competencies. Nearly all units of the University are able to offer the basic general education requirements needed for the foundation of a justice degree. A sound standard core of a limited number of basic justice courses can be provided by nearly all University level units. Most regions of the State potentially have enough students to support a limited number of sound, basic, general justice courses at the two and four year University institutions. However, there is considerable geographic variation between the specific justice educational backgrounds needed and the unique competencies of local higher educational resources. Hence, a University-wide Justice curriculum, organized to provide students with a sound general educational background while permitting specific education in unique specialized areas of justice, should best serve the present and future justice educational needs of Alaskans.

6. The curriculum should be organized to flow from general and broad toward narrow and specialized subject matter. This approach will insure that specialized information is put in perspective. Lower level courses will be broader and more general than upper level. The further a student pursues education, the more indepth his studies will be.

7. The curriculum should be organized to provide an orientation to the entire area of justice while allowing a concentration on component areas of justice. This

approach is consistent with educational philosophy and permits the specialized needs identified by justice employees to receive attention. It also will provide the flexibility needed for adopting the curriculum to the unique needs in the various regions of the State.

8. Professional courses should be designed with a theoretical rather than craftsman orientation. This will insure that a student's education does not quickly become obsolete. It will provide an educational foundation on which more specialized training and educational programs can be based.

9. The three most important secondary emphasis areas for the justice degree programs will be police, corrections and paralegal. Programs in these areas will serve to provide pre-professional education for people who plan careers in police positions, correctional positions and justice clerical and support positions in justice agencies. Although the justice program may provide pre-professional education for students planning to pursue professional degrees in law, undergraduate preparation for such students should not be the exclusive responsibility of the justice programs. Pre-law students may benefit from majoring in a variety of undergraduate programs. Other priority areas of emphasis which may be addressed by some University units include security administration, legal administration, and bush justice administration. These emphasis area options should be left open to local units of the University.

10. The curriculum should contain some courses which address the priority areas identified by practitioners and citizens in local areas wherein the degree is offered.

11. Statewide minimum standards which are consistent with the Academy of Criminal Justice Science national standards should be established for the University justice programs.

12. Estimated population growth and future criminal justice personnel needs indicate that the most logical plan for the organization of future University of Alaska justice program offerings is as follows: (1) Anchorage: Bachelors program and Associate program; (2) Fairbanks: Bachelors program and Associate program; (3) Juneau: Bachelors program and Associate program; (4) Kodiak: Associate program; (5) Kenai: Associate program; (6) Matsu: Associate program; (7) Kuskokwim: Associate program; and (8) Nome: Associate program. These conclusions are

based on the assumption that University programs should be offered at a reasonable cost in the locations where criminal justice personnel needs will be sufficient to provide employment for graduates of the justice programs. The present needs are not sufficient to justify the immediate establishment of all these programs; but by 1990 there should be sufficient demand to justify each of them. In addition, consideration should be given to establishing interdisciplinary, graduate level justice-public administration programs in Anchorage and Juneau once the demonstration is substantiated.

13. A goal of the University of Alaska should be to provide full-time, qualified justice faculty to present all basic core courses in the justice degree program throughout the State. This goal can be accomplished by organizing the justice program so that full-time justice faculty can, by reasonable travel, serve several different campuses. For example, faculty at University of Alaska Criminal Justice Center, could provide core course instruction in Anchorage, Palmer, Kenai, Kodiak and Bethel until enrollments in programs outside of Anchorage are sufficient to support local full-time justice faculty members. This goal should not be interpreted as limiting the Center faculty solely to the core courses. Use of full-time justice faculty will contribute to the consistent quality of University of Alaska justice education. The utilization of full-time faculty also appears to be necessary in order to meet the national accreditation standards of the National Academy of Criminal Justice Sciences.

Educational Goals

General educational goals and objectives of the University of Alaska system and the orientation, general objectives and priorities of local University subdivisions should be consistent with the goals of the justice curriculum. The following are educational goals for undergraduate justice curriculum arranged in order of their priority and these goals should govern the development of justice undergraduate academic programs throughout the University:

1. To provide students with sufficient backgrounds in liberal arts and basic social science to enable them to benefit from the more specialized course content of justice.

2. To provide students with the capabilities of demonstrating understanding of the purposes, history, characteristics, terminology, problems, and contemporary issues related to the field of justice and justice systems.

3. To provide students with the capabilities of demonstrating understanding of the social concerns and reactions to behavior classified as deviant, delinquent and criminal; and the instrumentality available for studying and dealing with this area.

4. To provide students with the capabilities needed to demonstrate knowledge of the basic moral and constitutional foundations of the justice system and its relationship to and impact upon American and Alaskan society and cultures.

5. To provide students with the abilities to assess and explain the social-political nature of justice organizations, administration, and operations; techniques and instruments of analysis; and concepts and principles of management and changes.

6. To provide students with the abilities needed to apply and explain principles and concepts related to research, investigation, data collection techniques, information analysis and research presentation which can be used across the justice system.

7. To provide students with an opportunity to obtain limited specialized knowledge and skills in a specific area of the justice field if they are inclined to do so.

Local subdivisions of the University will have the freedom to establish additional objectives, consistent with the preceeding goals, to meet the unique educational needs of various regions of the State.

CONCLUSION

The potential of an educational program is to an extent created by the philosophy and goals developed for the program. Similarily, educational program efficiency and effectiveness is dependent upon the program's philosophy and goals. Therefore, the establishment of a sound philosophical orientation and well defined objective is perhaps critical to the development of quality justice education.

The preceeding pages have attempted to define a thread of educational philosophy from the national level, through the University of Alaska, to justice educational responsibilities of the University. Within the philosophical parameters, the goals, objectives, and program guidelines of the University and its major subdivisions have been defined. These value statements, taken together, mark the general area wherein justice academic programs can be developed.

Although the material available did not provide absolutely firm, unambiguous definitions of the parameters within which the Justice philosophy and goals could be situated, it was adequate to ensure a level of compatibility between broad educational philosophy and goals and the guidelines and objectives developed for the University's justice programs. Not only are the justice objectives and guidelines consistent with broader philosophical considerations, they are also structured to focus educational attention on the priority needs of students preparing for the Alaska justice field.

CHAPTER V

CURRICULUM FOR UNIVERSITY OF ALASKA JUSTICE EDUCATIONAL PROGRAMS

Chapter I reflects parallelism between the evolution of older fields of professional study (i.e. medicine, law, engineering, agriculture) and justice higher education in the United States. Most professional programs began as career training. Originally most professional curriculum included on extremely heavy emphasis on apprenticeship and on-the-job experience for students who were preparing to be practitioners.

The initial years of development of curriculum for most professional fields have been embroiled with controversies over the relationship of theory and practice, and the relative emphasis of the curriculum on job skills or intellectual development of students. Early in the development of professional programs, the teachers have come primarily from related academic disciplines and the ranks of practitioners with long professional careers. Originally teachers drawn into the professional field from other disciplines criticized for emphasizing theoretical concerns and being overly concerned with the general intellectual development of students. Those with practical backgrounds were criticized for lacking theoretical insight and research capabilities.

Gradually, in the older professional fields, bodies of appropriate knowledge and basic curriculum have been built on and through research conducted largely by academicians. This research was frequently stimulated and supported by the Federal Government and

philanthropic organizations with an interest in improving the professional field. Ultimately, a consensus evolved among practitioners and academicians in most on the value of a college level curriculum taught by scholars who were knowledgeable in the professional subject matter area and teaching.

Educational standards for professional education programs have been established in most professional fields in response to public and special interest pressure. The preparation of standards has involved cooperative efforts by practitioner associations, academic associations, and, frequently, interested public groups.

In nearly all instances, the original curriculum of a professional program established in a college or university drew supplemental courses from a wide range of existing liberal arts and science programs. With the development of more in-depth and fundamental knowledge concerning a professional area, the curriculum evolved toward a more substantively and scientifically-based study of the professional area. Regardless of how a professional program has been reorganized during its evolution, liberal arts and basic sciences have remained as an essential foundation for the professional degree program.

Other features in the developmental pattern of the long-standing professional educational programs include:

1. Initially, the establishment of most professional programs has been made possible by substantial financial support and nurturing by the Federal Government and philanthropic organizations, rather than state or local funds.

2. New professional programs have been originally established and developed in younger, state-supported educational institutions rather than in the older, more traditional and

routinized colleges. Well-established private educational institutions usually adopt professional programs only after the challenges to the academic respectibility, economic viability and administrative feasibility of the programs have been established. The Harvards and Yales institute professional programs only after the programs have established academic and economic soundness.

3. As the scholarship in a professional program becomes broader and deeper, the trend has been to shift the program toward a more highly academic and conceptually specialized orientation at the upper division and graduate level.

4. The establishment of educational standards and guidelines for ensuring quality have been a key component in the ultimate fixation of wide public acceptance of professional education programs.

5. Younger - particularly undergraduate - professional programs eventually evolve to a point where they are not organized to prepare people for specific jobs (i.e. newspaper editor, industrial supervisor, social case worker). Rather, the stated purposes of these established programs include providing (1) an orientation to a professional area, (2) understanding of basic principles underlying the field, (3) a set of attitudes and values and (4) vocational flexibility for students.

Justice higher education at the University of Alaska has evolved in a fashion that is remarkedly consistent with the preceeding patterns. In response to stimulation by Alaska justice practitioners, Federal funds were obtained first to establish police oriented vocational programs. At the outset, these programs were very similar to entry level basic police training programs and were taught primarily by former practitioners with little academic preparation. This course orientation was modified in due course and heavily integrated with liberal arts. People who can more appropriately be classified as academicans and scholars are being sought as faculty members. The

original justice related programs in police administration and corrections have been injected with broader, overview courses such as "Introduction to Criminal Justice" and "Criminology".

It seems clear that future improvements in the post-secondary justice-related education programs of the University of Alaska will follow the development patterns of the older, more established post-secondary programs for professional education.

CURRICULUM PARAMETERS

Over the past 15 years, University decision-making regarding educational efforts in justice-related fields has been stimulated by "programmatic opportunities". Serious deliberation and comprehensive curriculum planning by policy makers and faculty has not previously occurred. Disjointed, and many times provincial, decisions by a variety of individuals acting independently throughout the University system have created a large number of diverse, primarily lower division course offerings throughout the system. The resulting justice degree curriculum is neither coherent nor unified.

The undesirable consequences of this approach to curriculum development are most conspicuous at Anchorage Community College where associate degree programs in police administration, law science and corrections have in excess of 35 separate courses taught by two full-time faculty members. None of these three programs are guided by statements of philosophy, objectives, or readily available course syllabi. Most instructors are left with only catalog descriptions and their own imaginations on which to base course preparations. The situations in other community colleges are similar to those in

Anchorage.

One can safely conclude that none of the University's present justice-related academic degree programs are organized to ensure consistently with any unified philosophy and goals. Therefore, the remainder of this chapter will be devoted to a reorganization of the curriculum to render it consistent with the philosophy and goals specified in Chapter IV.

Nature of University of Alaska Justice Education

Justice is a distinct, legitimate field of academic study and higher education which encompasses a multi-disciplinary body of knowledge and research in jurisprudence, social, behavioral, and natural science. Justice education should focus on crime, delinquency and methods of social control, hence it is based on study of agencies and processes which constitute structured societal response to crime and delinquency. Justice education includes, among other areas, the professionally-oriented programmatic areas of police administration, corrections, and legal studies. All University of Alaska courses in these areas should be identified by the common rubric of "Justice".

Program Purposes

The primary purpose of University of Alaska post-secondary justice education is the creation of superior analytical and cognitive skills and the expansion of the specific justice-related abilities of students who have either general interests or career ambitions in justice. Secondary purposes include the accumulation and dissemination of knowledge about the organization and processes

of the justice field, the social response to delinquency and crime, the relationship of cultural norms, values and traditions, especially those in Alaska, and delinquency, crime and the administration of justice, and research and management concepts and instruments which have applicability in the justice field.

The program parameters promulgated in the preceeding chapter* provide programmatic directions for organizing the curriculum to address those purposes. The following is a summary of the patterns of emphasis which should be reflected in the justice curriculum:

1. The primary emphasis of a justice program should be placed on liberal arts, social and behavioral sciences with a secondary emphasis on specialized subjects related to the justice field of study.

2. Within the justice portion of a justice-related curriculum the major emphasis should be on education related to the entire system of justice rather than a specific component of the justice system. Secondary emphasis may be placed on a specific component or interest area.

3. Justice-related curriculum should be organized with broad and general courses preceeding specific and specialized courses.

Priorities of Subject Matter

Justice educational requirements explored in Chapter III provide a basis for establishing the relative importance of various subject matter for educating students for the Alaska justice field. The following prioritization of subject matter areas is consistent with the Alaskan justice educational needs and should be followed throughout the University system in justice curriculum design.

* Pages 118-122.

1. Liberal arts with particular emphasis on development of social awareness and communication abilities.

2. Basic social and behavioral sciences with emphasis on sociology, psychology, political science, anthropology and economics.

3. Purposes, history, characteristics, terminology, processes, problems and contemporary issues related to the field of justice, justice administration and justice systems with attention to unique circumstances in Alaska.

4. Nature and extent of behavior classified as delinquent or criminal; reaction to such behavior; and instruments for studying and dealing with such behavior.

5. Foundations, development and purposes of Federal and Alaskan Constitutions and legal enactments; interpretation and application of these documents; and relationship of these instruments to social norms and behavior.

6. Justice organizations; their nature and their administration; theories and philosophy relevant to their functioning; techniques of policy and organization analysis; and concepts, instruments and practices of management and change.

7. Research principles and concepts related to the scientific method, investigation, data collection and processing, information analysis and the presentation of findings and the applicability of these areas to assessment of the justice system.

8. Subjects with academic value which are of unique personal interest to a student.

CURRICULUM CONTENT

The University of Alaska has adopted a general education structure for all bachelor of arts degree programs throughout the University. The course requirements for the bachelor of arts are designed to provide the minimum of liberal arts, social science,

and natural science courses needed for the foundation of a quality, post-secondary educational program. The course requirements of this basic curriculum are adequate for achieving the most basic objective of the justice curriculum at both the associate and baccalaureate degree levels. Therefore, the justice associate and baccalaureate curriculum should be organized as "major" subject areas within University of Alaska Associate of Arts and Bachelor of Arts degree fields.

All students chosing to major in "Justice", either at the associate or baccalaureate level, will be required to satisfy the University of Alaska general education requirements of (1) written communication, (2) oral communication, (3) humanities, (4) social science, (5) natural science, (6) mathematics, logic and computor science, and (7) at the baccalaureate level, a minor area. Any revision of these requirements which is approved by the appropriate University-wide decision making body, shall automatically become a requirement of the Justice curriculum.

In addition to the preceeding requirements, the basic, statewide justice curriculum shall be organized to ensure (1) a minimum level of substantial academic quality in the justice area throughout the University of Alaska system, (2) complete interface of the associate and baccalaureate degree requirements, and (3) sufficient flexibility for unique local variations in the programs of local University units that are consistent with the different educational needs of the geographic regions and cultural situations served by the local University units. The specific characteristics of associate and baccalaureate curriculum must be discussed separately.

Associate Degree

The University of Alaska general education requirements for liberal arts degrees seem to hold the greatest potential of any available alternative for satisfying Goal 1 (Chapter IV, page 123). Goals 2, 3 and 4 should be addressed with specific justice courses offered in the first two years of a justice curriculum. These courses should be organized as a comprehensive "core" block. Goal 7 provides the flexibility for the use of elective justice courses.

The core courses that will be established to serve Goals 2, 3 and 4, and must be a required part of the Justice curriculum of all University sub-divisions are (1) Introduction to Justice, (2) Criminology, (3) Development of Law, and (4) Justice Organization and Management. The following is more specific information about these courses:

1. INTRODUCTION TO JUSTICE. (Freshman course and a prerequisite to all other Justice courses). 3 credits.

   Purpose of Course - This course is a foundation course for the University of Alaska Justice degree programs. As such, it will provide students with an opportunity to learn about the basic philosophies concerning social control; the techniques and social instruments historically used in maintaining social control; the interrelationships of culture, mores, values and ethics with social control; the roles and forms of law; the purpose of justice system and its historical development environment, structure, processes, effectiveness and related issues which are likely to influence the justice area in the future; and the unique terminology related to the justice area. It should provide both majors and non-majors with the opportunity to obtain knowledge to enhance their effectiveness as citizens and justice majors with a broad foundation on which the more specific, specialized justice courses will be based.

Course Description - Survey of the various philosophies, functions and methods of social control and emphasis on role of law and those involved in its administration - police, lawyers, courts and correctional organizations. Includes study of history, organization, processes, and problems related to law and justice agencies in a heterogeneous, democratic society.

2. CRIMINOLOGY. (A sophomore course and a prerequisite to all upper division Justice courses). 3 credits.

Purpose of Course - This course is a foundation course in the University of Alaska justice degree programs. Students who successfully complete the course should have an understanding of that which is known about the (1) nature, extent, distribution and impact of crime and delinquency in a variety of societies and cultures, including those in Alaska; (2) known characteristics of those involved in crime and delinquency; (3) theories of crime causation, and (4) purpose and impact of law, and justice, and social agencies and programs on deviancy and soceity.

A student who has successfully mastered the course materials should be familiar with the limits of knowledge and be capable of rational judgments concerning public and justice agency policies related to crime, delinquency, and social control.

Course Description - The study of major areas of deviant behavior and their relationship to society, law, and law enforcement, including the theories of crime causation.

3. DEVELOPMENT OF LAW. (A sophomore level course and a prerequisite of all other Justice courses in the area of law). 3 credits.

Purpose of Course - This course will provide an orientation to the philosophy, types and purposes of law; the development of the United States Constitution including civil precedents of such U.S. Bill of Rights provisions as "due process" and "equal protection"; the development of national and state statutory law and its relation to constitutional law; the definition of and relationship between such fundamental concepts as "rule of law", "common law", "civil law", "criminal law", and "native law ways"; the development of state constitutions with emphasis on the Alaska Constitution; and the procedures for changing constitutional and statutory laws at the national, state and local levels.

Students successfully completing this course will understand the underlying philosophy of Anglo-American system of law, general procedures for changing law, and general criticisms of the law system, especially in regard to Alaska. They should be able to develop logical plans for and approaches to law revisions.

Course Description - Study of the underlying philosophy, development and structure of law with emphasis on the law system of the United States and Alaska. Includes "civil" precedents of such Constitutional provisions as "due process" and "equal protection" in the U.S. Bill of Rights; criticisms of law; review of native law ways; procedures for changing laws.

4. JUSTICE ORGANIZATION AND MANAGEMENT. (sophomore level course and a prerequisite to all other Justice organization and policy courses). 3 credits.

Purpose of Course - This course is to give the student an opportunity to develop an understanding of the roles, goals, structure and administrative practices of police, court, correctional and legal institutions; and the philosophies, conventional wisdom, theories and research related to the organization and management of these agencies. The course will provide evidence of the relationship between the various justice organizations and management approaches and practices and socio-political and cultural milieu. The relationship of basic organizational theory, management research, and rational practices and the implications of this information for the organization and management of justice operations will be explored to give students an indepth understanding of both the current justice organizational arrangements and alternatives. Finally, this course is to provide students with knowledge concerning basic approaches, instruments of analysis, and techniques that can be used to analyze, organize and manage justice institutions.

Course Description - Survey of the organization and management of police, court, correctional and legal institutions; justice agency roles, goals, structured arrangements and administrative practices; applicability of theory and research; techniques and instruments of organization and management; principles of change.

Table 19

MODEL CURRICULUM FOR

ASSOCIATE OF ARTS - JUSTICE

1. University AA Degree General Requirements	
°Written Communication	6
°Oral Communication	3
°General Social Science, Natural Science, etc.	18

2. Justice Core Course Requirements		
°Justice 110:	Introduction to Justice	3
°Justice 251:	Criminology	3
°Justice 250:	Development of Law	3
°Justice 221:	Justice Organization and Management	3

3. Justice Emphasis Area Requirements			
Option A: Police Administration	Option B: Corrections	Option C: Legal Studies	Option D: General Justice
9 to 12 credits of Police Administration courses	9 to 12 credits of Corrections courses	9 to 12 credits of Legal Studies courses	9 to 12 credits of Justice courses

4. Free Elective Credits to total 60 credits

SUMMARY OF REQUIREMENTS FOR AA - JUSTICE:

1.	University General Requirements	27 credits
2.	Justice Core Course Requirements	12 credits
3.	Justice Emphasis Area Requirements	9-12 credits
4.	Free Electives	12-9 credits
	TOTAL	60 credits

These four core courses will provide a standard 12 credit block of instruction that all associate degree students majoring in Justice must successfully complete in order to obtain an Associate of Arts degree.

An additional 9-12 credits in lower division justice courses may be used to develop emphasis areas that address local justice education needs and opportunities. Among the possible emphasis options are (1) police administration, (2) correctional administration, (3) legal studies, and (4) security administration. These credits can also be used by students who chose to take a variety of Justice courses for a general justice emphasis.

Table 19 contains a model curriculum for the Associate of Arts degree with a major in justice.

Bachelor of Arts

The University of Alaska baccalaureate degree programs in the justice area will also be organized as a major with the University's bachelor of arts. Consistent with the justice associate degree, the University of Alaska general degree requirements for a bachelor of arts degree will be accepted as the most logical method of addressing the first curriculum objective on page 138.

The "core" curriculum for a major in justice will consist of 7 three credit courses. The bachelor's curriculum shall require the same four lower division courses as required for the associate degree (i.e. Introduction to Justice, Criminology, Development of Law and Justice Organization and Management). These courses are designed to achieve curriculum Goals 2, 3 and 4. In addition, Goals 5 and 6 will be addressed by three upper division

Table 20

MODEL CURRICULUM
FOR BACHELOR OF ARTS-JUSTICE

1. University BA Degree General Requirements

* Written Communication	6
* Oral Communication	3
* Humanities	18
* Social Science	18
* Math, Logic, or Computor Science	3
* Statistics	3
* Natural Science	7

2. Justice Core Course Requirements

* Just. 110	Introduction to Justice	3
* Just. 251	Criminology	3
* Just. 250	Development of Law	3
* Just. 221	Justice Organization and Management	3
* Just. 330	Justice and Society	3
* Just. 360	Justice Processes	3
* Just. 451	Research, Planning & Policy Analysis	3

3. Justice Emphasis Area Requirements

No less than 21 or more than 24 credits in Justice courses of which at least 12 credits must be in upper division courses. Possible special emphasis areas might include:

- Police Administration
- Corrections
- Legal Studies
- Security Administration
- General Justice

4. Minor Area Requirements

At least 12 credits as required by discipline offering the minor.

5. Free elective credits to total 130 credits.

SUMMARY OF REQUIREMENTS FOR BA-JUSTICE DEGREE:

1.	General BA Requirements	58 credits
2.	Justice Core Course Requirements	21 credits
3.	Justice Emphasis Area Requirement	21-24 credits
4.	Minor Requirements	12-18 credits
5.	Free electives	To total 130 credits

courses: (1) Justice and Society, (2) Justice Processes, and (3) Research, Planning and Policy Analysis.

The following is a summary of the purposes and descriptions of the upper division core justice courses:

1. JUSTICE AND SOCIETY. (A Junior year course). 3 credits.

   Purpose of Course - This course is to provide students who have a sound basic background in the understanding of the justice field an opportunity to study the more subtle and controversial relationships between justice institutions and society. The course will explore the utilization of justice institutions by societal, group and political interests, and the effects of stresses such as the Third Reich, American desegregation, Watergate, McCarthy Red Scare, Vietnam problems, Environmental Revolution, War on Crime, and Organized Crime have on them.

   Students who successfully complete this course should be prepared to identify and assess the consequences of stresses between social situations and justice institutions so as to provide more competent and effective management responses than have been made in the past.

   Course Description - The role and operations of justice institutions from the perspective of their utility to group and societal interests. Justice institutions under stress such as during the Third Reich, McCarthy Era, Watergate, Vietnam War, Environmental Revolution, and War on Crime. Relationships between community and justice organizations.

2. JUSTICE PROCESSES. (A junior level course). 3 credits.

   Purpose of Course - This is an advanced, specialized course to prepare students for executive and managerial roles and responsibilities in justice institutions and operations. A justice process and problem solving approach will be used to give students knowledge concerning techniques for career survival and progress in justice bureaucracies, agency roles and goals, analyzing and cultivating public and employee support, developing effective line and staff programs, and dealing with process problems related to budgeting and financial administration, employee unions and personnel administration,

exercise of employee discretion, inspections, records and information systems, communication, resource allocation, and organizational change.

Students successfully completing this course should be able to assume and competently perform the major responsibilities connected with executive and management positions in police, court and correctional organizations.

Course Description - Study of processes and related issues in police, court and correctional agency operations. Definition of goals; organizational design and development; organizing and managing financial, personnel and management processes; budgeting, personnel administration, records and communications; community based programs; inspections and control; program evaluation. Contemporary administrative process problems.

3. PLANNING, RESEARCH AND POLICY ANALYSIS. (A senior year course). 3 credits.

Purpose of Course - This course is for senior-level students majoring or minoring in justice. It is to develop understanding of and skill in the application of the scientific method and logic to justice research, planning and policy analysis. It will familiarize students with methods and skills related to the field of policy science and the policy analysis tools which can be used for research, planning and policy analysis in the justice area. Techniques and instruments covered in this course will include modeling, sampling theory, queuing theory, input/output analysis, simulation, Delphi, PERT/CPM, scenarios, Inventory Theory, and paradigms. In addition to the rational quanitative and non-quanitative techniques, the course will survey the politics and incremental processes of policy development and implementation.

Course Description - Application of social science research and methods and analytical tools to justice planning and policy problems; political and rational planning with such tools as modeling, sampling theory, queuing theory, Delphi, PERT/CPM, scenarios, and paradigms.

The Justice baccalaureate degree emphasis areas will also remain open so that University sub-division can define objectives and courses

relevant to local needs. A total of 21 to 24 credits are reserved for the organization of Justice Speciality emphasis. At least 12 of these credits must be satisfied with upper division courses.

Speciality programs can be developed in such areas as (1) police administration, (2) corrections, (3) security administration, (4) legal studies, and (5) bush justice; or a student can choose to obtain a broad combination of justice courses for an emphasis in "General Justice".

Students who seek a bachelor's degree with a major in Justice must also complete the requirements for a "minor". The specific requirements for a minor are determined by the faculty of the discipline or field offering the minor.

Table 20 contains the model Bachelor of Arts degree for a major in Justice and a summary of the requirements for the degree.

Short of a complete associate or baccalaureate degree, a community college should be permitted to establish a Justice emphasis in conjunction with another related degree. However, where such an arrangement is adopted, the local college or unit will be required to offer as a minimum (1) Introduction to Justice, and (2) Criminology. Further, the remaining core courses should receive priority for implementation if the program is expanded.

Justice Minor

A substantial number of students are majoring in areas outside of Justice, but have an interest in obtaining a working knowledge of the field. As citizens and in many instances professionals in related walks of life, these people deserve an opportunity to obtain a sound orientation to the Justice field. Therefore, the

Justice baccalaureate programs shall offer a minor concentration in the Justice area. A minor in Justice shall consist of 18 credits which shall include Introduction to Justice, Criminology, and at least 9 credits of Justice courses at or above the 300 level.

CONCLUSIONS

The curriculum presented in this chapter represents a complete reorganization of the University of Alaska's academic programs in the area of justice. It is consistent with the National and State philosophies of higher education; it is compatible with the National philosophy, standards and guidelines for post-secondary criminal justice educational programs; and it addresses the educational needs identified for Alaska justice positions and agencies.

Perhaps the most unique feature of the curriculum involves the fact that it is not structured to focus narrowly on the "criminal justice system". The basic program has a broad professional justice orientation that encompasses both the civil and criminal aspects of the justice field. This approach opens undergraduate educational opportunities to those students who have either a policy or career interest in so-called "paralegal" areas. It also provides expanded opportunities for the study of law as a social device. Such an approach is relatively unique in American higher education.

The establishment of a Justice Core requirement with statewide applicability combined with a completely flexible Justice emphasis requirement, facilitates curriculum development for serving unique local education needs in various regions of Alaska while at the same time provides the basis for insurance of a uniform level of high quality in Justice higher education throughout the University

of Alaska system. This feature is felt to be superior to the situations normally existing in other state educational systems in the country.

The advantages of this program design as compared to those arrangements will replace in Alaska can be summarized as follows:

1. It reduces the number of Justice courses specifically required for both associate and baccalaureate degree majors. This action will permit the offering of high quality Justice degrees in areas which currently cannot afford to support Justice degrees. It also gives the various regions and units of the University adequate flexibility to address the unique Justice educational needs of their areas.

2. The standardized curriculum will facilitate transferability from a Justice program in one area of the State to a program in another area. The high mobility of Justice practitioners throughout the state makes this a particularly important feature.

3. The improved interface of associate and baccalaureate degrees will facilitate student continuation of the pursuit of higher education beyond the associate level.

4. The proposed curriculum meets the basic accreditation standards of the Academy of Criminal Justice Sciences and increases the compatibility of the University of Alaska program with accredited Justice programs in other American universities.

5. The curriculum is designed to complement rather than duplicate specialized professional training programs in the police and correctional fields in Alaska.

6. The curriculum can be offered with a lower cost than the present curriculum, yet it facilitates increased use of fulltime faculty for programs in Southcentral Alaska.

7. The programs based on this curriculum will more adequately serve the educational needs of a larger number of people than is served by existing programs (i.e. Justice will serve

correctional, police, and certain legal areas better than a degree in police administration).

8. The program will better serve students by preparing them for an expanded number of career opportunities in the Justice field.

Although adoption of this curriculum is a first step, the University's goal of providing high quality undergraduate justice education will not be wholly assured without an effective overall organization of justice programs and the enactment of minimum standards in the areas of program administration, curriculum control and faculty qualifications. These areas will be the subject of the following chapter.

CHAPTER VI

ACADEMIC PROGRAM

ORGANIZATION AND STANDARDS

The foundation for reorganization of University of Alaska justice undergraduate education programs has been laid in preceeding chapters. Curriculum objectives and parameters — drawn from surveys of the philosophy of higher education and justice educational needs — have been defined. Basic curriculum models — designed to facilitate the expansion of more cost effective, quality Justice programs of undergraduate justice education throughout the University system — have been developed.

In spite of this fundamental preparation, the achievement of the full potential of the University in the field of justice will be dependent on effective systematic implementation, coordination and quality control of the University's Justice academic programs. This chapter will address the organization and standards needed for the effective University of Alaska Justice academic programs.

ADMINISTRATION

Although the study of Justice is relatively new to higher education and curriculum characteristics throughout the country contain some differences, a consensus concerning the ideal basic curriculum content has been evolving.[1] The University of Alaska

[1] See Hoover and Lund, Guidelines for Criminal Justice Programs in Community and Junior Colleges (Washington, D.C.: American Association of Community and Junior Colleges, 1977); and Accreditation and Standards Committee, Accreditation Guidelines for Postsecondary Criminal Justice Education Programs (Academy of Criminal Justice Sciences, 1976).

Justice curriculum developed in the preceeding chapter is consistent with the evolving national consensus.

Existing Situation

Many people within Alaska are familiar with the existence of the new field of Justice higher education. A majority of all Alaskans seem, for a variety of reasons — some altruistic, some emotional responses and perhaps a few sordid, support a strong University of Alaska commitment to providing justice-related degree programs. Few people, including both justice practitioners and educators, are aware of the specific requirements needed for quality justice educational programs. Substantial demands on the various local units of the University to establish justice degree programs, prior to the establishment in 1975 of the Criminal Justice Center for system-wide coordination and direction, resulted in the establishment of a variety of justice-related undergraduate programs of different levels of academic quality by sub-divisions of the University in several regions of the State.

These programs, with exception of those offered at Anchorage and Fairbanks, consisted of a few courses listed in the catalog of the local community college. These Justice courses have been offered irregularly as local community colleges can identify and retain part-time instructors. According to information collected during this study, far too often instructors of Justice courses have not had appropriate educational preparation for the courses they offer.

The ability of part-time instructors to adequately prepare themselves to teach Justice courses has been further hampered by the fact that they usually have had full-time positions outside the University and have not had sufficient time to adequately prepare for teaching. Students who enroll in these courses have often been disappointed.

The irregular offering and frequent cancellation of courses have frustrated serious students who are attempting to obtain a sound undergraduate education in an area of justice. Some students have been enrolling in Justice courses at community colleges for several years without being much closer to an associate degree today than when they first began pursuing a degree.

The nature of University education in Justice and inadequate understandings of justice higher education has provided fertile conditions for pressures on the University to grant college credits for all kinds of life experiences ranging from basic training courses to being employed by or observing the operation of a justice agency. The University has responded by arbitrarily awarding college credits for a variety of such life experiences.

These situations have produced negative attitudes among many justice practitioners toward the University offerings in the Justice field.[2]

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[2] At the September, 1976 Annual Conference of the International Association of Chiefs of Police, Larry Bassi hypothisized: "Colleges and Universities whose academic degrees are superficial and shady will undermine the value of similar degrees from institutions whose educational offerings are excellent." (The Police Yearbook: 1977, Gaithersburg, Maryland: IACP, page 279). This hypothesis seems to have been borne out in Alaska.

In addition to the preceeding problems, the Strecher Study of the University's efforts in the justice field identified career mobility patterns of Alaska criminal justice practitioners as a source of unique problems for higher education.[3] The justice system in Alaska is, compared to other states, highly centralized, and employees of the system are frequently moved to duty posts around the State. Many of these people are pursuing college degrees. Unless there is a high level of compatability among the justice degree programs offered by the sub-divisions of the University, these employees find it extremely difficult to obtain a comprehensive, well rounded college education in a reasonable amount of time. Such compatability of course and program content throughout the University of Alaska system has not existed.

The Strecher group recommended the University address these problems by establishing a unitary justice education management system.[4] A single unit -- the Criminal Justice Center -- was to be established in Anchorage -- the hub of justice system activity in the State. The Center was to have statewide responsibility for, among other things, overseeing the development and upgrading of the University's justice academic programs. It was to develop and insure compliance with statewide curriculum guidelines, and provide fulltime faculty to travel, when possible, from Anchorage to outlying areas of the State and provide basic undergraduate course instruction in support of the justice programs of community colleges with insufficient enrollments to justify their own fulltime faculty.

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[3] Strecher, et al, Op. Cit.

[4] Ibid.,page 1.

In considering the relationship of the Criminal Justice Center and justice academic programs to the existing University structure, the Strecher group rejected the idea of incorporation of the operation into closely related traditional programs such as business, public administration, or social science for the following reasons:[5]

1. The eventual size and philosophical perspective of the justice program would result in the justice faculty improperly serving the balance of faculty expertise and interest of the existing programs so as to cause irreparable damage to the broad academic interests of existing units.

2. The strength of the justice curriculum is to a considerable extent dependent on an interdisciplinary approach that should draw coursework from all disciplines of the University. The placement of the justice program as a part of an existing discipline would result in a damaging shift of focus in academic programming.

3. The flexibility needed in a justice academic program does not readily lend itself to incorporation within the requirements of an oversight by these related academic divisions.

The University, acting on the Strecher recommendations, received Law Enforcement Assistance Administration funds in 1975 to establish the Criminal Justice Center as an independent entity at Anchorage to perform statewide management of justice programs. The University of Alaska 1975 Academic Development Plan recognized the responsibilities of the Center to ". . . coordinate (justice) course offerings throughout the State and dispatch traveling teams of instructors to take Justice education wherever demands warrant."[6]

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[5] Ibid., pages 15 and 16.

[6] Academic Development Plan, Op. Cit. page 184-185.

The Center has been only partially successful in performing the responsibilities and achieving the purposes of its creation. Its imperfections of performance can be attributed to a wide variety of developments within the University. Perhaps the most significant of these developments has been an accumulating series of University-wide authority crises. Contributing to the development of these crises have been rapid expansion of the University system throughout the State, increased activism on the part of a number of interest groups, problems in implementing and operating some statewide administrative support systems, and increasing public suspicions concerning the competency and integrity of the University's administration. Born in the midst of such situations, the Center has had difficulty obtaining sufficient authority for complete achievement of its statewide responsibilities.

A second factor which has restricted the Center's activities involves finances. The initial Federal funding was adequate for establishing operations in Anchorage. Continuation of funding at that level would have permitted an expansion of the Center's academic support to community colleges outside of Anchorage. However, the Center's third year operational budget was slashed by nearly two-thirds the anticipated level and allocated in a manner which confined the Center to offering courses primarily at the upper division in the University of Alaska, Anchorage.

The Center's full potential will not be realized and the long range development of the University system in the area of justice will be stifled if these conditions remain unchanged.

Structural Proposals

The University structure for justice education should be designed to insure the greatest number of educational opportunities of the highest quality consistent with a reasonable level of resource investment for Alaska citizens and the justice community of the State. In addition, the structure should insure opportunities for local sub-divisions of the University system to serve the unique educational needs of their regions and citizens. The structure, to fulfill these requirements, must be organized for the (1) development of appropriate statewide policies and guidelines and (2) administration of programs within these policies and guidelines.

Policy Development. The policy development issue can be best handled by the continuation of the statewide Justice Curriculum Group which has been involved in this study. This group consists of all fulltime Justice faculty members employed by the University of Alaska and those administrators of local University sub-divisions who have direct responsibility over established Justice programs.

The responsibilities of this group should include (1) a yearly review of statewide policies and guidelines of the University's Justice programs, (2) comprehensive studies of the University's efforts in the area of Justice academic programs, (3) review and evaluation of compliance of all University Justice programs with statewide standards, and (4) assessment of the qualifications of all candidates for full or part-time instructional positions in Justice programs. The Justice Curriculum Group should be provided with sufficient financial and administrative support to perform its functions.

This arrangement would insure that the faculty of Justice programs would be responsible for guiding and overseeing the development of these programs. Quality control would be placed where it should be -- in the hands of those responsible for quality education.

Management. The unitary management arrangements proposed by Strecher seem to be the most viable approach to the coordination of the University's efforts in the area of Justice education and enforcing the policies and decisions of the Justice Curriculum Group. In addition, a Justice unit in Anchorage with statewide authority would be an effective means of providing instructional support for community colleges in Southcentral Alaska. This is the Region which in future years will hire over 50% of all justice employees in Alaska.

Whether the centralized unit remains as the Criminal Justice Center as recommended by Strecher or is changed to a College of Justice with statewide responsibility is of no great consequence. The important points are the unit's responsibility, its authority, and its recognition and support by University officials.

The unit should provide assistance to the Justice Curriculum Group; enforce the policies, decisions and guidelines of the group; assist in identifying the need for Justice educational programs and the initiation of new programs around the State; and provide instructional support for such new programs until local enrollment becomes sufficient to justify full-time faculty.

The basic management of local Justice programs, within statewide guidelines, should be the responsibility of the local subdivision offering the program. When a new Justice program becomes

self-sufficient, the Center's role would diminish to statewide coordination, oversight, and providing requested support.

Financially, the central unit should be independent of other local administrative disciplines, units, divisions, schools and departments. It should be provided sufficient funds to perform its academic responsibilities on the Anchorage campus and elsewhere in the State. Local sub-divisions of the University (i.e., community colleges) should be provided with the funds which they can substantiate by their student enrollment and programmatic efforts. Since the central justice unit would have the obligation for supporting the initiation and early development of programs in areas of the State where a reasonable demand or opportunity can be identified, it should be provided funds - independent of student credit production justification - needed to fulfill these responsibilities.

These organizational arrangements were endorsed by the community college administrators interviewed in the course of this study.

Statewide Management Guidelines

Consistent with the preceeding structural proposals, the following basic management guidelines are presented to facilitate the effectiveness of the University's efforts in the area of Justice academic programs.

1. All Justice degree programs should be on a par with all other academic programs. A justice program can be organized as a subdivision of a larger unit; however, such a program must have sufficient autonomy to accomplish its statewide and local objectives.

2. In every Justice program, there shall be one full-time faculty or administrator who

has primary responsibility for the administration and direction of the justice program. A justice program which operates exclusively with a part-time administrative head and adjunct faculty cannot receive accreditation by the national accreditation agency.

3. No sub-division of the University will be permitted to establish a justice (or justice-related) degree program until the proposed program has been reviewed by the Justice Curriculum Group and approved by Criminal Justice Center Director of Academic Programs.

4. Any sub-division of the University offering a degree or emphasis area in Justice must teach a complete sequence of required courses at least every two years.

5. The Director of Academic Programs for the Criminal Justice Center has responsibility in consultation with the Justice Curriculum Group, for insuring compliance by all the University's Justice academic programs with minimum statewide standards for Justice programs. Any program not meeting minimum standards will be required to discontinue offering courses until the deficiency is corrected.

6. Appeals from decisions of the Justice Curriculum Group or the Director of Justice Academic Programs can be made to the University's Committee on Academic Policy and the President of the University of Alaska, respectively.

The preceeding basic administrative structure and guidelines should facilitate sound effective academic program administration throughout the University of Alaska. They should eliminate many of the problems identified in the present management of Justice academic programs of the University of Alaska.

CURRICULUM

The methods used to achieve the purposes of University of Alaska postsecondary justice education, broadly defined, are research, education and community service. Justice education programs as proposed in Chapter V, will place a fundamental reliance on the social and behavioral sciences while providing students with the opportunity to combine these social and behavioral sciences with liberal arts and professionally oriented education.

Consistent with this approach and to provide a coherent education, Justice-related programs should be organized to insure that specialization is predicated on the successful acquisition of more fundamental general knowledge. The most intensive specialization of education is to be reserved for upper division and graduate programs and professional schools respectively.

The general University associate and bachelor of arts area requirements and the justice core curriculum set forth in Chapter V, shall be met by all justice students before they are awarded a degree. Aside from the required general University requirements and justice core courses, the precise course content to a justice degree program in a sub-unit of the University may vary to facilitate a match between the program and unique circumstances in the sub-unit environment. Statewide University of Alaska minimum standards for degree programs shall be observed by administrators and faculty involved in University of Alaska justice-related academic programs.

No justice-related degree program in the University of Alaska

should be established without prior review by the Justice Curriculum Group. No substantive changes in an existing justice-related degree program should be permitted without prior review and comment by the Group.

The following curriculum guidelines shall be observed by all sub-divisions offering a Justice degree:

1. Justice-related curriculum will be consistent with overall University-wide goals and objectives and such other specific objectives as may be established to provide guidance for academic programs of the local University sub-divisions offering the degree.

2. As a minimum each Justice program shall comply with the appropriate basic University general and specific course requirements for the degree or degrees offered and the statewide professionally-oriented justice core and elective course requirements of justice programs.

3. Justice curriculum is to be logically organized as a comprehensive, coherent educational program with broad fundamental information preceeding more specific information in a student's program unless such an arrangement of courses is unreasonable or impractical.

4. The curriculum of all associate degree justice programs will be ordered so as to insure that successful students may continue to pursue a justice baccalaureate degree without substantial loss of credit or penalty.

5. Courses offered in justice-related programs will be designed with the prefix "Justice" throughout the University.

6. Courses of in-general common content will be designated by the same number and course title and will have the same credit value through the University system.

7. Justice-related degree requirements must be satisfied by credits earned in 100 level or higher academic courses presented by the University of Alaska or another institution of higher education accredited by one of the regional institutional accrediting commissions recognized by the Council on Postsecondary Education.

8. Only credit received in academic courses completely open to all academically qualified students, who may wish to enroll, can be used to satisfy justice degree requirements.

9. A maximum of one-third of the total credits required for a degree can be from a justice area.

10. No more than one-half the credits in Justice courses required for a degree from the University of Alaska can be satisfied by credits transferred from other colleges or universities.[7] (i.e., not more than 12 Justice credits from another school outside the University of Alaska will be accepted toward the justice credits required for an associate degree with a major in justice, and not more than 24 justice credits transferred from another school will be accepted toward the Justice credits required for a baccalaureate degree with a major in Justice).

11. No more than 60 credits earned in a community or junior college - whether elsewhere or at the University of Alaska - shall count toward a University of Alaska baccalaureate degree with a major in Justice.

12. The Justice Curriculum Group will meet at lease once each year to review statewide Justice program objectives; evaluate programs, curricula and policies; and take up such other matters related to the University's Justice program curriculum as the Group may deem appropriate.

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[7] Course work up to these maximums which is directly related to specific courses offered at University of Alaska will be accepted as satisfying the specific course. Coursework not related will be transferred at Justice elective credit. University of Alaska will accept all Justice credits granted at another accredited institution of higher learning toward a degree in justice as long as the credit limitation is not exceeded. Credits awarded, however, for the

13. The Justice Curriculum Group, assisted by the Director of Academic Programs of the Criminal Justice Center, shall conduct an in-depth evaluation of each individual justice program offered by the University of Alaska at least every five years. This evaluation shall include as a minimum (1) organization, (2) program structure, (3) curriculum, (4) faculty utilization and workloads, and (5) education effectiveness of instruction and program.

14. Any changes in justice curriculum proposed by sub-divisions of the University will be forwarded to the Justice Curriculum Group for review prior to presenting the proposal to the appropriate Academic Council or the University Committee on Academic Policy.

completion of police or correctional academy basic training or other experiences not involving a regular open academic setting will not be accepted as transfer, even if another accredited college or university may have granted such credit. (An academic setting includes, among other things, open registration; emphasis on intellectual development, challenging of conventional wisdom and traditional practices; instruction by teachers with appropriate academic preparation; academic freedom for instructors and pupils; and a low priority on teaching "motor skills".)

Justice credits transferred in excess of the number applicable to satisfying University of Alaska Justice degree requirements will be accepted and recorded but they will not count towards satisfying the Justice degree requirements.

FACULTY

The full-time faculty employed at the current time to teach the University's justice courses are expected to possess at least a bachelor's degree or higher in areas relating to their academic functions. Part-time faculty, however, selected entirely by administrators of the University sub-divisions at times do not satisfy this criteria. The variety of differences in University record keeping make it impossible, without extensive research effort, to completely identify either the specific people who have in the past been employed as part-time teachers, or their academic and experiental preparation. However, a cursory review of these areas revealed that on occasion lawyers have been hired to teach criminology and police officials with no more than an associate degree have taught management courses.

The assessment of the teaching by part-time faculty has been hampered by the inability of administrators to require part-timers to obtain teaching evaluations from students. Students in one class taught by a part-time faculty member at Anchorage Community College recently complained that the instructor made sarcastic remarks to students about student evaluations and arrogantly threw the teaching evaluation forms into the trash can. This instructor was scheduled the following semester to teach another course for the Community College.

The quality of justice programs cannot be improved without strict compliance with sound standards for the hiring and evaluation of Justice faculty members. To this end, the following minimum

standards for faculty should be established and enforced State-wide:

1. Instruction of justice-related courses offered by the University of Alaska must be provided by either full or part-time faculty whose credentials and qualifications have been reviewed and approved as meeting minimum standards by the Justice Curriculum Group. Persons not approved by the Justice Curriculum Group will not be permitted to be the primary instructor of a Justice course.

2. The minimum acceptable academic preparation required for teaching Justice courses, whether full or part-time, will be related to the level of the course and the subject matter being taught. The following are minimum acceptable standards by course level:

   LOWER DIVISION ASSOCIATE DEGREE - (100 and 200 level courses).

   1. A bachelor's degree plus thirty semester credits toward an established law degree or in an approved master's program with content area or considerable experience relating to Justice subject matter to be taught.

   2. Previous experience in or other evidence of aptitude for competent teaching.

   UPPER DIVISION BACALAUREATE DEGREE - (up to 500 level courses).

   1. Earned law or masters degree and substantial experience concentrated in areas relating to instructional subject matter responsibilities.

   2. Previous experience in or other evidence of aptitude for competent teaching.

   3. Evidence of research abilities and skills which will compliment instructional responsibilities.

GRADUATE DEGREE - (500 level and above courses).

1. Earned law or doctorate and experience concentrated in areas related to instructional and research responsibilities.

2. Previous experience in or other evidence of aptitude for competent teaching.

3. Evidence of research abilities and skills which will compliment instructional responsibilities.

4. Capabilities needed to oversee graduate degree candidates, organize and conduct community service projects, and prepare scholarly papers for publication.

Level of appointment rank, promotion, and award of tenure should be based on evidence that the Justice Curriculum Group determinesto reflect excellence in teaching, research, and community service.

Qualifying degrees of faculty members must have been earned from institutions of higher education holding national or regional accreditation or foreign institutions of higher learning recognized as being of equivalent quality to such American institutions.

Exceptions to the preceeding minimum qualifications can be granted only for those rare individuals who possess such unique intellectual characteristics and experiential backgrounds as to win them national renown among professional educators in the field of justice. Such acceptions must be endorsed by the Justice Curriculum Group in advance of employment.

The ratio of part-time to full-time faculty should be consistent with the following:

1. An associate degree programs, no more than 50% of the annual credit hour production of justice courses may be taught by part-time faculty.
2. In baccalaureate degree programs, no more than 35% of the annual credit hour production of justice courses may be taught by part-time faculty.
3. In graduate programs, no more than 25% of the annual credit hour production may be taught by part-time faculty.

In addition to their other responsibilities, all full-time faculty members are obligated to perform academic advising for students majoring or minoring in a justice related area.

The Curriculum Group has the responsibility for developing and mandating appropriate methods for the evaluation and improvement of instructional efforts in Justice programs.

RESOURCES

Any sub-unit of the University which assumes responsibility for a Justice academic program shall provide a sufficient level of financial support to ensure a quality educational program.[8] Aside from original program development grants, no Justice program of the University shall exist solely on its ability to secure funding from

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[8] This is not intended to, in any way, restrict local sub-units from working jointly with the Criminal Justice Center.

sources external to the normal University budget processes. Justice faculty shall have an opportunity to actively participate in preparation of their budgets. The justice administrator's responsibilities and status in the University shall be substantially equal to the responsibilities and status of administrators in similar units of the University. The administrative procedures for obtaining resources for Justice programs shall be substantially the same as those of their similar academic units of the University. The fund allocations for a Justice program shall be identifiable within the budget of the University or a local sub-division wherein the Justice program is located.

The expenditure processes and control mechanisms for program administration shall be the same for Justice academic programs as they are for other programs of similar position in the University or its sub-divisions.

CONCLUSION

The achievement of quality Justice educational programs throughout the University system will require statewide compliance with sound standards. This chapter has been devoted to a description of an organizational arrangement for the University of Alaska's Justice Academic programs that will facilitate the development of sound policies and their enforcement. The structure provides for statewide, complimented by local, quality control of Justice Academic programs.

The newness of the field of Justice to higher education and the uniqueness of the Justice field creates problems for those who wish to develop Justice problems. This chapter provides basic

standards and guidelines which reflect sound academic organization and practices, with which the University and its sub-divisions should comply in the implementation and management of Justice academic programs. These standards complement and are consistent with those of the national accreditation standards and guidelines for justice higher education.

It is the belief of those involved in this study that these plans and guidelines provide a sound foundation for upgrading of the University of Alaska Justice academic programs. Such a foundation, if utilized, should put the University of Alaska system in the vangard of justice higher education.

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APPENDIX A

SELECTED ALASKA CRIMINAL JUSTICE POSITIONS:

LEVEL OF MANAGEMENT RESPONSIBILITY AND MINIMUM QUALIFICATIONS

AGENCY Job Title	Level of Resp.*	Minimum Qualifications
Alaska State Troopers		
Commissioner	E	Not available
Dir. Admin.	E	Grad. approved coll. + 4 yrs. resp. supervisory or admin. exp. Add. exp. may be subst. for req. ed. on yr. for yr. basis & grad. study may be subst. for req. exp. on yr. for yr. basis.
Dir. St. Troopers	E	3 yrs. exp. with AST at rank of Lt. or above.
Major	M	8 yrs. of law enf. exp., 2 yrs. at or above level of Lt., 1 yr. of which immed. preceeds exam.
Captain	M	6 yrs. law enf. exp., 3 yrs. at or above level of Sgt., 1 yr. of which immed. preceeds exam.
Lieutenant	M	5 yrs. law enf. exp., 3 yrs. at or above level of Corp., 1 yr. of which immed. preceeds exam.
Chief Investigator	S	5 yrs. of investigative exp.
Sergeant	S	3 yrs. law enf. exp., 2 yrs. at or above level of St. Trooper w/org. assigned by Dept.-P.S. 1 yr. immed. preceeds exam.
Corporal	S	2 yrs. law enf. exp., 1 yr. with org. assigned by Dept.-P.S.
Trooper	O	H.S. grad., 21-45 yrs. age, good health & phys. cond.
Trooper Op. Assist.	O	H.S. grad., 1 yr. exp. radio disp. or police records, Clrk IV with State of AK., or eq. Ability read/write.
Investigator Trainee	O	H.S. grad., plus 2 yrs. at or above level of Lt., 1 yr. of which immed. preceeds exam.
Investigator	O	H.S. grad., plus 2 yrs. exp. in law enf. or invest. Coll. ed. may be subst. for max. of 1 yr. req. exp.

*E=Executive, M=Management, S=Supervisory, O=Operational, St.=Staff

AGENCY Job Title	Level of Resp.	Minimum Qualifications
Spec. Invest.	O	H.S. grad., plus 3 yrs. full-time invest. exp. incl. invest. for both civil/crim. cases. Deg. in acct. may be subst. for exp. req.
Judicial Ser. Off.	O	2 yrs. paid work exp. incl. 1 yr. w/public. Coll. may be subst. for exp. on a yr. for yr. basis.
Constable	O	Able to perform "Examples of Duties" as outlined in class spec. sheet.
Anchorage Police		
Chief	E	Exp. incl. 5 yrs. sup. + grad. from 4 yr. coll. w/major in bsn. pub. or police admin. - or -exp. & trng. demon. the attainment of knowledge & skills substantially equal to that aquired in coll. programs may be subst. for formal ed. on yr./yr. basis.
Deputy Chief	M	H.S. grad., 10 yrs. progress. resp. exp.-police work - 5 yrs. in super. capacity. Rel. formal trng. may be subst. for exp. on 1 mo. trng. for 2 mo. exp.
Captain	M	H.S. grad., + 7 yrs. progr. resp. exp. police wk. - 2 yrs. of which in super. capacity. Related formal ed./trng. subst. for non-sup. exp. on 1 mo. trng. for 2 mo. exp.
Lieutenant	S	H.S. grad., exp. as police off. incl. super. exp. Supplemented formal courses in P.D., or related courses, or eq. conb. in exp. & trng.
Sergeant	S	H.S. grad., exp. as police off. or eq. comb. of exp./trng.
Serg. Juvenile	O/S	Same as above.
Corporal	O/S	2 yrs. w/Anch. City P.D.-full time uniformed pat., supplemented by courses in P.A. or related fields.
Patrolman	O	H.S. grad., exp. w/publ. contact, 20/20 vsn. both eyes w or w/o glasses. Good phys. cond. & no serious spch. imped. Valid AK. drivers lic. Pass written exam. 21-40 yrs. ht./wt. prop.

CONTINUED

2 OF 3

AGENCY Job Title	Level of Resp.	Minimum Qualifications
Cadet	O/St	H.S. Grad., 18-20 yrs. age, 20/20 both eys w or w/o glasses, Good phys. cond., No spch. imped. Valid AK. drivers license, Pass written exam.
Warrant Off.	O	H.S. grad., 2 yrs. work exp., Coll. ed. w/app. major may be subst. yr. for yr. for exp. - age 21-40, ht. & wt. prop. - 20/20 vision. Pass written exam. Valid AK drivers license
Investigator	O	H.S. grad., exp. in police work or any eq. comb. of exp. & trng.
Clerk I	St	H.S. grad., 2 yrs. exp. clerical, meet standard typing skills. Pass ability test: splg, punct., gram., etc. approved level.
Clerk II	St	H.S. grad., + clerk I qual., 6 mo. exp. as clk. I, or eq. or 3 yrs. in clerical. Approved coll. ed. may be subst. for 1 yr. exp.
Clerk III	S/St	H.S. grad., 1 yr.exp. clerk II or 1 yr. clerk I + 6 mo. as clerk II or eq. 4 yrs. clerical wrk exp. Must type 60 wpm-pass exams at approved level. Coll. ed. may be subst. for 1 yr. exp.
Comm. Clerk	O/St	H.S. grad., 2 yrs. exp. w/public. Type 40 wpm, able to obtain restricted permit-radio/tele. operation. Pass physical, vocabulary, finger dexterity exams. Available rotating shifts.
Cordova Police		
Chief	M	H.S. grad., 19-45 age, 20/20 vision, good health, no criminal convictions, certified, good moral character.
Lieutenant	S	Same as above.
Patrolman	O	Same as above.
Dispatcher	St	Same as above.
Juneau Police		
Chief	E	AA degree in pol. sci., or pol. ad., + 8 yrs. law enf. exp. 3 yrs. super. above rank of Cpt. Add. ed. in Pol. Sci., Pol. Ad., or Crim. Invest. may be subst. for req. non-supervisory exp. on yr. for yr. basis. Valid AK. drivers license.

AGENCY Job Title	Level of Resp.	Minimum Qualifications
Captain	M	6 yrs. law enf. exp., 3 at or above rank of Sgt. immed. preceeding exm. or eq. elsewhere.
Lieutenant	M	5 yrs. law enf. exp., 3 at or above rank of Corp. immed. preceeding exam. or eq. elsewhere.
Sergeant	S	AA degree in Pol. Sce. or Pol. Ad., + 2 yrs. exp. as pol. officer, OR H.S. grad. plus 3 yrs. pol. officer exp.- Valid AK drivers lic.
Corporal	O	2 yrs. law enf exp., 1 yr. Juneau patrolman immed. preceeding exam. or eq. elsewhere.
Patrolman	O	H.S. grad., 21-45 yrs., + min. standards for pol. officers as said in AK. Ad. Code. Valid AK. drivers license.
Traffic Officer	O	H.S. grad., hgt. 5' 6" & prop wgt. - age 21-50.
Court Clerk	St	Coll. grad. approp. major. Add. Ad. exp. may be subst. for required ed. on a yr. for yr. basis.
Canine Officer	O	H.S. grad., physically able to do assigned duties, + some paid exp. in care, custody or treating of animals, + valid AK. drivers license.
Ketchikan Police		
Chief	E	Any comb. eq. to 2 yrs. coll + 7 yrs. super. exp. Knowledge of statutes, ordinacnes, current laws. Ability - plan, analyse, implement, etc. as needed.
Records Lt.	M	Comb. of ed. & trng. to equal H.S. grad and 4 yrs. exp. in records admin. + 1 yr. exp. as Sgt.
Patrol Lt.	S	H.S. grad. + 3 yrs. police exp., with 1 yr. as Sgt.
Detective Lt.	S	Same as Patrol Lt.
Sergeant	S	H.S. grad. & 2 yrs. police exp. incl. preliminary & follow-up investigations.
Patrolman	O	H.S. grad. and/or basic military trng. AK. minimum standards ACT.

AGENCY Job Title	Level of Resp.	Minimum Qualifications
Traffic Officer	O	H.S. grad. and 1 yr. office exp., supplemented by trng. in police science. Qualify F.C.C. Lic., Valid AK. drivers lic.
Sr. Police Dis.	O	H.S. grad. + 5 yrs. office exp. with min. 2 yrs. of which were in police clerical work. Qualify F.C.C. limited radio op. lic.
Dispatcher	O	H.S. grad. + 3 yrs. exp. Must qualify F.C.C. op. lic.
Comm. Svc. Officer	O	Age 19, able to learn, interpret & explain city, state, fed. laws. Any comb. of exp. & trng. to carry out gen. duties & resp.
Seward Police		
Chief	E	BA degree, 10 yrs. exp. 5 yrs. at Lt. or higher.
Lieutenant	M	AA degree, 5 yrs. exp., 2 yrs. Sgt.
Sergeant	S	H.S. grad., + 3 yrs. exp. supervisory trng.
Patrolman	O	H.S. grad. or eq. ed. & exp. substantially equivalent to police officer trng.
Dispatcher	O	H.S. grad. or business school, exp. & trng. eq. to 1 yr. of clerical & typing work.
DMV Clerk	St	Training provided by dept.
Sitka Police		
Chief	E	AA degree Pol. Sc. or Pol. Ad., + 8 yrs. of law enf. exp. as police officer-3 yrs. super. as Cpt. or equivalent. Add. formal ed. in Pol. Sci., Pol. Ad. or Crim. Invest. may be subst. for non-super. req. on yr. for yr. basis.
Captain	M	H.S. grad., + 3 yrs. law enf. exp. as police officer, 1 yr. at supervisory cap. Add. formal ed. in Pol. Sci., Pol. Ad., or Crim. Invest. may be subst. on yr. for yr.non-sup. req. AK. dl..
Sergeant	S	H.S. grad. + 1 yr. exp. as police officer, good health & phys. cond. 5'8"-propr. wht. & hgt. 21-40 yrs. AK. drivers license.

AGENCY Job Title	Level of Resp.	Minimum Qualifications
Patrolman	O	H.S. grad. Good health & phys. cond.- 5'8" with prop. wgt. 21-40 yrs. - Valid AK. drivers license.
Traffic Officer	O	H.S. grad., sound physical cond.-19-50 yrs.
Chief Clerk	St	H.S. grad., 3 yrs. office exp. w/at least 1 yr supervisory or management exp.-type 40 wpm.
Clerk Jailer	O	H.S. grad., sound physical cond.-19-50 yrs.- type 40 wpm.
Whittier Police		
Chief	E	H.S. grad., AA degree in Pol. Sci. or Pol. Ad. -or- 6 yrs. exp. as law enf. officer, 3 yrs. supervisory, grad. from State Troopers Academy. Add. formal ed. in Pol. Sci.,Pol Ad. or Crim. Invest. may be subst. for req. non-super. exp. on yr. for yr. basis, valid AK. drivers license.
Sergeant	S	H.S. grad., 1 yrs. exp. law enf. officer. Able to supervise personnel. Completion of app. pol. academy. Qualify under AK. Pol. Standards Act., certificate in Advanced 1st Aid, qualfied breathalyzer operator, valid AK. drivers license.
Patrolman	O	Same as Sitka Patrolman qualifications.
Dispatcher	O	H.S. grad. + 3 yrs. exp. inc. 2 yrs. of public contact work. College or business school may be subst. for work exp. on yr. for yr. basis.
Yakutat		
Night Patrolman	O	AK. drivers license, police record check.
Dept. of Law		
Attorney I	O	Grad. from Law School. (Temp. summer employment for students if they have 2 yrs. of Law Sch.)
Attorney II	O	Admit. to State Bar, or Law Schl. activities which constitutes substantial exp. in law practice. may be used to compensate for advanced degrees beyond undergrad degree & initial law degree.

AGENCY Job Title	Level of Resp.	Minimum Qualifications
Attorney III	O	Admittance to a state bar & some previous legal experience.
Attorney IV	O	Same as Att. III plus ability to handle relatively difficult legal assignments under minimal supervision.
Attorney V	O	Same as Att. IV.
Attorney VI	S	Same as Att. IV plus 2 yrs. exp. supervising other attorneys.
Assoc. Attny. I & II	O	Partially exempt positions.
Public Defender	E	Admittance to a State Bar & sufficient legal exp. & ability to handle difficult legal assignments w/minimal supervision, plus 2 yrs. exp. supervising other attorneys.
Dep. Attny. Gen.	M	Admittance to a state bar.
Corrections Division		
Corr. Officer Trnee.	O	H.S. grad. or equivalent.
Corr. Trng. Super.	S	Coll. grad. & 2 yrs. supervisory exp. in correctional inst., probations & parole -or- Coll. grad. w/Assoc. Degree in behavioral sciences, & 4 yrs. of super. exp. in corr. inst.
Corr. Off. I	O	4 yrs. work exp.-coll. or any post secondary or formal ed. or trng. may be subst. for req. exp. on yr. for yr. basis.
Corr. Off. II	O	1 yr. exp. as Corr. Off. I with St. of AK., or equivalent elsewhere -or- 2 yrs. exp. as probation officer, soc. worker, or youth counselor w/state of AK., or equivalent.
Assist. Corr. Sup.	M	2 yrs. exp. as Corr. Off. II -or- 2 yrs. exp. as Probation Off. II, Soc. Worker III or youth counselor sup. or higher. Masters degree or equivalent in app. field may subst. for 1 yr. of exp.
Corr. Sup.	E	Approved Coll. grad. & 2 yrs. exp. as Assist. Corr. Super. or Assit. Youth Center Super. Add. C orr. exp may be subst. for required coll. ed. on yr. for yr. basis.

Agency Job Title	Level of Resp.	Minimum Qualifications
Deputy Dir.	M	4 yrs. exp. in the supervision or administration of corr. svcs.
Director	E	Grad. from approved coll. & 4 yrs. of increasingly responsible super. or admin. exp. in corr. Additional exp. may be subst. for req. ed. on yr. for yr. basis, & grad. study may be subst. for req. exp. on yr. for yr. basis.
Assist. Dir. Corr.	M	Grad, from coll. + 4 yrs. of supervisory exp. in Corr. Inst.- 1 yr. of which was in med/max security work. Add. Corr. exp. may be subst. for required coll. ed. on a yr. for yr. basis.
Probation Off. Trne.	O	Assoc. Arts degree in Corr. -or- completion of at least 2 yrs. of coll. & enrolled at U of A or AMU actively pursuing a degree in one of behavior sciences. AA degree in Police Ad. or Law Science may be subst. for AA in Corr.
Prob. Off. I	O	Grad. from approved coll., Social work, counseling, corr. work or teaching in a corr. environment may be subst. for the required ed. on a yr. for yr. basis.
Prob. Off. II	O	Grad. from coll. & 1 yr. exp. as probl off., corr. officer, social caseworker, youth counselor, inst. instr., vocational rehab. counselor, or employment counselor. Grad. study in behavior sci. may be subst. for req. exp. on yr. for yr. basis -or- add. work exp. may be subst. for req. ed. on yr. for yr basis.
Prob. Off. III	S	One yr. exp. as prob. officer II or equivalent elsewhere.
Prob. Off. IV	S	2 yrs. as prob. off. III or equivalent elsewhere.
Prob. & Parole Ad.	M	2 yrs. exp. as prob. off. IV or 4 yrs. exp. as prob. off. III or equivalent.
Parole Board Assist.	St	H.S. grad. + 3 yrs. clerical exp. incl. 1 yr. as Clerk III level w/St. cf AK., or equivalent. App. coll. or bsns. schl. may be subst. for exp. on yr. for yr. basis.

AGENCY Job Title	Level of Resp.	Minimum Qualifications
Ex. Dir. for AK. Board of Parole	E	Grad. from coll. w/emphasis in soc. sci. & 4 yrs. increasingly responsible professional exp. in probation, parole, correctional admin. or casework tmt. in an approved social agency, incl. at least 1 yr. at super. level in probation or parole work. Masters degree in Soc. Sci. w/emphasis on corr. may be subst. for 2 yrs. of non-supervisory exp.
Criminal Justice Planning		
Law Enforcement Planner I & Legal Planner I	St	Grad. from coll with bach. degree & 4 yrs. in law, law enf. or corr. Two of the 4 yrs must have been in an admin. or super. capacity. Grad. study in law, law enfo. or corr. subst. for all but supervisory or admin. exp.
Rural Planner	St	Grad. from coll. with bachelor degree and 4 yrs exp. in law, law enf. corr. rural ed., soc. work, or grants program management & ad. 2 of 4 yrs. must have been in ad. or super. capacity Grad. study subst. on yr. for yr. basis.
Planner II	St	Grad. from coll. w/bach. degree plus 5 yrs. exp. in law, law, enf., corr., rural ed., soc. work- or grants program management & admin. 2 of 5 must have been in an admin. or super. capacity Grad, study subst. yr. for yr. except. required admin. or super. exp.

APPENDIX B

A FREQUENCY STUDY OF COURSES OFFERED BY CRIMINAL JUSTICE HIGHER EDUCATION PROGRAMS[1]

Although course work is not the only technique for providing college level students with the educational backgrounds they will need for personal and career development, it is the most visible component of higher education. If one assumes that the Criminal Justice courses established by colleges and universities throughout the United States have resulted from faculty study and deliberation, the frequency with which these courses are offered should be evidence of what faculty members consider to be important in the education of students in criminal justice.[2]

The courses most frequently offered are summarized in Table 1. It seems that nearly all degree programs offer a survey course such as Introduction to Criminal Justice which familiarizes students with the criminal justice system, its history, and its procedures. In addition, most schools have a variety of courses directed at providing students with in-depth information in legal areas, administration and organization, and crime and delinquency causation. Police oriented courses that provide students with information concerning job skills such as criminal investigation and criminalistics are also offered

1/ This study was compiled by Sheila Corey from survey data in the Law Enforcement and Criminal Justice Education Directory: 1975-76 by the Professional Standards Division of the International Association of Chiefs of Police, Gaithersburg, Maryland. The IACP data was obtained from questionnaires and follow-ups mailed to every college and university in the United States. Completed questionnaires indicate 664 institutions offer 729 baccalaureate, 121 masters and 19 doctorate degrees in Criminal Justice.

2/ One could also assume that the courses offered are the result of a contagion effect from the criminal justice programs which have contributed the most faculty members to criminal justice higher education.

frequently. Intern-type courses are available at approximately one-fourth of the schools that participated in the survey.

Table 1: Criminal Justice Courses Most Frequently Offered by Criminal Justice Programs*

	Subject of Courses**	Number of Courses Offered
1.	Introduction to Criminal Justice and Law Enforcement	679
2.	Criminal Investigation	498
3.	Police Administration & Organization	463
4.	Criminal Law	424
5.	Community Relations	367
6.	Juvenile Delinquency and Procedures	366
7.	Criminal Evidence	305
8.	Criminology	262
9.	Patrol Administration and Supervision	236
10.	Criminal Procedure	230
11.	Traffic Administration and Supervision	197
12.	Criminalistics	194
13.	Probation, Parole and Pardons	187
14.	Correctional Administration & Organization	180
15.	Internship	176
16.	Constitutional Law	135

*Number of schools = 669: Number of Programs = 1245
**These topics are categories rather than precise course titles. This data was drawn from the attached appendix.

This study seems to reveal that the major emphasis of criminal justice programs is the transmittal of descriptive information concerning the criminal justice system, its underpinnings, and its tools and operations. The courses most frequently offered appear to be geared to preparing students for line management, rather than staff or original entry operational positions. A disproportionate number of the courses are devoted to activities related to the police component of the system. The judicial and legal areas receive the least emphasis in terms of frequency of course offerings.

It appears that, aside from the legal and judicial areas, within

the parameters established by these courses lies the subject matter area that most Criminal Justice faculties feel should be covered by a curriculum core for a program in the area of Criminal Justice. However, of primary importance in deciding on the characteristics of such a "core" curriculum is the purpose of the educational program. In fact, courses with the same titles might be equally adequate for training, professional or social science type programs. The manner in which a course is taught and the emphasis of its content, rather than its title, will determine its orientation.

Summary of Criminal Justice Courses and
the Frequency of their Appearance in
Criminal Justice Higher Education Programs

Intro Courses & Criminal Justice Seminars

Intro to Law Enforcement	293
Intro to Criminal Justice	200
Intro to Administration of Criminal Justice	186
Intro to Police Science	17
Intro to Law Enforcement & Public Safety	2
Intro to Women's Studies	2
Foundations of Criminal Justice	14
Seminar in Criminal Justice	62
Seminar in Administration of Criminal Justice	35
Seminar in Law Enforcement	17

Justice Procedures & Process

Criminal Procedures	230
Juvenile Procedures	150
Criminal Justice System	59
Judicial Process	36
Judicial Systems	39
Comparative Justice Systems	35
Principles & Procedures of Justice System	32
Court System	21
Defense & Prosecution Process	16
Administration of Juvenile Justice	14
Court Administration & Its Services	12
Appeals, trial, incarceration, sentencing, warrants, orders, legal transactions	12
Justice	9
Court Management & Demeanor	8
Theory & Practice of Justice System	6

Police Training & Field Work

Internship	176
Independent Study	85
Work Experience & Field Work	51
Basic Training Academy	46
Practicum	32
Directed Readings	28
Special Studies	23
Officer Orientation	17
Cooperative Education	9
Reserve Training	8
Campus Patrol	7
Dispatcher & Coroner training	6

Criminology & Delinquency

Criminology	262
Juvenile Delinquency	216
Police, Youth & Justice	82
Fundamentals of Crime & Delinquency	63
Crime Prevention & Control	43
Delinquency and Prevention	40
Crime in America	17
Survey of Criminological Theory	10
Nature of Crime	8
Seminar in Crime	6
Victimology	6
Juvenile Education	1

Law Courses & Evidence

Criminal Law	424
Criminal Evidence	305
State & Constitutional Law	135
Legal aspects of Law Enforcement	78
Legal Aspects of Evidence	70
Vehicle Code	63
Correctional Law	49
Civil Law and Procedure	46
United States Government	34
State and Local Governments	31
State Penal Code	24
Problems of Physical Evidence	22
Criminal Law Administration	13
Laws of Arrest, Search & Seizure	12
Theory and Philosophy of Law	10
Substantive Law	14
Procedural Law	8
Constitutional Foundation of Criminal Justice Admin.	8

Statistics, Research & Planning

Research Methodology	55
Directed Research	40
Planning in Law Enforcement	39
Statistics	32
Individual Research	28
Qualitative Research in Criminal Justice	19
Traffic Planning & Administration	19
Police Administration Planning & Control	12
Computers & Data Processing for Criminal Justice	11
Research Careers, Legal Research, Records	4

Administration, Organization, Management & Relations

Police & Community Relations	367
Police Administration	253
Police Organization & Administration	201
Police Supervision	110
Police Management	72
Ethnic Group Relations	51
Public Administration & Organization	48
Organization & Management	47
Supervision & Management of Personnel	40
Organizational Theory	13
Staff Functions	10
Supervisory Techniques	8
Decision Making	8
Police Service	5
Developmental & Comparative Administration	3
Program Evaluation	3

Police Procedures & Traffic

Criminal Investigations	498
Traffic Administration & Control	197
Criminalistics	194
Patrol Procedures	126
Police Operations	87
Report Writing	61
Traffic Accident Investigation	58
Traffic	56
Fraud, Narcotics, Scientific, Fire, Homicide, Livestock Theft, Crime Scene, Corrections, Preliminary or Vehicle Theft Investigation	55
Police Practice & Procedures	44
Police Photography	40
Interviewing and Counseling	37
Police Patrol	35
Police Records and Reports	35
Interrogation	34
Arrest, Search and Seizure	31
Introduction to Forensic Science	33
Criminal Identification	26
Civil Duties and Procedures	25
Fingerprints	25
Police Information Systems	22
Jail Operations	20
Arrest and Firearms	16
Police Ethics	13
Scientific Detection	13
Case Preparation	12
Domestic Problems & Services	12
Police Careers	8
Crime Scene Techniques	5
Confessions	2
Theory of Patrol	1

Corrections System

Probation, Pardons & Parole	187
Introduction to Corrections	180
Penology	72
Corrections Counseling & Interviewing	69
Treatment of Offender	64
Community Based Corrections	62
Administration of Correctional Institute	52
Institutional Treatment	51
Correctional Institutions	37
Correctional Administration & Operations	33
Correctional Procedures	32
Group Counseling & Case Work	31
Theory & Practice of Corrections	26
Juvenile Corrections	15
Correctional Management, Supervision, Organization & Administration	15
Comparative Correctional Systems	15
The Prison Community	11
Behavior Modification	11
Correctional Classification Process	10
Law Enforcement Institutes	10
Academy for Correctional Officers	9
Evaluation of Penal Measures	4
Correctional Report Writing	3

Miscellaneous

English & Composition	45
Communications	38
Speech	27
Thesis	26
Crime Lab	23
Math	21
Political Science	20
Urbanization	14
Accounting & Typing	12
Chemistry & Lab	12
Biology (science)	11
Questioned Documents: Tear gas, Hazardous Devices Intervention, Foreign Study, Urban School, Breathalizer or Visual Science	11
Economics	10
Spanish	10
Ex-offenders, Female Offenders	9
Refresher Course for Police	9
Literature	7
Physics, Geography or Legal Bibliography	6
The Minority L.E. Officer	5
Philosophy	5
Private Police	5
Homicide, Burglary, Robbery or Sex Crimes	5
Driver Education	4
Public Service Exam Procedures	3
Military Crime & Justice	1
Recreation & Leisure for Disadvantaged	1

Behavior, Sociology & Psychology

Criminal & Deviant Behavior	96
Sociology	77
Psychology	68
Social Problems	41
Crime & Society	39
Social Psychology	33
Abnormal Psychology	29
Social Control & Deviance	28
Interpersonal Relations	24
Behavior & Motivation	23
Sociology of Law	20
Human Relations	19
Personality	18
Group Dynamics	16
Police Psychology	16
Sociology of Crime	15
Social Disorganization	15
Marriage, Family or American Values	15
Applied Psychology	12
Intro. to Social Work	12
Mob Control	9
The Mentally Deficient	9
Offender in the Community	8
Psychology of Crime	8
Corr. Psychology & Collective Behavior	8
Aggression	7
Adolescent Psychology	6
Crime & Money	5
Administrative Behavior & Theory	4

Wild-Life

Conservation Law Enforcement	23
Public Welfare & Agencies	14
Boating Safety and Enforcement	3
Police Air Operations and Techniques	1
Wildlife Forensic Evidence	1

Contemporary Problems

Narcotics and Dangerous Drugs	82
Contemporary Police Issues	67
Contemporary Justice Problems	52
Problems & Issues in Admin. of Justice	40
Organized Crime	40
Seminar on Critical Issues in Law Enforcement	30
Special Topics	23
Special Problems in Contemporary Corr.	18
Issues in Criminal Law	17
Drug Addiction	15
Security Problems	14
Contemporary Corrections in United States	14

Contemporary Problems (continued)

Suicide, Indian Reservations, Private Police Issues, Bunco, Alcoholics	14
Crimes without Victims or Forensic Science Problems	9
Technical Police Subjects	2
New Directions in C.J. Management	2

Safety, Defense and First-aid

Firearms	92
Defense Tactics	77
Industrial & Retail Security	69
First-aid & Safety Education	37
Security Administration	36
Security Systems	25
Loss Prevention	23
Introduction to Security	22
Physical Fitness	22
Corr., Personnel, Government, Bank or Hospital Security	18
Public Safety Administration	13
Highway Safety Systems or Medical System	8
Emergency Services	5
Use and Care of Equipment	3

History Courses, Law and Society

Law & Society	53
Political System & Criminal Justice	20
History & Philosophy of American Policing	19
U. S. History	14
Law and Minority Groups	5
Anthropology	5
History of Criminal Justice	5
Correctional History	3
Great Trials of History	2
Afro-American History	1
Humanities	1
History and Philosophy of Criminology	2