

FINAL REPORT  
TECHNICAL REPORT ON  
CAREER EDUCATION IN CRIMINAL JUSTICE  
LEAA ~~78-ED-AY-0134~~  
77-ED-99-0006

59316,

TECHNICAL REPORT  
ON  
CAREER EDUCATION IN CRIMINAL JUSTICE  
LEAA 78-ED-AX-0134

NCJRS  
JUL 17 1979  
ACQUISITIONS

BY  
DEPARTMENT OF HUMAN RESOURCES  
SCHOOL OF HEALTH AND HUMAN RESOURCES PROFESSIONS  
EAST CENTRAL OKLAHOMA STATE UNIVERSITY  
ADA, OKLAHOMA 74820

JUNE, 1979

59311

TABLE OF CONTENTS

|   |    |
|---|----|
| I. INTRODUCTION.....  | 1  |
| II. BACKGROUND.....   | 2  |
| III. UNDERSTANDING THE OCCUPATIONAL CONTEXT.....                                      | 9  |
| IV. UNDERSTANDING THE MANPOWER ANALYSIS REQUIREMENT.....                              | 11 |
| V. DEVELOPING THE KNOWLEDGE, SKILLS, ABILITIES<br>AND ATTITUDES (KSA's) MATRICES..... | 14 |
| VI. DEVELOPING EDUCATIONAL OBJECTIVES.....  | 15 |
| VII. CURRICULUM SEQUENCY AND STRUCTURE.....   | 15 |
| VIII. TOWARD A SYSTEM OF STUDENT EVALUATION.....                                      | 16 |
| IX. TOWARD A SYSTEM OF INTENSIVE PROGRAM EVALUATION.....                              | 17 |
| X. CONCLUSIONS.....   | 18 |
| APPENDIX A.....   | 19 |
| APPENDIX B.....   | 23 |
| APPENDIX C.....   | 26 |
| APPENDIX D.....   | 29 |
| APPENDIX E.....   | 53 |
| APPENDIX F.....   | 59 |
| APPENDIX G.....   | 68 |
| APPENDIX H.....   | 79 |
| REFERENCES.....   | 84 |

## I. INTRODUCTION

...(E)ducational attainment of the right kind could have significantly positive effects on the way labor markets work, the motivation of job seekers and perhaps even on productivity. A much more objective job matching process is implied. (Mangum, 1976, p. 199)

The general knowledge and skill-transmission model of "traditional" education has been under an increasingly severe challenge for more than a decade, as a growing number of researchers have questioned the widely perceived linear relationship between educational attainment and worker productivity. (Javits, 1978, p. 20) The education-worker productivity model adopted in the early twentieth century was the vestige of "... (t)he legitimization of the schooling ideology of social purpose--that is, a widely held set of beliefs that education, in the form of more and more..., is essential for individual and societal advancement..." (Pratte, 1977, pp. 284-285) While the link between education and work was formed early in this process, it is only recently that much attention has been given to the concept of "occupationally relevant" educational programming.

To be "occupationally relevant," educational programming must be the product of a comprehensive manpower analysis and planning system which is designed to determine the number of individuals that will be needed in any particular occupational category, at some future place and time. In addition, it must be assumed that each occupational category has been analyzed to determine the requisite knowledge, skills, abilities and attitudes. Theoretically, the educational system is then structured to produce the number of individuals required to fill each occupational category. (Rogers & Ruchlin, 1971, pp. 224-232)

This technical report on an experimental program entitled "Career Education in Criminal Justice" is focused upon that aspect of occupationally relevant educational programming that deals specifically with the transmission of occupationally-related knowledge, skill, ability and attitude. It is, of course, a detailed presentation of experiences acquired during the development of an undergraduate program in criminal justice. Yet, it is believed that the experiences have resulted in the development of a general approach that can be successfully employed in other settings.

The reader will note that any reference to the current disagreements among educators as to the appropriateness of any particular approach to educational programming has been intentionally avoided. The purpose here is not to contribute to that growing body of literature. The assumption was made that the occupationally relevant approach was appropriate; therefore, the concern is only with the rationale for selection of the orientation, the methodologies employed in achieving that orientation, and the results.

## II. BACKGROUND

The interest and commitment of the administration of East Central Oklahoma State University (ECU) to occupationally relevant educational programming dates back to the very early 1970's with a primary focus upon human service occupational categories.

Borrowing from the successful model of the educational community, the administration of ECU established the ambitious goal of developing the occupationally-related educational and training programs that were so critically needed in the human services fields. First, all relevant information pertaining to the requisite knowledge, skills, abilities and attitudes in these various occupational categories was collected, collated and analyzed. Then, curriculum advisory committees composed of professionals from the State Departments of Labor, Corrections, Welfare, Vocational Rehabilitation, Aging, Mental Health, and private and public helping service organizations were formed. Each of these working committees, under ECU sponsorship, set about the task of determining the knowledge, skills, abilities and attitudes required for successful performance at the entry level of relevant occupational categories. The administration and faculty of ECU, on the basis of these various products, undertook the laborious process of developing a comprehensive program of studies designed to meet the specific requirements for these various entry-level positions. This procedure led to four major conclusions. These conclusions were:

1. Dependence upon graduate-level programming and in-service training for entry-level preparation was neither satisfactory nor efficient, though the need for graduate and in-service training programs was clearly present.
2. There was significant overlapping of the knowledge, skills, abilities, and attitudes requisite to the entry-level positions, which gave rise to the conclusion that there was a

central core of knowledge, skills, abilities, and attitudes required for all helping service professions.

3. Though the overlapping was significant, there remained numerous types and levels of knowledge, skill, ability and attitude that were unique to each of the occupational categories under consideration.
4. The types and levels of knowledge, skills, abilities and attitudes associated with the entry-level positions appeared to be amenable to a highly structured, well rounded, and rigorous baccalaureate program.

A proposed program of studies was submitted to the Oklahoma Regents for Higher Education, and subsequent approval for a Bachelor of Arts Degree in Human Resources was granted in September, 1972; the Department of Human Resources became a reality, and intensive curriculum development efforts were initiated in the 1972-73 academic year. Throughout that process, three primary goals were focused upon. These goals were:

1. to prepare students to pursue careers in human services professions;
2. to help supply the manpower needed to staff the increasing number of programs serving the social needs of our society; and,
3. to provide a sound undergraduate base for graduate studies in the human services professions.

The curriculum was structured and delivered in a manner which enhanced the graduates opportunities to develop occupationally relevant knowledge, skills, abilities and attitudes through:

1. a strong background of liberal arts studies;
2. a core of common courses relating to all human service occupations;
3. specialized courses for specific areas of concentration within the human services occupations (Rehabilitation Counseling, Social Work, Aging, etc.); and,
4. a block of specially designed and selected behavioral science courses which allow the student to obtain a broad-based social science background.

#### GENERAL EDUCATION

General Education is required of all students and its purpose and relation to training of human service personnel is important. All helping service agencies should be represented by staff who have benefited from the broad academic experience gleaned from the general education curriculum.

## CORE PROGRAM

The common core of courses, which is required of all majors, is designed to prepare graduates in the broad area of human services. The educational experiences have been designed so that learning can be transferred from one setting to another. This generalization or transfer will be encouraged and insured as the student progresses from the academic situation through simulation exercises and role playing to the practicum setting. The key point is that helping service occupations have common characteristics or components which are applicable through a variety of professional settings. Following are the currently approved courses in the core program.

Core Program  
(Required for All Human Resources Majors)

| <u>Course Number</u> | <u>Title</u>   | <u>Credit Hrs.</u> |
|----------------------|--|--------------------|
| HR 2063              | Survey of Human Resources                                | 3                  |
| HR 2103              | Interviewing and Counseling Skills                       | 3                  |
| HR 3083              | Medical, Social & Psychological Aspects<br>of Disability | 3                  |
| HR 3163              | Individual Assessment and Planning                       | 3                  |
| HR 320?              | Vocational Testing and Evaluation <u>or</u>              | 2                  |
| Psy 4213             | Psychological Tests and Measurements                     | 3                  |
| HR 3213              | Employment and Placement Techniques                      | 3                  |
| HR 3222              | Case Management and Recording                            | 2                  |
| HR 4483              | Community Organization and Client Resources              | 3                  |
| HR 4563              | Administrative Practice Theory <u>and/or</u>             | 3                  |
| BA 3013              | Introduction to Organization and Management              | 3                  |
|                      | Total  | <u>25-26</u>       |

## AREA OF CONCENTRATION

The Human Resources major selects an occupational speciality within the Department which is designed to provide the student an "in depth" orientation for entry into that speciality. This preparation takes the form of specialized courses introducing the student to the purposes, organizational structure, requirements, and procedures in that speciality to practicum and internship experiences. Students proceed from general observation and role playing while studying the profession during the early stages of the program, to the internship which is designed to provide field experiences in the area of speciality. An example of the course requirements for the Rehabilitation Counseling Concentration is as follows:

## Requirements for Rehabilitation Counseling

| <u>Course Number</u> | <u>Title</u>                                | <u>Credit Hrs.</u> |
|----------------------|---|--------------------|
| HR 2213              | Introduction to Rehabilitation Counseling   | 3                  |
| HR 3463              | Assessment of Functional Capacity           | 3                  |
| HR 3533              | Placement Techniques with Severely Disabled | 3                  |
| HR 4423              | Rehabilitation Programs and Settings        | 3                  |
| HR 49414             | Internship                                  | 0-14               |
|                      | Total                                       | 26                 |

The Rehabilitation Concentration prepares students to facilitate the rehabilitation of physically and mentally handicapped individuals. This concentration provides the student with a broad understanding of the rehabilitation process. This understanding, combined with specialized knowledge, skill, and practicum experience will produce competent professional practitioners. The rehabilitation major will qualify for many state, federal and private positions which require the ability to work with handicapped people.

SUGGESTED BEHAVIORAL SCIENCES COURSES  
TO BE TAKEN AS ELECTIVES

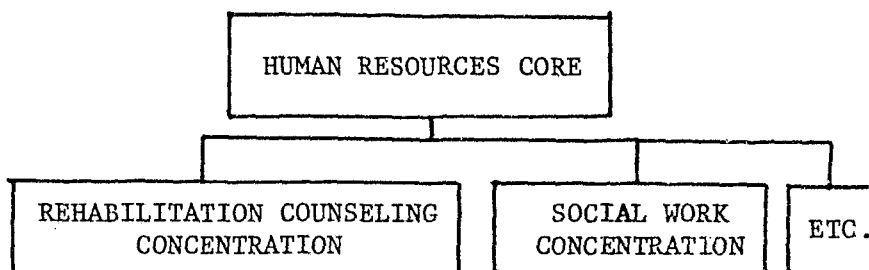
The following courses are suggested as supporting elective courses to meet the unique needs of the student:

| <u>Course Number</u> | <u>Title</u>                                      | <u>Credit Hrs.</u> |
|----------------------|---|--------------------|
| BC 3133              | Business Communications                           | 3                  |
| HR 2812              | World of Work & Leisure                           | 2                  |
| HR 3762              | Group Processes & Practice                        | 2                  |
| Psy 2113             | Psychology of Adjustment                          | 3                  |
| Psy 3413             | Developmental Psychology I                        | 3                  |
| Psy 3453             | Developmental Psychology II                       | 3                  |
| Psy 4112             | Psychology of Exceptional Children                | 2                  |
| Psy 4323             | Behavioral Management                             | 3                  |
| ED 4512              | The Physically Disabled Child                     | 2                  |
| ED 4812              | Nature & Characteristics of the Mentally Retarded | 2                  |
| Soc 2113             | Social Problems                                   | 3                  |
| Soc 3313             | The Family  | 3                  |
| Soc 3413             | Social Theories                                   | 3                  |
| Spch 4112            | Speech Correction                                 | 2                  |
| Eng 3183             | Technical Writing                                 | 3                  |
| PE 3232              | Adapted Physical Education                        | 2                  |
| Soc 4313             | Criminology                                       | 3                  |

The original concept, as envisioned by the planners of the Human Resources Program, was that there was a common core of knowledge, skills, abilities and attitudes required of all human service occupations. Thus, the core of human resources courses becomes the focal point of the educational program. This



permits the structuring of additional courses that relate to specific occupational categories, which are then formed into a second core, called a concentration.



The existence of this core enables rapid and uniform expansion, or contraction, of the program in accordance with the needs for any specific occupational category in the human services professions. In addition, continual processes of curriculum evaluation permits rapid updating of concentrations in line with the changing needs of the various occupational categories. These latter changes, additions and/or deletions are accomplished on the basis of research into institutional and occupational needs of social service agencies.

In late 1976, the Chairman of the Department of Human Resources met with representatives of the Office of Criminal Justice Education and Training (OCJET), Law Enforcement Assistance Administration, United States Department of Justice, to ascertain the existence of financial and technical assistance for the development of a concentration in adult offender services. It was discovered that OCJET was then involved in an extensive research effort examining alternative methods/orientations for correctional education programs. In addition, it was learned that OCJET had access to an extensive job analysis of the entry-level correctional caseworker. It was mutually agreed that the Department of Human Resources would examine the referent job analysis information to determine the extent to which it revealed an empirical relationship with the human resources core and/or any of the existing concentrations.

The comparative studies completed by the Department of Human Resources revealed striking similarities between the Human Resources core and a significant portion of the educational requirements attending the entry-level

correctional caseworker category. Documentation to this effect was forwarded to OCJET, and an analysis by the OCJET staff resulted in a request for a concept paper. The concept paper led to the preparation of a grant application, which resulted in a grant award of \$59,951 for a 12-month period of research, planning and program design for an experimental program entitled "Career Undergraduate Education in Corrections." From the outset, all parties understood and agreed that the project was experimental in nature, and would be treated as a program design and development effort. Thus, it could be terminated at any time that the research findings made it advisable to do so. In like manner, it was also understood that any extensions of support beyond the initial 12-month time frame would be totally contingent upon progress made during that period.

The initial grant period was from September 1, 1977, through August 31, 1978. In reality, the Department of Human Resources had begun working on the project as early as 1976, and this permitted rapid progress through the early stages of grant activity. Within a few months of the date of award, a curriculum advisory committee had been structured, one of two new faculty positions had been filled, and an effort was well under way to design a curriculum (appropriate to an undergraduate educational program) around the job analysis findings presented by OCJET. The curriculum advisory committee was called into session very early in the curriculum design effort. This broad-based group was presented with some of the latest empirical evidence pertaining to knowledge, skill and ability requirements, and was asked to contribute perceptual input in the form of educational program objectives. OCJET representatives were also asked to attend this first session, and did so. Following this first session, the comments of the committee were compiled and collated into a format that permitted comparison with similar information that had been extracted from the job analysis studies. This resulted in two unexpected findings. First, the recommendations of the committee were very similar to the recommendations resulting from a survey of the empirical literature. Second, and equally important, the committee membership of a non-correctional background found striking similarities among several criminal justice occupational categories that had heretofore been thought of as relatively unrelated; namely, entry-level law enforcement officers and entry-level juvenile service officers.

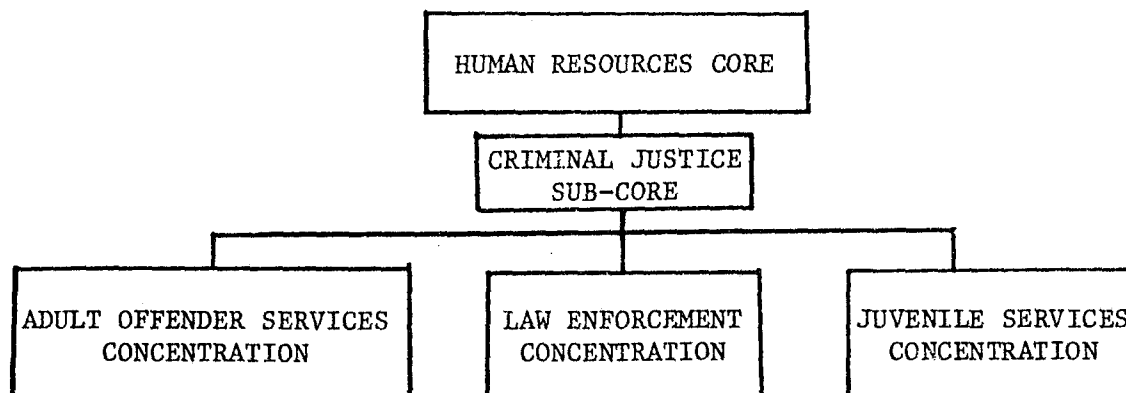
The latter finding was communicated to OCJET, where an additional research project was undertaken to determine if the perceptual relationship among these entry-level positions had any supporting documentation in the job analysis literature. This effort resulted in the location of significant overlap among the three basic criminal justice occupational categories (Adult Offender Services, Law Enforcement, and Juvenile Services), as related to attending knowledge, skills, abilities and attitudes. A consultant was employed to evaluate the library resources for the Adult Offender Services concentration. After reviewing the perceptual and empirical documentation, the consultant recommended that the program be expanded into a broader based criminal justice education program.

By March, 1978, the research being conducted by the Department of Human Resources had begun to focus upon two basic findings, both of which suggested some changes in the initial orientation. The two basic findings were:

1. The empirical research, the curriculum advisory committee, the consultant and the OCJET comparative research suggested far more overlap between the Human Resources core and the Adult Corrections Caseworker than had been assumed on the basis of preliminary assessments; and
2. The empirical research, the curriculum advisory committee, the consultant and the OCJET comparative research suggested far more overlap among the three criminal justice occupational categories than had been assumed on the basis of preliminary assessments.

In April, 1978, the Department of Human Resources presented OCJET with three recommendations. The recommendations were:

1. That the initial project be revised to permit the analysis and curriculum development efforts required for the structuring of three concentrations which would operate under a "sub-core" to be named Criminal Justice:



2. That the initial project termination date be extended until March 31, 1979, to permit sufficient time for the comparative analysis required for the Law Enforcement and Juvenile Services Concentrations; and
3. That a second grant be awarded in the amount of \$60,000 for the period of April 1, 1979, through March 31, 1981, as the declining Federal share for complete implementation of the program.

All requested revisions, extensions and continuations were approved by OCJET well in advance of the termination date of the initial grant. In addition, OCJET surfaced the issue of a need for an intensive evaluation of the new program, which would meet the requirements for a "program testing" phase of the Action Program Development Process (APDP). In this regard, a third grant application to secure the required resources was recommended for mid-1979.

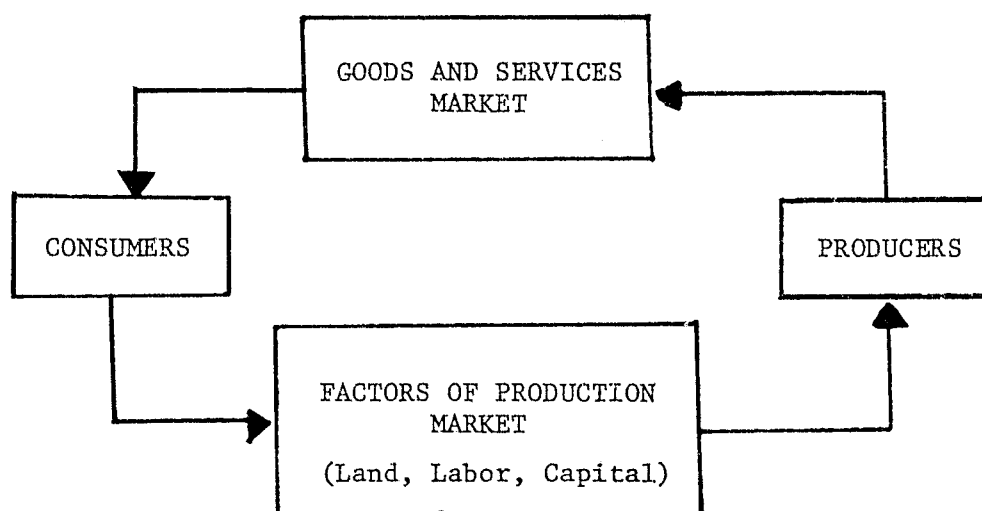
The intensive curriculum research and development effort for the entire sub-core of Criminal Justice began in December, 1978, and was completed by April 18, 1979, at which time it was submitted to the administration of ECU for review and approval. This technical report details the step-by-step methodologies employed, and presents the results of the initial project for design and development of an experimental program entitled Career Undergraduate Education in Criminal Justice. It is, therefore, intended to act as a guideline to the development of occupationally-based educational programs and the Final Report of OCJET/LEAA Grant No. 77-CD-99-0006.

### III. UNDERSTANDING THE OCCUPATIONAL CONTEXT

It has previously been stated that the perceptual linkage between education and worker ability/productivity has been evident for more than seven decades. It has also been stated that this linkage was based upon the "traditional" educational model of general knowledge and skill transmission. In contrast, the occupationally relevant approach to education attempts to focus upon the selected occupational category in two ways. First, there is an effort to determine the number of individuals that will be needed for any particular occupational category at any particular time and place. Rogers and Ruchlin (1971) present this as a macro-economic/manpower planning approach to determinations pertaining to the size, placement and topical structuring of educational programs. While such information is of obvious importance in educational programming, and was used by the ECU staff in the decision-making processes, this approach is not the focus of

this report. Rather, the focus of this report is upon the second way that educational programming uses information pertaining to the occupational category--the micro-economic/manpower analysis approach. The basic premise of the manpower analysis approach is that it is possible to ascertain the knowledge, skills, abilities and attitudes (KSA's) required for successful performance of the tasks associated with a particular occupational category. Once these KSA's have been isolated, it is theoretically possible to design the assessment, education, training and policy to assure transmission, retention and use. (pp. 224-232)

The basic economic structure of any economy may be simply modeled around two components and two market places:



For the purpose of this report, it is sufficient to present this model only as a flow of product. In theory, the producer component of the economy obtains the factors of production from the consumer component, utilizes these factors of production to produce consumer goods and services, and then "exchanges" them in the goods and services market. The focus of the report is upon the market for the factors of production and the producer component of the economy. Each producer in the economy has selected a specific set of consumer goods and services that will be produced. The production process is one of manipulation of certain types of resources (the factors of production) in certain quantities, in order to produce certain goods and services in certain quantities. The specific goods and services that the producer will produce and the quantity made available are the results of the producer's perception for the demand for those particular consumer goods and services.

This model is essential to an understanding of occupationally relevant educational programming in two ways. First, the model implies that the producer, in response to his perception of the demand for any particular consumer good or product, will establish a demand for the specific factors of production required to produce those goods and services. Since one of the factors of production is labor, it is obvious that different consumer goods and services may require different amounts and types of labor. In certain cases, the specific "type" of labor required for the production of particular goods or services may correlate to specific educational requirements. Thus, it can be learned from the model that the demand for occupationally related education is a product of the demand for graduates with certain knowledge, skill, ability, and attitude, which in turn is a product of the demand for a particular set of goods and services.

The second way in which this model assists in an understanding of the occupationally relevant educational programming approach is that it presents the educational institution as the producer of a factor of production in response to a demand for the same originating in the production component of the economy. This orientation has been the focal point of much debate and criticism, which will be avoided in this report. Many educators find fault with such an orientation, and their arguments against such an approach have certain merit. Nonetheless, the purpose in this report is to examine the orientation to establish an understanding of it, and to state that it has been assumed that it is the appropriate approach in view of current needs.

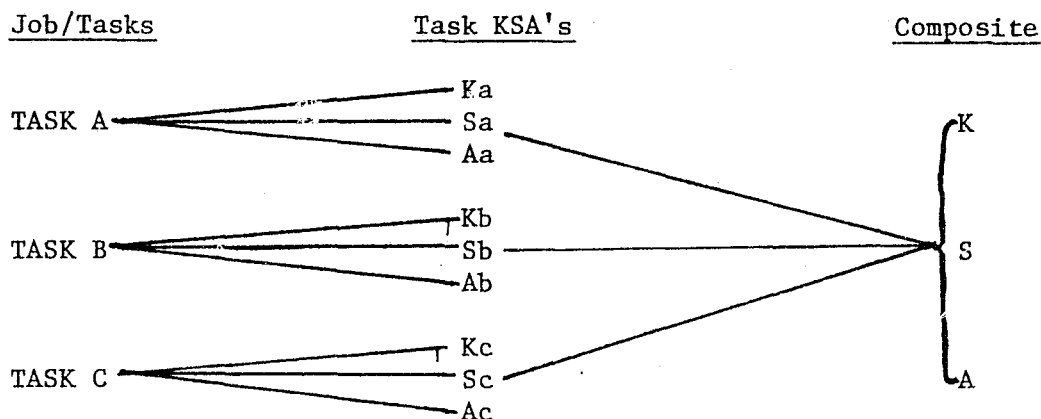
#### IV. UNDERSTANDING THE MANPOWER ANALYSIS REQUIREMENT

The initial project conducted by the Department of Human Resources was undertaken on the basis of an established orientation toward the development of an educational program in response to the demands of the producer component of the economy. The specific occupational categories selected and the acknowledged demand for individuals qualified to fill them were determined from national, state and regional assessments conducted prior to the initiation of the project. The staff was thus faced with two remaining tasks. These are:

1. Determine the qualitative requirements attending the demand, which converts to understanding the knowledge, skill, ability and attitude requirements associated with successful job performance in the occupational category; and,

2. Using the knowledge, skill, ability and attitude requirements, determine the educational program requirements associated with their transmission.

Determining the KSA requirements associated with any particular occupational category is a complex and costly undertaking. In theory, the occupational category is actually a job. The job is actually made up of a series of different tasks. Each task, if it is to be successfully performed, has specific knowledge, skill, ability and attitude requirements.



The various KSA's associated with each task may be arrayed in the manner set forth above. These KSA's are then analyzed for duplications, which permit a composite of the KSA's associated with the occupational category under study.

Two methods of KSA development were employed in the initial project for each of the three occupational categories under consideration (Adult Offender Services, Law Enforcement, Juvenile Services--entry level). These methods are:

1. The Empirical Method

As previously mentioned, OCJET provided the Department of Human Resources an intensive job analysis that had recently been conducted at the national level. Much of the information contained in that and other studies was gathered by a team of experts utilizing a highly structured job analysis technique known as Functional Job Analysis. Other job analysis techniques are also available, but were not employed for this project.

2. The Perceptual Method

As previously mentioned, the Project Advisory Committee was utilized to gather input pertaining to desired KSA's in each of the occupational categories. The committee was composed of decision makers

from each of the concerned components of the criminal justice system. This enabled the staff to gather precise information from the committee members pertaining to perceptions of KSA requirements.

It should be noted that the precise methodology began with an assessment of the tasks associated with each of the three occupational categories. For the most part, this was initiated by using the OCJET-provided information as the first array. This array was then adjusted to include additional tasks for each occupational category on the basis of input from the Advisory Committee and from extensive research of the relevant literature. A final array of tasks was then developed for each occupational category.

The next step in the established procedure required the development of a second array for each occupational category. The second array was an expansion of the first, in that it included a listing of the KSA's associated with each task. Again, the information provided by OCJET was the starting point, with supplemental information being obtained from the Advisory Committee and from a search of the relevant literature. At this point in the process three distinct arrays were produced, each of which listed the tasks and the KSA's associated with each task.

The third step in the procedure is to analyze the various KSA's and to eliminate duplications. This step is necessary because of the obvious potential for vastly different tasks to require similar types and levels of KSA's. In addition, the procedure calls for the elimination of lower levels of KSA's when higher levels are also present. This step resulted in a final array for each occupational category, that represented a composite of KSA's associated with each.

When the third array is completed the manpower analysis requirements have been met. Nonetheless, it is important to note that most experts would, at this point, suggest an additional step to validate each array. This step would entail the use of the final array (tasks) in a highly structured field research effort. The research would be conducted to ascertain, through expert observation, whether tasks were actually being performed that were not included in the array or whether tasks included in the array were not actually being performed. Much of the information provided by OCJET had been gathered in this fashion, however, and such an extensive effort was beyond the limits of available resources.



#### V. DEVELOPING THE KSA MATRICES

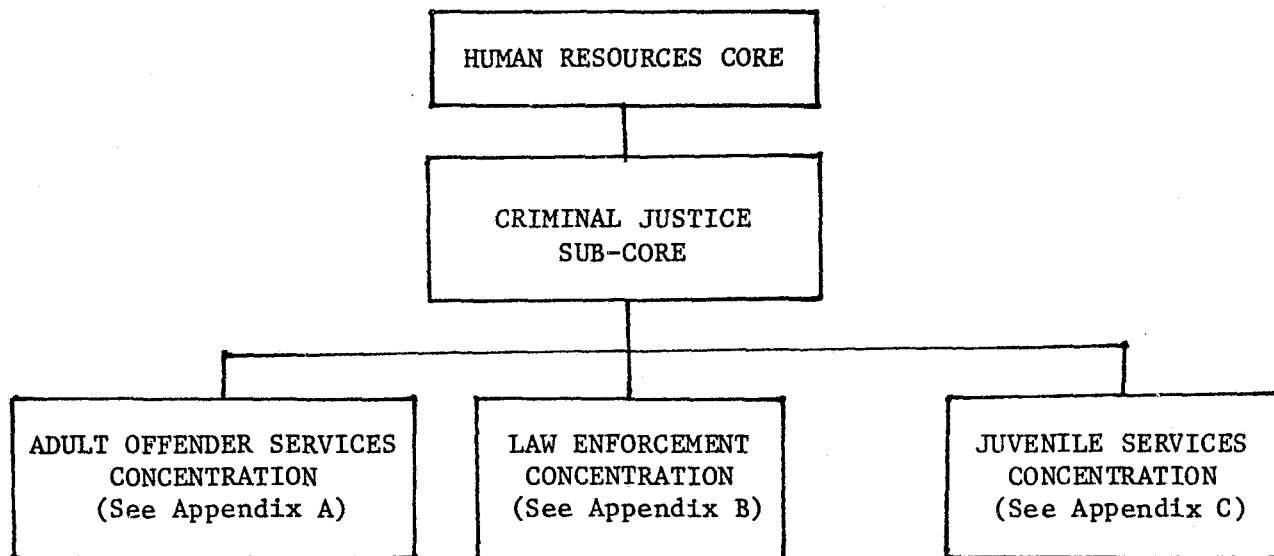
The final arrays developed during the manpower analysis stages of the project represent the first significant point of departure into those elements of the educational programming sequence that are the exclusive province of the educator. Prior steps are just as likely to have been undertaken external to the educational community, though in this case the Department of Human Resources assumed the lead role.

The first step in the procedure for developing the KSA matrices is to analyze them (the KSA arrays) for the purpose of eliminating those which are not appropriate for an educational program. The investigators were not particularly surprised to learn that many of the KSA's listed in the three arrays were so oriented to motor skills and/or specific jurisdictional peculiarities that the arrays will simply not be appropriate for an undergraduate educational program. This results in a modified array of KSA's for each occupational category that relates only to those KSA's appropriate for an undergraduate educational program.

The next step in developing the KSA matrices is to divide the arrays into distinct groupings so as to formulate mutually exclusive categories of KSA's that relate to the current KSA structuring of the Human Resources Program. This results in:

1. The elimination of KSA's that are already included elsewhere in the existing program structure. For example, all three occupational categories under study during this project had many KSA's that were already part of the required Human Resources Core or the basic liberal arts studies requirements. These were so noted, and then eliminated from further consideration.
2. The formulation of a fourth array of KSA's by combining all KSA duplications (if any) from the three occupational category arrays. This sub-step provides the basis for a sub-core of KSA's that, for the purposes of this study, was labeled the Criminal Justice Sub-Core. The importance of the sub-core is found in the recognition that all program faculty must work toward mutual agreement on these KSA's at a later point in the program.
3. The formulation of a final and totally occupationally specific array of KSA's that later will be used to form the foundation of the respective concentration.

The final KSA matrices can now be arrayed in the following manner:



#### VI. DEVELOPING EDUCATIONAL OBJECTIVES

Following the development of the final KSA matrices, the development of measurable learning objectives takes place. First, the KSA's that are duplicated in the Human Resources Core are deleted from further consideration, since these KSA's are already required of all Human Resources majors. Second, the entire criminal justice faculty participates in the formulation of measurable learning objectives for the common Criminal Justice Sub-Core. Third, each respective faculty (Adult Offender Services, Law Enforcement, Juvenile Services) formulates measurable learning objectives for a specific occupationally relevant concentration.

In the formulation of measurable learning objectives it is necessary to: first, recognize that the objectives must be all inclusive of the final array of KSA's; second, the objectives must be directly or indirectly measurable in an empirical sense, since they will later become the basis for evaluation of student progress; third, the objectives must be carefully formulated around levels of attainment appropriate to the level of the educational program, in this case baccalaureate.

#### VII. CURRICULUM SEQUENCE AND STRUCTURE

As soon as all objectives have been stated, they are analyzed to determine a logical sequence (assuming one is necessary). This is simply a

recognition that much learning (and thus learning objectives) is cumulative. This procedure results in three sequenced listings of measurable learning objectives; one for each occupationally relevant concentration.

Each of the three sequenced listings of measurable learning objectives is now independently assessed to determine logical relationships and similarities among the objectives. This permits the structuring of measurable learning objectives into a matrix of meaningful and sequenced relationships, which represents a logical pattern of course structure. A course syllabus is then prepared for each course, which includes a general description of the course, a listing of the text and other required course materials, a listing of the learning objectives, a statement of course expectations pertaining to student requirements, and an explanation of grading criteria.

The point in the initial design and development phase is now reached where it is possible to array the final products in a format useful to students, faculty and administration. In each particular case these final products amount to a highly structured course syllabus for each course, in each concentration, as well as the sub-core and core. These are attached as the following appendices:

1. Human Resources Core - Appendix D
2. Criminal Justice Sub-Core - Appendix E
3. Adult Offender Services Concentration - Appendix F
4. Law Enforcement Concentration - Appendix G
5. Juvenile Services Concentration - Appendix H

#### VIII. TOWARD A SYSTEM OF STUDENT EVALUATION

The Department of Human Resources has recognized the need to formulate a direct relationship between the measurable learning objectives and student progress evaluations. Though not specifically provided for in either the initial or the continuation grant, the Department of Human Resources was able to secure sufficient resources for a short-term contract for a Research Associate who was employed to study the problem. This has resulted in the conceptualization of a new system of student progress evaluation which ties specific grading criteria to specific learning objectives, to specific KSA's, to specific occupationally relevant tasks. At periodic intervals the faculty will be given reports on each student in the respective concentrations. These reports will attempt to relate specific weaknesses in

relation to the occupationally relevant KSA's, without regard to the overall grade of the student in the applicable course or concentration. The faculty member will then have specific information on a timely basis with which to counsel students, and can relate weaknesses in the performance of the student to job-related tasks.

The system outlined is not in place at the present time. A great amount of systems development work remains, and that work is beyond the current resource limitations of the Department of Human Resources and the University.

#### IX. TOWARD A SYSTEM OF INTENSIVE PROGRAM EVALUATION

The need for a system for the intensive evaluation of the new educational program was also recognized. The Research Associate mentioned in the preceding section also worked toward the development of a conceptual framework in this regard. At this point, four required levels of evaluation have been identified. These levels are:

1. Input

At this level of evaluation program resources, curriculum development methods, facilities and curriculum materials are examined. The Academy of Criminal Justice Sciences (ACJS) recommended guidelines for self-evaluation seem to be more than adequate for this purpose.

2. Throughput

At this level of evaluation the faculty will be examining student loading, instructional techniques and effectiveness, student perceptions of the program, faculty perceptions of the program, etc. The ACJS guidelines cover part of this level of evaluation, but more work will be needed to develop final evaluation strategies relevant to the overall objectives for the program being examined.

3. Output

This level of evaluation is directed at the KSA transmission objectives of the program, which were first dealt with under the discussion of a system for evaluation of student progress (see Section VIII). In addition, this level of evaluation is concerned with KSA retention and student placement in the appropriate vocational setting. This type of evaluation requires the design and implementation of sophisticated data collection and analysis systems that are beyond the current resource limits of the Department of Human Resources and the University.

4. Impact

This level of evaluation is the most relevant and complex level of evaluation of occupationally-related educational programs. Two major concerns are addressed. First, it must be ascertained if

the graduate actually applies the KSA's in the vocational setting. Failure to apply the KSA's (if that is the case) must be studied to determine the causes. For example:

- a. Failure of the graduate to employ the KSA's in response to a given situation, implying improper assessment of stimulus recognition capabilities.
- b. Improper classification of the vocational setting.
- c. Etc.

Second, and assuming that the KSA's are being "properly" employed, it must be ascertained if the desired outcome is achieved. In this regard, the faculty are actually evaluating the research and development leading to the KSA's. In reality, this is the mechanism that should be employed in updating the educational program to assure its continued occupational relatedness. This level of evaluation is also beyond the current resource limits of the Department of Human Resources and the University.

#### X. CONCLUSIONS

As the program entitled "Career Undergraduate Education in Criminal Justice" enters the full implementation and operation phases, the need for completely developed systems of student and program evaluation become more obvious. The experimental nature of the effort demands rigorous evaluation, and it is hoped that OCJET can continue to provide technical and financial assistance in that regard.

It is believed that the efforts to date have resulted in the development of an occupationally relevant educational program that has maintained the tradition of a strong educational foundation in the liberal arts and social sciences. In addition, every effort has been made to simply detail the procedures that have been followed so that the procedures may be used as a basis constructive criticism and/or a guide to action for others intent upon the development of similar efforts. The process is expensive, complex and time-consuming, and the objective certainly would not have been completed without the welcomed assistance of the personnel of the Office of Criminal Justice Education and Training, Law Enforcement Assistance Administration, United States Department of Justice.

APPENDIX A

Adult Offender Services Concentration

KSA Listings

## Adult Offender Services KSA's

1. Accepts custody of a suspect or offender in order to obtain information and to place offender/suspect on formal record of the facility.
2. Observes and controls movement of inmates in order to prevent disruptions or incidents and account for location and activities of inmates.
3. Monitors inmate visitation in order to maintain security and safety of inmates, visitors, and staff.
4. Intervenes in conflicts among inmates in order to prevent incidents which could trigger major disturbances.
5. Monitors feeding of inmates in order to prevent disruptions, unauthorized retention of contraband materials, and to assure that all inmates are fed at the designated times.
6. Searches inmates, cell blocks and critical areas in order to detect, collect, and preserve evidence of contraband material.
7. Conducts investigations of interpersonal incidents in order to gather facts and evidence for future analysis.
8. Screens incoming and outgoing inmate mail and packages in order to efficiently process the mail and prevent transmittal of contraband.
9. Assigns tasks to inmates and monitors performance of inmates on assignments.
10. Advises inmates concerning personal, work, or adjustment problems, in order to assist inmates to resolve problems.
11. Escorts and/or drives inmates between correctional institution and points outside in order to ensure prompt and safe delivery.
12. Talks/listens, discusses with inmates and staff members as a member of an Institutional Board in order to facilitate decisions concerning custody, discipline, treatment, and parole.
13. Makes oral or written recommendations and reports and performs routine administrative duties in order to provide inputs to decisions which will respond to specific institutional needs.
14. Responds to emergency situations in order to minimize adverse outcomes of events.
15. Maintains perimeter surveillance (patrols, television) of a correctional facility to prevent inmate escapes and introduction of contraband into the facility.

16. Orients, answers questions from, newly arrived inmates in order to acquaint new residents with conditions, rules, benefits, aides, etc. of the correctional environment.
17. Conducts formal and informal training for correctional officers in order to assist the officer to gain proficiency and to improve job performance.
18. Knowledge of the principles and procedures of correctional institution operations (18 knowledges/skills).
19. Knowledge of the policies and procedures for inmate transportation and movement (5 knowledges/skills).
20. Knowledge of policies and procedures for handling emergencies (8 knowledges/skills).
21. Knowledge of investigation and search procedures (7 knowledges/skills).
22. Knowledge of policies and procedures for inmate intake to facility (8 knowledges/skills).
23. Knowledge of supervision of corrections personnel and activities (10 knowledges/skills).
24. Knowledge of work and treatment programs (6 knowledges/skills).
25. Knowledge of staff/inmate interaction procedures (7 knowledges/skills).
26. Knowledge of procedures for dealing with the public (1 knowledge/skill).
27. Receives and takes action on complaints against client.
28. Advises and counsels clients, individually or in groups, concerning conditions of probation, parole or incarceration, employment, housing, education, community services, and management of personal affairs to establish realistic and socially acceptable behavior patterns.
29. Become well versed in the reporting system in corrections; including pre-sentence investigation and reports, I-2 social summaries, revocation summaries, periodic progress reports, (including plans for client and degree of accomplishment), and familiarity with statistical reporting and rationality.
30. Have recognition of role of worker within the system.
31. Be able to distinguish between reality and desirability in working with the public offender.
32. Be knowledgeable in various treatment and modalities available to the correctional work.
33. Recognize the need to be familiar with the different human resources within the community.
34. Become acquainted with the concept of the worker as a change agent.



35. Have knowledge of the historical development of probation and parole and an understanding of some of the issues which face those particular agencies in the future.
36. Negotiates and develops individual treatment program for corrections client and assists client in implementing program.
37. Advises and counsels client's family, or complainants, on problems in dealing with client.
38. Prepares recommendations, reports, and dispositional plans on clients for court, parole board, or classification board.
39. Establishes and develops contact with potential employers of clients.
40. Contacts and consults with community agencies, individuals, and commercial firms to evaluate and establish resources for client treatment and assistance.
41. Promotes and explains corrections programs to improve public understanding and support of programs.
42. Coordinates use of citizen volunteers in correctional activities.
43. Attends meetings, hearings, and legal proceedings to gather and exchange information and provide input to decisions regarding clients.
44. Coordinates information and plans concerning clients among law enforcement/criminal justice agencies, client's family, community agencies, and commercial firms.
45. Receives and takes action on complaints against client.
46. Modifies correctional program in view of client's needs and progress.
47. Testifies at judicial proceedings, parole boards, or committees as an expert witness to evaluate client progress, and assist in decision making.

APPENDIX B

Law Enforcement Concentration

KSA Listings

## Law Enforcement Concentration KSA's

1. Criminal Justice System/Agencies/Relationships
2. Police History, Role and Mission
3. Legal Issues and Trends in Criminal Law Enforcement
4. Citizens Rights and Processing of Complaints Against Officers
5. Suspect Identification
6. External Pressure Groups, Radical Groups, Dissidents
7. Contemporary Social Problems (urban, ethnic, etc.)
8. Community Needs and Resources
9. Motivation, Morale, and Police Productivity
10. Human Relations/Group Processes
11. Patrol Techniques: e.g., Preventive, Random, Directed, Tactical Surveillance
12. Patrol Methods: e.g., 1 vs. 2, Marked vs. Unmarked Cars, Team vs. Individual
13. Provision of Non-Criminal and Miscellaneous Public Services
14. Information Sources and Informants
15. Visual and Audio Surveillance
16. Crime Strike/Task Forces
17. Crisis Intervention, Dispute Settlement
18. Juvenile Justice System, Laws, and Procedure
19. Prevention and Control of Juvenile Delinquency
20. Use of Agency Computer Terminal
21. Use of Agency Files
22. Police Community Relations
23. Protection/Analysis of Crime Scene
24. Criminal/Civil Laws

25. Criminal/Civil Legal Procedures
26. Laws and Evidence
27. Police Authority, Responsibilities, Right and Civil Liability
28. Preparation and Execution/Issuance/Processing of a Warrant of Subpoena
29. Courtroom Procedures, Demeanor and Presentation of Testimony
30. Issues Requiring Legal Interpretation
31. Organization and Management Leadership and Supervision
32. Police Organization, Administration and Operations
3. Police Labor Relations
34. Planning and Decision-Making
35. Departmental Goals and Objectives
36. Written and Oral Communications
37. Personnel Administration
38. Data Analysis, Synthesis, Interpretation
39. Police Media Relations
40. Release of Information
41. Departmental Communications
42. Preliminary Investigations
43. Techniques for Identification of Lost/Stolen Items
44. Interviewing and Eliciting Information
45. Collecting, Recording, Analyzing Information
46. Investigation of Specific Crimes, e.g., Arson, Burglary, Rape, Homicide
47. Criminalistics/Forensic Science
48. Fingerprint Collection, Preparation, Classification, Use
49. Capabilities of Crime Laboratory

APPENDIX C

Juvenile Services

KSA Listings

## Juvenile Services Concentration KSA's

1. Behavior Patterns
2. Personality Development
3. Causes of Abnormal Behavior
4. Defenses, Neuroses, Psychoses
5. Role of the Court in the Administration of Justice
6. Organization of Law Enforcement Agencies
7. Intake Operations
8. Referral Procedures
9. Gang Behavior
10. Ethnic Customs and Mores
11. Function of Juvenile Correction Institutions
12. Correctional Institutional Operations
13. Knowledge of Right to Treatment Theory
14. Family History
15. Past Criminal Activity
16. Preparation of Case History
17. Development and Assessment of Individual Treatment Plans
18. Identification of Individual Clients, Needs, Abilities, Interests
19. Institutions Administrative Procedures
20. Referral Procedures
21. Orientation to Program
22. Youth Observation, Evaluation and Assessment
23. Coordinate Individual Efforts with Others
24. Give Oral Presentations

25. Philosophical Goals and Objectives of Parole or Probation Agency
26. Laws Pertaining to Probation and Parole Functions
27. Institutions, Probation, Parole Policies, Guidelines and Procedures
28. Future Trends in Parole
29. Role of Home, School, Work, Agency in Youth's Adjustment
30. Investigative Techniques
31. Coordinating Client and Employer Interests
32. Evaluation of Client Progress and Adjustment
33. Sources and Methods of Eliciting Information
34. Literature on Modern Counseling Procedures
35. Individual and Group Counseling Procedures
36. Client Work Supervision
37. Modern Correctional Counseling Strategies
38. Value Formations (Ethical Codes)

APPENDIX D

Human Resources Core

Course Syllabi



EAST CENTRAL OKLAHOMA STATE UNIVERSITY  
Department of Human Resources

HR2063 SURVEY OF HUMAN RESOURCES

COURSE DESCRIPTION: This course is designed to introduce students to the basic concepts of helping people in a professional relationship. Students will be exposed to various human service delivery systems in the state and to the role of helping professionals.

TEXT: Brill, Naomi. Working with People (Second Edition), J.B. Lippincott Company, 1978.

OBJECTIVES: The student will be able to:

1. Identify the decision-making steps necessary for clients to define and plan actions for achieving goals and objectives.

Topics

- a. The Scientific Method
- b. Definition of Problem
- c. Goal Setting

2. Identify the philosophy, values, and ethics of a profession.

Topics

- a. What is a Profession?
- b. Philosophical Orientation to Helping People
- c. Values and Ethics Basic to Helping

3. Describe the development of value systems in our society.

Topics

- a. Socialization of the Individual
- b. Dominant Values of Western Society

4. Describe the importance of self-awareness and personal growth to professional practice.

Topics

- a. Awareness of Personal Values
- b. Awareness of Values of Others
- c. The Effects of Values on the Helping Relationship

5. Demonstrate knowledge of major human service delivery systems; the respective practice setting and client groups served.

#### Topics

- a. Field Trips
- b. Guest Lecturers

- COURSE EXPECTATIONS:
1. Examinations worth 100 points each, will consist of both objective and subjective questions and will cover both lecture and text material. There will be a minimum of three examinations scheduled.
  2. Students are expected to attend class, as well as participate in all field trips. Attendance will be considered in determining the final grade.
  3. Reading Assignments: Students will be expected to complete reading assignments and be conversant with material in class.

GRADING CRITERIA: There will be three examinations worth 100 points each. For individual tests, grades will be determined as follows:

|            |   |   |
|------------|---|---|
| 90 - 100   | = | A |
| 89 - 80    | = | B |
| 79 - 70    | = | C |
| 69 - 60    | = | D |
| 59 - Below | = | F |

The three test grades will be averaged at the end of the semester and a final letter grade will be assigned according to the above scale. Attendance will be considered at some point if your grade is borderline.

FORMAT: The course will consist of lecture/discussion, class exercises, guest lectures, field trips, and audio-visual aids.

GUEST LECTURERS: Our guest speakers will be professionals and practitioners from a variety of state and federal agencies and institutions. Their willingness to set aside time to come to class to speak to us is indicative of the importance they attach to professional training and quality services to human beings.

STUDENT EVALUATION: Students will be given the opportunity to evaluate the course content, instructor, guest speaker, and field trips at the end of the semester.

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR2103

## INTERVIEWING AND COUNSELING SKILLS

COURSE DESCRIPTION: This course is designed to aid the student in developing basic interviewing and counseling skills used in working with clients through the various phases of the helping process.

TEXT: Effective Helping: Interviewing - Counseling Techniques,  
Barbara F. Okun

Basic Attending Skills, Ivey and Gluckstein

OBJECTIVES:

Students shall be able to:

1. Identify verbal and nonverbal forms of communications.

Topics

- a. Content Responses
- b. Affective Responses

2. Describe effective interviewing techniques required to obtain needed data and demonstrate the use of those techniques in a role-play interview.

Topics

- a. Purpose of Interview
- b. Data Needed

3. Identify and demonstrate the ability to overcome general barriers to effective communications.

Topics

- a. Culture
- b. Awareness
- c. Sex
- d. Values

4. Demonstrate problem-solving skills by identifying adequate client alternatives.

Topics

Problem-solving Models

5. Identify the decision-making steps necessary for clients to define and plan action for achieving goals and objectives.

5. Topics

Decision-making Models

6. Aid the client's exploration of the problem by establishing effective communications, gathering data, and establishing rapport.

Topics

- a. Core Dimensions
- b. Stages in Relationship

7. Contribute to the client's understanding of the problem through the communication of knowledge of human problems, human growth and development, and basic human needs.

Topics

- a. Stages of Development
- b. Ego States (Marcia's)

8. Identify major barriers to problem solving, such as coping styles of individuals, sources of reluctance and crisis situations.

Topics

- a. Crisis Intervention
- b. Reluctance

9. Demonstrate appropriate helping techniques for problem solutions using helping strategies and resources.

Topics

- a. Client-Centered
- b. Rational-Emotive
- c. Gestalt
- d. Behavioral
- e. Existential
- f. Reality

- COURSE EXPECTATIONS:
1. Two general tests and a final. these tests will cover all the material assigned in the text as well as that presented in class. Each test will be comprehensive.
  2. Each student is required to submit a typed report on at least one outside book. This report is due \_\_\_\_\_.

3. Each student will submit to the instructor for critique one taped counseling interview.

CLASS ATTENDANCE: Attendance will be mandatory. Each absence after 3 will deduct 5 points.

| GRADING CRITERIA: | <u>Item</u>       | <u>Percent of Final Grade</u> | <u>Points</u> |
|-------------------|-------------------|-------------------------------|---------------|
|                   | Two General Tests | 40                            | 60            |
|                   | Final             | 20                            | 30            |
|                   | Book Report       | 5                             | 7.5           |
|                   | Counseling Tape   | 25                            | 37.5          |
|                   | Lab Assignments   | 10                            | 15            |

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR3083

## MEDICAL, SOCIAL AND PSYCHOLOGICAL ASPECTS OF DISABILITY

**COURSE DESCRIPTION:** A study of the relationship between disability and behavior throughout the life process with primary emphasis upon adaptive psychological and social processes. Concepts pertinent to the medical and occupational assessment of persons with disabilities will be considered as they relate to self-concept, environmental demands, and management of disability effects.

**TEXT:** Matinelli and Dell Otto. Psychological & Social Impact of Physical Disability, Springer, 1977.

**SUPPLEMENTAL REFERENCES:** Wright, Beatrice A. Physical Disability, A Psychological Approach, Harper and Rowe, 1960.

Newman, Barbara M., and Philip R. Newman, Development Through Life, The Dorsey Press, 1975.

Coleman, James C. Psychology of Effective Behavior, Scott Foresman and Company, 1969.

**OBJECTIVES:** Students will be able to:

1. Demonstrate a knowledge of life span development.

Topics

- a. Developmental Theories (minimum of three)
- b. Developmental Tasks
- c. Crisis of Life Stages

2. Identify the characteristics and implications of commonly encountered disabilities.

Topics

- a. Definitions of Disability and Handicap
- b. Self Concept and Personal Worth
- c. Personality Characteristics
- d. Values and Attitudes
- e. Frustration
- f. Barriers
- g. Adjustment
- h. Sexuality and Disability
- i. Status - Coping - Succumbing
- j. Legislation - PL 94-142. Rehab Act 1973

3. Demonstrate the ability to effectively utilize psychological, social and medical information.

Topics

- a. Therapy (physical - speech - occupational, etc.)
  - b. Counseling
  - c. Educational Implications
  - d. Vocational Implications
  - e. Coping
  - f. Research (knowledge of and student paper)
4. Evaluate research findings and identify the implications for human service practice.

Topics

- a. Journal and Research Articles
- b. Validity
- c. Reliability
- d. Research Finding (research paper)

COURSE EXPECTATIONS: 1. Reading Assignments

Chapters in the text and other readings will be assigned on the basis of their relevance to lecture and discussion material.

2. Exams

There will be two exams and a comprehensive final, each worth 100 points.

3. Research Paper (100 Points)

Each student will be expected to prepare a paper on a specific disability, disorder, or disease process. Specific information on selection of subject and preparation of paper will be provided.

4. There will be unannounced quizzes given throughout the semester; each will consist of 4 or 5 questions. These quizzes will be worth a total of 30 points.

GRADING CRITERIA: Reading Assignments

Reading assignments will be covered on both major and unannounced quizzes.

Exams

Major examinations will be given at the 6th, 12th and final weeks of class and will consist of both objective and essay questions.

The Research Paper will be graded according to the guidelines provided (see "Research Paper Guidelines" handbook).

The unannounced quizzes will be graded and assigned a point value.

Attendance will be mandatory. Each absence after 3 will deduct 5 points.

The Final Grade will be determined as follows:

|                            |                   |
|----------------------------|-------------------|
| Exam I . . . . .           | 100 points        |
| Exam II. . . . .           | 100 points        |
| Paper. . . . .             | 100 points        |
| Final Exam . . . . .       | 100 points        |
| Unannounced Exams. . . . . | 30 points         |
| TOTAL                      | <u>430 points</u> |

|   |           |
|---|-----------|
| "A" - Minimum of 93% of total points..... | 399 - 430 |
| "B" - Minimum of 85% of total points..... | 365 - 398 |
| "C" - Minimum of 70% of total points..... | 301 - 364 |
| "D" - Minimum of 60% of total points..... | 258 - 300 |
| "F" - Below 60% of total points.....      | Below 258 |



## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR3163

## INDIVIDUAL ASSESSMENT AND PLANNING

COURSE DESCRIPTION: A study and practice of assessment and planning skills. The areas of emphasis will include identification and assessment of problem areas, use of evaluation techniques and reports, and development of individualized client programs.

TEXT: Ivey, Allen E. and Norma B. Glucksten Basic Influencing Skills (Participant Manual) Microtraining Associates, Inc., 1976.

SUPPLEMENTAL REFERENCES: Brammer, Lawrence M., The Helping Relationship, Process and Skills, Englewood Cliffs, N.J., Prentice-Hall Inc., 1973.

Arkes, Hal R. and John P. Garske Psychological Theories of Motivation, Brooks/Cole, Monterey, CA, 1977.

OBJECTIVES: The student will be able to:

1. Demonstrate the ability to use verbal, nonverbal, and written forms of communication in varied settings.
2. Assess client problem areas and identify appropriate formal and informal assessment techniques (psychological, social, and medical).
3. Demonstrate competency in the utilization of client evaluations by interpreting and applying results to the development of an individualized program.
4. Demonstrate knowledge of motivational theory by analyzing a case study and writing an explanation for observed behavior.
5. Demonstrate case planning skills by developing a comprehensive individualized client program.
6. Identify major barriers to problem-solving such as copying styles of individuals, sources of reluctance, and crisis situations.
7. Demonstrate appropriate helping techniques for problem solution using helping strategies (theories), and resources.

8. Evaluate research findings and identify the implications for human service practice.

COURSE EXPECTATIONS:

1. Each student is expected to demonstrate knowledge of "human needs" and "human motivation" by developing a paper showing the relationship and/or contrast between the two concepts.
2. At the 6th, 12th, and final weeks each student will be expected to complete examinations to determine comprehension and achievement levels.
3. Each student is expected to conduct a minimum of two video-taped interviews, to assess client needs, and to develop a comprehensive case plan. The results of this activity will be presented as a written case record.

GRADING CRITERIA:

1. The needs and motivation paper will be judged on content, development of ideas, and the relevance of summary statements. A maximum of 100 points will be assigned.
2. The written examinations will be graded and assigned a maximum point value of 100 points.
3. Upon completion of the video-taped interview, 50 points will be assigned each student. The written case record will be judged on appearance, content, organization, and continuity. A maximum of 100 points will be assigned the case record.
4. Final grade will be determined as follows:

|  |            |
|--|------------|
| "Needs" and "Motivation" Paper . . . . . | 100 points |
| Initial Interview . . . . .              | 25 points  |
| Second Interview . . . . .               | 25 points  |
| Case Record . . . . .                    | 100 points |
| Exam I . . . . .                         | 100 points |
| Exam II . . . . .                        | 100 points |
| Final Examination . . . . .              | 100 points |

|                                     |           |     |
|-------------------------------------|-----------|-----|
| Minimum of 93% of total points..... | 511 - 550 | = A |
| Minimum of 85% of total points..... | 467 - 510 | = B |
| Minimum of 70% of total points..... | 385 - 466 | = C |
| Minimum of 60% of total points..... | 330 - 384 | = D |
| Below 60% of total points.....      | Below 330 | = F |

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR3202

## VOCATIONAL TESTING AND EVALUATION

COURSE DESCRIPTION: This course is designed to acquaint the student with the appropriate selection, administration, and interpretation of vocational and personal awareness measurements.

TEXT: Bolton, Brian. Handbook of Measurements and Evaluation in Rehabilitation.

OBJECTIVES: Students shall be able to:

1. Demonstrate a knowledge of appropriate test selections standards.

Topics

- a. APGA Standards
- b. Test Information
- c. Testing Statistics
- d. Norms
- e. Comparison of Tests

2. Administer a test according to the criteria established by APA.

Topics

- a. Criteria for Test Administration
- b. Standardization
- c. Timing
- d. Scoring

3. Interpret vocational and personal awareness tests according to APGA standards.

Topics

- a. Intelligence Tests
- b. Aptitude and Achievement Tests
- c. Interest Tests
- d. Personality Tests
- e. Legal and Ethical Guidelines on Usage

COURSE EXPECTATIONS: 1. One general test and a final. These tests will cover all the material assigned in the text and class presentations.

2. Each student will administer and/or score at least one of the required tests. Grading will be based on the criteria given in class.
3. Each student is required to submit a written report on the above test. This report is due at the first class meeting after the test is given. This will follow the test analysis outline given in class.
4. Since it is very important that each student take each test, points will be deducted for each absence. Make-up tests will be given only in exceptional circumstances.

GRADING CRITERIA:

|                             |                    |
|-----------------------------|--------------------|
| Tests . . . . .             | 50% of final grade |
| Written Report. . . . .     | 25% of final grade |
| Test Presentation . . . . . | 25% of final grade |
| Class Attendance            |                    |

EAST CENTRAL OKLAHOMA STATE UNIVERSITY  
Department of Human Resources

HR3213

EMPLOYMENT AND PLACEMENT TECHNIQUES

COURSE DESCRIPTION: A study of the role of work in life span development, the employment problems common to various applicant groups, and resources appropriate to the solution of these problems.

TEXT: Class handouts and selected journal articles.

OBJECTIVES: Students will be able to:

1. Identify and be able to utilize various types of occupational information.

Topics

DOT, Occupational Outlook Handbook, trade publications, vocational journals

2. Demonstrate the ability to assess a client's employability.

Topics

- a. Job Readiness Criteria
- b. What Employers Look For, What Applicants Look For

3. Identify problems in obtaining employment and apply appropriate job seeking skills techniques.

Topics

Problems in Application, in Interview, Problems of Special Applicant Groups (handicapped, minority, women, older worker)

4. Demonstrate the ability to do initial job development.

Topics

- a. Steps in Job Development
- b. Preparation of Asset Statements
- c. Obtaining Information
- d. Basic Job Analysis
- e. Legal Restrictions

5. Identify and apply the appropriate principles major theories of career development.

Topics

- a. Roe's Need Theory
- b. Super, Ginsberg
- c. Trait-Factor

COURSE EXPECTATIONS: 1. Exams

There will be two exams and a comprehensive final. Make-up exams will be given only in emergency cases.

2. Reports

Each student is required to report on at least three journal articles relating to work and/or employment procedures. These reports must be typed according to the APA Style Manual. These are due \_\_\_\_\_.

3. Each student will prepare a personal employability plan and a resume. Format for these will be discussed in class. These are due \_\_\_\_\_.

4. There will be home work assignments and required outside readings given throughout the semester.

5. Attendance in a class of this type is very important, therefore, each absence after 3 will deduct 5 points.

GRADING CRITERIA:

| <u>Item</u>                | <u>Percent of Final Grade</u> |
|----------------------------|-------------------------------|
| Tests.....                 | 55                            |
| Plan & Resume.....         | 35                            |
| Home Work Assignments..... | 10                            |

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR3222

## CASE MANAGEMENT AND RECORDING

**COURSE DESCRIPTION:** An in-depth investigation of the principles of case recording and management of case flow in helping services agencies. Areas of emphasis will include types and styles of case recording, documentation and justification, practical experience in all phases of recording, use of case load statistics, time and energy management, and case load management models.

**TEXT:** There is no textbook for this course. Relevant reading materials will be supplied during each phase of the course.

- OBJECTIVES:**
1. Conduct a personal Time and Energy Study, covering a ten-day period, and identify those areas not producing maximum return for expended time and effort.
  2. Identify caseload management breakdown by reviewing a simulated computer summary and making recommendations for correction.
  3. Describe two assistive caseload management tools.
  4. Dictate a minimum of two case recordings according to appropriate standards (see attached).
  5. Demonstrate skill in caseload management by completion of simulated caseload management exercise.
  6. Write a set of objectives according to systematic counselor thought guidelines for an Initial Interview, a Planning Session, and a Supervision Interview.
  7. Identify the six additive interaction techniques utilized in a Recorded Interview and/or Counseling Session.
  8. While observing a counseling session, identify the interpersonal skills, respect, genuineness, empathy, and rate the level of usage for each.
  9. List the six principles for effective use of information dissemination.
  10. List the five principles for effective use of non-interview actions.

11. Demonstrate case supervision skills by reviewing cases in various stages and identifying potential and concrete problem areas.

- COURSE EXPECTATIONS:
1. Each student is expected to develop in-depth insight into the practical application of case recording by writing a total of ten (10) practice exercises of role played interviews presented in class. The practice exercises will include: The Initial Interview, The Contact Report, and The Case Plan. Two of these exercises will be recorded by use of dictating equipment. This activity will equate to 20% of the total points for the course.
  2. Each student is expected to prepare a client folder from a video-taped case presentation. The client folder is to include an initial interview, two contact reports, and a case plan. This exercise will be used to determine level of achievement in use of the basic forms of case recording and will equate to 20% of the total points for the course.
  3. Each student is expected to conduct a time and motion study, for any two-week period, of school work and personal activities. A written log as well as summary statements will be expected. This activity will be used to determine comprehension of time and energy management. This activity will equate to 20% of the total points for the course.
  4. Each student is expected to complete a mid-term and a final examination. These examinations will include practical case recording exercises as well as items covered in class presentations and written material. These exercises will be used to determine comprehension and achievement level and will equate to 20% each, of total points possible for the course.

GRADING CRITERIA:

1. The practice exercises will be judged on relevance of ~~data~~ recorded, organization, and style: A maximum of ~~10~~ points will be assigned for each exercise, and a total maximum of 100 points.
2. The client folder will be judged on content, organization, continuity, and neatness. A maximum of 100 points will be assigned for this activity.
3. The time and energy management exercise will be judged on detail and documentation of activities, identification of problem areas, and summarizing skills. The activity will equate to 20% of the total points for the course.



4. The written examinations will include true-false and multiple choice items, as well as a case recording exercise. A maximum of 100 points will be assigned for each examination.

5. Final grade will be determined by the following:

|                                   |                   |
|-----------------------------------|-------------------|
| Ten Practice Exercises.....       | 100 points        |
| Case Record.....                  | 100 points        |
| Time and Energy Exercise.....     | 100 points        |
| Mid-Term Written Examination..... | 100 points        |
| Final Written Examination.....    | <u>100 points</u> |
| TOTAL                             | 500 points        |

|                                     |             |   |
|-------------------------------------|-------------|---|
| Minimum of 90% of total points..... | 650 - 500 = | A |
| Minimum of 80% of total points..... | 400 - 449 = | B |
| Minimum of 70% of total points..... | 350 - 399 = | C |
| Minimum of 60% of total points..... | 300 - 349 = | D |
| Below 60% of total points.....      | Below 300 = | F |

## EAST CENTRAL OKLAHOMA UNIVERSITY

Department of Human Resources

HR4483

## COMMUNITY ORGANIZATION AND CLIENT RESOURCES

**COURSE DESCRIPTION:** The course is designed to develop the student's knowledge of consumer participation in community life. Principles, methods, and dynamics of community organization and planning process are considered as they relate to the development of human services and the enhancement of community integration. Concepts of leadership, social change, group processes and collective social action are also examined.

**TEXT:** Ross, Murray G. Community Organization: Theory Principles, Practice.

**SUPPLEMENTAL REFERENCES:** Kramer, Ralph M. and Specht, Harry, eds. Reading in Community Organization Practice, second edition. Prentice-Hall, Inc., Englewood Cliffs, N. J., 1975.

Perlman, Robert, and Gurin, Arnold. Community Organization and Social Planning. Co-published with John Wiley & Sons, 1972.

Cox, Fred (Ed). Strategies of Community Organization (third edition). Itasca, Ill., F.E. Peacock, 1978.

**OBJECTIVES:** The student will be able to:

1. Differentiate between the concepts of community organization, community development, and community relations.
2. Demonstrate knowledge of the nature and effect of cultural, social, and economic value systems on the community as they influence community organization.
3. Identify and define the human service worker's role and function in the processes of organization, leadership, and resource mobilization.
4. Describe interaction skills requisite to effective organization and community resource linkage.
5. Demonstrate knowledge of purposes and goals of self-help groups, voluntary associations, and grass-roots organizations.

**COURSE EXPECTATIONS:** Three examinations worth 100 points each over lecture, case material used in class, and reading assignments in text. Exams will consist of approximately 50% short and long essay. No make-up examinations will be given.

There will be a research paper required worth 100 points. The topic of the research paper must be approved by the instructor. The length of the paper should be 8-10 pages. It should also have a minimum of 10 footnotes and a bibliography which must include at least five different sources. Papers should conform to the Turabian Style for term papers (Turabian, Kate L. A Manual for Writers, Fourth Edition.)

Attendance will be taken and considered in determining the final grade.

**COURSE OUTLINE:**

Section I: The Nature of Community Organization

This section will look at the development of communities and the different kinds. In this discussion we use the term "community organization" to include a wide range of efforts.

Section II: Factors Impinging on Community Organization Methods

This section deals with the nature and effect of various systems upon communities and how these factors influence the organizational and planning processes.

Section III: Principles of Community Organization

Principles are general statements and do not readily lend themselves to narrow interpretation and application. Therefore, in this section we seek to show how certain community organization principles are evident in case material.

Section IV: Principle and Practice (Roles of the Professional Worker)

In this section we will try to integrate the principles studied previously with the practice that has been carried on in the field. Also, we will look into the various roles a professional worker will assume in the practice field.

EAST CENTRAL OKLAHOMA STATE UNIVERSITY  
Department of Human Resources

HR4563

ADMINISTRATIVE PRACTICES AND THEORY

COURSE DESCRIPTION: An introduction to the basic principles of administration, organization, supervision, and human relations. Emphasis will be upon the managerial role, organizational structure, leadership, decision-making, and organizational accountability.

TEXT: Koontz, Harold, and O'Donnell, Cyril, Management, A Systems and Contingency Analysis of Managerial Functions.

OBJECTIVES: The student will be able to demonstrate a working knowledge of:

1. Management

Definitions and Concepts of Manager's Job  
Principles of Management

2. Planning

Nature and purpose of planning  
Decision Making  
Policy Making

3. Organizing

Line and Staff Relationships  
Accountability  
Decentralization of Authority

4. Staffing

Selection of Managers  
Appraisal  
Training

5. Directing and Leading

Leadership Skills  
Authority and Responsibility  
Direction  
Communication

6. Control

Process and Techniques  
Non-budgetary Control  
Budgetary Control

- COURSE EXPECTATIONS:
1. The student will be responsible for satisfactorily completing a written assignment, the nature of which will be determined by the instructor during the course.
  2. A mid-term examination will be given. This test will be used to determine comprehension and achievement level of the student.
  3. A final examination will also be conducted to determine the comprehension and achievement level of the last one-half of the course.
  4. Each student will be expected to demonstrate a class awareness through class attendance and class attentiveness.

## GRADING CRITERIA:

|  |                   |
|--|-------------------|
| Mid-term Exam.....                     | 100 points        |
| Special Written Assignment.....        | 50 points         |
| Class Awareness and Participation..... | 25 points         |
| Final Examination.....                 | <u>125 points</u> |
| TOTAL                                  | 300 points        |

|                  |   |   |
|------------------|---|---|
| 278 - 300 Points | = | A |
| 241 - 277 Points | = | B |
| 203 - 240 Points | = | C |
| 180 - 202 Points | = | D |
| Less than 180    | = | F |

GUIDE TO SUPPLEMENTAL READING  
Administrative Practices and Theory

Hampton, David R., Summer, Charles E., and Webber, Rossa. Organizational Behavior and the Practice of Management. Glenview, Illinois: Scott, Foresman and Company, 1968.

Allen, Lewis A. The Management Profession. New York: McGraw-Hill Book Company.

Newman, William H., Summer, Charles E., and Warren, E. Kirby. The Process of Management. Third Edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Koontz, Harold, and O'Donnell, Cyril. Principles of Management. Third Edition. New York: McGraw-Hill Book Company, 1964.

Hicks, Herbert G. The Management of Organizations. New York: McGraw-Hill Book Company, 1967.

Hills, William G., Scurlock, Voyle C., Viaille, Harold D., West, James A. Conducting the People's Business. Norman: University of Oklahoma Press, 1973.

Blake, R., and Mouton, J. The Managerial Grid. Houston: Gulf Publishing Company, 1964.

Likert, R. The Human Organization. New York: McGraw-Hill Book Company, 1967.

Likert, R. New Patterns in Management. New York: McGraw-Hill Book Company, 1961.

Sutermeister, Robert. People and Productivity. New York: McGraw-Hill Book Company, 1969.

McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill Book Company, 1960.

Leavitt, Harold J. Managerial Psychology. Chicago: University of Chicago Press, 1964.

Berelson, B., and Steiner, G. Human Behavior. New York: Harcourt, Brace and World, Inc., 1964.

Tannenbaum, Weschler, and Massarik. Leadership and Organization. New York: McGraw-Hill Book Company, 1961.

Davis, K. Human Relations at Work. New York: McGraw-Hill Book Company, 1967.

Herzberg, F. Work and the Nature of Man. Cleveland: World Publishing Co., 1966.

Maslow, A.H. Motivation and Personality. New York: Harper & Row, Inc., 1954.

McGregor, D., Ed. by Bennis, Warren G., and McGregor, Caroline. The Professional Manager. New York: McGraw-Hill Book Company, 1967.

Blau, Peter, and Scott, Richard. Formal Organizations. San Francisco: Chandler Publishing Company, 1962.

Thelen, Herbert A. Dynamics of Groups at Work. Chicago: University of Chicago Press, 1954.

Longenecker, Justin G. Principles of Management and Organizational Behavior. Second Edition. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.

Terry, George R. Principles of Management. Fifth Edition. Homewood, Illinois: Richard D. Irwin, Inc., 1968.

APPENDIX E  
Criminal Justice Sub-Core  
Course Syllabi



## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR2233

## INTRODUCTION TO CRIMINAL JUSTICE

COURSE DESCRIPTION: Introduction to Criminal Justice is designed to provide the student with a working knowledge of structural, philosophical and historical concepts of the "Criminal Justice System" in the United States. The course of study will be concentrated upon the organization and jurisdiction of each major component of the system, interrelationships among these components, and interrelationships of local, state, and federal jurisdictions. The student will develop the capacity to properly define pertinent terminology, discuss recent trends, and identify critical theory.

TEXT: Waldron, R., et al. The Criminal Justice System: An Introduction. New York, N.Y.: Houghton-Mifflin, 1976.

OBJECTIVES: The student will be able to demonstrate:

1. Knowledge of the structural framework of the agencies of the criminal justice system (law enforcement, prosecution, defense, court, probation, corrections and parole), including adult and juvenile systems.
2. Knowledge of the jurisdictional framework of the agencies of the criminal justice system (law enforcement, prosecution, defense, court, probation, corrections, and parole), including adult and juvenile systems.
3. Knowledge of the interrelationships of local, state and federal jurisdictions.
4. Knowledge of the interrelationships among the agencies of the criminal and juvenile justice systems.
5. Knowledge of the historical and philosophical developments of law enforcement, prosecution, defense, court, probation, corrections and parole in the United States.
6. Knowledge of the theories of law enforcement, prosecution, defense, court, probation, corrections and parole.

7. Knowledge of the pertinent terminology of law enforcement, prosecution, defense, court, probation, corrections and parole.
8. Knowledge of the modern trends in law enforcement, prosecution, defense, court, probation, corrections and parole.

COURSE EXPECTATIONS: 1. Reading Assignments

The student will be responsible for the entire text, in addition to relevant outside readings assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from assignments in the text and outside readings, and attend class on a regular basis.

3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject through successful completion of three written examinations, potential pop quizzes and qualitative class participation.

GRADING CRITERIA:

Final grade will be determined as follows:

|   |     |
|---|-----|
| Exam I. . . . .                                 | 30% |
| Exam II . . . . .                               | 30% |
| Exam III. . . . .                               | 30% |
| Class Participation and Pop Quiz Scores . . . . | 10% |

A = minimum of 90%

B = minimum of 80%

C = minimum of 70%

D = minimum of 60%

F = below 60%

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR4313

## CRIMINOLOGY

COURSE DESCRIPTION: Criminology is designed to provide the student with a working knowledge of criminological theory as a basis for understanding the causes, prevention, and treatment of crime in the United States. The course of study will be concentrated upon the field as an organizing discipline, with specific attention being given to the development of a conceptual framework for understanding criminological theory. The student will develop the capacity to properly discuss the role of theory in both disciplinary and policy research, discuss modern criminological theories, and define pertinent terminology.

TEXT: To be selected by Sociology Faculty.

OBJECTIVES: The student will be able to demonstrate:

1. Knowledge pertaining to the role of theory in social science, with special attention to the concepts of disciplinary vs. policy-oriented research.
2. Knowledge pertaining to the development of theories in criminology, with special attention to the two methods for the development of theory: deductive vs. inductive.
3. Knowledge pertaining to the three basic schools of thought in criminology, classical, neoclassical, and positive. Must also be able to associate each school with its implications for justice system philosophy and treatment modality.
4. Knowledge pertaining to the curious duality in criminological theories, i.e., theories of the causes of criminal behavior vs. theories dealing with the rehabilitation of the crime violator.
5. Knowledge pertaining to the relationship between crime and responsibility and responsibility and law. In a word, the student must demonstrate an understanding of the basic irony of criminology--the man-committed crime is fully dependent upon the man-made law.
6. Knowledge pertaining to the nature of law as a formal expression of the value system of the prevailing social power.

7. Knowledge pertaining to the history of the search for the causes of crime.
8. Knowledge pertaining to the use of criminal typologies, and should be able to discuss legal typologies, sociological typologies, psychological typologies, constitutional typologies, normative typologies, life-trend typologies, and multiple-cause typologies.
9. Knowledge pertaining to biological responsibility theories, and the ability to describe at least one modern theory in this area.
10. Knowledge pertaining to psychological responsibility theories, and the ability to describe at least one modern theory in this area.
11. Knowledge pertaining to multiple-factor responsibility theories, and the ability to describe at least one modern theory in this area.
12. Knowledge pertaining to economic responsibility theories, and the ability to describe at least one modern theory in this area.
13. Knowledge pertaining to society responsibility theories, and the ability to describe at least one modern theory in this area.
14. Knowledge pertaining to environment responsibility theories, and the ability to describe at least one modern theory in this area.

COURSE EXPECTATIONS: 1. Reading Assignments

The student will be responsible for familiarity with the entire text, in addition to relevant outside readings that will be assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from assignments in the text and outside readings, and attend class on a regular basis.

3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject through successful completion of two written examinations, potential pop quizzes, a literature research paper and qualitative class participation.

## GRADING CRITERIA:

Final grade will be determined as follows:

|  |     |
|--|-----|
| Mid-Term Examination . . . . .               | 25% |
| Final Examination. . . . .                   | 40% |
| Term Paper . . . . .                         | 25% |
| Class Participation and Pop Quiz Scores. . . | 10% |

A = minimum of 90%

B = minimum of 80%

C = minimum of 70%

D = minimum of 60%

F = below 60%

APPENDIX F

Adult Offender Services Concentration  
Course Syllabi

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR2253

## ADULT CORRECTIONAL SYSTEM

COURSE DESCRIPTION: Adult Correctional System is designed to provide the student with a working knowledge of the adult institutional correctional system in the United States. Special emphasis is placed on the conflicting roles of custody and treatment programs. Current involvement by the courts will also be covered at some length.

TEXT: TBA

OBJECTIVES: The student will be able to demonstrate:

1. An understanding of the security classifications of adult facilities which include jails and state institutions.
2. An understanding of the responsibilities of a security corrections officer in the day-to-day operation of a facility.
3. An understanding of the importance of contingency plans in case of emergencies.
4. An understanding of inmate behavior and inmate sub-culture.
5. An understanding of the importance of being security conscious at all times in a facility.

COURSE EXPECTATIONS: 1. Reading Assignments

The student will be responsible for the entire text, in addition to relevant outside readings assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from assignments in the text and outside readings, and attend class on a regular basis.

### 3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject matter through successful completion of three written examinations and qualitative class participation.

#### GRADING CRITERIA:

Final grade will be determined as follows:

|                              |     |
|------------------------------|-----|
| Exam I . . . . .             | 30% |
| Exam II . . . . .            | 30% |
| Exam III . . . . .           | 30% |
| Class Participation. . . . . | 10% |

|   |   |                |
|---|---|----------------|
| A | = | minimum of 90% |
| B | = | minimum of 80% |
| C | = | minimum of 70% |
| D | = | minimum of 60% |
| F | = | below 60%      |



## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR3673

## PROBATION AND PAROLE COUNSELING

COURSE DESCRIPTION: A review of assessment and planning as they relate to dealing with the juvenile and adult offender. An analysis of treatment modalities as they pertain to dealing with individuals within the correctional process. The course also briefly touches upon some case law that affects probation and parole offenders.

TEXT: Abadinsky, Howard. Probation and Parole Theory and Practice.

COURSE OBJECTIVES: Students will be able to:

1. Demonstrate knowledge of the role of the court in the administration of justice.
2. Understand the philosophical goals and objectives of the parole or probation agency.
3. Demonstrate knowledge of the function and process of intake operations.
4. Demonstrate knowledge of laws pertaining to probation and parole functions.
5. Demonstrate understanding of the institutions' guidelines and procedures concerning probation and parole.
6. Demonstrate an understanding of future trends in parole.
7. Demonstrate an understanding of the role of home, school, work, and the agency in the offender's adjustment.
8. Demonstrate an understanding of the effects of past criminal activity on the system and on the officer.
9. Demonstrate knowledge and ability by preparing a case history.
10. Demonstrate knowledge of investigative techniques as they pertain to intake.
11. Demonstrate an understanding of the need to coordinate client and employer interests.
12. Demonstrate the ability to evaluate client progress and adjustment.

13. Demonstrate knowledge of sources and methods for eliciting information.
14. Become familiar with individual and group counseling procedures.
15. Become familiar with some literature on modern counseling procedures.
16. Become familiar with client work supervision.

- COURSE EXPECTATIONS:
1. Reading will be assigned on the basis of relevancy to course outline. Students are expected to keep current in their readings.
  2. There will be a mid-term and a final examination. No make-ups unless cleared with instructor.
  3. There will be a term paper on a subject to be determined by both student and instructor. The paper will be a minimum of 20 pages in length and have at least 15 separate references.
  4. Extra credit is available for those students who wish to make a presentation to the class on their paper.

GRADING CRITERIA:

|                         |            |
|-------------------------|------------|
| Mid-Term Exam . . . . . | 100 points |
| Final Exam . . . . .    | 150 points |
| Research Paper. . . . . | 150 points |

- A = 360 - 400 points  
 B = 320 - 359 points  
 C = 280 - 319 points  
 D = 240 - 279 points  
 F = Below 240 points

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR4173

## COMMUNITY TREATMENT OF OFFENDERS

COURSE DESCRIPTION: Community Treatment of Offenders is designed to provide the student with a working knowledge of community based corrections. Special emphasis will be placed on the development of innovative treatment modules for community based programs.

TEXT: TBA

OBJECTIVES: The student will be able to demonstrate:

1. Knowledge of work and treatment programs.
2. Knowledge of procedures for dealing with the public.
3. Understanding the importance of being familiar with all the human services resources available in the community.
4. The ability to advise and counsel clients, individually or in groups, concerning conditions of probation, parole or incarceration, employment, housing, education, community services, and management of personal affairs to establish realistic and socially acceptable behavior patterns.
5. The ability to negotiate and develop individual treatment program for corrections client and to assist client in implementing program.

COURSE EXPECTATIONS: 1. Reading Assignments

The student will be responsible for the entire text, in addition to relevant outside readings assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from assignments in the text and outside readings, and attend class on a regular basis.

3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject through successful completion of three written examinations, the completion of a corrections plan for a client, and qualitative class participation.

GRADING CRITERIA:

Final grade will be determined as follows:

|                              |     |
|------------------------------|-----|
| Exam I . . . . .             | 25% |
| Exam II. . . . .             | 25% |
| Exam III . . . . .           | 25% |
| Corrections Plan . . . . .   | 15% |
| Class Participation. . . . . | 10% |

- A = minimum of 90%
- B = minimum of 80%
- C = minimum of 70%
- D = minimum of 60%
- F below 60%

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR4413

## CORRECTIONAL PROGRAMS AND SETTINGS

## COURSE DESCRIPTION

Correctional Programs and Settings is designed as an advanced seminar. Possible titles for research paper and class presentations will be given to each student. Subject titles will range from Management to Program Design and Implementation.

## TEXT:

TBA

## OBJECTIVES:

The student will be able to demonstrate:

1. Ability to do independent research on assigned topics in the field of corrections.
2. The ability to be innovative in designing individualized corrections programs.
3. The ability to understand current issues in corrections.
4. A basic understanding of the systems approach to adult offender services.

COURSE EXPECTATIONS: 1. Reading Assignments

The student will be responsible for the entire text, in addition to relevant outside readings assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from assignments in the text and outside readings, and attend class on a regular basis.

3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject through successful completion of two written examinations, a literature research paper, and presentation to the class and qualitative class participation.

## GRADING CRITERIA:

Final grade will be determined as follows:

|                                  |     |
|----------------------------------|-----|
| Exam I . . . . .                 | 25% |
| Exam II. . . . .                 | 25% |
| Paper and Presentation . . . . . | 25% |
| Class Participation. . . . .     | 25% |

A = minimum of 90%

B = minimum of 80%

C = minimum of 70%

D = minimum of 60%

F below 60%

APPENDIX G

Law Enforcement Concentration  
Course Syllabi

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR2423

## INTRODUCTION TO LAW ENFORCEMENT

COURSE DESCRIPTION: Introduction to Law Enforcement is an overview of major concerns of police officers' day-to-day operations. Special emphasis is placed on police history, role, and mission.

TEXT: Law Enforcement Handbook for Police. Schwartz, Louis B. and Goldstein, Stephen R.

## OBJECTIVES:

The student will be able to demonstrate:

1. Knowledge of police history, role, and mission.
2. Knowledge of legal issues and trends in law enforcement.
3. Knowledge of citizens' rights and processing of complaints against officers.
4. Knowledge of suspect identification processes.
5. Knowledge of external pressure groups, radical groups and dissidents, and their impact on law enforcement.
6. Knowledge of contemporary social problems and community needs and resources.
7. Knowledge of problems relating to motivation, morale, and police productivity.
8. Knowledge of police community relations techniques and functions.
9. Knowledge of patrol techniques.
10. Knowledge of the provision of non-criminal and miscellaneous public services.
11. Knowledge of sources of information and informants.
12. Knowledge of surveillance techniques.
13. Knowledge of the use of crime strike/task forces.
14. Knowledge of crisis intervention and/or dispute settlement.



15. Knowledge of the juvenile justice system and prevention and control of juvenile delinquency.
16. Knowledge of the use of information systems.
17. Knowledge of crime scene protection and analysis.

COURSE EXPECTATIONS: 1. Reading Assignments

The student will be responsible for the entire text, in addition to relevant outside readings assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from assignments in the text and outside readings and attend class on a regular basis.

3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject through successful completion of three written exams, potential pop quizzes, and qualitative class participation.

GRADING CRITERIA:

Final grade will be determined as follows:

|  |     |
|--|-----|
| Exam I . . . . .                       | 30% |
| Exam II. . . . .                       | 30% |
| Exam III . . . . .                     | 30% |
| Class Participation and Pop Quizzes. . | 10% |

A = minimum of 90%

B = minimum of 80%

C = minimum of 70%

D = minimum of 60%

F - below 60%

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR3003

## POLICE ORGANIZATION AND ADMINISTRATION

**COURSE DESCRIPTION:** Police Organization and Administration is based on the study of basic philosophies of organizational technology, the common structures of organizations, the patterns of administrative processes, and the management of general and specialized police units.

**TEXT:** Fundamentals of Police Administration. Hale.  
(also supplemental outside readings)

**OBJECTIVES:** The student will be able to demonstrate:

1. An understanding of the historical development of public administration.
2. An understanding of traditional organizational concepts.
3. An awareness of administrative techniques.
4. A knowledge of personnel policies and operating systems.
5. An awareness of basic management issues in police organization.

**COURSE EXPECTATIONS:** 1. Reading Assignments

The student will be responsible for the entire text, in addition to relevant outside readings assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from the text and outside readings, and attend class on a regular basis.

3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject through successful completion of three written examinations and qualitative class participation.

## GRADING CRITERIA:

Final grade will be determined as follows:

|                              |     |
|------------------------------|-----|
| Exam I . . . . .             | 30% |
| Exam II. . . . .             | 30% |
| Exam III . . . . .           | 30% |
| Class Participation. . . . . | 10% |

A = minimum of 90%

B = minimum of 80%

C = minimum of 70%

D = minimum of 60%

F = below 60%

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR3113

## POLICE ROLE IN CRIME AND DELINQUENCY

COURSE DESCRIPTION: Police Role in Crime and Delinquency is based on the study of criminological theory dealing with the broad areas of crime and delinquency, and the examination of the police role as it pertains to both areas. Special emphasis will be placed on modern trends in police services for delinquents.

TEXT: Explaining Crime, Nettler, Gwinn.  
(with supplemental outside readings)

OBJECTIVES: The student will be able to demonstrate:

1. A basic understanding of law enforcement philosophies (sociological, psychological, and biological) which have developed lines of action in the prevention and control of delinquency.
2. An awareness of the trends of police involvement with juveniles.
3. A basic understanding of contemporary social problems.
4. A general knowledge of the "Oklahoma Family Code" as it refers to juveniles.
5. A recognition of legal terms especially relevant to juveniles and delinquent juveniles.

COURSE EXPECTATIONS: 1. Reading Assignments

The student will be responsible for familiarity with the entire text, in addition to relevant outside readings that will be assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from assignments in the text, and outside readings, and attend class on a regular basis.

### 3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject through successful completion of two written examinations, qualitative class participation, and a literature research paper.

|                   |                                |     |
|-------------------|--------------------------------|-----|
| GRADING CRITERIA: | Mid-Term Examination . . . . . | 25% |
|                   | Final Examination. . . . .     | 40% |
|                   | Term Paper . . . . .           | 25% |
|                   | Class Participation. . . . .   | 10% |

A = minimum of 90%

B = minimum of 80%

C = minimum of 70%

D = minimum of 60%

F = below 60%

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR4333

## CRIMINAL INVESTIGATION

COURSE DESCRIPTION: Criminal Investigation is based on the study of the basic theories of investigation, including criminalistics and crime scene search, common techniques of modern criminal investigation, patterns of legal issues, and the scientifically-oriented methodology in criminal investigation. Special emphasis is placed on the three I's of criminal investigation.

TEXT: Criminal Investigation and Presentation of Evidence, Markle (with supplemental outside readings)

OBJECTIVES: The student will be able to demonstrate:

1. A knowledge of the basic investigative theories, including the three I's, criminalistics, and relevant terminology.
2. An ability to recognize and identify specific crimes and relate those crimes to the elements which isolate one crime from another.
3. A knowledge of proper techniques and legally-binding procedures of crime scene investigation.
4. An understanding of the use of fingerprints, their preparation, collection, and classification.
5. An understanding of the development of information sources and informants.

COURSE EXPECTATIONS: 1. Reading Assignments

The student will be responsible for the entire text, in addition to relevant outside readings assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from assignments in the text and outside readings, and attend class on a regular basis.

3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject through successful completion of three written examinations, completion of crime scene investigation, and qualitative class participation.

GRADING CRITERIA: Final grade will be determined as follows:

|                                    |     |
|------------------------------------|-----|
| Exam I . . . . .                   | 25% |
| Exam II. . . . .                   | 25% |
| Exam III . . . . .                 | 25% |
| Crime Scene Investigation. . . . . | 15% |
| Class Participation. . . . .       | 10% |

- A = minimum of 90%
- B = minimum of 80%
- C = minimum of 70%
- D = minimum of 60%
- F = below 60%

EAST CENTRAL OKLAHOMA STATE UNIVERSITY  
Department of Human Resources

HR4463 LEGAL ASPECTS OF LAW ENFORCEMENT

COURSE DESCRIPTION: Legal Aspects of Law Enforcement is based on developing a working knowledge of criminal statutes, philosophies of criminal jurisprudence, briefs of landmark court decisions, legal definitions and terminology, and procedures applicable to operational techniques in law enforcement.

TEXT: Oklahoma Criminal Laws, Department of Public Safety  
(with supplemental outside readings)

OBJECTIVES: The student will be able to demonstrate:

1. Knowledge of Oklahoma Criminal Statutes.
2. An ability to define terms specifically related to the law.
3. An awareness of trends in the philosophy of criminal jurisprudence.
4. A knowledge of landmark court cases and their long-range effects.
5. A knowledge of acceptable procedures and operational techniques.
6. An understanding of courtroom procedures, demeanor, and presentation of testimony.
7. An understanding of police authority, responsibilities, and civil liability.

COURSE EXPECTATIONS: 1. Reading Assignments

The student will be responsible for the entire text, in addition to relevant outside readings assigned to supplement the basic text.

2. Class Participation

The student is expected to be an active participant in class discussions, demonstrate familiarity with the subject matter covered from the assignments in the text and outside readings, and attend class on a regular basis.



### 3. Demonstration of Competency

The student will be expected to demonstrate competency with the subject through the successful completion of three written examinations and qualitative class participation.

#### GRADING CRITERIA:

Final grade will be determined as follows:

|                              |     |
|------------------------------|-----|
| Exam I . . . . .             | 30% |
| Exam II. . . . .             | 30% |
| Exam III . . . . .           | 30% |
| Class Participation. . . . . | 10% |

A = minimum of 90%

B = minimum of 80%

C = minimum of 70%

D = minimum of 60%

F = below 60%

APPENDIX H

Juvenile Services Concentration  
Course Syllabi

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR2353

## JUVENILE JUSTICE SYSTEMS

COURSE DESCRIPTION: A study of the relationship between juvenile crime and the juvenile justice system's approach to dealing with juvenile crime. This course reviews popular theories of juvenile delinquency, then assesses various ways of handling the delinquency problem in this country. A specific look at the Oklahoma Juvenile Justice System will familiarize the student with new concepts in juvenile justice services.

TEXT: Juvenile Delinquency: Causes, Control, and Prevention  
Sandhu, Harjit.

COURSE OBJECTIVES: The student will be able to:

1. Understand the role of the court in the administration of justice.
2. Demonstrate knowledge in the organization of law enforcement agencies.
3. Demonstrate knowledge in the interrelationships of the components of the juvenile justice system.
4. Demonstrate knowledge of intake operations.
5. Demonstrate knowledge of referral procedures of the court and intake operations.
6. Demonstrate knowledge of some of the causes of abnormal behavior.
7. Demonstrate knowledge of gang behavior.
8. Demonstrate knowledge of ethnic customs and norms and the relationship of referral to the juvenile justice system.

COURSE EXPECTATIONS: 1. Reading Assignments

Chapters in the text and other reading will be assigned when relevant.

2. Exams

There will be two exams and a final exam. No make-up exams will be allowed unless cleared with the instructor prior to the regular exam time.

3. Book Report

Each student will select one outside reading and report on the reading with both a summarization and a critique.

4. Unannounced Quizzes

The instructor will give unannounced quizzes throughout the semester.

GRADING CRITERIA:

The final grade will be determined as followsL

|                               |                  |
|-------------------------------|------------------|
| First Quiz . . . . .          | 100 Points       |
| Second Quiz . . . . .         | 100 Points       |
| Final Quiz . . . . .          | 150 Points       |
| Book Report . . . . .         | 50 Points        |
| Unannounced Quizzes . . . . . | <u>50 Points</u> |
| TOTAL                         | 450 Points       |

- A = 405 Points or Above
- B = 360 - 404 Points
- C = 315 - 359 Points
- D = 270 - 314 Points
- F = Below 270 Points

## EAST CENTRAL OKLAHOMA STATE UNIVERSITY

Department of Human Resources

HR4113

## JUVENILE INSTITUTIONS

COURSE DESCRIPTION: An overview of the purposes and types of institutions within the juvenile justice system. Emphasis is placed on the right to treatment theory with respect to juveniles. Hard-core offenders will be discussed in respect to treatment and disposition.

BASIC REFERENCES: Browne, Elizabeth W. The Right to Treatment under Civil Commitment.  
Wooden, Kenneth. Weeping in the Playtime of Others.  
Manella, Raymond L. The Hard-Core Juvenile Offender

COURSE OBJECTIVES: Students will be able to:

1. Demonstrate knowledge of the role of the court in the administration of justice.
2. Understand the function of juvenile correctional institutions.
3. Demonstrate knowledge in correctional institutional operations.
4. Demonstrate knowledge of right to treatment theory.
5. Demonstrate an understanding of the effects of family history on the offender.
6. Demonstrate an understanding of the effects of past criminal activity on the offender.
7. Demonstrate the ability to prepare a case history of the offender.
8. Demonstrate an understanding of the need of development and assessment of individual treatment plans.
9. Demonstrate the ability to identify individual clients' needs, abilities, and interests.
10. Demonstrate an understanding of institutional administrative procedures.

11. Demonstrate an understanding of referral procedures.
12. Demonstrate the ability to orient a youth to an institutional program.
13. Demonstrate the ability to make evaluations and assessments through observation.
14. Demonstrate the ability to coordinate individual efforts with others.
15. Demonstrate the ability to give oral presentations.

COURSE EXPECTATIONS: 1. Readings Assignments

Readings will be assigned on the basis of relevancy to course outline. Students are expected to keep current in their readings.

2. Examinations

There will be a mid-term and a final examination. No make-up examinations will be allowed unless cleared through the instructor prior to the scheduled exam time.

3. Term Paper

There will be a term paper assigned, which will be a minimum of 20 pages in length. The paper will have 15 references and the student will give an oral presentation on the paper.

GRADING CRITERIA:

|                         |                  |
|-------------------------|------------------|
| Mid-Term Exam . . . . . | 100 Points       |
| Final Exam . . . . .    | 150 Points       |
| Research Paper. . . . . | 150 Points       |
| Presentation . . . . .  | <u>50 Points</u> |
| TOTAL                   | 450 Points       |

|     |                  |
|-----|------------------|
| A = | 405 - 450 Points |
| B = | 360 - 404 Points |
| C = | 315 - 359 Points |
| D = | 270 - 314 Points |
| F = | Below 270 Points |

REFERENCES

- Banghart, Frantz W. Educational Systems Analysis. Toronto: The MacMillan Company, 1969.
- Javits, Jacob K. "Learning for Workers - Federal Policy Implications", Training and Development Journal (July, 1978), pp. 20-26.
- Mangum, Garth L. Employability, Employment, and Income: A Reassessment of Manpower Policy. Salt Lake City: Olympus Publishing Company, 1976.
- National Institute of Law Enforcement and Criminal Justice. National Manpower Survey of the Criminal Justice System. Washington, D.C.: U.S. Government Printing Office, 1976.
- Peterson, Wallace C. Income, Employment, and Economic Growth. New York: W.W. Norton and Company, 1978.
- Pratte, Richard. Ideaology and Education. New York: David McKay Company, Inc., 1977.
- Rogers, Daniel C. and Ruchlin, Hirsch S. Economics and Education. New York: The Free Press, 1971.
- Van Dalen, Deobold B. Understanding Educational Research. New York: McGraw-Hill Book Company, 1973.
- Watson, Donald S. and Hobman, Mary A. Price Theory and Its Uses. Boston; Houghton Mifflin Company, 1977.

**END**