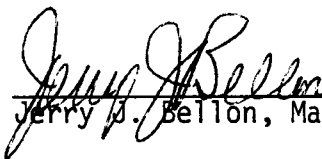
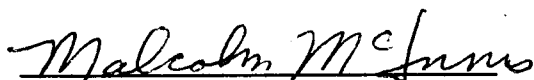


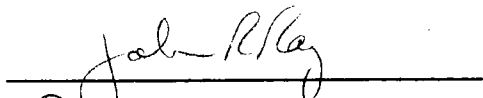
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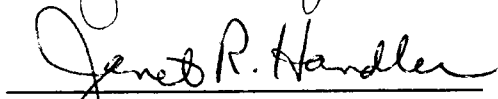
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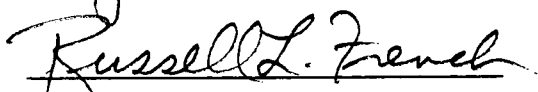

Jerry P. Bellon, Major Professor

We have read this dissertation
and recommend its acceptance:









Accepted for the Council:


The Graduate School

DEFINING THE PURPOSE OF CRIMINAL JUSTICE PROGRAMS
IN HIGHER EDUCATION

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Roger D. Thompson
December 1983

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ABSTRACT

Criminal Justice education emerged as a recognized field of study in the 1960's and is now offered at over 1,200 colleges and universities across the country. One of the fundamental questions not being raised in the research to date concerns the purpose of criminal justice education. Without a clear understanding of purpose, a search for standards and evaluation efforts is of little meaning.

This study answered the following questions: (1) What is the purpose of criminal justice education? (2) What should the purpose of criminal justice education be?

Answers to these questions were sought using a three round Delphi probe drawn from a sample of leaders in criminal justice education. The data were analyzed after each rounding according to the format of the questionnaire. Statements receiving high priority rankings in the final round served as the basis for defining the present and desired purposes of criminal justice education.

Responses to the two questions were similar. Both strongly endorsed a foundation for professional development of pre-service and in-service personnel. Support was also given by panel members to a search for understanding about crime, a systemic orientation, and the development of an educated citizenry. Added as desired purposes to this common core were emphases on the ethical and moral standards involved in decision-making, leadership in the academic and applied

settings, and broadening the focus of criminal justice education toward a study of justice.

There was a very strong rejection of statements suggesting no clearly defined purpose in criminal justice education. Also drawing negative responses was the statement that criminal justice education will not change in the future, the sentiment being it must.

1. The procedures of this study should be replicated with other professional associations, especially the American Society of Criminology, for an indication of agreement with the findings.

2. The general membership of the Academy of Criminal Justice Sciences should be surveyed through an appropriate descriptive research design to determine the extent of their agreement with the findings generated by studying the views of key leaders.

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CHAPTER I

INTRODUCTION

Few nations so exalt justice as a primary value as does the United States. Its cherished status is exemplified in the language of the U.S. Constitution:

WE THE PEOPLE of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare and secure the Blessings of Liberty on Ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.¹

Justice by definition is both an elusive ideology and an applied concept used in establishing and maintaining social order. However mystified, it serves as a social norm that is a directive for guiding human action.² It is the "quality" of justice as defined by democratic principles that has been subject to question, study, and reform over the past fifty years. Receiving most attention due to the endangerment of life and/or the deprivation of liberty has been the criminal justice system.

Often described as a system, criminal justice in the United States operates in fifty-two jurisdictions, the District of Columbia,

¹The Constitution of the United States of America (As Amended) (Washington, D.C.: U.S. Government Printing Office, 1978), p. 1.

²Richard Quinney, Class, State and Crime (2d ed.; New York: Longman, 1980), pp. 6-7.

and on the federal level. States differ at times significantly in their criminal laws, law enforcement, trials, and corrections. Moreover, authority is divided in function between the executive and judicial branches of state and federal government with funding provided through legislative action. Criminal justice is therefore a complex enterprise with serious problems of articulation between components.³

Problems surrounding the law, discretion, enforcement, and cooperation among agencies intensified during the 1960's with the civil rights movement demand for equal justice and social unrest surrounding an unpopular war. In a call for law and order, crime and corruption became targets for reform once again; however, this time it was recognized that reform could be brought about only through an understanding of the complexities of the criminal justice system. Hence education became the agent for change.

The federal government offered generous financial assistance to colleges and universities wishing to develop crime related programs and to in-service personnel who would, in a short time, become change agents. So strong was this feeling in support of education that in 1973 the National Advisory Commission on Criminal Justice Standards and Goals proposed: (1) that every police agency require as a condition of employment a baccalaureate degree from an accredited college or university by 1983;⁴ and (2) that criminal

³Richard Pearson, Criminal Justice Education: End of the Beginning (New York: John Jay Press, 1980), pp. 8-9.

⁴United States National Advisory Commission on Criminal

justice system curricula and programs be established by agencies of higher education to unify the body of knowledge in criminology, social science, law, public administration, and corrections, and to serve as a basis for preparing persons to work in the criminal justice system.⁵

This year, 1983, marks the end of the time period set for the implementation of standards. With all federal support withdrawn, it is time to understand what is happening in criminal justice.

1. STATEMENT OF THE PROBLEM

Criminal Justice education emerged as a recognized field of study in the 1960's and has in the past two decades proliferated and gained academic acceptance at over 1,200 colleges and universities across the country.⁶ This period of rapid growth left little time for the traditional academic procedure involved in program development or evaluation due to a generous supply of federal funds made available through the U.S. Department of Justice Law Enforcement Assistance Administration (LEAA). The attempt to influence and control curriculum at recipient institutions by threat of withholding funds was among the more controversial practices

Justice, Standards and Goals, A National Strategy to Reduce Crime (Washington, D.C.: U.S. Government Printing Office, 1973), p. 81.

⁵United States National Advisory Commission on Criminal Justice, Standards and Goals, Criminal Justice System (Washington, D.C.: U.S. Government Printing Office, 1973), p. 81.

⁶James Price Foster, "A Descriptive Analysis of Crime-

emanating from LEAA guidelines. However, LEAA exists no longer and the accelerated growth in criminal justice programs is in all likelihood over. Faced with the realities of stabilization, criminal justice has entered into a period of self-assessment and critical review.

Research to date shows little evidence of a coherent philosophical base when defining criminal justice education.⁷ Successive attempts have been made to classify programs on a continuum ranging from the Technical/Vocational at one end of the spectrum to a Humanistic/Social orientation at the other end.⁸ Admittedly, institutions differ according to their educational mission; but one question not being raised for discussion, whether knowingly or unknowingly, is the fundamental question posed by Management Analyst, Peter Drucker: What is your purpose? As applied in this case, why does criminal justice education exist on the level of higher education? Without a clear understanding of purpose, a search for standards and evaluation efforts are of little meaning given the diversity of opinion among academicians and practitioners.

Lacking definition of purpose a standard may, in fact, be imposed, as illustrated in the study conducted by the National

Related Programs" (Doctoral Dissertation, Florida State University, 1974

⁷Pearson, p. 31.

⁸Ibid.

Advisory Commission on Higher Education for Police Officers. This group assumed deficiency in programs and proposed that creating change agents was the *raison d'être* for crime related programs.⁹ The report of the Commission was extremely critical of criminal justice education and received widespread public attention.

A clear understanding of purpose is necessary also for articulation between programs at differing degree levels (Associate, Baccalaureate, Graduate). Coordination and cooperation require at least some common perspective. At risk then is a coherent philosophy, a central focus on mission, and an ability for effective performance. An answer to the question concerning the purpose of criminal justice education is primary before goals, objectives, curricula, and other academic issues can be addressed.

2. PURPOSE OF THE STUDY

The purpose of the study was to determine the present and desired purpose(s) of criminal justice education within a broad and generic frame of reference. Specifically, this study answered the following questions:

1. What is the purpose of criminal justice education?
2. What should the purpose of criminal justice education be?

⁹Lawrence W. Sherman and the National Advisory Commission on Higher Education for Police Officers, The Quality of Police Education (San Francisco, Calif.: Jossey-Bass Publishers, 1978), p. 167.

3. SIGNIFICANCE OF THE STUDY

The focus of this study is one of the most important topics in criminal justice education. With quality becoming a central issue during this period of introspection, one cannot adequately evaluate the criminal justice curriculum without a common understanding of purpose. In fact, it is the foundation upon which the curriculum is built.

Significant progress has been made in recent years among criminologists and criminal justice faculty involved in philosophical debate and descriptive research on crime related programs.¹⁰ Evaluation efforts, however, have cast a shadow over the field. Not all agree with the assumption(s) or conclusions made by the National Advisory Commission on Criminal Justice Standards and Goals in 1973 or with those made by the National Advisory Commission on Higher Education for Police Officers in 1978.¹¹ At this point in time, one is finding out more about what criminal justice is descriptively as opposed to what criminal justice is or should be programmatically.

¹⁰John F. Conrad and Richard A. Myren, Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future (a publication prepared for the Joint Commission on Criminology and Criminal Justice Education and Standards, 1979. Richard H. Ward and Vincent J. Webb, Quest for Quality, Report of the Joint Commission on Criminology and Criminal Justice Education and Standards (Prepublication Draft), 1981.

¹¹Ward and Webb, Quest for Quality; Pearson, Criminal Justice Education: End of the Beginning.

The need for this study is of major significance in the search for standards in criminal justice education and to future evaluation efforts. Without some basic commonalities, evaluation studies and standards can be of little meaning. An understanding of purpose is also essential in seeking to establish self-identity in academia.

This study should offer insight to the consensus and diversity of opinion concerning the present and desired purpose(s) of criminal justice education. Its value from a research viewpoint lies with an understanding of the range of opinion defining purpose. This contribution will enable valid assumptions in the conduct of future research. The timing of this study is opportune insofar as federal funding has ceased and programs are faced with establishing their own identities.

4. METHODS AND PROCEDURES

The history and characteristics of criminal justice education were determined through an extensive review of the literature. The sample of experts selected for participation in this three-round Delphi probe was drawn from the leadership in criminal justice education. The term leadership was defined in three ways:

1. Persons holding the highest elected office (presidency) of the national professional association in this field--the Academy of Criminal Justice Sciences (ACJS). All persons serving in this office since 1970 were selected as panel members. The

rationale for using this criterion was the activity and the influence emanating from ACJS concerning standards and in support of an accreditation process. Certainly persons serving in this position would offer a broad perspective about the purpose(s) and direction of criminal justice education.

2. Persons holding the highest elected office (presidency) in the five ACJS regional associations for the year 1981-82. The time period was limited to focus attention on current understandings and opinions about criminal justice education.
3. Persons who have recently conducted nation-wide research on criminal justice education.

A prospective panel of twenty-six experts satisfied the criteria of leadership through ACJS at the national or regional level or through major research conducted on the nature and characteristics of criminal justice education. Representation from community colleges was wanted on the Delphi panel and not guaranteed in the criterion of leadership. Therefore, five representatives, one from each region, were added to ensure their response to the questions.

The panel was contacted during the summer months of 1982 by telephone to acquaint them with this study and to seek their agreement to participate in the Delphi process. Of the thirty-one prospective panel members contacted, twenty-five agreed to

participate. One substitution of a community college was made within the same geographical region, thereby bringing the total sample size to twenty-six panel members.

The Round I questionnaire consisted of the two basic questions at issue in this study:

1. What is the purpose of criminal justice education?
(Defined to mean the orientation that surrounds the criminal justice curriculum at the present time.)
2. What should be the purpose of criminal justice education? (Defined to mean the orientation surrounding the criminal justice curriculum in the future.)

Both questions allowed for an unstructured response with space provided and encouragement given for comments. Attached to the questionnaire was a biographical data form to be completed and returned with the questionnaire.

Round II of the Delphi probe was designed to obtain an indication of agreement and importance of statements drawn from Round I. The questionnaire was developed in a forced choice agree/disagree format. If a panelist agreed with a statement, an indication of importance ranging between very important to unimportant was requested. If a panelist disagreed with a statement, space was provided for explanation. Beneath each statement space was provided for general comments or for revision and refinement in the wording of statements. This was necessary so that

distinction would remain clear between agree/disagree choices and comments offered in support of their decisions. Space was also provided to allow new additions should a panel member feel that any had been overlooked.

The objective of Round III was to obtain an indication of priority among the statements receiving ratings of importance in Round II. Limits of high priority items were set per question. Statements receiving majority ranking of high priority served as a basis for defining the present and desired purpose(s) of criminal justice education. The identification of priorities through the Delphi probe was compared to the literature and served as a basis for recommendations and suggestions for future study.

5. DEFINITION OF TERMS

For the purpose of this study the following operational definitions were used:

1. Criminology is the application of the scientific method to the explanation of the phenomena generated by the interactions of the processes in law-making, law-breaking, and the reactions of society to these processes. Criminology courses study crime and delinquency from a sociological perspective.¹²
2. Criminal justice studies are integrated interdisciplinary sequences of scholarly teaching and research in the behavioral and social sciences (defined to include law and public administration) focused on the social problem of crime. Criminal

¹²Conrad and Myren, pp. 26-27.

Justice courses tend to address policy and administrative matters.¹³

3. Curriculum refers to a plan for learning.¹⁴

4. Data Analysis definitions:

Very Important	Round II	A most relevant point. First order priority.
High Priority	Round III	Has direct bearing on major issues. Must be resolved, dealt with or treated.
Somewhat Important	Round II	May be relevant to the issue
Medium Priority	Round III	Third order priority. May be a determining factor to major issue.
Unimportant	Round II	Insignificantly relevant. Low priority. Not a
Low Priority	Round III	determining factor to major issues. ¹⁵

6. ASSUMPTION

Programs should be goal oriented. Goals not only give direction to current programs, but they also serve as a basis for development and evaluation.¹⁶ Criminal Justice programs should share some basic common goals while addressing their own institutional and individual needs.

¹³Ibid.

¹⁴Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt Brace and World, Inc., 1962).

¹⁵Harold A. Linstone and Murray Turoff, The Delphi Method: Techniques and Applications (Reading, Mass.: Addison-Wesley Publishing Company, 1975), p. 137.

¹⁶Jerry J. Bellon, Elner C. Bellon, and Janet R.

7. DELIMITATION

This study surveyed a sample of selected leaders in criminal justice education in the United States through their affiliation with the Academy of Criminal Justice Sciences (ACJS).

8. ANALYSIS OF DATA

The data were analyzed after each round of the Delphi probe according to the format of the questionnaire. Expert opinions from across the nation were thus polled and their viewpoints revised and refined throughout the Delphi process.

9. IMPLICATIONS

This study could serve as a basis for discussion and future research among the membership of the Academy of Criminal Justice Sciences (ACJS) and other professional associations toward an understanding of purpose. The recommendations, if implemented, would clear at least some of the confusion surrounding the identity of criminal justice education.

10. ORGANIZATION OF THE STUDY

Chapter I consists of the statement of the problem, and the questions for study in this research project, the significance of the research, the methods and procedures used, the definition of

terms, the assumptions of the study, the delimitation of the study, the analysis of data, and the implications of the study.

Chapter II consists of a review of the related literature which served as a background for this study.

Chapter III presents the methods and techniques used for data collection.

Chapter IV includes presentation and analysis of the data.

Chapter V summarizes the study, notes findings, draws conclusions, and makes recommendations for future study.

CHAPTER II

REVIEW OF THE LITERATURE

1. INTRODUCTION

Criminal justice is a relative newcomer to higher education. In 1965 there were no more than sixty-five criminal justice programs in existence. By 1979, over 1,200 criminal justice programs existed serving nearly 200,000 students in post-secondary education.¹⁷ This proliferation in programs has brought about the question and debate of the proper place for criminal justice within the halls of academia, and the role and purpose it is to meet.

Scholarly interest in the study of crime dates back before the turn of the century. Among the "pioneers in criminology" were Caesar Beccaria (1735-1795), Jeremy Bentham (1748-1832), Cesare Lombroso (1835-1909), Enrico Ferri (1856-1928), and Raffaele Garofalo (1852-1934).¹⁸ Their early writings about crime were a product of the fears aroused by the revolutions of the eighteenth and nineteenth centuries and laid the foundation for sociology as well as the

¹⁷Frank T. Morn, Academic Disciplines and Debates: An Essay on Criminal Justice and Criminology as Professions in Higher Education (publication prepared for the Joint Commission on Criminology and Criminal Justice Education and Standards, April, 1980), p. 7.

¹⁸Don C. Gibbons, The Criminological Enterprise (Englewood Cliffs, N.J.: Prentice Hall, 1979), p. 5.

study of crime, which came to be known as criminology, in the future.¹⁹

Richard Quinney provides this analysis about the writings of European criminologists:

Criminology as the "scientific" study of crime grew in reaction to the turmoil and disorder in the European countries. The early theorists in criminology and the social sciences in general were disturbed by many rebellions and revolutions in the eighteenth and nineteenth centuries. It was their hope that the new sciences could discover the natural laws on which society had grown and provide a program for social tranquillity.²⁰

In like mind, crime and delinquency became targets for reform in the United States. American writers identified various causes of crime, many of which they believed to be preventable, e.g., ignorance, intemperance, population density, idleness, broken homes, bad laws, the advance of civilization, heredity, and the environment. But the primary cause of crime, according to all nineteenth century criminologists, was parental neglect, and its prevention proper family training.²¹ Quinney summarizes the call for reform reflected in the writings leading to and during the Progressive Era (1900-1920).

Americans were inclined to equate crime with sin, pauperism, and immorality. Even when they recognized crime as a distinct

¹⁹Ward and Webb, p. 1.

²⁰Gibbons, p. 26.

²¹Morn, p. 8.

phenomenon, they usually thought of it as an ill that should not be a part of social life. Crime was therefore one of the problems that fell into the embrace of nineteenth-century reformism in America . . . that social science could supply knowledge to be used for reform became an important idea in the American academic community. Criminology became one of the first courses in the curriculum of the newly established social science departments.²²

The roots of crime-related education in the United States do not stem from a single source. Instead, the field has had a series of origins resulting from individual effort, social unrest, law, Presidential Commissions, financial aid provided by the federal government, and the changing nature and role of the universities during the sixties and early seventies. Collectively, their influence determined the history of crime-related education.

2. THE EMERGENCE OF CRIME-RELATED EDUCATION

One person emerged as a leader in the 1900's, August Vollmer. He became the most prominent police reformer in the first forty years of the century and earned a distinguished reputation through his many inventions for aid in criminal investigation, his prolific writings, and his "vision" for college educated personnel. He served as chief of police for Berkeley, California from 1905 until 1923, when he left to head the Los Angeles Police Department.²³ His formal education consisted of grammar school and a two-year

²²Gibbons, p. 26.

²³Sherman et al., pp. 31-35.

business school stenography course. Later, he began an intensive self-education program by borrowing books on criminology and related subjects from the University of California library and individual professors.²⁴

A summer institute for both pre-service and in-service police officers was created and tried in 1916 at Berkeley. Six units of credit were allowed for the session extending from June to August at a cost of twenty-five dollars per student.²⁵ Vollmer's school differed from others in that he asked for assistance from the faculty of the University of California to be guest lecturers. His idea of "university trained policemen" was to involve instruction, not only in police science but also in chemistry, physics, psychology, sociology, statistics, etc. By 1933 the program had become a recognized major within the Department of Political Science.²⁶

Vollmer was granted a two-year leave of absence to assume the duties as Professor of Police Administration in the Political Science Department at the University of Chicago in 1929. This was the first time that technical courses in law enforcement were made part of the regular curriculum. However, the program folded when Vollmer's leave of absence ended.²⁷ Upon his return to Berkeley, he

²⁴Thomas G. Nicholson, "An Examination of the Development of the University and Law Enforcement Linkage." A paper presented at the 1983 ACJS meeting in San Antonio, Texas, p. 9.

²⁵Ibid., pp. 10-11.

²⁶Ibid., p. 10.

²⁷Nicholson, p. 12.

was appointed Professor of Police Administration in the Political Science Department while still holding his job as chief of police for the city of Berkeley. During this time period a national commission, the Wickersham Commission, was studying crime in America. Vollmer wrote one of the fourteen reports and advocated better educated personnel in criminal justice agencies at a time when 75 percent could not pass an army intelligence test.²⁸

At nearby San Jose, August Vollmer was able to convince President Thomas MacQuarrie that police administration and police science were legitimate fields of academic endeavor, and that San Jose Teachers' College could pioneer this important educational development. Dr. McQuarrie established a pre-service police training program with the reasoning that there was a similarity between police training and teacher training since both were social services, and the techniques used by one might be appropriate for the other. The graduates of the police training program were issued an Associate of Arts degree in Police Training. In 1935 San Jose Teachers' College became a state college which allowed a four-year college program in police training leading to a Bachelor of Arts degree.²⁹ San Jose became the first degree-granting program in police science at a collegiate level.

²⁸Sherman et al., p. 33.

²⁹Gordon E. Misner, Accreditation: Its Implication for Criminal Justice Education (prepared for the National Manpower Study, 1975), pp. 10-11.

Vollmer's efforts to establish a curriculum spanned at least two decades, but he was successful in establishing a course of study which may be viewed as the forerunner of criminal justice programs today. The primary difference between criminology and criminal justice is one of perspective and content. The criminal justice orientation tends to address policy and administrative matters, whereas criminology courses center on the study of crime and delinquency from a sociological perspective.³⁰

Between the late 1920's and the late 1930's, a number of prestigious academic institutions established law enforcement programs of study. The list of institutions in addition to Berkeley, Chicago, and San Jose State, included Northwestern, Wisconsin, Harvard, Indiana University, and Washington State. Northwestern, Wisconsin, and Harvard fell victim to the Depression. Despite the Depression, the University of Southern California, Michigan State, Indiana University, and Washington State created crime-related programs during this time period that have survived to the present day.³¹

The end of World War II brought about the next stimulus for growth in criminal justice when law enforcement agencies began to place greater emphasis on training. California, largely due to Vollmer's influence, moved toward the establishment of minimum

³⁰Ward and Webb, p. 6.

³¹Sherman et al., pp. 31-35.

entrance and training standards, thus creating a greater need for higher education.³² By 1965, there were approximately sixty-five criminal justice programs in existence.³³

During the last fifteen years, the creation or expansion of over 1,000 criminal justice programs has occurred. Many were initiated and developed due to the availability of federal dollars. The criminal justice programs in existence today range from the pre-professional and technical programs in community colleges to programs with varying degrees of academic emphasis at the baccalaureate, master's, and doctoral levels. A few Ph.D. programs have been established in this academic field at major research universities.³⁴

3. THE FEDERAL ROLE

The federal government in effect became a partner in stimulating criminal justice programs through enabling legislation, Presidential Commissions, and financial aid. The federal role and influence in this regard cannot be emphasized enough.

The first piece of legislation toward this partnership was the George-Deen Act in 1936 which amended the basic Vocational Education Act of 1917. This law authorized a large increase in funds for vocational education and included the statement that the Act could be used for training in ". . . trade and industrial

³²Ward and Webb, p. 7.

³³Ibid.

³⁴Pearson, p. 8.

subjects, including public and other service occupations" Under this law, federal funds were matched by state or local funds. With official encouragement from the U.S. Department of Education, a wide range of police training was offered for several years.³⁵

The language of the law was changed again in 1946 with the passage of the George-Barden amendment. Under the new Act, police training was required to concentrate on the technical and mechanical aspects of police operations as opposed to the legal, psychological, and sociological aspects. Nevertheless, training continued to expand and many made use of college and university facilities.³⁶

Without question, the major change in criminal justice education came about through major social unrest and the involvement of the federal government in the late 1960's. Numerous commissions met during this time period to examine the social conditions, the law, and the operation of the justice system. Examples include the McCone Commission which investigated the Watts riots in 1965; the Kerner Commission which undertook an investigation of civil disorder in the 1960's; the National Commission on the Causes and Prevention of Violence; the President's Commission on Campus Unrest; the President's Commission on Law Enforcement and Administration of Justice (1967); and the National Advisory Commission on Criminal Justice Standards and Goals (1973). All of these reports had one theme in common--the need to improve criminal justice personnel. The National Advisory Commission on Criminal Justice Standards and Goals

³⁵Nicholson, p. 17.

³⁶Ibid.

not only reaffirmed this view but went beyond and recommended that all police officers should possess a baccalaureate degree by 1983.³⁷

During this time period (1965-1968) the U.S. Congress passed two pieces of legislation that made the improvement of the criminal justice system a national effort: The Law Enforcement Assistance Act of 1965 and the Omnibus Crime Control and Safe Streets Act of 1968. The Law Enforcement Assistance Act of 1965 was a research and development grant program funded at \$7.3 million per year for three years. Approximately \$4.4 million was spent in support of police training and the establishment of state standards and training commissions.³⁸

In response to a growing concern about crime in the United States, Congress enacted the Omnibus Crime Control and Safe Streets Act of 1968 (Public Law 90-351) to control crime through strengthened and improved law enforcement. This Act established the Law Enforcement Assistance Administration (LEAA) in the Department of Justice to assist state and local governments in reducing crime and to increase the effectiveness and coordination of the criminal justice system. The Safe Streets Act also established the Law Enforcement Education Program (LEEP) to provide financial assistance to individuals for higher education in law enforcement and criminal

³⁷Sherman et al., p. 34.

³⁸Nicholson, p. 17.

justice.³⁹ Loans of up to \$400 per semester or \$250 per academic quarter were available to students enrolled at a junior college, college, or university in a degree program, undergraduate or graduate, in law enforcement or criminal justice. Preference for loans was given to in-service personnel. The grants were forgivable at a rate of 25 percent for each year of service.⁴⁰

Since LEAA the number of criminal justice programs has increased dramatically. Table 1 displays the development of crime related programs in higher education since 1966.⁴¹

An initial LEEP appropriation of \$6.5 million for the first six months skyrocketed to \$40 million in 1975. Table 2 presents an historical summary of LEEP activity from its inception to 1980.⁴² LEEP was officially transferred to the U.S. Department of Education in 1980. The difference in numbers between Tables 1 and 2 is due to focus. All degree programs are contained in Table 1 whereas only programs receiving LEEP monies are included in Table 2.

4. ACADEMIC CHANGES

Concomitant with the Law Enforcement Education Program (LEEP) and expansion of criminal justice education on college and university

³⁹"The Law Enforcement Education Program is in Serious Financial Disarray," Report to the Congress by the Comptroller General of the United States, June 4, 1980, p. 1.

⁴⁰Ibid.

⁴¹Conrad and Myren, p. 23.

⁴²Ward and Webb, p. 5.

TABLE 1

GROWTH IN NUMBER OF CRIME RELATED PROGRAMS IN HIGHER EDUCATION:
1966-80

Directory	Associate	Bachelor's	Master's	Doctoral	Institutions
1966-1967	152	39	14	4	184
1968-1969	199	44	13	5	234
1970-1971	257	55	21	7	292
1972-1973	505	211	41	9	515
1975-1976	729	376	121	19	664
1978-1980	1,209	589	198	24	816

campuses were the rather dramatic changes occurring on the campuses themselves. Between 1950 and 1970, the number of American colleges and universities grew by one-third, student enrollment increased dramatically, and traditional barriers preventing women and minorities from educational opportunities began to disappear. One new and major source in student population was the veteran under benefit of the G.I. Bill.⁴³ The era of "social awareness" liberalized the campuses to a new purpose--higher education for everyone--which transformed faculty attitudes and curriculum.⁴⁴

⁴³Pearson, p. 12.

⁴⁴Frederick Rudolph, Curriculum: A History of the American Undergraduate Course of Study Since 1636. San Francisco, Calif.: Jossey-Bass, 1978), pp. 284-85.

TABLE 2
LAW ENFORCEMENT EDUCATION PROGRAM ACTIVITY
1968-80

Fiscal Year	Academic Year	Appropriation (Thousands)	No. of Schools	No. of Students
1969	6 mos. of 1968-69	\$ 6,500	485	17,992
1970	1969-70	18,000	735	51,358
1971	1970-71	21,250	890	64,836
1972	1971-72	29,250	962	81,165
1973	1972-73	40,000	993	102,147
1974	1973-74	40,000	1,036	113,119
1975	1974-75	40,000	1,065	109,310
1976	1975-76	40,000	1,031	84,458
1976 Transition Budget	1976-77	40,000	1,012	79,203
1977	1977-78	40,000	994	72,250
1978	1978-79	30,000	995	65,865
1979	1979-80	25,000	867	31,692
1980*	1980-81	-0-	830	22,500

*Student participation not final. This is an estimate.

Source: Office of Criminal Justice Education and Training,
U.S. Department of Justice, Washington, D.C., 1981.

A major shift to the primacy of education as a major criterion for employment accompanied this movement with more groups seeking "professional status" through higher education. Also, a public service ethic began to grow in higher education. In 1960 approximately one in six employees worked for the government. By 1970 the ratio had increased to one in five, and in 1975 the ratio became one in four.⁴⁵ If in the nineteenth century the curriculum defined the market for higher learning, in the twentieth century the market defined the curriculum.⁴⁶

Such job opportunities in the public sector helped to increase the attractiveness of crime related education. The budget for the entire criminal justice system in 1971 was \$10.5 billion. Today, the total budget of the justice system exceeds \$25 billion and employs more than 1,200,000 career and support staff.⁴⁷

Not all agreed with the emergence of criminal justice as having an academic foundation. Questions were raised repeatedly since 1940 at Berkeley about the School of Criminology and its proper function within the university. The Cline Report submitted to the Chancellor of Berkeley in 1959 recommended "discontinuance

⁴⁵ Jack R. Green, Timothy S. Bynum, and Vincent J. Webb, Crime Related Education: Faculty Roles, Values and Expectations (publication prepared for the Joint Commission on Criminology and Criminal Justice Education and Standards, 1982), p. 2.

⁴⁶ Ibid.

⁴⁷ "American Justice: ABC's of How It Really Works," U.S. News and World Report, 93, No. 18 (November 1, 1982), 35-58).

of the whole program of criminology."⁴⁸ The Report considered this type of training in criminology to be the prerogative of state colleges rather than large universities. In response, a committee on the reorganization of the School of Criminology made several recommendations for change. Against the stigma of vocationalism, an attempt was made to orient the curriculum in the direction of the broader social and psychological areas open to research. Instruction in the legal aspects of criminology, while de-emphasizing the technical and routine criminalistics program which was to be retained, was recommended.⁴⁹

Berkeley's School of Criminology was closed in the mid-1970's. In 1980, an undergraduate major in legal studies appeared, and the criminalistics program continues to exist within the College of Public Health.⁵⁰

An underlying tension taking place during this time period was a philosophical division between faculty of crime related programs in terms of their identity. As early as 1963 some members of the American Society of Criminology (ASC) split off to form the International Association of Police Professors with the feeling that ASC had become too concerned with the theoretical elements of sociology and not enough attention was being given to the application

⁴⁸Ward and Webb, pp. 19-21.

⁴⁹Ibid.

⁵⁰Ibid.

of criminology. The "applied" criminologists changed their name again in 1970 to the Academy of Criminal Justice Sciences (ACJS).⁵¹

Given the rapid expansion of crime related studies, attention soon shifted to quality control. LEEP guidelines addressed the nature and content of the curriculum and many new programs were influenced by existing ones. The remedy proposed was through an accreditation process. When approached in 1975, the Council on Postsecondary Education (COPA) noted the "siamese twin" relationship between criminology and criminal justice and asked that an attempt be made to either merge the two professional associations or reach common agreement upon the standards for use in accreditation.⁵² Neither approach has been realized to date.

A report on the quality of police education programs in colleges or universities was undertaken in 1978 with support from the Police Foundation. In their report, Sherman et al. found the quality of such programs wanting.⁵³ One recommendation that continues to stir controversy is their suggestion that the objective of crime related studies is to create change agents, that is to make students imaginative, critical, and to a certain extent rebellious: the "anti-organization" person in contrast to career

⁵¹Morn, p. 13.

⁵²Anthony E. Simpson, Accreditation and Its Significance for Programs of Higher Education in Criminology and Criminal Justice: A Review of the Literature, prepared for the Joint Commission on Criminology and Criminal Justice Education and Standards, 1979, p. 9.

⁵³Ward and Webb, p. 36.

education's implied model of the well-adapted "organization" man.⁵⁴

At about this same time (1977), a Joint Commission on Criminology and Criminal Justice Education and Standards was created as a research organization with representation from both the American Society of Criminology (ASC) and the Academy of Criminal Justice Sciences (ACJS). One of the major activities of the Joint Commission has been to engage in debate about the fundamental nature of criminology and criminal justice education. Their reports released in 1980, 1981, and 1982 were, for the most part, descriptive of the programs in existence, with serious attempt to examine the fundamental questions surrounding criminal justice. For example, defining the terms criminology and criminal justice was the focus of one report.

The most recent study of criminal justice education, Criminal Justice: The End of the Beginning (1980) conducted by John Jay College of Criminal Justice, concluded:

It was found, contrary to prior expectation, that vocationalism in criminal justice education is on the wane and that a strong trend toward academic education is firmly established. These trends may dominate developments in the field during the next five to ten years and they have important implications for educational quality, for the nature of the faculty in criminal justice programs, and for faculty scholarship in a field that places emphasis on teaching, and for the relationships between colleges and criminal justice agencies. Criminal justice education has, in a relatively brief period, reached the end of the beginning. It is well established in American post secondary education and is well embarked on what will be, inevitably, a long period of development.⁵⁵

⁵⁴Ibid.

⁵⁵Ward and Webb, p. 25.

The search for identity continues. Intellectual debate and research efforts remain in need of a clarification of purpose to specifically define what criminal justice is or should be before standards can be addressed.

5. SUMMARY

Scholarly interest in the study of crime dates back before the turn of the century. One person, August Vollmer, emerged as a leader in the 1900's and earned a distinguished reputation as the most prominent police reformer through his many inventions for aid in criminal investigation, his prolific writings, and his "vision for college educated personnel. Vollmer's efforts to establish crime related studies on the college and university campuses spanned at least two decades and may be viewed as the forerunner of criminal justice programs today.

The federal government became a partner in stimulating the growth of criminal justice programs through enabling legislation, Presidential Commissions, and financial aid. Of primary influence was the passage of the Omnibus Crime Control and Safe Streets Act of 1968 which established the Law Enforcement Assistance Administration (LEAA) in the U.S. Department of Justice, and through it the Law Enforcement Education Program (LEEP), to provide financial assistance to individuals for higher education in law enforcement or criminal justice. During the last fifteen years, the creation or expansion of over 1,000 criminal justice programs has occurred.

Many were developed due to the availability of federal dollars. However, LEAA and LEEP exist no longer.

Given the rapid expansion of crime-related studies, attention soon shifted to quality control. The remedy proposed was through an accreditation process, but common agreement upon the standards for use in accreditation has not been reached between the two professional associations (ASC and ACJS).

Evaluation studies began to appear in the late seventies that attracted widespread public attention. A study on the quality of police education programs conducted by Lawrence Sherman with support from the Police Foundation (1978) returned strong criticisms of programs in existence. One assumption made that continues to stir controversy is that the objective of crime related studies is to create change agents.

One of the major activities of the Joint Commission on Criminology and Criminal Justice Education and Standards, a research organization of both professional associations, has been to engage in debate about the fundamental nature of criminology and criminal justice education. Their reports, issued in 1980-82, are, for the most part, descriptive of programs in existence with serious attempt to examine the fundamental questions surrounding criminal justice.

The most recent study by Richard Pearson of John Jay College of Criminal Justice concludes:

. . . Criminal justice education has, in a relatively brief period, reached the end of the beginning. It is well established in American post secondary education and is well embarked on what will be, inevitably, a long period of development.⁵⁶

The focus of past research has been primarily descriptive of programs and faculty characteristics. The purpose of criminal justice education has not been addressed in a research process to date.

⁵⁶Ward and Webb, p. 25.

CHAPTER III

METHODS AND PROCEDURES

1. INTRODUCTION

The aim of this study was to identify both present and desired purpose(s) of criminal justice education. In answer to these questions, the researcher surveyed a panel of experts using a three round Delphi probe to determine the nature of opinion regarding purpose(s) and to attempt consensus through the Delphi process. The purpose of criminal justice education has not been subject to research in the past. The findings were presented with recommendations and suggestions for future study.

2. THE DELPHI METHOD

The Delphi technique was a brainchild of Olaf Helmer and Norman Dalkey at the RAND Corporation in the 1950's. "Project Delphi" was the name given to an Air Force sponsored study with the objective to "obtain the most reliable consensus of opinion of a group of experts . . . by a series of intensive questionnaires interspersed with controlled opinion feedback."⁵⁷ Though deeply flawed, this daring venture remains a benchmark study because of its methodological innovations, its stimulus to the

⁵⁷ Linestone and Turoff, p. 10.

burgeoning discipline of forecasting, and its embryonic conception of what came to be known as post-industrial society.⁵⁸

Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem.⁵⁹ It systematically elicits and compares the opinions of experts concerning specific events, trends, problems, or other aspects of the future. Panel members, who remain anonymous, respond to questionnaires in a series of rounds. Afterwards, the panelist may be supplied with the statistical responses as given by other participants in the survey. Thus Delphi blends "genius" forecasting with a more rigorous formalized approach.⁶⁰

According to Dalkey et al., the Delphi procedures have three primary features: (1) anonymity, (2) controlled feedback, and (3) statistical group response. It is above all a rapid and relatively efficient way to "cream the tops of the heads" of a group of knowledgeable people.⁶¹

The circumstances surrounding a group communication process make the Delphi an appropriate choice here. One or more of the

⁵⁸Thomas E. Jones, Options for the Future (New York: Praeger Press, 1980), pp. 42-45.

⁵⁹Linestone and Turoff, p. 3.

⁶⁰Jones, pp. 42-45.

⁶¹Norman C. Dalkey, Daniel L. Rourke, Ralph Lewis, and David Snyder, Studies in the Quality of Life: Delphi and Decision Making (Lexington, Mass.: D. C. Heath and Company, 1972).

following properties leads to the need for the Delphi method:

1. The problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis.
2. The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and may represent diverse backgrounds with respect to experience and expertise.
3. More individuals are needed than can effectively interact in a face-to-face exchange.
4. Time and cost make frequent group meetings infeasible.
5. The efficiency of face-to-face meetings can be increased by a supplemental group communication process.
6. Disagreements among individuals are so severe or politically unpalatable that the communication process must be refereed and/or anonymity assured.
7. The heterogeneity of the participants must be preserved to assure validity of the results, i.e., avoidance of domination by quantity or by strength of personality ("bandwagon effect").⁶²

Although the Delphi probe has not been used frequently in the field of criminal justice, Dalkey stated:

In the next decade or so, Delphi appears to be one of the more promising techniques available to decision-makers faced with the necessity of identifying and measuring goals and objectives.⁶³

When viewed as a communications process, there are few areas of human endeavor which are not candidates for the Delphi.⁶⁴

The value of the Delphi probe must be judged in light of the goals sought and in comparison to alternatives available to achieve

⁶²Linestone and Turoff, p. 4.

⁶³Dalkey et al., pp. 20-21.

⁶⁴Linestone and Turoff, p. 10.

those goals. Among the most important advantages to the Delphi are:

1. It may make it possible to obtain the collective judgement of a group of individuals without introducing psychological problems of direct group interaction that may limit or degrade the quality of information.
2. It may expose real agreements and disagreements among respondents.
3. It gives the investigator a simple and direct control of the scope of the investigation.⁶⁵

Several general problems and potential disadvantages have also been identified. One of the primary problems according to Amara and Encel et al. begins with the selection of an "expert" group. It is a poorly understood and undefined process yet critical to the processes, findings, and conclusions.⁶⁶ The criteria used for selection in this study were clear and precise at the outset, leaving little room for discretion.

Amara and Encel et al. also warned that ambiguity of the questions can endanger the validity of a Delphi. This study focused on only two questions. An explanation was added after each to ensure understanding.

Other potential disadvantages of the Delphi include:

1. It lacks the stimulation of face-to-face exchanges.
2. Extreme points of view are suppressed when the process is used to force consensus.
3. Misrepresentation is possible due to the lack of theoretical base.

⁶⁵Roy Amara, Some Methods of Futures Research (Menlo Park, Calif.: Institute for the Future, 1974), p. 12.

⁶⁶Ibid.; Solomon Encel, Pauline K. Marstand, and William Page, The Art of Anticipation: Values and Methods in Forecasting (England: Science Policy Research Unit, University of Sussex, 1975).

4. And the Delphi is expensive to administer, both in time and effort.⁶⁷

The possible problems do not automatically rule out the usefulness of the Delphi. One final dimension of the Delphi technique is the philosophical mix and compatibility with methodology. The philosophical foundation must be recognized when deciding among the different Delphi methods insofar as different assumptions apply to each philosophy. Mitroff and Turoff identify five philosophical systems of thought and what each philosophy has to offer the field of the Delphi.

As first pioneered by Dalkey, Helmer, and Rescher at Rand, the Delphi represents a prime example of Lockean inquiry. The philosophical mood underlying the major part of empirical science is that of Lockean. Truth is experiential and measured by our ability to break down the complex into simple observations. These observations are tested to ensure validity through widespread, freely obtained agreement between human observers.⁶⁸ A second characteristic of Lockean philosophy is that the truth does not rest upon any theoretical foundation prior to the collection of the data. The only propositions accepted are those which can be justified through "direct observation." In brief, Lockean philosophy is the epitome of experiential, consensual inquiry process that builds an empirical, inductive, reasoning model.⁶⁹

⁶⁷ Ibid.

⁶⁸ Limestone and Turoff, p. 21.

⁶⁹ Ibid.

Leibnizian philosophy emphasizes theory and holds truth to be analytical and not dependent upon any external considerations. For any problem, the Leibnizian strives to reduce it to a formal mathematical or symbolic representation. Delphi does not fit well with the Leibnizian framework and is likely to be accused of being "unscientific" according to Leibnizian standards.⁷⁰

A combination of Lockean (data only) and Leibnizian (theory only) is Kantian philosophy which defines truth as synthetic, meaning theory and data are inseparable. On any problem, the Kantian will present at least two alternatives in the belief that in dealing with problems like planning for the future, the concern becomes that of getting as many perspectives on the nature of the problem as possible.⁷¹ A number of Delphi forecasting studies have taken on Kantian characteristics.

The basic premise underlying Hegelian philosophy is that truth is conflictual; for every plan there must be a diametrically opposed counterplan. It is synthetic of theory and data like Kantian but proposes two antithetical alternatives to any problem.⁷² Except for the Policy Delphi concept of Turoff, wherein the communication process is designed to produce the best pro or con arguments associated with policy or resource allocation alternatives, the use of conflict as a methodology is not found in Delphi or other forecasting methods.⁷³

⁷⁰Ibid., pp. 23-25.

⁷¹Ibid., pp. 25-29.

⁷²Ibid., pp. 29-31.

⁷³Ibid., pp. 33-35.

The fifth philosophy and most complicated is the Singerian wherein truth is relative to the goals and objectives of the inquiry. It is holistic in scope and includes the designer as a fundamental part of the system. A Singerian-based Delphi is concerned with raising the question: How do I learn about myself in the act of studying others and the world?⁷⁴

The study was Lockean in philosophical terms in that all prior theory was set aside and the panel of experts was working toward a consensus of opinion. The Delphi method operating with this philosophical orientation should be viewed as a form of social survey whose results reflect the expectations, feelings, and at times knowledge of the group members.⁷⁵

3. PANEL SELECTION

The sample of "experts" selected for participation in this study was drawn from the leadership in criminal justice education. The term leadership was defined in three ways:

1. Persons holding the highest elected office (presidency) of the national professional association in this field--the Academy of Criminal Justice Sciences (ACJS). All persons serving in this office since 1970 were selected as panel members. The rationale for using this

⁷⁴Ibid.

⁷⁵Encel et al.

criterion was the activity and influence emanating from ACJS concerning standards and in support of an accreditation process. Certainly persons serving in this position would offer a broad perspective about the purpose(s) and direction of criminal justice education.

2. Persons holding the highest elected office (presidency) in the five ACJS regional associations for the year 1981-82. The time period was limited to focus attention on current understandings and opinions about criminal justice education.
3. Persons who have recently conducted nationwide research on criminal justice education.

A prospective panel of twenty-six experts satisfied the criteria of leadership through ACJS at the national or regional level or through major research conducted on the nature and characteristics of criminal justice education.

Representation from community colleges was wanted on the Delphi panel and not guaranteed in the criteria of leadership. Therefore, five representatives, one from each geographical region, were added to ensure their response to the questions.

The panel members were contacted during the summer months of 1982 by telephone to acquaint them with the study and to seek their agreement to participate in the Delphi process. Of the thirty-one prospective panel members contacted, twenty-five agreed to

participate. Those not wishing to be included in this study were about evenly divided between regional ACJS representatives and the sample from community colleges. One substitution of a community college was made within the same geographical region, thereby bringing the total sample size to twenty-six panel members. The degree of participation of each panel member in the three rounds of the Delphi probe can be found in Appendix D, Table D.1. The rate of response per round (96 percent, 88 percent, 92 percent) indicates a high level of participation through all three rounds of the Delphi probe.

4. PANEL CHARACTERISTICS

The sample was drawn from twenty-two colleges and universities across the United States. Most institutions in the study had one representative. However, since the control variable was the person and not the institution, three universities had multiple subjects in this survey.

Eighteen states were represented through panel selection with the central and southeast regions being more represented than other parts of the country. The panel selected was representative of the United States, as illustrated in Table 3. However, it should be noted that the criterion for selection would not necessarily result in a representative sample. The panel members were twenty-five males and one female.

The biographical data received with the return of Round I of the Delphi probe indicated a broad base of experience among the

TABLE 3
PARTICIPANT SELECTION BY REGION IN THE U.S.A.

Region	N	States
Northeast	4	New York, Massachusetts
East	3	Maryland, District of Columbia
Southeast	6	North Carolina, South Carolina, Florida, Alabama, Kentucky, Tennessee
Central	9	Illinois, Wisconsin, Michigan, Nebraska, Kansas
Southwestern	2	Texas
Pacific	2	Arizona, California

panel members. Round I had a 96 percent response rate with only one non-respondent. An interview was conducted by telephone with the one panel member in order to have a complete biographical data file. Over three-fourths of the panel members hold a doctoral degree with approximately one-third of the doctoral degrees in a crime related field, be it Criminal Justice, Criminology, Law, or Police Administration. A breakdown of the most advanced degrees held by panel members and their areas of specialization is presented in Appendix D, Tables D.2 and D.3.

The range of years of teaching experience varied from less than five years to more than thirty years. The majority have been teaching between six and fifteen years. Four panel members have

total administrative experience. The teaching experience of panelists by years is presented in Appendix D, Table D.4.

Department heads were represented in larger numbers than any other administrative title. The administrative experience of panel members was concentrated at less than five years. See Appendix D, Tables D.5 and D.6.

Nineteen of the panel members have applied experience in the field of criminal justice, with an average of five and one-half years. The nature of applied experience by panelists is presented in Appendix D, Table D.7.

In summary, the biographical data indicate experience and maturity in the panel selected. Over three-fourths hold a doctoral degree and the majority have been teaching between six and fifteen years. The majority also have previous applied experience in the field of criminal justice and presently assume administrative responsibilities within the academic environment.

5. PROCEDURES OF DATA COLLECTION

Development of Round I of the Delphi Probe

The Round I questionnaire consisted of the two basic questions at issue in this study: (1) What is the purpose of criminal justice education, and (2) What should be the purpose of criminal justice education? Following each question was a statement of clarification to ensure understanding and perspective. Both questions allowed for an unstructured response with space provided and encouragement given for comments.

Attached to the questionnaire was a biographical data form to be completed and returned with the questionnaire (see Appendix A). The complete address and telephone number of the researcher were provided should there be any question surrounding this study. No inquiries were received. Upon approval, the Round I Delphi probe was mailed to the panel of experts.

Data Analysis of Round I and the Development of Round II

The researcher analyzed the data from Round I by categorizing the responses of the twenty-five panel members, 96 percent, who replied. Eight statements included all responses to the first question. Opinion was more mixed and divided to the second question and required sixteen statements as representative responses. A breakdown of responses can be found in Chapter IV. Statements that addressed basic skills that should be common to any post-secondary educational endeavor as a purpose of criminal justice education were not included in this categorization process.

Round II of the Delphi probe was designed to obtain an indication of agreement and importance of statements drawn from Round I. The questionnaire was developed by the researcher in a forced choice agree/disagree format. If a panelist agreed with a statement, an indication of importance ranging from very important to unimportant was requested. If a panelist disagreed with a statement, space was provided for explanation. Beneath each statement space was provided for general comments or for the revision and refinement in the wording of statements. This was necessary so that distinction would remain

clear between agree/disagree choices and comments offered in support of their decisions. Space was also provided to allow new additions should a panel member feel that any had been overlooked. The Round II questionnaire can be found in Appendix B.

Data Analysis of Round II and the Development of Round III

The data returned for Round II were analyzed with a response rate of twenty-three or 88 percent of the panel members. Responses to each question were tallied according to the forced choice format (see Chapter IV). Statements receiving majority agreement and ratings of importance were retained for Round III. Those not receiving majority support were deleted.

Several comments were offered for the revision and refinement of language in specific statements. The researcher used this input to refine the language of statements for use in Round III. Three statements were added in the development of Round III.

The objective of Round III was to obtain an indication of priority among the statements receiving ratings of importance in Round II. Limits of high priority items were set per question. The Round III Delphi probe is located in Appendix C.

Data Analysis for Round III

Twenty-four panelists, 92 percent, responded to Round III of the Delphi probe. All respondents adhered to the directions given, leaving all returns usable. The responses were tallied by priority and are presented in Chapter IV.

Statements receiving majority ranking of high priority served as a basis for defining the present and desired purpose(s) of criminal justice education. The identification of priorities through the Delphi probe was compared to the literature and served as a basis for recommendations and suggestions for future study.

CHAPTER IV

ANALYSIS OF THE DATA

In this chapter the data from each of the three rounds in the Delphi probe are presented. The techniques used to develop each of the three rounds are also explained.

1. ANALYSIS OF THE DATA FROM ROUND I OF THE DELPHI PROBE

The purpose of Round I was to elicit from panelists expert opinions concerning two basic questions: (1) What is the purpose of criminal justice education? and (2) What should be the purpose of criminal justice education? Following each question was a statement of clarification to ensure understanding and perspective. Both questions were open-ended and allowed for unstructured responses. There were twenty-five respondents or a 96 percent response rate to Round I.

Responses were categorized for purpose of analysis with eight statements representative of all responses to Question 1 of the probe. The one purpose given most frequent support was to provide a foundation for professional development of pre-service and in-service personnel. Ten panelists maintained this to be the present purpose of criminal justice education. See Table 4. Receiving far less support were several statements mentioned by four panel members. The major characteristics among the statements were: (1) a systemic orientation; (2) a theoretical and multidisciplinary approach; and

TABLE 4

DELPHI PROBE ROUND I--TOTAL RESPONSE TO "WHAT IS THE
PURPOSE OF CRIMINAL JUSTICE EDUCATION?"

Purpose	N*
To provide a foundation for professional development of pre-service and in-service personnel	10
To orient students toward a systemic perspective rather than emphasis on specific jobs or agencies	4
To upgrade the quality of services provided by personnel and criminal justice agencies	4
Current programs are so varied as to defy categorization	4
To study and explore the theories upon which the criminal justice system operates and to incorporate whenever possible the liberal arts for application	4
To develop a citizenry educated on the problems of crime and in the administration of justice	3
There is no clearly defined purpose in criminal justice education at the present time	3
To understand the reasons for crime and societal responses to it	1

N = 25

N* includes multiple responses.

(3) the upgrading in quality of services rendered by criminal justice personnel and agencies. Four panelists also expressed the sentiment that current programs are so varied as to defy categorization.

The development of an educated citizenry on the problems of crime and in the administration of justice was cited by three panel members. This same number of panelists expressed their feeling that there is no clearly defined purpose in criminal justice education at the present time. Drawing a single response was the need to understand the reasons for crime and societal responses to it.

Three comments from respondents were most helpful to the researcher in establishing perspective for the development of the Round II Delphi probe: "In my opinion, criminal justice education continues to evolve from a more vocational emphasis to one which is based more firmly in the humanities and social sciences." "There is no clearly defined purpose in criminal justice education at the present time At best we can say that the purpose is to improve the criminal justice process." "The purposes are applied and academic. Criminal justice programs exist to train practitioners and to prepare students for operational, research, planning, and academic positions."

The eight statements reflecting total response to the first question were retained and served as the basis for development of Round II.

Responses were more varied to the second question: What should be the purpose of criminal justice education?--ranging from no

appreciable change to preparing the future leaders in the academic and practitioner fields. Again, similar responses were paired and broken down by category. Due to the mixture and division of opinion, sixteen statements were needed to represent all viewpoints. This list served as a basis for the development of the Round II Delphi probe. See Table 5.

No statement received majority support. Six panel members envisioned a move towards a liberal arts philosophy as the future direction of criminal justice education. Four panelists felt that the curriculum should prepare professionals to deal with the complex philosophical and political issues in an applied setting. Another four responded that they did not think that the purpose would change appreciably in the future. All other responses were about evenly distributed at or about a single response level.

A number of respondents addressed basic skills that should be common to any post-secondary educational endeavor. Since basic skills do not define the purpose of criminal justice education in the future, these responses were not included in the categorization of responses.

2. ANALYSIS OF THE DATA FROM ROUND II OF THE DELPHI PROBE

The objective of Round II was to obtain an indication of agreement and importance to statements drawn from Round I. The questionnaire was developed by the researcher in a forced choice agree/disagree format. If a panelist agreed with a statement, an

TABLE 5

DELPHI PROBE ROUND I--TOTAL RESPONSES TO "WHAT SHOULD THE PURPOSE
OF CRIMINAL JUSTICE EDUCATION BE?"

Purpose	N*
To move toward a liberal arts philosophy	6
The criminal justice curriculum should prepare professionals to deal with the complex philosophical and political issues of justice in an applied setting	4
The purpose of criminal justice education will not change appreciably in the future	4
To provide a foundation for professional development of pre-service and in-service personnel	3
Criminal justice programs will become much broader in the future by moving toward a study of justice with attention to the total environment in which the system operates	2
To understand the reasons for crime and societal responses to it	2
To prepare future leaders both in the academic and applied settings	2
Criminal justice education must be directed more to developing a theoretical oriented faculty rather than a practitioner oriented faculty	1
To develop a citizenry educated on the problems of crime and in the administration of justice	1
To orient students toward a systemic perspective of the criminal justice system	1
Emphasis upon administrative research centers to enhance the transfer of technology to the field for application	1
To upgrade the quality of services provided by personnel and criminal justice agencies	1
To become a recognized academic discipline	1
To emphasize the ethical and moral standards involved in decision-making and criminal justice activities	1
An up-to-date understanding of law, human behavior, and social institutions	1
To convey knowledge about a subject, to induce people to think about their work, and develop professional attitudes and patterns of behavior	1

N = 25

N* includes multiple responses.

indication of importance ranging between very important to unimportant was asked. If a panelist disagreed with a statement, space was provided for explanation. The Round II Delphi probe is located in Appendix B. Twenty-three panel members, 88 percent, responded to Round II.

Responses to each question were tallied according to the forced choice format. Ratings of importance were defined as used by Limestone and Turoff.⁷⁶ A rating of very important signified a first priority that has a direct bearing on the issue and must be resolved. Second or third order priority was conveyed with the rating somewhat important. Of low priority and not a major factor to the central issue was the unimportant rating.

Not all questionnaires were complete in response to each statement given. Therefore, a column for no response was necessary in presenting the data. See Table 6.

To the question about the present purpose of criminal justice education, a majority of panel members were in agreement and assigned a high level of importance to statements directed at an understanding of crime and societal responses to the administration of justice. On the other hand, there was majority disagreement with two statements concerning no clear purpose of criminal justice education. Two statements which received majority disagreement ratings were deleted in the development of the Round III questionnaire since

⁷⁶Limestone and Turoff, p. 137.

TABLE 6

DELPHI PROBE ROUND II--TOTAL RESPONSES TO "WHAT IS THE PURPOSE OF CRIMINAL JUSTICE EDUCATION?"

Statement	V. Imp.	Sw. Imp.	Unimp.	Disagree	N/R
To understand the reasons for crime and societal responses to it	17	3	1	2	0
The purpose of criminal justice education is to orient students toward a systemic perspective rather than emphasis on specific jobs or agencies	14	4	1	3	0
To study and explore the theories upon which the criminal justice system operates and to incorporate whenever possible the liberal arts for application	15	4	1	3	0
To provide a foundation for professional development of pre-service and in-service personnel	14	7	1	1	0
To develop a citizenry educated on the problems of crime and in the administration of justice	14	7	1	1	0
To upgrade the quality of service provided by personnel and criminal justice agencies	10	9	2	2	0
Current programs are so varied as to defy categorization	3	6	2	12	0
There is no clearly defined purpose in criminal justice education at the present time.	2	2	4	15	0
Other	5	0	0	0	18

N = 23

agreement in purpose and importance was the subject of this study.

Disagreement comments were candid and offered insight to individual perspectives and interpretation. Two statements were rejected by respondents because of wording, inappropriate response set, or two ideas contained in the same statement. This explanation was most noticeable in responses to the statement that there is no clearly defined purpose in criminal justice education. Exception was taken in the belief that there are several purposes, which does not mean there is no clearly defined singular purpose. Disagreement comments can be found in Appendix E.

Space was provided for general comments beneath each statement so as not to be mistaken for disagreement. Comments ranged from no need for instruction in this area to an overemphasis on theory which cannot translate into practice. Several suggested that incorporating the liberal arts whenever possible was a strategy, not a purpose. General comments to Round II can be found in Appendix F.

Five additions were proposed from panel members for inclusion in Round III. Using the categories established, four suggestions were already contained within the categories. The statement to have a clear understanding of Constitutional provisions as found in democratic states was added to Round III. Several suggestions were made regarding revision or the refinement of language used in statements. Changes were made in Round III as a result of this input.

Agreement and level of importance to the second question--What should the purpose of criminal justice be?--was similar in responses to the first question. In addition to the foundation, systemic perspective, and attempts to develop an educated citizenry, the majority of panel members envisioned criminal justice programs becoming much broader in the future by moving toward a study of justice administration. Other statements receiving support and ratings of high importance included preparation of future leaders both in the academic and applied setting and designing the curriculum to address complex philosophical and political issues. See Table 7.

Disagreement comments were again helpful in understanding response(s). One feeling shared by panel members was the need for balance between the theoretical and the practical experience among the faculty instead of the either/or proposition given. Another statement drawing negative expression was the suggestion that criminal justice education will not change appreciably in the future. The common sentiment was that criminal justice had better change since crime and society are constantly changing.

The statement to become a recognized academic discipline stirred various concerns. Some panel members felt it better to be an interdisciplinary field of study rather than a discipline. Others' disagreed with the notion that criminal justice can even seek disciplinary status. They suggested status as a recognized profession or field of study, but not a discipline. Disagreement comments to Round II Question 2 can be found in full in Appendix E.

TABLE 7

DELPHI PROBE ROUND II--TOTAL RESPONSES TO "WHAT SHOULD THE PURPOSE OF CRIMINAL JUSTICE EDUCATION BE?"

Statement	V. Imp.	Sw. Imp.	Unimp.	Disagree	N/R
To provide a foundation for professional development of pre-service and in-service personnel	17	4	1	0	1
To orient students toward a systemic perspective of the criminal justice system	17	3	1	1	1
To understand the reasons for crime and societal responses to it	16	3	1	0	3
To prepare future leaders both in academic and applied settings	16	5	0	0	2
To develop a citizenry educated on the problems of crime and in the administration of justice	15	6	1	0	1
The criminal justice curriculum should prepare professionals to deal with the complex philosophical and political issues of justice in an applied setting	15	6	1	0	1
To emphasize the ethical and moral standards involved in decision-making and criminal justice activities	14	5	2	0	2
An up-to-date understanding of law, human behavior, and social institutions	14	7	0	0	2
Criminal justice programs will become much broader in the future by moving toward a study of justice with attention to the total environment in which the system operates	13	7	1	1	1

TABLE 7 (Continued)

Statement	V. Imp.	Sw. Imp.	Unimp.	Disagree	N/R
To convey knowledge about a subject, to induce people to think about their work, and develop professional attitudes and patterns of behavior	10	11	0	0	2
To upgrade the quality of services provided by personnel and criminal justice agencies	10	11	1	0	1
To become a recognized academic discipline	8	7	1	5	1
Criminal justice education must be directed more to developing a theoretical oriented faculty rather than a practitioner oriented faculty	8	8	1	6	0
Emphasis upon administrative research centers to enhance the transfer of technology to the field for application	8	11	0	0	4
To move towards a liberal arts philosophy	6	6	5	4	2
The purpose of criminal justice education will not change appreciably in the future	3	9	3	6	2
Others	4	0	0	0	19

N = 23

The general comments to the second question were similar to those in disagreement. However, two themes appear common: (1) the element of time through the projection of at least a decade or two before this purpose can be realized; and (2) the hope among panel members that the focus of criminal justice education will sharpen and become clearer and easier to articulate. The general comments to Round II Question 2 can be found in Appendix F.

Various refinements in language of statements were recommended and accepted in the development of Round III. Four additions were proposed with two accepted for inclusion in Round III.

3. ANALYSIS OF THE DATA FROM ROUND III OF THE DELPHI PROBE

The objective of Round III was to obtain an indication of priority among the statements receiving ratings of importance in Round II. Limits of high priority responses were set for the two questions. Ratings of priority were defined as used by Linestone and Turoff.⁷⁷ A rating of high priority signified a first order of importance that has a direct bearing on the issue and must be resolved. Second or third level of importance was conveyed with the rating of medium priority. Of little impact to the major issue was the low priority rating. Twenty-four panel members, 92 percent, responded to Round III. See Tables 8 and 9.

Question 1 allowed for no more than three high priority responses. The statement receiving strongest support was to provide

⁷⁷Linestone and Turoff, p. 137.

TABLE 8

DELPHI PROBE ROUND III--TOTAL RESPONSES TO "WHAT IS THE PURPOSE OF CRIMINAL JUSTICE EDUCATION?"

Statement	Ranking		
	High	Medium	Low
To provide a foundation for professional development of pre-service and in-service personnel	15	7	2
To understand the reasons for crime and societal responses to it	11	11	2
To develop a citizenry educated on the problems of crime and in the administration of justice	10	7	7
To orient students toward a systematic perspective rather than emphasis on specific jobs or agencies	9	10	5
To upgrade the quality of service provided by personnel and criminal justice agencies	7	14	3
To incorporate the liberal arts whenever possible	5	11	8
To have a clear understanding of Constitutional provisions as found in democratic states	3	13	8

N = 24

TABLE 9

DELPHI PROBE ROUND III--TOTAL RESPONSES TO "WHAT SHOULD THE PURPOSE OF CRIMINAL JUSTICE EDUCATION BE?"

Statement	Ranking		
	High	Medium	Low
To provide a foundation for professional development of pre-service and in-service personnel	15	7	2
To orient students toward a systematic perspective of the criminal justice system	15	5	4
To develop a citizenry educated on the problems of crime and in the administration of justice	13	7	4
To understand the reasons for crime and societal responses to it	12	10	2
To emphasize the ethical and moral standards involved in decision-making and criminal justice activities	10	13	1
To prepare future leaders both in the academic and applied settings	9	11	4
Criminal justice programs will become much broader in the future by moving toward a study of justice with attention to the total environment in which the system operates	7	14	3
To advance knowledge about the design, creation, operation, and maintenance of justice systems	7	14	2
To convey knowledge about a subject, to induce people to think about their work, and to develop professional attitudes and patterns of behavior	5	13	6
Academic credentials must be emphasized more in the future than experience	3	12	9

TABLE 9 (Continued)

Statement	Ranking		
	High	Medium	Low
An up-to-date understanding of law, human behavior, and social institutions	3	17	4
To become a recognized academic discipline	3	11	10
To upgrade the quality of service provided by personnel and criminal justice agencies	2	15	7
Emphasis upon administrative research centers to enhance the transfer of technology to the field for application	1	19	4
To emphasize cross cultural differences especially between democratic and totalitarian forms of government	1	11	12

N = 24

a foundation for professional development of pre-service and in-service personnel. Ranked second in priority was to understand the reasons for crime and societal responses to it. Third place in priority was to develop a citizenry educated on the problems of crime and in the administration of justice.

Very few comments were received in Round III. Again, the statement to incorporate the liberal arts whenever possible was perceived as a strategy, not a purpose. General comments to Round III Question 1 can be found in Appendix G.

Ranking of statements to the second question--What should be the purpose of criminal justice education?--was limited to no more than five high priority statements. The results were similar to Question 1 with addition of a systemic perspective and emphasis on ethics and morals in decision-making.

Once again the statement to provide a foundation for professional development of pre-service and in-service personnel received strongest support. Close behind were the statements to orient students toward a systemic perspective, to understand the reasons for crime, and to develop a citizenry educated on the problems of crime, in that order. In fifth place was the statement to emphasize the ethical and moral standards involved in decision-making and criminal justice activities.

General comments focused on a few statements calling into question whether a statement was not in fact a prediction, not a purpose. Comments to Round III Question 2 can be found in Appendix F.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

1. SUMMARY

Criminal justice education emerged as a recognized field of study in the 1960's and experienced rapid growth during the past decade, leaving little time for the traditional procedures involved in program development or evaluation. One source providing impetus in the establishment of criminal justice education was generous financial assistance offered by the federal government through the U.S. Department of Justice Law Enforcement Assistance Administration (LEAA). However, LEAA and federal grant support programs no longer exist and the accelerated growth in criminal justice programs is in all likelihood over. Faced with the realities of stabilization, criminal justice has entered into a period of self-assessment and critical review in order to establish its own self-identity in academia.

Previous research on criminal justice education is extremely limited given its appearance on college and university campuses across the country in the late sixties and early seventies. Research to date has, for the most part, been descriptive of criminal justice programs and faculty with few notable exceptions. One evaluation effort conducted in 1978 by Sherman and the National Advisory Commission on Higher Education for Police Officers was extremely critical of crime

related programs and received widespread public attention. Their premise of program deficiency and a suggested purpose of the curriculum to create change agents stirred controversy within the field.

More recent studies such as those undertaken by the Joint Commission on Criminology and Criminal Justice Education and Standards and the John Jay College of Criminal Justice have begun to examine the fundamental questions surrounding criminal justice. The John Jay study (1980) classified programs on a continuum ranging from the Technical/Vocational at one end of the spectrum to a Humanistic/Social orientation at the other end. The study found, contrary to prior expectation, that vocationalism in criminal justice education is on the wane and a strong trend toward academic education is firmly established.⁷⁸ The Joint Commission on Criminology and Criminal Justice Education and Standards was created about the same time as the Sherman report as a research organization with representation from both the American Society of Criminology (ASC) and the Academy of Criminal Justice Sciences (ACJS). One of the major activities of the Joint Commission has been to engage in debate about the nature of criminal justice education. Their eight reports issued in 1980, 1981, and 1982 were, for the most part, descriptive of programs and faculty. Their final report, Quest for Quality, yet to be released, addresses minimum standards for criminal justice programs.

But one question not being raised for discussion is the purpose of criminal justice education. Without a clear understanding of

⁷⁸Pearson, p. 187.

purpose, a search for standards and evaluation efforts is of little meaning. A clear understanding of purpose is necessary also for articulation between programs at different degree levels.

The purpose of this study was to determine the present and desired purpose(s) of criminal justice education within a broad and generic frame of reference. The focus was therefore on the general concept of higher education in the criminal justice area rather than any specific level or type of program. In particular, this study answered the following questions:

1. What is the purpose of criminal justice education?
(Defined to mean the orientation that surrounds the criminal justice curriculum at the present time.)
2. What should the purpose of criminal justice education be? (Defined to mean the orientation surrounding the criminal justice curriculum in the future.)

Answers to these questions were sought through a three round Delphi probe drawn from a sample of leaders in the field of criminal justice education. A panel of twenty-six experts satisfied the criteria through leadership in the highest elected office (presidency) of the Academy of Criminal Justice Sciences (ACJS) at the national or regional level or through major research conducted on the nature and characteristics of criminal justice education.

Round I of the questionnaire consisted of the two questions at issue in this study. Both questions allowed for unstructured responses with space provided for comments. There were twenty-five respondents or a 96 percent response rate to Round I.

Round II was designed to obtain an indication of agreement and importance of statements drawn from Round I. The questionnaire was developed in a forced choice agree/disagree format. If a panelist disagreed with a statement, space was provided for explanation. Beneath each statement space was provided for general comments or for the revision and refinement in the wording of statements. Space was also provided to allow new additions should a panel member feel that any had been overlooked. Twenty-three panel members, 88 percent, responded to Round II.

The objective of Round III was to obtain an indication of priority among the statements receiving ratings of importance in Round II. Limits of high priority items were set per question. Statements receiving high priority ratings served as the basis for defining the present and desired purpose(s) of criminal justice education. Twenty-four panelists, 92 percent, responded to Round III.

2. FINDINGS

The findings of this study are presented first by individual question. Attention will primarily focus on responses to Rounds II and III since ratings of importance were assigned in these two rounds by the panel members. Specifically of interest will be ratings of very important in Round II and ratings of high priority in Round III insofar as these issues must be dealt with in defining the purpose of criminal justice education. Following the findings for each question is a comparison between the two major research questions for similarities and differences in response.

The first question asked about the present purpose of criminal justice education, meaning the orientation that surrounds the curriculum at the present time. One statement, to provide a foundation for professional development of pre-service and in-service personnel, consistently received high ratings of support throughout the Delphi probe and received more high priority rankings in the final round than any other statement.

Consistent support was also given to the item stating that the present purpose of criminal justice education is a search for understanding about crime. Initially drawing only a single response in Round I, the statement to understand the reasons for crime and societal responses to it moved to the forefront in Round II and finished second in high priority rankings upon completion of the third round.

Gathering support throughout the Delphi process was the statement that the purpose of criminal justice education is to develop a citizenry educated on the problems of crime and in the administration of justice. This statement ranked fifth in Round II and moved to a final ranking of third place in ratings of high priority. On the other hand, a systemic perspective, one that looks at the entire criminal justice system rather than specific jobs or agencies, lost support in the final round. Rated second in importance in Round II, it finished fourth in the final round.

Incorporation of the liberal arts whenever possible was proposed in Round I as a purpose of criminal justice education and

it received strong support in Round II. However, some questioned whether the statement was a strategy rather than a purpose. It was also pointed out that two separate ideas were contained in the statement as presented in Round II. When the statement was revised to focus just on liberal arts in Round III, it did not receive as many ratings of importance.

Receiving moderate support through all three rounds of the Delphi was the statement to upgrade the quality of service provided by personnel and criminal justice agencies. This statement remained fairly constant in ranking through all three rounds.

The opportunity for revision and addition of statements was available to panelists in Round II. One statement, to have a clear understanding of Constitutional provisions as found in democratic states, was added in Round III as a result of this process. This statement ranked near the bottom when respondents were assigning their high priority ratings in the third round.

In analyzing results, not all items were positively received. There was a very strong rejection of statements suggesting no clearly defined purpose in criminal justice education at the present time and programs being so varied as to defy categorization. So decisive was negative opinion in Round II that these statements were not included in the final round of the Delphi. This action can be explained in that a positive consensus was wanted in terms of what the present purpose of criminal justice education is.

The second major question in this study asked what the purpose of criminal justice education should be, meaning the orientation

surrounding the criminal justice curriculum in the future. Response was more varied than to the first question and required sixteen statements in Round I to include all viewpoints.

Two statements tied in ratings of importance for highest ranking in Rounds II and III. Again, to provide a foundation for professional development of pre-service and in-service personnel received strong support. The second highly ranked item concerned a systemic perspective of the criminal justice system. This perspective looks at the entire process instead of the component parts, i.e., the police, courts, and corrections.

An educated citizenry and a search for understanding about crime closely followed the front-runners in both rounds and ranked third and fourth in high priority ratings in the final round. New to the listing of high priority statements was a need to emphasize the ethical and moral standards involved in decision-making and criminal justice activities.

Leadership in both the academic and applied settings was identified as a desired purpose. Statements dealing with professional attitudes, behaviors, and the role of preparing future leaders received moderate acceptance and support as a high priority. Academically, broadening the focus of criminal justice education programs in the future toward a study of justice with attention to the total environment in which the system operates received moderate ratings of high priority in the third round.

Several statements carried ratings of importance in Round II but did not receive similar support in the final round. Emphasis on

academic credentials more than experience in the future, followed this pattern. Another statement losing support in Round III was emphasis on administrative research centers to enhance the transfer of technology to the field for application. Two others which lost support include to upgrade the quality of service provided by personnel and to provide an up-to-date understanding of law, human behavior, and social institutions.

Opinion about criminal justice seeking disciplinary status finished with little support among high priority ratings in the final round. Some panelists raised the question as to whether criminal justice can even seek status as a discipline given its interdisciplinary nature.

Three statements were added in Round III as part of the ongoing revision process: (1) to advance knowledge about the design, creation, operation, and maintenance of the justice system; (2) to convey knowledge about a subject, to induce people to think about their work, and to develop professional attitudes and patterns of behavior; and (3) to emphasize cross cultural differences, especially between democratic and totalitarian forms of government. The first two additions received moderate support whereas the third statement received little support among high priority ratings in Round III.

In the construction of Round III, two statements were dropped. Movement towards a liberal arts philosophy as a desired purpose did not gather sufficient support in ratings of importance to include

it in Round III. Also eliminated from the final round due to negative response was the statement that criminal justice education will not change appreciably in the future. Since a positive consensus is wanted, this action seems appropriate.

There were similarities in comparing responses to the two major questions dealing respectively with the present and future purposes of criminal justice education. Both sets of responses strongly endorsed a foundation for professional development of pre-service and in-service personnel. Support was also given in each question to a search for understanding about crime, a systemic orientation to the criminal justice system, and the development of an educated citizenry.

Differences appeared as well between responses to the two major research questions. One of the perceived purposes of criminal justice education is a search for understanding about crime and the criminal justice system whereas the respondents felt that the desired purpose is one of leadership in both the academic and applied settings. A shift in focus within the curriculum to emphasize the ethical and moral standards involved in decision-making was also a noticeable difference between present and desired purpose of criminal justice education. Movement towards a study of justice in the future as opposed to concentration on only one system, criminal justice, represents a dramatic difference in curriculum orientation.

3. CONCLUSIONS

The following conclusions can be drawn from the findings of this study and serve as a basis for recommendations for future study.

The present purpose of criminal justice education is to provide a foundation for professional development of pre-service and in-service personnel. The recommendation of the National Advisory Commission on Criminal Justice Standards and Goals bears a striking resemblance to the language being used today, a decade later, to define the purpose of criminal justice education. Their recommendation was that criminal justice curricula be established by agencies of higher education to unify the knowledge and to serve as a basis for preparing persons to work in the criminal justice system.⁷⁹ There is little evidence to support the position that the purpose of crime related programs is to create change agents as suggested by Sherman et al.⁸⁰

The desired purpose of criminal justice education is to continue to provide a foundation for professional development while placing stronger emphasis in the curriculum on the ethical and moral standards involved in decision making and criminal justice activities. The Sherman report and the efforts of John Jay College of Criminal Justice in establishing an Ethics Institute have apparently exerted influence on having ethics recognized as a priority.

⁷⁹United States National Advisory Commission on Criminal Justice, Standards, and Goals, A National Strategy to Reduce Crime, p. 81.

⁸⁰Sherman et al., p. 167.

Another conclusion that can be drawn from the findings is that respondents endorsed a systemic orientation to the criminal justice system. Such a position establishes a framework for a planning process that evokes a spirit of cooperation that goes beyond individual interests. The many commissions and reports urging a systemic perspective have been accepted in this regard.

A duality of purpose is identifiable in defining the present and desired purposes of criminal justice education. One purpose addresses the nature of the curriculum in the classroom, as one would expect. However, there is a very strong sentiment about what might be described as a civic duty that operates outside of the classroom and is aimed at developing an educated citizenry. That is to say that criminal justice education has two audiences: (1) the student population in the classroom, and (2) the public at large. Efforts to promote a legal literacy in society seemingly go beyond the perfunctory public service or training activities that are common today if this second purpose is to be realized.

One conclusion is unexpected. There is a high level of agreement among the leaders in terms of present and desired purposes of criminal justice education. As a topic area not subject to prior research, and given the rapid development of criminal justice education in academia, one would have expected more diversity of opinion.

A final conclusion that can be drawn from the findings is that acceptance and support of the movement toward a study of justice suggests an evolutionary process still in progress. Pearson's

description of criminal justice education as reaching the end of the beginning and embarking on a long period of development would appear true if this is to be the course of criminal justice education in the future.⁸¹

4. RECOMMENDATIONS FOR FUTURE STUDY

1. The procedures of this study should be replicated with other professional associations, especially the American Society of Criminology, for an indication of agreement with the findings.

2. The general membership of the Academy of Criminal Justice Sciences should be surveyed through an appropriate descriptive research design to determine the extent of their agreement with the findings generated by studying the views of key leaders.

3. Future research should be undertaken to determine whether the purposes identified in this study are actually reflected in current criminal justice programs. Such studies should involve content analyses of existing curricula and descriptive studies of program organization at various institutions.

⁸¹Pearson, p. 187.

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APPENDICES

APPENDIX A
ROUND ONE QUESTIONNAIRE



Criminal Justice Department

**The University of Tennessee
at Chattanooga**

Chattanooga, Tennessee 37402

In reference to our conversation during the summer months, you have been selected as one of the ACJS "leaders" for participation in my doctoral study on the purpose of criminal justice education. A three round Delphi probe will be used to elicit and compare opinions by you--the experts. The sample size therefore is small and your opinion is both wanted and needed.

Two basic questions will be asked during the three rounds with responses analyzed using content analysis procedures. I will be the only one knowing the identity of the participants and at no time will your name or affiliation be mentioned when reporting the study results.

Your completion and return of the questionnaire will satisfy informed consent for participation in this study. I am enclosing a self-addressed envelope with postage paid for your convenience.

Should there be any question surrounding this research, please feel free to contact me:

Roger D. Thompson
Criminal Justice Department
The University of Tennessee at Chattanooga
Chattanooga, TN 37402
(615) 755-4135

I look forward to this sharing experience and trust that it will prove meaningful to all of us.

Respectfully,

Roger D. Thompson

RDT:MHD
Enclosure

BIOGRAPHICAL DATA

Name _____

Agency/College
or
University _____

Administrative Title _____

What is the most advanced degree you hold? _____

Area of specialization? _____

List all other degrees you hold and area of specialization.

What has been the nature of your experience in the field of criminal justice?

Applied _____ years

Teaching _____ years

Administrative _____ years

Other _____ years

Total _____ years

Questionnaire I

What is the purpose of criminal justice education? (Defined to mean the orientation that surrounds the criminal justice curriculum at the present time.)

What should the purpose of criminal justice education be? (Defined to mean the orientation surrounding the criminal justice curriculum in the future.)

APPENDIX B
ROUND TWO QUESTIONNAIRE



Criminal Justice Department

**The University of Tennessee
at Chattanooga**

Chattanooga, Tennessee 37402

Enclosed you will find Round II of the Delphi probe on the purpose of criminal justice education. The statements contained in Round II were drawn from your response(s) to Round I with some consolidation of similar response(s). The statements are, however, representative of the total range of response per question. The objective of Round II is to obtain an indication of agreement and importance which you feel each should receive.

A few directions are in order for completion of Round II:

1. Respond to each statement.
If you agree, indicate the level of importance in defining the purpose of criminal justice education.
If you disagree, please offer reason(s) or comments in the space provided to the right of the statement.
2. Feel free to add your comments. Space has been provided for general comments beneath each statement.
3. Use a broad generic frame of reference in formulating your responses.

Be assured that your time and effort in this regard is most appreciated. I am enclosing a self-addressed envelope with postage paid for your convenience.

Should there be any question, do not hesitate to contact me:

Roger D. Thompson
Criminal Justice Department
The University of Tennessee at Chattanooga
Chattanooga, Tennessee 37402
(615) 755-4135

I look forward to this sharing experience and trust that it will prove meaningful to all of us.

Respectfully,

Roger D. Thompson

What is the purpose of criminal justice education? (Defined to mean the orientation that surrounds the criminal justice curriculum at the present time.)

Agreement	Statement	Disagreement
YES, I agree with this statement and assign the following level of importance in defining the purpose	Responses from Round I	NO, I disagree with this statement for the following reasons.
Very important	1. To provide a foundation for professional development of pre-service and in-service personnel.	
Somewhat important	Comments: _____	
Unimportant	_____	
Very important	2. To develop a citizenry educated on the problems of crime and in the administration of justice.	
Somewhat important	Comments: _____	
Unimportant	_____	
Very important	3. The purpose of criminal justice education is to orient students toward a systemic perspective rather than emphasis on specific jobs or agencies.	
Somewhat important	Comments: _____	
Unimportant	_____	
Very important	4. There is no clearly defined purpose in criminal justice education at the present time.	
Somewhat important	Comments: _____	
Unimportant	_____	

Agreement	Statement	Disagreement
YES, I agree with this statement and assign the following level of importance in defining the purpose	Responses from Round I	NO, I disagree with this statement for the following reasons.
Very important	5. To upgrade the quality of services provided by personnel and criminal justice agencies.	
Somewhat important	Comments: _____	
Unimportant	_____	
Very important	6. Current programs are so varied as to defy categorization.	
Somewhat important	Comments: _____	
Unimportant	_____	
Very important	7. To understand the reasons for crime and societal responses to it.	
Somewhat important	Comments: _____	
Unimportant	_____	
Very important	8. To study and explore the theories upon which the criminal justice system operates and to incorporate whenever possible the liberal arts for application.	
Somewhat important	Comments: _____	
Unimportant	_____	
Very important	9. Other: Please identify.	
Somewhat important	Comments: _____	
Unimportant	_____	

What should the purpose of education be? (Defined to mean the orientation surrounding the criminal justice curriculum in the future.)

Agreement	Statement	Disagreement
YES, I agree with this statement and assign the following level of importance in defining the purpose	Responses from Round I	NO, I disagree with this statement for the following reasons.
Very important	1. Criminal justice education must be directed more to developing a theoretical oriented faculty rather than a practitioner oriented faculty.	
Somewhat important	Comments:	
Unimportant		
Very important	2. To provide a foundation for professional development of pre-service and in-service personnel.	
Somewhat important	Comments:	
Unimportant		
Very important	3. To develop a citizenry educated on the problems of crime and in the administration of justice.	
Somewhat important	Comments:	
Unimportant		
Very important	4. Criminal justice programs will become much broader in the future by moving toward a study of justice with attention to the total environment in which the system operates.	
Somewhat important	Comments:	
Unimportant		

Agreement	Statement	Disagreement
Very important Somewhat important Unimportant	5. The purpose of criminal justice education will not change appreciably in the future. Comments:	
Very important Somewhat important Unimportant	6. To orient students toward a systemic perspective of the criminal justice system. Comments:	
Very important Somewhat important Unimportant	7. Emphasis upon administrative research centers to enhance the transfer of technology to the field for application. Comments:	
Very important Somewhat important Unimportant	8. The criminal justice curriculum should prepare professionals to deal with the complex philosophical and political issues of justice in an applied setting. Comments:	
Very important Somewhat important Unimportant	9. To move towards a liberal arts philosophy. Comments:	
Very important Somewhat important Unimportant	10. To upgrade the quality of services provided by personnel and criminal justice agencies. Comments:	

Agreement	Statement	Disagreement
Very important Somewhat important Unimportant	11. To understand the reasons for crime and societal responses to it. Comments:	
Very important Somewhat important Unimportant	12. To become a recognized academic discipline. Comments:	
Very important Somewhat important Unimportant	13. To emphasize the ethical and moral standards involved in decision-making and criminal justice activities. Comments:	
Very important Somewhat important Unimportant	14. To prepare future leaders both in the academic and applied settings. Comments:	
Very important Somewhat important Unimportant	15. An up-to-date understanding of law, human behavior, and social institutions. Comments:	
Very important Somewhat important Unimportant	16. To convey knowledge about a subject, to induce people to think about their work, and develop professional attitudes and patterns of behavior. Comments:	

Agreement	Statement	Disagreement
Very important _____ Somewhat important _____ Unimportant _____	17. Others: Please identify Comments: _____ _____ _____	

APPENDIX C
ROUND THREE QUESTIONNAIRE



Criminal Justice Department

**The University of Tennessee
at Chattanooga**

Chattanooga, Tennessee 37402

Enclosed you will find Round III, the final round, of the Delphi probe on the purpose of criminal justice education. Only those statements receiving ratings of importance are included in this final round. The objective of Round III is to obtain an indication of priority you feel each should receive in defining the purpose of criminal justice education.

Your comments in Round II were most appreciated and helpful in establishing perspective. They will be included in the data analyses if not found in Round III.

A few directions are in order for completion of Round III:

1. Rank order the statements according to directions given per question.
2. Feel free to add your comments - space has been provided beneath each statement.
3. Use a broad generic reference in formulating your response.

Be assured that your time and effort in this regard is most appreciated. I am enclosing a self-addressed envelope with postage paid for your convenience.

Respectfully,

Roger D. Thompson

What is the purpose of criminal justice education? (Defined to mean the orientation that surrounds the criminal justice curriculum at the present time.)
 Directions: Rank Highest (H) the statements that currently reflect uppermost priority (NO MORE THAN 3).
 Of the remaining, indicate whether moderate (M) or low (L) priority.

Responses from Round II		Priority
1. To provide a foundation for professional development of pre-service and in-service personnel. Comments:		
2. To develop a citizenry educated on the problems of crime and in the administration of justice. Comments:		
3. To orient students toward a systemic perspective rather than emphasis on specific jobs or agencies. Comments:		
4. To understand the reasons for crime and societal responses to it. Comments:		
5. To incorporate the liberal arts whenever possible. Comments:		
6. To upgrade the quality of service provided by personnel and criminal justice agencies. Comments:		
7. To have a clear understanding of Constitutional provisions as found in democratic states. Comments:		

What should the purpose of criminal justice education be? (Defined to mean the orientation surrounding the criminal justice curriculum in the future.)

Directions: Rank Highest (H) the statements you feel reflect uppermost priority in defining the future of criminal justice education. (NO MORE THAN 5). Of the remaining, indicate whether moderate (M) or low (L) priority.

	Responses from Round II	Priority
1. To provide a foundation for professional development of pre-service and in-service personnel. Comments:		
2. To develop a citizenry educated on the problems of crime and in the administration of justice. Comments:		
3. To orient students toward a systemic perspective of the criminal justice system. Comments:		
4. To understand the reasons for crime and societal responses to it. Comments:		
5. To emphasize the ethical and moral standards involved in decision-making and criminal justice activities. Comments:		
6. To prepare future leaders both in the academic and applied settings. Comments:		
7. Academic credentials must be emphasized more in the future than experience. Comments:		
8. Criminal justice programs will become much boarder in the future by moving toward a study of crime with attention to the total environment in which the system operates. Comments:		

Responses from Round II		Priority
9.	Emphasis upon administrative research centers to enhance the transfer of technology to the field for application. Comments: _____	_____
10.	To upgrade the quality of service provided by personnel and criminal justice agencies. Comments: _____	_____
11.	To become a recognized academic discipline. Comments: _____	_____
12.	An up-to-date understanding of law, human behavior, and social institutions. Comments: _____	_____
13.	To convey knowledge about a subject, to induce people to think about their work, and to develop professional attitudes and patterns of behavior. Comments: _____	_____
14.	To emphasize cross cultural differences especially between democratic and totalitarian forms of government. Comments: _____	_____
15.	To advance knowledge about the design, creation, operation, and maintenance of justice systems. Comments: _____	_____

APPENDIX D
PANEL CHARACTERISTICS

TABLE D.1
PARTICIPATION OF PANEL MEMBERS IN THE DELPHI PROBE

Participants	Responded to Round I*	Responded to Round II*	Responded to Round III*	Total Rounds of Participation
1	1	1	1	3
2	1	1	1	3
3	1	1	1	3
4	1	1	1	3
5	1	1	1	3
6	1	1	1	3
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	0	1	2
19	1	1	1	3
20	1	1	1	3
21	1	1	1	3
22	1	1	1	3
23	1	1	1	3
24	1	0	0	1
25	1	0	1	2
26	0	1	0	1
Total	25	23	24	

N = 26

*A 1 indicates response; a 0 indicates no response.

TABLE D.2
MOST ADVANCED DEGREE HELD BY PARTICIPANTS

Degree	N
Ph.D.	14
Ed.D.	2
D. of Criminology	3
Juris Doctorate	1
Master's	3
Bachelor's	3
Total	26

TABLE D.3

MOST ADVANCED DEGREE AREA OF SPECIALIZATION OF PARTICIPANTS

Area	N*
Criminal Justice	3
Criminology	4
Economics	1
Education	3
Educational Psychology	1
Higher Education Administration	2
Law	2
Management	1
Police Administration	5
Political Science	3
Public Administration	2
Social Psychology	2
Sociology	2

*Totals represent multiple concentrations among some participants.

TABLE D.4
TEACHING EXPERIENCE IN CRIMINAL JUSTICE OF PARTICIPANTS

Years of Teaching Experience	N
0-5	3
6-10	7
11-15	6
16-20	3
21-25	1
26-30	1
31-35	1
36-plus	0
Total	22

Note: Four panelists have total administrative experience.

TABLE D.5

ADMINISTRATIVE TITLE OF PARTICIPANTS

Title	N
Chancellor	1
Vice Chancellor	1
Dean	7
Department Head	11
Criminal Justice Faculty	5
Other	1
Total	26

TABLE D.6

ADMINISTRATIVE EXPERIENCE IN CRIMINAL
JUSTICE OF PARTICIPANTS

Years	N
0-5	11
6-10	5
11-15	6
16-20	4
21-25	0
26-plus	0
Total	26

TABLE D.7

APPLIED EXPERIENCE IN CRIMINAL JUSTICE OF PARTICIPANTS

Field	N*
Consultant	7
Corrections	3
Juvenile Corrections	2
Military	3
Police	7
U.S. Department of Justice	2
Research	2

N = 19

*Multiple responses per respondent.

APPENDIX E
ROUND TWO DISAGREEMENT COMMENTS

DELPHI PROBE ROUND II--DISAGREEMENT RESPONSES TO "WHAT IS
THE PURPOSE OF CRIMINAL JUSTICE EDUCATION?"

<u>Statement</u>	<u>N</u>	<u>Comments</u>
To provide a foundation for professional development of pre-service and in-service personnel.	1	A baccalaureate degree is more than a foundation for professional development. It is specific professional preparation.
To develop a citizenry educated on the problems of crime and in the administration of justice	1	I don't believe this is widely operative at present.
The purpose of criminal justice education is to orient students toward a systematic perspective rather than emphasis on specific jobs or agencies.	3	I disagree with the implied priority. Both are important. I disagree since this seems to be the reason for fragmentation and our non-system of criminal justice. Too narrow--implies CJ system focus rather than general theories and philosophy of justice administration
There is no clearly defined purpose in criminal justice education at the present time.	15	I do not believe this to be true. That there are several purposes does not mean there "is no clearly defined purpose." I believe over the past decade and a half there is some general agreement on the purpose of CJ education. Each college or university may define its own purpose. This is a traditional trait of an independent university which must be maintained. If one holds this view then that individual is clearly out of his/her area of educational expertise.

<u>Statement</u>	<u>N</u>	<u>Comments</u>
		There is more and more agreement as time passes.
		There are sets of consensus statements on purpose.
		CJ does have a purpose which is well understood--professional preparation.
		There is certainly a wide variation among programs.
		I believe there is no <u>one</u> single purpose. I believe there are many, clearly defined, purposes for different types of programs.
To upgrade the quality of services provided by personnel and criminal justice agencies.	2	Long term goal. Answer cannot be measured in agreement columns. If thinking persons are the product, they will eventually upgrade the CJ system. Only indirectly.
Current programs are so varied as to defy categorization.	12	Pearson and others have been able to categorize them readily. No. This is up to the administrators of academic programs to insure standardization at the institution. There has been much done. Responses not appropriate. Programs can be categorized using a variety of taxonomies.
To understand the reasons for crime and societal responses to it.	2	Poor wording. Do we understand the reasons? We know a good bit about the latter; but even 153 theories

StatementN Comments

which we have identified tell us little or nothing about the former.

To study and explore the theories upon which the criminal justice system operates and to incorporate whenever possible the liberal arts for application.

3

Not a good statement. The idea is better expressed in 1, 5, and 7.

Two ideas in one statement.

I don't think many practitioners work from a base of any particular theory.

APPENDIX F
ROUND TWO GENERAL COMMENTS

DELPHI PROBE ROUND II--GENERAL COMMENTS TO "WHAT IS
THE PURPOSE OF CRIMINAL JUSTICE EDUCATION?"

<u>Statement</u>	<u>N</u>	<u>Comments</u>
To provide a foundation for professional development of pre-service and in-service personnel.	2	Criminal justice education is a beginning professional education program. This is an excellent academe concept; it's interpreted often by the practitioner differently.
To develop a citizenry educated on the problems of crime and in the administration of justice.	0	No comments.
The purpose of criminal justice education is to orient students toward a systemic perspective rather than emphasis on specific jobs or agencies.	2	Essential if we are to bring about change in the Criminal Justice system. No, that's hardly sufficient reason for the entire battery of Criminal Justice education. I'm surprised that so simplistic a notion emerges at this level.
There is no clearly defined purpose in criminal justice education at the present time.	6	There are two broad purposes: one professional, the other academic. They are different, although both are legitimate. This purpose is unclear due to the lack of agreement between theorist and pragmatists. Range of agreement responses not appropriate. Not accurate and too vague. There is certainly a wide variation among programs.

StatementN Comments

The field is still wrestling with this issue. I believe there needs to be more time to develop a broad purpose. There is really nothing wrong with having multiple purposes.

To upgrade the quality of services provided by personnel and criminal justice agencies

4

Agree but we don't yet know how effective education can be in this context.

Long term goal.

Personnel (yes) agencies indirectly through same.

The lack of training is crucial.

Current programs are so varied as to defy categorization

5

True in many ways.

I believe some colleges have little emphasis on Questions 1 and 3. And as a result encourage research based philosophy type core materials without relating to "humanism."

There needs to be more efforts at defined goals of all Criminal Justice educators.

Responses not appropriate.

Basically true.

To understand the reasons for crime and societal responses to it.

2

Absolutely essential.

There is no need to instruct in this area. Natural life sequences enable every normal person to possess such knowledge without a 3-16 hour "track" covering the area.

StatementN Comments

To study and explore the theories upon which the criminal justice system operates and to incorporate whenever possible the liberal arts for application.

Educational terminology that is B.S. at best.

An over-emphasis on theory is what has gotten us where we are. Much theory cannot work.

2

Other

5 CJ also shares many of the broad educational goals of a given institution.

It is time for those individuals who expound from the pulpit, to touch the reality of life.

Explication of Constitutional provisions found in democratic governments.

Education is its own reward.

To learn methods to correct deficiencies identified in Q. 7 and Q. 8.

APPENDIX G
ROUND THREE GENERAL COMMENTS

DELPHI PROBE ROUND III--GENERAL COMMENTS ON "WHAT SHOULD
THE PURPOSE OF CRIMINAL JUSTICE EDUCATION BE?"

<u>Statement</u>	<u>N</u>	<u>Comments</u>
Academic credentials must be emphasized more in the future than experience.	2	But experience will always be important in the field. An emphasis on education should not be a purpose of education.
Criminal justice programs will become much broader in the future by moving toward a study of justice with attention to the total environment in which the system operates.	1	This is a prediction, not a purpose.
An up-to-date understanding of law, human behavior, and social institutions.	1	This is a description of the purposes of the social sciences in general.
To emphasize cross cultural differences especially between democratic and totalitarian forms of government.	1	This is a strategy, not a purpose.
To advance knowledge about the design, creation, operation, and maintenance of justice systems.	1	Moderate only because I believe this is accomplished via 2, 3, 6.

VITA

Roger Dennis Thompson was born in New Castle, Pennsylvania on December 24, 1950. He moved to Youngstown, Ohio early in his youth and graduated from Canfield High School in 1969.

In August, 1973 he received a Bachelor of Science degree in Criminal Justice from Youngstown State University, whereupon he pursued a Master of Science degree in Criminal Justice at YSU. He worked as a research assistant and as a limited-service faculty during his graduate studies. He wrote a thesis on "Shock Probation" and graduated in December, 1974.

He accepted employment after graduation as Associate Project Director for a federally funded study of recruitment and selection practices of Ohio law enforcement agencies. In March, 1976 he moved to Chattanooga, Tennessee to become Assistant Director of the Center for Criminological Analysis and Training at The University of Tennessee at Chattanooga. Six months later he joined the criminal justice faculty at UTC.

In 1978, he began a doctoral degree program in Curriculum and Instruction at The University of Tennessee, Knoxville, while continuing to teach at UT-Chattanooga. He married Rejeanne Clemence Thibault in December, 1979

He currently serves as Head of the Criminal Justice Department at UTC and is very active in the Academy of Criminal Justice

Sciences. He is a member of a statewide task force of the Tennessee Citizenship Through Law-Related Education Project.

He completed the requirements for the Doctor of Education degree in December, 1983.