

AS/BS.CJ Program Notes for Product Development

Mapping and Alignments

- The Academy of Criminal Justice Sciences framework was used to ensure professional relevancy. While it no longer accredits programs, it is still useful. Each competency is aligned to content and skills from the framework, which can be found [here](#)
- The Introduce, Reinforce, and Mastery (IRM) Map tracks the scaffolding of cross-cutting themes throughout the AS, BS, and concentration. It can be found [here](#) or at the bottom of each CSD.
- The [Crosswalk document](#) shows a comparison between the old program and the new program.

Vision Checklist

The following was developed with Michelle Alvarez to help us maintain the programmatic vision.

- ☐ Aligns to the ACJS Framework content areas and professional skills
- ☐ Matriculates from AS.CJ
- ☐ Incorporate current and emerging trends in the field
 - ☐ Emerging Professional Trends
 - ☐ Technology
 - ☐ Practices
 - ☐ Societal trends
- ☐ Incorporate PLA
 - ☐ Consider current PLA and Advanced Training
- ☐ Plan for micro-credential opportunities
 - ☐ Considerations for course development
 - ☐ Badging-soft skills
- ☐ Incorporate embedded certificates
- ☐ Ensure program is inclusive of all three branches of CJ and both sworn and civilian professions
- ☐ Incorporate soft skills needed for the field
- ☐ Watch the concentration courses in comparison to the MS

**THIS DOCUMENT IS TO BE USED FOR PORTFOLIO REVIEW PURPOSES ONLY, AND CAN
NOT BE COPIED OR SHARED FOR PURPOSES OUTSIDE OF EMPLOYMENT
CONSIDERATION.**

Definitions and Clarifications for Consistency

- **Allied Organizations:** organizations and professional roles outside of criminal justice that work with criminal justice professionals (example: Social Workers)
- **Supporting Professions:** professions and roles that are within criminal justice but support primary criminal justice professionals (example: Forensic Analyst)
- **Diversity:** variety; culture, age, race, ethnicity, gender, education; CJ is working to diversify the profession to be more representative of their population while also adding women. As a theme it can be addressed in a variety of ways, such as variety in gender, professional experience, or culture.
- **Culture:** beliefs, languages, religion, beliefs; belief/value system of a set of people, way of living. As a theme it can be addressed by touching upon community, language, value systems, or organizational culture.
- **Discoverable:** all information gathered (notes, reports, communications) regarding a case is able to be accessed and viewed by the court- sometimes years after the incident. This means that information collected and conveyed needs to be objective, concise, and follow proper procedures/protocols (such as documentation).
- **Decision-Making Process:** SMEs all agreed that a general decision making process should be used consistently throughout the program, but there is not one that is used commonly within CJ. Any process can be used, but it should remain consistent throughout the program
- **Sworn Positions:** "Gun toting" positions-those positions that need to take an oath of some kind. May also be non "gun-toting" (rare) but would still require them to be sworn in.
- **Civilian Position:** Non "gun toting" positions. These professionals are not sworn in, but may very well work closely with sworn professionals and they can all be employed by the same agency/organization, etc. Emergency dispatchers are civilians, for example.
- **Cultural Awareness:** Understanding differences in culture and being aware of different cultural values, beliefs, and perceptions when interacting with people in all aspects of life (personally, professionally, etc.)
- **Case study/scenario use:** These words mean the same thing as you move through the learning experience notes.

Badges and PLA

- PLA for the Police Academy had been approved for the old program, so it was incorporated at the top of affected CSDs
- PLA for Corrections is something that is being worked on but was not/has not been approved, so it was included at the Appendix of affected CSDS
- The PLA structures for Police Academy and Corrections would be as follows:

Number of Hours:	Police Academy	Corrections (to be proposed)
------------------	----------------	------------------------------

**THIS DOCUMENT IS TO BE USED FOR PORTFOLIO REVIEW PURPOSES ONLY, AND CAN
NOT BE COPIED OR SHARED FOR PURPOSES OUTSIDE OF EMPLOYMENT
CONSIDERATION.**

100-199	CJ-205: Policing in the United States	CJ-210: The United States Correctional System
200-299	CJ-112: Introduction to Criminal Justice	CJ-112: Introduction to Criminal Justice
300-399	CJ-207: The United States Judicial System	CJ-207: The United States Judicial System
400+	CJ-140: Communication Skills for Criminal Justice	CJ-140: Communication Skills for Criminal Justice

- Potential badges were identified for specific competencies within the core of the program. This does not impact the content in any way, as Michelle envisions badges being awarded by an instructor based on exceptional work. Potential badges can be viewed [here](#).

Definition of Themes/Sub-Themes from KSAD and IRM Map:

Themes from KSAD:

Law- Understanding how laws affect all aspects of the CJ field: new policies, following the laws, how laws affect their positions (communications, what they can/cannot do), technology as it relates to law and the profession, how the law speaks to processes (court proceedings, rights, etc.) and how law speaks to all layers of the profession.

Character- Personality traits that are important in the CJ field. This would include soft skills.

Communication- This would include verbal, non verbal, written, electronically, on social media, and any other way communication of any kind of shared. This connects to many of the other themes (law, character, professionalism), and encompasses how information is being delivered and received (active listening).

Roles and Responsibilities- This would include things that are related to working in the field, and specifics about jobs within the field; knowing how to problem solve, chain of command, understanding the roles across all the departments one works with, etc.

Professionalism- Ethics and morals within the field, both when dealing with people and the ethics/morals that come along with a specific job.

Research Methods- Ways of researching from a higher level. These CJ students will be more consumers of research than actually conducting it. Also should include researching within their position, if needed, for information such as trends, and knowing what is valid research/information and what is not.

Sub Themes from IRM:

Law- Same as above

Reflection- The ability to look back and think about how something was done, said, conducted, etc. This is for both for when you work with people, or to reflect on how processes went, data and more.

Rapport- Building a relationship with individuals or organizations. This is more common in role that are working with the public (police, courts, corrections, etc.).

Empathy- Being able understand where others are coming from.

**THIS DOCUMENT IS TO BE USED FOR PORTFOLIO REVIEW PURPOSES ONLY, AND CAN
NOT BE COPIED OR SHARED FOR PURPOSES OUTSIDE OF EMPLOYMENT
CONSIDERATION.**

Technology- All types of technology-from computers used in offices, to specific technology in the field or used by CJ professions to be able to do their jobs. This can include body cameras, technology used to track crime trends, etc.

Culture- Beliefs, languages, religion, beliefs; belief/value system of a set of people, way of living. As a theme it can be addressed by touching upon community, language, value systems, or organizational culture.

Ethics-

Discretion- Ability to decide what should be done in a given situation, while keeping in mind such things as law, policies, impact, etc. This can be in a law enforcement role or other roles throughout the CJ field.

Diversity- Variety; culture, age, race, ethnicity, gender, education; CJ is working to diversify the profession to be more representative of their population while also adding women. As a theme it can be addressed in a variety of ways, such as variety in gender, professional experience, or culture.

Critical Thinking- Have the ability to interpret information, analyze it, problem solve. This should be within situations (on the job, etc.) but as well as within activities, learning, assignments etc.

Documentation- Variety of things- reports, statements, notes, files, etc. Students need to understand what is, or isn't discoverable, and the best way to document depending on their job.

Internal- Focused on communication. Appropriate internal communication, such as to a boss, a memo, emails, whether or not to text your boss, when not to text your boss, appropriate office/professional conversation.

External- Focused on communication. Appropriate wording and delivery of communication to external stakeholders such as press release, social media, etc. Important to take delivery and wording choices into consideration.

Processes- Steps or action items taken. Fall under the roles and responsibilities theme. Basic processes that each employee, regardless of what their role is, should follow. Will be heavily connected to communication, structure of an organization, and how an organization/business/company is run. Process can be government process, or process created by the employer. For example, the processes followed within the court system are governed by the Constitution, whereas the process of report writing for a police officer is governed by the police department.

Decision-Making- Best practices used in making decision. There is not a concrete processes for this one, but as stated above, one can be chosen and should be used throughout.

Civilian Professions- Non "gun toting" positions. These professionals are not sworn in, but may very well work closely with sworn professionals and they can all be employed by the same agency/organization, etc. Emergency dispatchers are civilians, for example.

Sworn Professions- "Gun toting" positions-those positions that need to take an oath of some kind. May also be non "gun-toting" (rare) but would still require them to be sworn in.

Structure- This fell under the larger theme of roles and responsibilities. How things should be done, based on how the organization, company, employer, etc. is structured.

Theoretical Concepts- Anything coming from theory; Why things are done a certain way, how or why something has changed over the years, the different types of ways, processes, etc. This can be connected to process and policy, or the evolution of things.

Research Skills- Best practices on how to research, and the best types of systems to use to find the research they are looking for. ComStat is an example of this.

Data Analysis- Analyzing data to determine how cause and effect, trends, solutions, plan of action, etc. Can be based in research, or can be applied. Analyzing crime trends to determine where patrols need to increase, or analyzing data to determine what may be viable solutions to a problem.

Professional Organizations and Certifications Notes

Because so many of the below certifications/ organizations required that members/certification seekers were in the field at least part time we didn't initially include them in the product development notes. If you'd like to talk through them more please let me know! -Jen Andrews

LPQ-Loss Prevention: if passed they will get interview experience. About \$25 for a student membership:
<https://www.yourlpf.org/> - Security (in concentration), Policing (private sector career)

**THIS DOCUMENT IS TO BE USED FOR PORTFOLIO REVIEW PURPOSES ONLY, AND CAN
NOT BE COPIED OR SHARED FOR PURPOSES OUTSIDE OF EMPLOYMENT
CONSIDERATION.**

CIM- Crisis Intervention Management Security (in concentration)

NIMS- National Incident Management System Security (in concentration) <https://training.fema.gov/nims/>

Security Certs AASIS: State level branches; \$25 <https://www.asisonline.org/certification/asis-board-certifications2/>

CPP- a few hundred dollars, but gets a magazine, last year's materials, and other benefits

ACFE: Certified Fraud Examiner; but gets a magazine, last year's materials, and other benefits; auditors or cops
http://www.acfe.com/getting-started.aspx?utm_source=acfehomepage&utm_campaign=learnaboutmembership&utm_medium=link

Department of Justice (multiple certs available, also a great repository of information)

Might be useful in the technology course, but some sites may require a CJ email address (bodycams)

FEMA- Emergency Management Security (in concentration) <https://training.fema.gov/emi.aspx>

NIJ- <https://www.nij.gov/training/Pages/all-courses.aspx?type=training> (multiple certs available, also a great repository of information)

Telecommunications cert: many start off as dispatchers; stepping stone to full time policing

Unless you chose to be state or nationally accredited police agency there are no common standards/expectations

Certificates can be especially helpful

NCJRS website

Crimesolutions.gov

PERF

Major City Chiefs Association

Cops Office on NIJ for best practices/study results

American Corrections Association - Student Chapters and membership

Certifications available online for members

Could start our own student chapter
http://www.aca.org/ACA_Prod_IMIS/ACA_Member/Professional%20Development/ACA_Member/Professional_Development/ProfDev_Home.aspx?hkey=63ec1d58-23ba-43cc-bdd1-45803e5db79b

National Association of Victim Advocates <https://www.trynova.org/training/>

Victim Assistance <https://www.trynova.org/credentialing/> <https://www.thenacp.org/pre-approved-trainings-by-location/>

APCO - Association of Public Safety Communications Officials <https://www.apcointl.org/training-and-certification/>

Emergency Communications <http://www.emergencydispatch.org/Certification>

**THIS DOCUMENT IS TO BE USED FOR PORTFOLIO REVIEW PURPOSES ONLY, AND CAN
NOT BE COPIED OR SHARED FOR PURPOSES OUTSIDE OF EMPLOYMENT
CONSIDERATION.**

National Institute for Corrections - DOJ Probation and Parole - Corrections <https://nicic.gov/training>

Motivational Interviewing Skills (document available)
https://vtt.ovc.ojp.gov/ojpasset/Documents/INT_MI_For_Law_Enforcement-508.pdf

IACP- International Association of Chiefs of Police - Policing in a Modern Society <https://www.theiacp.org/all-events>

Police Foundation- document resource

Police Executive Research Forum-- open document resource Research Methods/capstone

COMPSTAT, body cams, tech, social media... all kinds of stuff available

Ideas in American Policing - Police Foundation-Policing in a Modern Society, Research Methods/ capstone)

Reflective questions and prompts, library of resources (lectures, articles)

Topics that span contents, careers, soft skills, culture, law...

Police Chief Magazine, will cover law and regs

Possible student membership- leaders of tomorrow- \$30

Time should be/can be built into courses for students to be working towards these certs.

Can be a voluntary assignment,. An alternative assignment must be included for those who do not choose to engage in Cert training.

victim witness - Victimology

<https://www.ovcttac.gov/views/TrainingMaterials/dspOnlineTraining.cfm>

Cyber crime cert

<http://bluecourage.com/inclusive-leadership/>

<https://www.ldconsultingllc.com/>

CSO Magazine, Fraud Magazine, ASIS(International organization, need students to go into the field, might be a great partnership opportunity) and a few others are free- might be something to note in courses

Harvard School of Government program in and on Criminal Justice

Interview Skills and Processes

Also, I found that Steve had also added a list of interview related information (process, skills needed) because the interview process is so different from other careers. This might be something that could be worked into the intro course. Again, happy to talk this through if it would be helpful .

- Applications
- Being persistent
- Background questionnaires

**THIS DOCUMENT IS TO BE USED FOR PORTFOLIO REVIEW PURPOSES ONLY, AND CAN
NOT BE COPIED OR SHARED FOR PURPOSES OUTSIDE OF EMPLOYMENT
CONSIDERATION.**

- Stages of interviews
 - Application
 - Interview
 - Background
 - fingerprinting
 - Polygraph
 - Psychological
 - Physical
 - Medical
 - Command staff interview
 - Appointment
 - Pending funding, academy availability
 - Various aspects needed to apply, being held to an application
 - Release for information (signature sheet)
 - Gives employer ability to check into all aspects of their lives
- Make sure that the job you take in interim will build your CJ skills
 - Being able to sell the skills you developed
- - Oral interview/panel
 - Time lag between stages can be significant
 - Rise in regional testing
 - Civil service versus non-civil