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DEVELOPMENT OF A CURRICULUM FOR A
24-HOUR INTRODUCTION TO CRIMINAL JUSTICE COURSE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Vocational Education

by
Patrick Frank Murch
June 1998


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Approved by:


Ronald K. Pendleton, Ph.D., First Reader


John C. Emerson, M.A., Second Reader

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Date

ABSTRACT

This project analyzed the materials and training currently being taught in a 8 hour History and Principles of Law Enforcement course at the San Bernardino County Sheriff's Departments Basic Training Academy, in conjunction with San Bernardino Valley College. A review of the literature on the Criminal Justice System included analyzing seven books, two study guides, and three interviews. The research results indicated that the time allotted to teach this learning domain is not sufficient for the amount of material that needs to be covered. Therefore, a new 24-hour course entitled Introduction to Criminal Justice was developed to replace the existing course. The entire course outline and course schedule in Appendix C is the direct result of this project research.

ACKNOWLEDGEMENTS

I would like to thank my parents, Tom and Karen, for instilling in me my sense of values and work ethic. My wife to be, Cherva, for showing great patience and understanding while I completed my graduate studies. I also would like to thank Dr. Allen Truell and Mr. Donald Potts for their encouragement and support.

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CHAPTER ONE

Background

Introduction

The contents of Chapter One presents an overview of the project. The context of the problem is discussed followed by the purpose and significance of the project. Next, the limitations and delimitations that apply to this project are reviewed. Finally, a definition of terms is presented.

Context of the Problem

Many people choose a career that they feel is interesting and exciting. However, a great deal of people do not study or understand the history behind their occupation. This lack of knowledge can lead to a misunderstanding of the concepts and techniques from which the profession has evolved. Employers are also at fault because a great number of professions do not offer the employee the opportunity to acquire this knowledge when entering the work force.

The California Commission on Peace Officer Standards and Training (POST) requires those entering law enforcement to attend a basic training academy. While attending the basic training academy, trainees are required to receive instruction in the history of the criminal justice system. This block of instruction is approximately eight hours in length. To expect an individual to fully grasp the history of the criminal justice field in eight hours is not feasible.

It is proposed that this instructional period be extended to twenty four hours and the learning domain be limited to the development of the criminal justice system within the United States. This would allow for the trainee to acquire the ideas and concepts that led to the development of our current criminal justice system. By enhancing the trainee's overall understanding of the criminal justice system and those factors which have influenced it's development, the trainee will be more a more productive employee, which will also benefit the employer.

Purpose of the Project

The purpose of this project was (1) to analyze the materials currently being taught

in a eight hour Introduction to Criminal Justice Course and (2) to develop a new course curriculum that would better prepare trainees for the knowledge necessary to develop a clear understanding of the history and principles of the American justice system. The curriculum will serve San Bernardino Valley College, Department of Criminal Justice, and the San Bernardino County Sheriff's Department, Basic Training Academy. This training will be presented in the highest and most professional manner and will give trainees an adequate understanding of the history behind the criminal justice system.

Significance of the Project

The current History and Principles of Law Enforcement Curriculum attempts to cover the development of criminal justice system through out the world. This course curriculum expects law enforcement trainees to attain this knowledge in a eight hour course. It is proposed that this instructional period be extended to twenty four hours and the learning domain be limited to the development of the criminal justice system with in the United States.

Limitations and Delimitations

A number of limitations and delimitations surfaced during the development of this project. These limitations and delimitations are presented in the next section.

Limitations. The following limitations apply to this project:

1. The Introduction to Criminal Justice course was developed by comparing and contrasting curriculum used by the San Bernardino Valley College and Lake Superior State University.
2. The Introduction to Criminal Justice curriculum was designed with in the guidelines set forth by the California Commission on Peace Officer Standards and Training.

Delimitations. The following delimitations apply to this project:

1. The Introduction to Criminal Justice Curriculum was developed specifically for the San Bernardino County Sheriff's Department and San Bernardino Valley College; therefore, the material may not be appropriate for other agencies or states.
2. This curriculum is designed for entry level trainees that are attending a basic law enforcement training academy.

Definition of Terms

The following terms are defined as they apply to this project.

Acquittal -- A legal verification of the innocence of a person in a criminal trial.

Arraignment -- A hearing before a judge during which the defendant is identified, hears the formal reading of the charges, is read his or her legal rights, and enter a plea of guilty or not guilty to the charges.

Bail -- money or property posted by the defendant after arrest and before trial to guarantee that he or she will appear for trial, sentencing, or imprisonment.

Capital Punishment -- Punishment by death.

Corporal Punishment -- Physical punishment such as beatings or whippings.

Corpus Delicti -- Proof that a crime has been committed.

Crime -- An illegal act or omission or commission that is punishable by law.

Determinate Sentence -- The legislature determines the length of a sentence for a specific crime.

Due Process -- Constitutional principle that a person should not be deprived of life, liberty, or property without reasonable and lawful procedures that must be made available in any criminal action.

Habeas Corpus -- A written court order requiring that the accused be brought to court to determine the legality of custody and confinement.

Indeterminate Sentence -- Sentence of a person to prison without imposition of a definite term of years.

Indictment -- Written accusation of a grand jury, formally stating that probable cause exists to believe that the suspect committed a felony.

Mala in se -- Actions that are intrinsically immoral, such as murder and forcible rape.

Mala prohibita -- Actions that are wrong because legislation prohibits them.

Mens rea -- The guilty or criminal intent of the accused at the time the criminal act is committed.

Nolo Contendere -- Literal meaning, "I will not contest it." In a criminal case this plea has the legal effect of a guilty plea, but the plea can not be used against the

defendant in a civil action.

Parens Patriae -- A doctrine which presumes that the state will act in the best interest of the child.

POST -- Will refer to the California Commission on Peace Officer Standards and Training. POST is the regulating agency that governs peace officer training in the State of California

Preliminary Hearing -- An appearance before a lower court judge to determine whether there is sufficient evidence to submit to the grand jury or to the trial court.

Probable Cause -- A set of facts and circumstances that lead to reasonable belief a suspect has actually committed a crime.

Pro-se -- Literal meaning, "on behalf of self." Acting as one's own attorney.

Stare Decisis -- Literal meaning, "let the decision stand." A doctrine that courts will abide by or adhere to the rulings of previous court decisions when deciding cases with substantially the same facts.

Subpoena -- Law that the legislature has originated and passed by a written enactment.

Summons -- A formal document issued by a court to notify a person to appear in court at a specific time and place for the purpose of giving testimony on a specified issue.

Tort -- A noncriminal (civil) wrong or injury arising from a breach of legal duty for which one may be sued in civil court for damages to person or property, or for wrongfully causing death.

True Bill -- The prosecutor's indictment returned with the approval of the grand jury.

Venue -- Location of the trial; change of venue refers to the removal of the trial from the location where it would normally be tried to another location, either to avoid public pressure or to obtain an impartial jury.

Voir dire -- Literal meaning, "to speak the truth." The process of questioning prospective jurors to determine their qualifications and desirability for serving on a jury.

Warrant -- A court issued writ authorizing an officer to arrest a suspect or to search a person or place.

Organization of the Project

This project is divided into five chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations, and definition of terms. Chapter Two consists of a review of the literature. Chapter Three outlines the population to be served and the project design. Chapter Four reviews the budget required for implementing the projects. Chapter Five presents the conclusions and recommendations gleamed from the project. The project and references follow Chapter Five.

CHAPTER TWO

Review of the Literature

Introduction

The criminal justice system is a complex and evolving system. Individuals entering such a profession need an understanding of its origin. The criminal justice system is made up of three components: law enforcement, corrections, and the court system. Each component is individual with in itself, however; all three work together to provide the basic foundation for our criminal justice system

History of Policing

Formal policing can be traced back to England. Most societies were small and shared common goals and beliefs. New members were taught to believe in the values of the community. England had the Frank Pledge system, in which families were organized into tithings (ten families) and hundreds (ten tithings). The purpose was for protecting each other as well as enforcing the laws. Adult members were responsible for their conduct and the conduct of their peers. Failure to abide by these laws and enforce them, meant everyone would be fined by the English Crown (Reid, 1990).

The appointment of constables in England in the 12th century signaled the beginning of public policing in that country. As more and more people moved closer to one another shires were developed. A shire-reeve was appointed by the King to supervise each shire. As the population increased, the position or title of sheriff was developed.

The watch system was established as a means of protecting against fire and guarding the walls and gates of the cities. The watchmen carried clubs and swords as equipment. The watchmen did not wear uniforms, but were identified by the lanterns and staffs they carried. Originally watchmen worked nights, but as the population grew, they began to work during the day.

In the middle of the 18th century, two brothers, John and Henry Fielding, developed the Bow Street Runners. The Bow Street Runners were constables who were given police powers of investigation and arrest. The constables were given limited

training and received a portion of the fines in the cases which they prosecuted successfully. However, this form of policing failed. In 1829 England was successful in establishing a police force. That was the year the first modern police force, the metropolitan police of London, was founded, by Sir Robert Peel. The officers were sometimes called 'Peelers' or 'Bobbies.' To qualify for such a job, candidates had to meet a high standard of ethics. Bobbies worked full time and wore uniforms. The main function of the bobbies was to prevent crime. The system has been described as follows: Peel divided London into divisions, then into beats. The head quarters for the police commissioners looked out upon a courtyard that had been the site of a residence used by the kings of Scotland and was, therefore, called Scotland Yard. In 1856 parliament required every borough and county to have a police force similar to London's (Reid, 1990).

History of Policing in the United States

People in the United States saw a variety of policing during its early years of development. Immigrants brought many aspects of their systems to our country. Many of the colonial communities adopted the English night watchman system. In some rural areas, the constable was in charge of the town and the sheriff was in charge of the county (Robbins, Nichols, & Dineen, 1995, Reid, 1990).

With the Industrial Revolution, the United States experienced a phenomenal growth in its major cities. Crime and violence grew beyond what the constable was equipped to handle, thus metropolitan police forces were developed. Philadelphia was one of the first such communities to develop a police force. Cities such as Philadelphia and Boston established day and night time watches, but both systems failed. In 1870, New York and several other major cities had full-time police forces. These early police forces faced the same problems as police agencies do today: the need for additional personnel, salaries, and corruption (Robbins, Nichols, & Dineen, 1995).

Law

When our founding fathers developed our country, they saw the need to make our

laws universal. However, in England, common law was the law of the land. Common law refers to those customs, traditions, and judicial decisions that guide courts in decision making. Many of these laws, if not most, were not enacted by legislation. English common law had a great influence on the development of law in the United States. Law comes from three sources: the constitution, legislative statutes, and court decisions (Reid, 1990).

Constitutional law comes from the constitution itself. The first ten amendments of the constitution are known as the bill of rights. The bill of rights is the most important part of the constitution. The bill of rights protects the rights of all people regardless of their race, religion, and/or sex. Each state has its own constitution, however, the constitution of a state cannot conflict with the constitution of the United States.

Statutory law is written law enacted by the legislative body of a nation, state, county, or municipality. However, this legislation can not conflict with the rights guaranteed by the United States Constitution. Within these statutory laws are criminal and civil law. Criminal law is a criminal violation involving a public wrong. Convicted violators of criminal law are punished by imprisonment in federal prison, state prison, county jail, and/or a fine. Civil law is considered a wrong between two private parties directly involved. If one of the parties is found at fault, a judgment will be awarded to the other party. This judgment comes in the form of compensatory damages. Punitive damages usually go hand in hand with compensatory damages and come in the form of monetary value (Neubauer, 1988).

Case law is the result of a court decision that sets precedent on a particular issue. Case law is a legal binding court interpretation of written laws or rules made by courts in the absence of written law and/or past court decisions. Many times appellate courts are asked to review previous cases. The role of the judge is to apply existing rules of law to the facts of each case in a deductive method. There are times when past decisions are overturned. However, there are many cases that are not overturned because the case has set precedent and is guaranteeing our constitutional freedoms.(Abadinsky, 1991 & Reid, 1990).

Administrative law is another source of law. Congress and state legislatures delegate rule making power to some state and federal agencies. These agencies create laws, but they have specific procedures and guidelines to follow. A violations of an administrative law is normally not viewed as criminal, but may become criminal under some circumstances (Reid, 1990).

Due Process

Criminal courts are under a great deal of pressure from the enormous case loads that need to be heard. This over load of cases has created such a controversy, that many people have considered changing the court system in order to deal with the congestion. Herbert Packer suggest two conflicting models, the crime control model, and the due process model. The design of the models have put conservatives against liberals. Conservatives see crime as the product of a breakdown of individual responsibility and self control. Liberals see crime not as a product of individual moral failure, but as the result of social, economical, and environmental influences (Neubauer, 1988).

The crime control model looks at the repression of criminal conduct. If crime is not controlled, law abiding citizens will not be protected and society as a whole will diminish. Conservatives feel the courts should process defendants as if the court system was running an assembly line. The crime control model wants to remove defendants against whom there is inadequate evidence and quickly determine guilt according to the evidence presented. The crime control model stresses speed in the courts to suppress crime (Neubauer, 1988).

The due process model emphasis is on protecting the rights of the individual. The key function of the courts is not the speed and finality projected in the crime control model. The due process model insist on a careful consideration of each case. The due process model stresses the possibility of an error made by police and/or the prosecutors, which means, the courts have the obligation to protect the rights of the individual. Any slow down or decrease in the efficiency of the courts, is the price paid in a democratic society based on individual liberties (Neubauer, 1988).

Federal Courts

No constitution interprets itself, that is, no constitution states what its words mean in every possible situation. This is the most critical function performed by the courts in our country. Judges must determine what is good for the people as a whole. Many people believe this gives judges a great deal of power. This is true, but the constitution has several built in levels of judicial review to ensure people that their constitutional rights are not violated (Ross, 1988).

The United States Supreme Court is the highest court in the United States. The Supreme Court consist of nine justices. All judges are nominated by the President and confirmed by the Senate. An appointment to the Supreme Court is considered a life time commitment, as they maintain good behavior. Since there is no fixed term, the judge can sit until retirement. The Supreme Court has a great deal of power, in that, it has the ability to declare any act by congress unconstitutional, if the act is not in the best interest of the people. The Supreme Court plays a great part in the checks and balance system of our government (Wilson, 1990).

The US Court of Appeals is the next level of judicial review in the United States. The country is broken up into twelve circuits. These judicial seats are also appointed by the president and approved by the senate. Circuit courts have jurisdiction to review the final decisions of the district courts with in their jurisdiction. By reviewing the cases from district court, the US Court of Appeals acts a shield for the Supreme Court. Decisions made by the US Court of Appeals usually stand. Rarely, does a case go to the Supreme Court after the US Court of Appeals has made a decision.(Neubauer, 1988)

US District Courts are trial courts in the federal system. There is at least one US District Court in each state. No district court crosses state lines. Some states have several US District Courts, California has four. There is more than one judge per district. Actual cases may be heard in various locations called divisions. These judges are also appointed by the President and confirmed by the Senate. US District Courts hear both civil and criminal cases that violate federal laws (Neubauer, 1988).

State Courts

California's state Supreme Court, consisting of seven justices, is one of the most prestigious and notorious state Supreme Courts in the nation. Many of California's Supreme Court decisions have influenced the United States Supreme Court's disposition of cases. The California Supreme Court hears appeals from the California Court of Appeals and Superior Court. Death penalty cases automatically go to the state supreme court. State Supreme Court justices serve twelve year terms. If a vacancy should occur, a replacement is appointed by the governor. The appointee is usually someone who shares the governor's views on legal and political issues (Ross, 1988).

California is divided into six appellate districts. Each district has a Court of Appeal. Within each district there are one or more divisions that hear appeals from the superior courts in that district. Most of the decisions made by the Court of Appeals are not reviewed by the state Supreme Court. The Court of Appeals act as a filter for the state Supreme Court. This gives the state Supreme Court the time needed to review more important cases (Ross, 1988).

Superior courts are California's major trial courts. There is at least one Superior Court per county. Superior courts have jurisdiction over all civil cases where the monetary value is over \$25,000, all juvenile, guardianship, probate, divorce, and felony cases. In large counties, Superior Court judges specialize in one particular area of law. Superior court judges also hear appeals from Municipal and Judicial courts. Superior court judges are elected for six year terms. If a vacancy occurs, the governor will appoint another judge to fill the vacancy (Ross, 1988).

Municipal courts deal with both civil and criminal law. Municipal courts hear cases of less serious crimes, such as misdemeanor convictions and infractions. Preliminary hearings for felony cases are conducted in municipal court. Municipal courts will also act as small claims courts. Municipal court judges are elected for six-year terms. Vacancies are appointed by the governor. Municipal courts are also taking the place of Justice Courts. A Justice Court conducts the same functions as a municipal court, but they are located in rural areas. Justice Court judges are elected for six-year

terms. Vacancies are appointed by either the county board of supervisors or by a special elections, called by the county board of supervisors (Ross, 1988).

Law Enforcement in the United States

The largest federal criminal law enforcement agency (with the exception of the military) in the United States is the Federal Bureau of Investigation (FBI). The FBI is under the direction of the Department of Justice. The FBI deals with enforcing all federal laws that are not assigned to other special agencies. The FBI is not a national police force, they investigate crimes that the federal government has jurisdiction over. However, they may work with either state or local agencies at their request. The Federal Bureau of Investigation is widely known for its fingerprinting services and the National Crime Information Center. (Ried,1990).

The President of the United States appoints nearly 100 people, one for each federal judicial district, as a United States Marshall. These appointments must be approved by the United States Senate. The main function of the Marshals' Department is to transport federal prisoners to and from court. The witness protection program is also a part of the Marshals' Department. Marshals protect witnesses that are testifying in federal court. Marshals are sworn officers, who make arrest for violations of federal offenses (Reid, 1990).

State police patrol the highways and enforce traffic laws. The state police provide services such as, criminal identification, police training programs, and communications system for other local law officials. State police often specialize in different areas of policing, such as control over fishing and gaming laws, regulation of gambling and horse racing, and regulation of alcohol sales (Reid, 1990).

The sheriff is considered the most important law enforcement officer in the county. The Government Code gives the sheriff the authority to operate the jails with in the county. The sheriff's department is limited to the patrolling of unincorporated areas of the county. However, some municipalities choose to contract the services of the sheriff, to preform their local law enforcement functions. The county sheriff may also have numerous other functions unrelated to law enforcement. These functions may

include acting as the county coroner, collecting taxes, or supervising any number of county government activities. The county sheriff is an elected official in California, who runs for office every four years (Reid, 1990).

Municipal police departments differ from other local law enforcement agencies. Mainly in their size, organization, complexity, and services. Municipal agencies have a great deal of political problems. The police department has to compete for funding along with other city agencies. Crime rates are higher in a populated cities, compared to other rural towns in the area. If department personnel is not doing what the residents of the city feel is appropriate, the residents will complain to the city council, which causes a great deal of stress on the police chief. The police chief is held responsible to answer to the city council, therefore the chief must be politically involved with the council members (Reid, 1990).

History of Corrections

The transition from corporal punishment to prison as a punishment took place in the 18th century in England. The English used broken down war ships as prisons. The ships were unsanitary and infested with rodents. Contagious diseases killed numerous prisoners. Many times the inmates punishment was much more harsh than the crime they committed (Reid, 1990).

John Howard, an Englishman is credited with the beginning of the penitentiary. Although, it was the United States who combined prison with hard labor. The Walnut Street Jail in Philadelphia became world famous for its hard labor and solitary confinement. Most penal institutions at this time were noted for their harshness and lack of the most basic of civil rights. In the late 1870s, a man named Benjamin Rush proposed a new treatment for criminals. This system included various aspects, such as, classification, individual treatment, and prison labor to make prisons self supporting. By the 1800s, the Walnut Street Jail had failed because of politics, financing, lack of adequate personnel, and over crowding (Reid, 1990).

Other states, such as Massachusetts, Maryland, and New Jersey adopted systems similar to the Walnut Street Jail. However, the Eastern penitentiary in Pennsylvania, or

Cherry Hill as it was called, became world famous for its architectural design. The cell blocks extended from a central hub like spokes on a wheel. Each prisoner had his own cell in which he ate, slept, worked, and received religious instruction. Inmates saw no other people with the exception of prison official or clergymen. The United States did not adhere to this architectural design, therefore this did not become popular with in the United States. The Auburn prison in New York State instituted the Silent system. The institution did not allow the inmates to speak or look at one another. This caused many inmates to develop mental illness and even commit suicide.

The reformatory movement began in the 1840s and was characterized by the development of indeterminate sentences, parole, work training, and education programs. This reform movement did not begin in the United States in the 1870s. In 1876, the Elmira Reformatory was created for first time offenders between the ages of sixteen and thirty. The school like setting allowed the administration to determine the offenders release date based on behavior and rehabilitation. Although, the release date could not exceed the time set forth by the law. This system was successful until the beginning of World War One. However, the system eventually failed because it lacked qualified personnel to manage the facility adequately (Clear & Cole, 1990).

With the increase in prison population in the late 1880s, other states began to build prisons across the nation. The prison system provided work for the inmates, that work that benefited the prison, not the inmate. Prison products were sold to the public. This led private industry to complain because they could not compete with the low wages. In 1929 the Hawes Cooper Act was passed; followed in 1935 by the Ashurst-Summers Act. These acts restricted the sale of prison goods to the public (Reid, 1990).

Correctional Systems in the United States

The federal government did not have their own prisons until the 1900's. The first federal prison was at Fort Leavenworth, Kansas. The facility was proven to be inadequate, so a prison was built on the military facility. Other facilities were also being built across the country. This lead President Hoover to created the Federal Bureau of Prisons in 1930s, which was under the control of the Department of Justice (Clear &

Cole, 1990).

Before the development of the first federal prison, the government contracted with states to house federal prisoners. Even today the federal government does not have enough space to house all of the people accused of violating federal laws. This forces the federal government into contract with states or local facilities to house federal prisoners. The San Bernardino County Sheriff's Department houses several hundred federal prisoners at Central Detention Center, located in down town San Bernardino. The Sheriff's Department is paid approximately sixty dollars a day per prisoner (Clear & Cole, 1990).

State correctional systems are headed by a director, who in return, reports to the governor. Most states have all three levels of security; maximum, medium, and minimum. Maximum custody - requiring close supervision because the prisoner's escape would constitute a serious threat to society. Medium custody - prison security is responsible with limits because the prisoner's escape would constitute a hazardous (but not serious) threat to the community. Minimum custody - where a prisoner is permitted some freedom in the custodial institution under general supervision of the custodial officer. The inmates escape does not constitute a threat to the general public. Not all levels of security are available for women, due to the fact there are fewer female inmates incarcerated. Some states may even house inmates from another state. Transfers to other facilities usually occur after a riot and the facility needs to repair damages (Robbins, Nichols, & Dineen, 1995).

County jails are operated and maintained by the County Sheriff's Department. The county jail serves two purposes. The first purposes is to house all people who have been arrested and are awaiting a criminal trial. It is not uncommon for an individual to spend several years in a county jail while his or her trial is in progress. Once an individual is sentenced, they will go to either state prison or county jail, depending on the length of the sentence. If the person is sentenced to one year and one day, the individual is sentenced to state prison. If the sentence is one year or less, the individual is sentenced to county jail. Once the inmate is sentenced county jail, the individual is classified. Most

inmates in county jail are given a job that will benefit the facility. Inmates will also be sent to educational classes. These classes range from anger management, GED, parenting, or substance abuse. Some inmates may be required by the judge, as part of their sentence, to take a particular class while he or she is incarcerated. Once the inmate has completed a class, a certificate is issued. At some point when the inmates are released from jail, the certificate will become beneficial to them (Dalton, 1998).

Summary

The review of the literature was performed to develop an in-depth understanding of the criminal justice system. The research readings focused on (1) the history of the criminal justice system and (2) the three main components which make up the criminal justice system; law enforcement, corrections, and the court system.

CHAPTER THREE

Methodology

Introduction

Chapter Three details the steps used in developing the project. Specifically, the populations served is discussed. Next, the curriculum development process including the curriculum structure and content validation is presented. Lastly, the existing programs are delineated. The Chapter concludes with a summary.

Population Served

The population served by this curriculum are those individuals who are attending a POST certified basic training academy within the state of California. The curriculum was developed specifically for those trainees who are attending the San Bernardino County Sheriff's Departments Basic Training Academy. The San Bernardino County Sheriff's Department in conjunction with San Bernardino Valley College have developed the curriculum guidelines within the parameters set forth by the California Commission on Peace Officer Standards and Training.

Curriculum Development

The next section of the project provides an overview of the curriculum development process. Specifically, the curriculum structure and content validation process are reviewed.

Curriculum Structure. This curriculum was developed in accordance with the outline put forward by the San Bernardino Valley College. This outline consists of the following: (1) course title, (2) course duration, (3) course description, (4) basic text(s), (5) student objectives, (6) course outline, (7) instructional methods, and (8) evaluations. The content for this curriculum was extracted from existing programs. One program from the state of California and the other from the state of Michigan. The specific content revolves around basic history and concepts behind the development of the criminal justice system. There are no prerequisites for this course.

Content Validation. The content for this curriculum was validated in using two methods. One, an extensive review of the literature was conducted. The competencies

identified as essential to obtaining and understanding the ideas and concepts behind the development of the criminal justice system were included in the curriculum. Two, a panel of experts in the area of criminal justice were assembled. This panel reviewed the curriculum and made suggestions for improvement. The suggestions for improvement made by the panel were incorporated into the curriculum. John Migaiolo, Training Specialist, San Bernardino County Sheriff's Department Basic Training Academy, reviewed and approved the final draft of the curriculum.

Existing Programs

The curricula for two existing introduction to criminal justice programs were reviewed. One, the existing program at San Bernardino Valley College was examined (Appendix A). The existing San Bernardino Valley College program revolves around the history of the criminal justice system. Additional topics include the 10th Amendment, the Magna Carta, Federal and State agencies, and California Law enforcement. Two, the existing program at Lake Superior State University was reviewed (Appendix B). This existing program centers around the historical and philosophical foundations of law enforcement within a democracy. Additional topics in this program include, justice and law, English precedents, and constitutional limitations.

Summary

The steps used in the development of this project were outlined. The population served was described as was the curriculum development process. Lastly, the existing Introduction to Criminal Justice programs were presented.

CHAPTER FOUR

Budget

Introduction

This chapter contains a review of the budget for a 24-hour course in the Introduction to Criminal Justice. The budget is broken down into three parts. The first part contains instructional cost , to include the course coordinator, law enforcement supervisor instructor, miscellaneous instructional supplies, and the instructional cost per student. The second part contains the fees charged by San Bernardino Valley College. The third part contains the cost of the course to San Bernardino Valley College. A full-time equivalent student (FTES) is defined and the formula to calculate FTES is explained.

Proposed Budget

The cost indicated for the proposed budget is based on 1996 estimates gathered relative to the cost of the course in the 1997-1998 educational year. The cost indicated for the presented curriculum is based on the current instructional costs and instructional fees at San Bernardino Valley College.

24-Hour Course in the Introduction to Criminal Justice (2 unit course)

1. Instructional costs

I.	Course coordinator 24 hours @ \$28.00 hour	\$672.00
II.	Law Enforcement instructors 24 hours @ \$37.00	\$888.00
III.	Misc. instructional supplies (per student)	\$10.00
IV.	Cost if instruction per student (30 students)	\$62.00
V.	Cost of instruction per student (45 students)	\$48.00

2. Cost to student

I.	Per unit charge	\$13.00
II.	Non-Resident per unit charge	\$131.00
III.	Health Fee	\$11.00
IV.	Student Center Fee (mandatory: \$1 per unit)	\$2.00
V.	Course materials (photo copying)	\$10.00

VI.	Total cost per student (resident)	\$36.00
VII.	Total cost per student (non-resident)	\$156.00
3.	Cost of the course to San Bernardino Valley College	
I.	FTES generated	
a.	30 students X 24 hours if instruction = 720 instructional hours $720 / 525 = 1.371$ FTES or \$4507.20*	\$4507.20
b.	45 students X 24 hours of instruction = 1080 instructional hours $1080 / 525 = 2.057$ FTES or \$6760.80	\$6760.80
II.	Course coordinator	-\$676.56
III.	Direct instructional cost	-\$888.00
IV.	Profit to San Bernardino Valley College general fund	
a.	With 30 students	\$1087.20
b.	With 45 students	\$3040.80

*FTES is a means of counting the number of students for funding purposes. One FTES consist of 525 student contact hours. Each student registered to attend a class for one hour, whether during lecture, laboratory or final exam period, generates one contact hour. The 525 contact hours that make up one FTES are the equivalent of one full-time student registered in 15 hours of instruction per semester for a complete 35 week academic year. For accounting purposes, part-time students are considered collectively (five part-time students who each complete three units generate one FTES). The amount of revenue per FTES unit differs from district to district. The current range, based on Fiscal Year 1996/1997 data, varies from approximately \$2,580 (\$4.91 per student contact hour) to \$7,742 (\$14.75 per student contact hour). San Bernardino Valley College's scheduled amount is approximately \$3,286 (\$6.26 per student contact hour) (Smith, 1998).

Summary

The budget review began with breaking down the budget for the 24-hour course

in the Introduction to Criminal Justice. The budget was broken down into three categories, instructional cost, cost to the student, and the cost to San Bernardino Valley College. FTES was explained and the formula for calculating FTES was shown.

CHAPTER FIVE

Conclusions and Recommendations

Introduction

Included in Chapter five is a presentation of the conclusions gleamed as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusion extracted from this project follow.

1. Based on the review of the literature and discussion with experts, the current introduction to criminal justice course at the San Bernardino County Sheriff's Departments Basic Training Academy, in conjunction with San Bernardino Valley College, covers an extensive amount of material in to little of time.
2. Trainees graduating from the basic training academy have not developed a thorough understanding behind the concepts that influenced the development of the criminal justice system within the United States.

Recommendations

The recommendations resulting from this project follow.

1. The curriculum will be reviewed and updated to cover the history of criminal justice system and those factors that influenced its development within the United States.
2. The allotted time for this learning domain should be reviewed and changed from 8-hours to 24-hours. This will enable the instructor to adequately cover all topics and answer any questions that may arise.

Summary

Chapter Five reviewed the conclusions derived from the project. Lastly, the recommendations culminating from this project were presented.

APPENDIXES: Introduction To Criminal Justice Curricula

APPENDIX A:
San Bernardino Valley College--Existing Course

Course Title

History and Principles of Law Enforcement

Course Duration

8-Hours (One Day)

Course Description

This eight hour course of instruction is designed for individuals attending a law enforcement basic training academy. It is designed to educate law enforcement trainees in the history and principles of law enforcement. The class covers the history of law enforcement and those factors which influenced its development.

Course Content**Hours**

- | | | |
|------|--|-----|
| I. | Introduction | .5 |
| A. | History of law enforcement is the history of man's striving to protect himself. | |
| B. | Police derive their power from the people. | |
| C. | Legal authority for police agencies in the United States is derived from the people as documented in the United States Constitution. | |
| D. | Legal authority for police agencies in the States of California is derived from the people as documented in the California State Constitution. | |
| II. | Prehistoric Man and Early Tribes | .5 |
| A. | Men joined groups; basic elements of society. | |
| | 1. Roving groups formed tribes; two or more groups. | |
| | 2. Tribes settled down; early form of communities. | |
| B. | Problems of Enforcement | |
| | 1. First, "police" were probably warriors or a type of military "police." | |
| | 2. Means of insuring compliance with rules were usually physical punishment. | |
| | 3. The earliest recorded control of human behavior dates to about 2000 years before Christ. | |
| III. | Early Law Enforcement | 1.5 |

A. Kin Policing System.

1. Used by prehistoric man. Carried over to Biblical era. "eye for an eye."

B. Society of man became more sophisticated and complicated.

1. Many laws were passed by word of mouth. These laws were eventually recorded and codified.

C. The Code of Hammurabi

1. Credited for establishing the first code of offenses and their penalties.
2. Special officials were appointed by the King to enforce the laws and mete out punishment.

D. Law Enforcement from the People

1. Power for law enforcement coming from the people started in the Greek city of Athens.
2. Contemporary law enforcement began in England around 871 A.D.
3. Norman period (1000 A.D to 1200 A.D.), further defining of the power of the state in its perimeters of law enforcement was established.
4. The Frank Pledge System.
 - a) Developed in France in an attempt to solve the crime problem by making the entire community responsible.
5. King Edward I created the first official police forces in the large towns of England.
 - a) The "hue and cry " system.
 - b) The "Watch and Ward" system.

E. The Magna Carta

1. Marked the birth of British Democracy.

F. The Westminster Period

1. Statute of Winchester became a genuine effort to establish a police system under the "Watch and Ward" concept.

IV. Industrialization of England

.5

A. Modern policing era in the 1700's.

1. Creation of a police force in London called the Bow Street Runners by Henry Fielding.
- B. Metropolitan Police Act 1829
- V. Origin of "Police" and "Sheriff" .5
 - A. Police, derived from the Greek word "polis," meaning city and the French word "policer," meaning power of the people.
 - B. Sheriff, derived from the word "shires," meaning counties and the word "reeve," meaning the person appointed by the King to maintain law and order.
- VI. Law Enforcement in the American Colonies .5
 - A. Pilgrims brought with them the English Common Law and established the "watch and ward" system of law.
- VII. Unites States Urbanization and Law Enforcement .5
 - A. The early American policeman.
 - B. Development of Cities and Counties.
- VIII History of Unites States Law Enforcement 1.0
 - A. Texas Rangers were first form of state police, organized in 1835.
 - B. Philadelphia created the first organized police department in 1833.
 - C. Boston police force was created in 1838.
 - D. New York police force was created in 1844.
 - E. Other cities formed police forces, Chicago, New Orleans, Baltimore, etc.
 - F. California Law Enforcement.
 - G. Federal Law Enforcement Agencies.
- IX. Police Today 1.0
 - A. 420,000 people working for approximately 40,000 separate agencies.
 - B. Law enforcement is concerned with providing a service, not an inarbitable commodity.
 - C. Has made tremendous strides forward in the past 25 years.
 - D. Commitment in law enforcement to utilize the latest in technology.

E. Major factor has been the development of a Law enforcement Code of Ethics.

X. Final Exam and Evaluation 1.5

APPENDIX B:
Lake Superior State University--Existing Course

Course Title

Introduction to Criminal Justice

Course Duration

8-Hours (One Day)

Course Description

A survey of the evolution of the law enforcement from earliest times, developed historically, with particular emphasis on western justice and American justice including the roles played by the judiciary, federal law enforcement agencies, state police and investigative organizations, county agencies, and municipal departments.

Course Objectives

This course is designed to acquaint students with historical philosophical foundations of the system as well as a survey of those institutions and process that constitute the present approach to law enforcement within a democracy.

Course Content**Hours**

I.	History of Law Enforcement	2.0
	1. Ancient and feudal Systems	
	2. English Precedents	
	3. Peelian Reform	
	4. Development in the United States	
II.	Man and Justice	.75
III.	Justice and Law	.75
IV.	Law Enforcement and Punishment	.75
V.	Constitutional Limitations of Law Enforcement	1.0
	A. Bill of Rights	
VI.	Agencies of Law Enforcement	1.25
	A. Private	
	B. State	
	C. Federal	
	D. Related Agencies.	

VII. Final Exam and Evaluation

1.5

APPENDIX C:
San Bernardino Valley College--New Course

Course Title

Introduction to Criminal Justice

Course Duration

24-Hours (Three Days)

Course Description

This course reviews the history and development of the Criminal Justice System of the United States, by discussing the following topics: early law enforcement, origin of “police” and “Sheriff.”, law enforcement in the American Colonies, History of Law Enforcement within the United States, current Federal, State, County, and City law enforcement agencies, Federal and State Courts, Law within the United States, and History of Corrections within the United States.

Performance Objectives

By the conclusion of this course students will have met all of the following objectives.

1. The student will describe the major influences on law enforcement, starting with prehistoric man up through Sir Robert Peel.
2. The student will be able to define the origin of the terms, “Police” and “Sheriff.”
3. The student will analyze the forms of law enforcement used in the United States from colonial times up through the 19th century.
4. The student will be able to list and describe several different federal, state, county, and city law enforcement agencies.
5. The student will analyze the federal and state court systems and describe their functions.
6. The student will analyze the development of the correctional systems in the United States.

Course Content**Hours**

- | | | |
|----|--|-----|
| I. | Early Law Enforcement | 2.0 |
| A. | Kin Policing System | |
| 1. | Used by prehistoric man. Carried over to Biblical Era. “eye for an eye.” | |

- B. Code Of Hammurabi
 - 1. Credited for establishing the first code of offenses and their penalties.
- C. Frank Pledge System
 - 1. Developed in France in an attempt to solve the crime problem by making the entire community responsible.
- D. Watch and Ward System
 - 1. Watch was the night guard and Ward was the day guard.
- E. The Magna Carta
 - 1. Marked the birth of British Democracy.
- F. Sir Robert Peel
 - 1. Considered the father of Law Enforcement.
- II. Origin of "Police" and "Sheriff" .5
 - A. Police, derived from the Greek word "polis," meaning city and the French word "policer," meaning power of the people.
 - B. Sheriff, derived from the word "shires," meaning counties and the word "reeve," meaning the person appointed by the King to maintain law and order.
- III. Law Enforcement in the American Colonies. 1.5
 - A. Northern Colonies.
 - 1. Used the "Watch and Ward" system.
 - 2. Those who worked the "Watch and Ward" system were called Constables.
 - 3. Depended on Commerce and Industry.
 - B. Southern Colonies
 - 1. Developed a county form of government.
 - 2. Used a sheriff for law enforcement functions.
 - 3. Primarily rural and agricultural.
- IV. History of Law Enforcement within the United States 1.5
 - A. First federal police agency was established in 1789 to deal with

smuggling.

- B. Philadelphia created the first organized police department in 1833.
- C. Texas Rangers were the first form of state police, organized in 1835.
- D. Boston police force was created in 1838.
- E. New York police force was created in 1844.
- F. Los Angeles police department actually began in 1850.
- G. San Francisco's police force expanded to 400 people in 1878.

V. Current Federal Law Enforcement Agencies. 1.5

- A. Federal Bureau of Investigation (FBI)
- B. Drug Enforcement Administration (DEA)
- C. Immigration and Naturalization Service (INS)
- D. Internal Revenue Service (IRS)
- E. Bureau of Alcohol, Tobacco, and Firearms (ATF)
- F. Food and Drug Administration (FDA)
- G. Securities and Exchange Commission (SEC)
- H. Department of Agriculture
- I. Department of Labor
- J. United States Postal Service
- K. United States Marshal's Office
- L. United States Coast Guard
- M. United States Secret Service
- N. United States Customs

VI. Current State, County, and City Law Enforcement Agencies 2.0

- A. California Highway Patrol (CHP) State Agency
- B. Alcohol Beverage Control (ABC) State Agency
- C. Department of Fish and Game, State Agency
- D. California State Police, State Agency
- E. California Department of Justice, State Agency
- F. Sheriff's Department, County Agency

- G. Marshal's Office, County Agency
- H. Municipal Police Force, City Agency
- I. Code Enforcement, City Agency
- VII. Modern Law Enforcement Concepts 2.0
 - A. Community Policing
 - B. Proactive Patrol
 - C. Reactive Patrol
 - D. Neighborhood Watch
 - E. Specialized Bureaus
 - 1. Homicide
 - 2. Crimes Against Children
 - 3. Narcotics
 - 4. VICE
 - 5. Fraud
 - 6. S.W.A.T. (Special Weapons and Tactics)
 - 7. Crime Impact Teams
- VIII. United States Court Systems 4.5
 - A. Federal Courts
 - 1. United States Supreme Court
 - a. Consist of nine justices.
 - b. Appointed by the President and confirmed by the Senate.
 - c. Life time appointment, until retirement.
 - 2. U.S. Court of Appeals
 - a. Country is divided into twelve circuits.
 - b. Appointed by the President and confirmed by the Senate.
 - c. Review decisions made by district courts within their jurisdiction.
 - 3. U.S. District Courts
 - a. Federal trial courts.

- b. Appointed by the President and confirmed by the Senate.
- c. At least one per state.
- d. More than one judge per state.
- e. Hear both civil and criminal cases.

B. State Courts

1. California State Supreme Court.
 - a. Consist of seven justices.
 - b. Term is twelve years.
 - c. Hear appeals from the California Court of Appeals.
 - d. Death penalty cases automatically go to the state supreme court.
 - e. Vacancies are appointed by the governor.
2. Court of Appeal
 - a. California is divided into six appellate districts.
 - b. Each district has one or more divisions.
 - c. Hears appeals from Superior Courts within that district.
3. Superior Court
 - a. California's major trial courts.
 - b. At least one per county.
 - c. Jurisdiction over:
 1. All civil cases with monetary value over \$25,000.
 2. All juvenile cases.
 3. Guardianship.
 4. Probate.
 5. Divorce.
 6. Felonies.
 - d. Many Superior Court judges specialize in one particular area.
 - e. Hear appeals from Municipal and Judicial Courts.

- f. Judge is elected every six years.
 - g. Vacancies are appointed by the governor.
 - 4. Municipal/Justice Courts
 - a. Hear both civil and criminal cases.
 - b. Hear Cases of less serious crimes.
 - 1. Misdemeanor
 - 2. Infraction
 - c. Hold Preliminary hearings for felony cases.
 - d. Act as a small claims court.
 - e. Elected to six year terms.
 - f. Vacancies are appointed by the Governor or County Board of Supervisors.

IX. Law Within the United States. 1.5

- A. Common Law
 - 1. Customs, traditions, and judicial decisions.
- B. Constitutional Law
 - 1. Bill of Rights
- C. Statutory Law
 - 1. Enacted by a legislative body.
 - 2. Civil
 - 3. Criminal
 - 4. Spirit of the Law
 - 5. Letter of the Law
- D. Case Law.
 - 1. Court decisions that set precedent.
- E. Administrative Law
 - 1. Congress and State Legislature.
 - 2. Normally not viewed as criminal.
- F. Due Process

1. Crime Control Model
2. Due Process Model
- G. Arrest Process
 1. Arrest
 2. Booking
 3. Bail
 4. Preliminary Hearing
 5. Indictment
 - a. Grand Jury
 - b. True Bill
 6. Arraignment
 7. Trial
 8. Sentencing
 9. Appeal
- X History of Corrections 1.5
 - A. Corporal Punishment
 - B. Prison as Punishment
 - C. Capital Punishment
 - D. English prisons
 1. Broken down war ships.
 2. Unsanitary and infested with rodents.
 3. Contagious disease killed numerous prisoners.
 - E. Walnut Street Jail
 1. Solitary confinement.
 2. Hard labor.
 3. Lack of Civil rights.
 - F. Eastern Penitentiary, "Cherry Hill"
 1. Prisoners ate, slept, worked, and received religious instruction inside their cell.

G. Auburn Prison New York

1. Silent System.
2. Mental Illness.
3. Suicide.

H. Reformatory Period

1. Indeterminate Sentences
2. Parole
3. Work Training
4. Education Programs

I. Elmira Reformatory, 1876

1. First time offenders between the ages of sixteen and thirty.
2. School like setting.
3. Release was based on behavior and rehabilitation.

XI. Correctional Systems in the United States

2.5

A. Federal Prison

1. First facility was at Fort Leavenworth, Kansas.
2. Federal Bureau of Prisons was established in the 1930s.
3. Under the control of the Department of Justice.
4. Federal Government contracts with state and local facilities to house federal prison over flow.

B. State Prison

1. Classification
2. Levels of Security
 - a. Maximum
 - b. Medium
 - c. Minimum
2. Rehabilitation Programs
3. State Parole
4. Prison Gangs

- a. Mexican Mafia
- b. Black Gorilla Family
- c. Arian Brotherhood

C. County Jail

- 1. Operated and Maintained by the County Sheriff.
- 2. Two Functions
 - a. Pretrial inmates
 - b. Sentenced inmates.
- 3. Rehabilitation Programs
 - 1. Anger Management.
 - 2. Substance Abuse.
 - 3. English as a Second Language (ESL).
 - 4. General Education Diploma (GED).
 - 5. Vocational Training.
- 4. Work release Program

XII Final Examination/Evaluation

2.0

Course Schedule

Day One

0800 - 0830	Introduction
0830 - 1030	Early Law Enforcement
1030 - 1100	Origin of "police" and "sheriff"
1100 - 1230	Law Enforcement in the American Colonies
1230 - 1330	Lunch
1330 - 1500	History of Law Enforcement in the United States
1500 - 1630	Current Federal Law Enforcement Agencies
1630 - 1700	Current State, County, and City Law Enforcement Agencies

Day Two

0800 - 0930	Current State, County, and City Law Enforcement Agencies (cont.)
0930 - 1130	Modern Law Enforcement Concepts
1130 - 1230	Federal Courts
1230 - 1330	Lunch
1330 - 1400	Federal Courts (cont.)
1400 - 1530	State Courts
1530 - 1700	Law within the United States

Day Three

0800 - 0930	Arrest Process
0930 - 1130	History of Corrections
1130 - 1230	Federal Prisons
1230 - 1330	Lunch
1330 - 1415	State Prisons
1415 - 1500	County Jails
1500 - 1530	Exam Review
1530 - 1630	Final Exam
1630 - 1700	Evaluation

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