INTRODUCTION TO CRIMINAL JUSTICE: A CURRICULUM PL

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Abstract

The area of education of criminal justice has been expanding constantly from the years of informal training in the departments of American police to the passage of the 1968 Law Enforcement Education Program. The next step of education in criminal justice is the inclusion of criminal justice and education for students to be prepared for their future careers in the field. The curriculum concentrates on the concepts that are fundamental of the field of criminal justice.

It is through the interpretation of teachers that the curriculum that can be meaningful be implemented in classes. The teachers are provided with the curriculum and expected to enact it for students in the class. The teachers undergo through the process of planning a curriculum and make a translation of the experiences of learning which are appropriate for the students. This study offers a curriculum plan for a course on introduction in criminal justice. This includes the planning of the curriculum through an analysis and target on the support of curriculum which are strategies that help in the support for the implementation of the curriculum.

The curriculum plan expands on the strengths of the existing concentration when it comes to criminal justice and it is designed to meet specific goals. The goals are providing the students in-depth study of criminal justice, the use of other disciplines that are related to criminal justice, giving students a tradition of solving problems in crime causation, prevention and control and creating a program that concentrates on skills that are transferable like critical thinking and problem solving. This will be achieved through the course objectives that are given in the curriculum proposal. From the course descriptions and activities that will help in carrying out the plan, the strength of the concentration on criminal justice is showed. The data sources and bibliography also shows this. The program gives students flexibility that is sufficient in choosing

the career they are interested in like corrections and treatment, law enforcement and the ethics

needed in those careers. The program proposal maintains a cutting edge which will serve

students in the best way.

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Chapter 1: Introduction

The world today is filled with crime. The people who are committing the crimes must have consequences for their actions that are illegal. The system that is in existence is keeping everything safe and fair through the system of criminal justice. The system was put in place in order to make sure that justice and fairness is served to the people that break the laws that have been put in place by the government. Criminal justice is one of the majors that are most important that students can study because of the necessity of keeping the streets both clean and safe. This rages from the policemen in the streets, all the way to criminal psychologists in the system of criminal justice. This is important especially in the modern society through keeping people safe from murderers and other criminals.

The objective that is overarching for this course of introduction to criminal justice is giving students an overview of the field of criminal justice which includes corrections, law enforcements and careers related to the legal system when it comes to criminal justice. The students who will study introduction to criminal justice will receive an academic foundation in the basic concepts that they will learn the theories and vocabularies in the areas that will be covered by the course. The students will also be able to get some trainings that will be skills based and practical in each of the areas through which they will get skills that are basic where they will be able to draw from when making applications and working in positions of entry level in the different areas of the spectrum of criminal justice.

Currently there is a demand that is ongoing for professionals in criminal justice in all levels. There is hiring of police officers on basis that are regular in all countries. A nation that

has a number of agencies for criminal justice hires professionals of criminal justice on a continuous basis. The departments that the professionals are hired include the department of corrections, state patrol, and department of youth correction and bureau of investigations. There are courts that also need the professionals like criminal investigators, legal assistants, and translators. Still the courts have corresponding defenders for the public, criminal investigators, translators, and secretarial help. There are other agencies that are private, companies for bail bond, investigation firms that are private and law firms that hire assistants at entry level for students who will be completing such a program and have a background that is basic on the same.

As explained above, it is evident that there are many occupational listings of different types that falls under the category of criminal justice. Thus, including a course on introduction to criminal justice will be helpful to the students in getting a foundation on criminal law. This is a way of helping the students in making a decision that is informed on whether they will pursue one of the different careers and opportunities that are offered in the criminal justice field.

The study of criminal justice will be helpful to students in a number of ways. The students will be able to understand the characteristics that are different of the different disciplines in the system of criminal justice which includes criminal procedures and laws, juvenile justice, corrections, criminal investigations, criminology and processes that are judicial. They will be having the knowledge of responding to different systems of criminal justice.

Rationale for choosing the course

a) Professional education

The course will prepare students for positions of entry-level at the state, federal and local levels of the system of criminal justice and also for the continuation of graduate studies. This will be preparing the students for an art tradition that is grounded through the general exploratory requirements of the university and also an interdisciplinary focus that is strong of the course.

b) Student-centeredness

The course on the introduction to criminal justice will be beneficial to the students through the three features that are defining it. This are the interdisciplinary courses that are required and broadens the knowledge base of the students an internship experience that is required where the students will be exposed to the problems of the real world and the requirement of the course capstone which has a focus that is strong on research policy. Through the above mentioned defining features, the students will learn how to think in a way that is creative and critical; have communication that is effective and being able to interact with others in a way that is proper.

c) Engaged community partnership

Introduction to criminal justice will create relationships that exist that the department has with other agencies like businesses, correctional agencies, judicial and law enforcement. The partners will help in enhancing the learning experience of the

students through internships that will give resources that are valuable to the partners. Also the course will make use of an advisory board which is made up of the local practitioners, educators and employers, and the alumni for the program from both private and public sectors to help the students in the development of the course and how the community will be engaged.

d) Growth

Introduction to criminal justice will contribute to the future growth of both the university and the students.

e) It will expand the educated personnel professionally at all levels of the criminal justice system

Student goals

1. Excellence in academics

Introduction to criminal justice will help in enhancing academic excellence. This will be achieved through the development of leadership skills and instilling commitment to civic responsibility because all the students will participate in the field experience that is required and includes opportunities for leadership. The students will also be able to observe leadership and contributions of the community as a whole. This is also a way of enhancing excellence that is academic in the disciplines through the demonstration of completing a capstone successfully.

2. Enhancing leadership and service

Introduction to criminal justice will enhance the leadership of the students through the understanding of the processes for criminal law.

3. Understanding and appreciating different cultured

This is because the students will be exposed to other cultures apart from their own thus, leading to the advancement of both opportunities for experimental learning and cognitive course content. This is because the unit will have a part of learning criminal justice systems from other cultures which are important for a person in serving in any level of the system of criminal justice. Learning that concerns human and cultural diversity experiences will be involved in the required experience through the nature of the context of the unit of introduction to criminal justice. This will be a challenge for all the students to grow to grow in self-awareness while given the effectiveness of the services that they are required to offer.

4. High quality programs

The program that is proposed for introduction to criminal justice will help the program of law to be of high quality.

Purpose

The purpose of this project is to design an introduction to criminal justice curriculum. The main objectives of the course are:

1. To look at the criminal justice system in the United States

2. To examine how the United States has been able to deal with the issue of criminal behavior

3. To gain an understanding of the criminal justice system with a view of its institutional and social context, its structure and functioning

4. To gain an understanding of why the society punishes given behavior and how the law differentiates behavior that is lawful and unlawful

Chapter 2 of the project will analyze the literature that is relevant which involves criminal justice education in order to evaluate how the instructions on criminal justice originated, ideologies of the curriculum, taxonomy, philosophies and pedagogy for students. The third chapter will give a description of the development and the objectives of the course on introduction to criminal justice. Chapter 4 will offer a conclusion on the project. The last section is the appendix that will contain a curriculum plan together with the objectives, activities and bibliography.

Chapter 2: Literature review

What is a curriculum

A curriculum has a number of functions that it plays in schools and has different definitions which depends on scholars. The use of a value that is consistent in teaching is at all times very important for an education system that is good (Felder & Brent, 2005). There are interpretations that are different for the term "curriculum" and still values and attitudes that are different which affects how students will be able to learn in a school.

There are views that are negative of a curriculum which is taken as a syllabus which leads to the limiting of the planning that teachers may have when considering of the content of a course or the body of knowledge that the wish to transfer or a list of courses that they need to teach (House et al., 2009). Thus this definition means that a curriculum conveys knowledge on a

subject that is not sufficient for it to be effective. However, there are definitions that show the positive nature of a curriculum. This includes achieving the objectives of the motivation of learning, the enhancements of knowledge and abilities and the development of values that are positive and at times attitudes which are positive (Greenhill, 2010). These are the elements that help in achieving educational development by the students.

From the above two ideas, they are not contradicting to each other because they view that the curriculum is still important in giving directions to both teachers and students. It is true that a curriculum has the ability of putting restrictions on what the teachers would want to teach in their courses. Thus a curriculum is an experience for learning that is guided and designed for the facilitation of students in their process of learning (Spronken-Smith, 2012). This is through the establishment of a relationship of what is being taught by the teachers to the students and the content of the curriculum.

An approach to curriculum includes understanding the process of the curriculum when it comes to the development. This is a system that has value and explicit in a way that is sufficient in order for the basis of decisions that are specific to be made clear. This means that there are a number of strategies that can be used in developing a curriculum (McKimm, 2007). There are four main approaches that are related to the development of a curriculum. The first one is an approach that is discipline based, the second approach is social efficient, the third one is and approach that is centered on the learners and the fourth one is an approach that is critical. Each of the ways that are different when it comes to the thought about knowledge is taken and learnt according to the purpose of the curriculum (Popescu et al., 2011). Each of the approaches shows the ways that the contents that had been selected and organized and the roles which teachers and

the roles of the learners. This means that a given approach shows a given perspective when it comes to education.

As stated in the explanations above, an approach of developing a curriculum includes an understanding of both the curriculum and the process that the curriculum is developed. Curriculum has roots from Latin derived from the word course according to Staykova (2013).The concepts of curriculum are related in a close way to the behavioral objectives of Tyler. This is one of the theories that was considered important in the development of a curriculum that is oriented on the products. A curriculum is considered to be what takes place in the classroom, and mostly emphasizes on the interactions that takes place between learners and teachers (Gibson, 2001). Also a curriculum is taken as the vehicles that have the contents that starts with students and transforms the learning experiences of students, their feelings, attitudes and also their social context (Carr et al., 2007). From this explanation, it is clear that a curriculum helps in preparing students to learn in a way that is effective in order for objectives that are affective and cognitive.

The development of a curriculum is achieved in a number of different ways. For some theorists the development of the curriculum is through a procedure that is linear in which a step that takes place after another has been accomplished (Sheridan et al., 2009). This is why there are procedures that are theoretical, experiences in the life of a person that are examined in a careful manner, organized into groups depending on knowledge and later it is transferred to students as goals and skills of knowledge that are specified. There are four main steps of developing a curriculum (Eison, 2010) which includes the identification of objectives, selection and organization of activities for learning and assessments how the objectives will be achieved. A curriculum is developed through an interaction that happens between students and teachers in

the context of a classroom. A curriculum is also referred to the making of decisions which are related to the stages of the curriculum that are different in its development like the design of the curriculum, its implementation and also evaluation.

An understanding that is synthesized is offered by Posner (2004) which includes concepts that are different like the scope, outline of the content, syllabus, course that will be studied and experiences that are planned of the curriculum. He adds that the roles which are summative and formative of the evaluations of a curriculum which takes place when a curriculum is being developed and also to the process of finishing the whole curriculum. For a decision to be made on what a curriculum should be, people need to look at what it is currently, make a comparison of the outcomes that are desired, the design and contents that are desired and the way that the curriculum can be evaluated. The process of making decisions is called the development of the curriculum and it requires not only the contents of the curriculum but also the primary works of the people that took part in the making of the curriculum.

An approach to the development of a curriculum

Approaches to curriculum are at times used in a number of ways. They are at times used as orientations which come from alternatives that are diverse when it comes to the description of goals, contents and how a curriculum is organized. This can also be explained as the choices of a curriculum that will be made depending on the values that are predominant when it comes to a society in terms of academics (Wood & Hedges, 2016). An approach to a curriculum consists of the development process of a curriculum and the understanding of the same curriculum. The way that a curriculum can be understood and the process that the curriculum was developed in every

approach can be differentiated on the basis of the assumptions that are underlying and the system of values that are used in making decisions. This include assumptions that involve the world, educational theories and ways of learning, the society, which lead to interpretations that are diverse when it comes to a curriculum (Molina et al., 2005). The assumptions are still responsible for the formation of a system for values on the roles which are different of learners to take part in the development of a curriculum which are specified like the engagements of students in the process of developing a curriculum.

Together with the understandings that are different of the curriculum and the process in which a curriculum is developed, there are different development models for a curriculum. The development models for a curriculum are taken as descriptions which are generic of the curriculum and used in the identification of the considerations which are basic and involved in making decisions on the development of a curriculum (Beacco et al., 2010). The models are the ones that form the basis for the methods that the curriculum will be developed implemented and also evaluated.

For a person to be able to notice the difference of one approach from another, the classification schemes of the curriculum that are different have been made through the use of questions that are analytic and characteristics. An example is where the assumptions and goals in a curriculum are answered through giving answers to questions about the curriculum. Some of the questions includes what needs to be taught, when it will be taught and it will be taught by who and how. Bumen, Cakar and Yildiz (2014) put stress on the importance of assumptions that are basic as the foundation of a curriculum when it comes to its understanding and the values in the system. Huber et al. (2016) made use of the purposes of schooling and ways that can be used in achieving the purposes that are particular as the groups to make clarifications that are different in the ideologies of a curriculum. Huber et al. (2016) also made an examination of beliefs and values that should be considered in the designing of a course which should be based on the following characteristics:

i.   The understanding of knowledge

ii.   The learning process

iii. The roles of both students and teachers

iv.   The goals of learning and how they are expressed

v.   How the content of the curriculum is selected and organized

vi.   The purpose that the assessment will serve and the methods that were applied

vii.   The types of resources and infrastructure that is required

Theorists grouped the curriculum in ways that are different. This is through the use of orientations, labels, designs, conceptions, ideologies and approaches that are different. There were approaches that were formed on the basis of examining course designs that are different in the context of education while others were from curriculums that were based on schools (Fischer & Bauer, 2005). Each of the four approaches reflects on ways which are different of thinking on how people view and learn knowledge, the way that content is organized and selected, and the purpose of the curriculum. This means that each approach shows a given perspective on education.

The approach that is discipline-based focuses on a procedure that is linear when it comes to learning to meet the objectives that have been pre-specified. This is an approach that is based on the product where the students are needed to master knowledge that has been pre-determined of a given discipline like criminal justice. When it comes to the approach of social efficiency, the knowledge and content is not important. The approach focuses more on how students will be prepared in their careers. The main aim of learning in this approach is not for the achievement of objectives that are certain but for the learners to be trained to have the skills and knowledge that are required for them to join the society and have performances that are good in their careers (Huber et al., 2016). The approach that is learner centered focuses on empowering students to be able to meet their interest and needs individually while the approach that is critical helps in

developing the critical consciousness of students their own perception and view of the real world.

When it comes to knowledge, the approach that is discipline based focuses on knowledge as a reality that is independent. The knowledge exist somewhere else in places like publications. However, the knowledge comes from an interaction that happens between students, teachers and texts in the approach that is centered on learners. From a perspective that is critical of knowledge is a condition that is social, political and cultural. There is an emphasize on the construction of knowledge as being interpersonal and stress on communication as a context that is social (Eison, 2010). The differences in the approaches can be found in the way that students and teachers play their roles, and in how a curriculum is developed.

History of criminal justice education

The politics, philosophy and ideals that are religious of the society have influences on the system of criminal justice. The evidence of the influences can be seen in the systems history and the formalization of education of criminal justice. From early law organizations, Hammurabi's Code, to the reformation by Protestants and the period of enlightment the precedent built onto religion and law shaped the enforcement of law and order by the society (Bessler, 2009). London based strategies were adopted by New York thus, the strategies resulted in fitting the diversity of New York. This led to the limitation of training for professionals in criminal justice to individual departments. The approaches that were used earlier brought a number of forms of trainings that were informal for people in law enforcement, corrections and court systems.

The period that there was education for practitioners in criminal justice in levels that were high was at the Progressive Movement time which was a time of reforming and development in the history of America (Oliver, 2016; Oliver, 2013). Before the Progression Movement, other professions like medicine and military were forming schools that were specialized to educate specialists on the fields (Dittunno & Verville, 2014). The different schools made enhancements of the disciplines and practitioners were assisted in developing their skills. During the introduction of Smith-Hughes Act in 1917, August Vollmer who was from California, a professional that was leading the school of policing, together with Albert Schneider gave an idea of a school for law enforcement officers (Powell, 2010). Vollmer wanted the interactions of the police with the community to be improved and as a result enhance performance (Zimmermann, 2011). However, because of the political and academic nature that existed during that time, the implementation of the policy was in 1920s (Taylor, 2011). However, the real formalization of education in the system of criminal justice took place in 1968 during the introduction of Law Enforcement Education Program (LEEP) (Hilal, Densley & Zhao, 2013).

The 1968 LEEP (Law Enforcement Education Program) was the results of a study of the Commission of Law Enforcement president and the President of the Administration of Justice. The findings showed that the system of criminal justice was in need of education that was more formalized for the community to be provided with services that were improved (Brazzell et al., 2009). This led to the 1968 Omnibus Crime Control and Safe Streets Act to be passed which also led to Law Enforcement Education Program being created (LEEP).

As criminal justice evolved as an academic field that was growing, the purpose and direction of the programs were questioned by professionals (Mauer & Epstein, 2012). When the

programs started, the concentration was on the academic training of the police. This is why experts in the field of criminal justice refer to the programs by using categories that are different like academic, social or vocational. The purpose of vocational trainings earlier was because the criminal justice specialists have been professionalized. As time went on, the experts in the field gave an idea of concentrating on giving education to the professions about criminal justice in order to promote the understanding of how crime and the inner system works (Oliver, 2016). Owen et al. (2006) gives an argument for an understanding that is deeper of the criminal justice system when it comes to the introduction course. Their claim is that other fields of academic that are related to criminal justice are not academic due to the fact that the courses for introduction are just an overview of a system for new students. The authors gives an emphasize on the importance of a theory to be established for students that will be new and taking criminal justice especially in higher education for the students to be able to view criminal justice through lens of thinking that are critical (Owen et al., 2006). The issue of identity in the system of criminal justice by professionals in the field and other studies may be self-induced according to Bessler (2009). Because of the disagreements that were constant over the labels of the education system for criminal justice professionals in the field of academics and social fields were not aware of how they could brand the system. There was a recommendation offered on criminal justice being a discipline that is different because of the public nature of the profession, the people it serves that are different in diversity. For the practitioners that join the field of criminal justice for career purposes, there will be programs that will be focused on that. The selection of the type of emphasis that should be put on the course was analyzed and it is thud important for the direction of the curriculum to be analyzed.

The importance of a curriculum

A curriculum that is effective gives both students and teachers a structure and plan that is measurable for delivering of education of high quality. Through the curriculum, learning outcomes are identified, standards and core competences which students should demonstrate before making an advancement of their next level in education. The teachers are the ones that play the main role of making developments, implementation, assessing and modifications of the curriculum. A curriculum that is evidence based acts as a road map for both students and teachers to follow on the path for success in their academics.

The teachers are informed by a curriculum on the skills that need to be taught for each and every course for the students to be prepared for their professionals or their next levels of education. The curriculum helps teachers to understand the big picture and as a result they are helped in aligning the objectives of learning a course through the use of a curriculum. In the absence of a curriculum, the teachers will not be able to know whether they are building a foundation that is solid to give support to the students on their next level of learning.

Through a curriculum, the students will be given a sequence of the courses and units which they need to complete successfully. This can be a way of motivating students more if they will be able to understand why some of the subjects are taught in the curriculum. Through a curriculum a student is reassured that they are on the track that is right where they will reach their goal and acquire skills that they desire. They will be able to know this through the objectives that are outlined in the curriculum and description that is offered of each unit.

Benefits of studying criminal justice

It is important for students to take a course on introduction to criminal justice as their first course in criminal justice which will give them an overview that is good of the materials and methods needed in the field of criminal justice (Gerkin & Kierkus, 2011). This will also help the students in choosing the correct career path through the many choices that are available. Some of the entry level jobs that the students can be able to apply include juvenile detention officer, detective, corrections officer, court clerk, criminal investigator, police officer and security guard.

Considering that the job market today is tough, there are a number of career opportunities for the people that have studied criminal justice (Gusdorf, 2008). The first benefit is students being able to help others. Criminal justice will give the students an opportunity of using skills and strength in a way that is good whether in helping victims of crime, rehabilitation of criminals an in ove5rseeing progress in parolee. Careers related to criminal justice offer job stability and security. This is because the community has come to recognize the need for correction professionals and law enforcement professionals that are well-trained. The students will be able to enter a long career that is needed for people to have peace of mind by knowing that the job is safe if they remain true to ethical standards that are high which is line with the demands of the career field. Entering this career helps a person in engaging their brain. This is because they will be able to think in a way that is first and willing to meet different challenges.

Criminal justice is a discipline that is ideal for learning strategies that are active. This is mainly for two primary reasons. The first reason is the content which is controversial and complicated. Example, for an understanding of criminal justice to be established, students need

to have built a foundation on the main concepts like defining crime (Robinson, 2000). For students to be able to do this, there is need to learn the elements which are legal of an offense that is criminal, the types or categories of crime, and the harms associated with the different types of acts. This requires the students to have an understanding that is complete of the sources of crime data, which includes Uniform Crime Reports and studies on self-report. The students also need to have a full understanding of the differences and similarities of the sources of data together with their weaknesses and strengths. As the exercises will be completed by students, on understanding the justice system, they will be able to see that criminal justice is controversial and complicated. Apart from the changes that have taken place over time, social and cultural changes have given direction that enforcement and implementations of services of criminal justice have been done. For instance, one type of effect was the adoption of strategies by the police in London (Ransley, 2014).

Educational philosophies and ideologies

For a curriculum to be developed and implemented for a course on criminal justice, it is important for decisions to be made on the philosophy and ideology of the curriculum. The basis of each ideology is on the basis of politic and morals of the philosophy (Cantoni et al., 2015). Educational intellectualism, educational liberationism, educational fundamentalism, educational conservatism and educational anarchism are educational ideologies (Suissa, 2014).

Educational fundermentalism is on the basis of practices that are moral and political of nationalism and totalitarianism (Suissa, 2014). This ideology depends strictly on religious and social standards and what is tradition. Educational intellectualism puts focus on how law that is

divine and spiritual guides a person (Suissa, 2014). The ideology is guided by meaning and rationality. Educational conservatism focuses on social control and behavior (Suissa, 2014). The ideology gives stress on traditions and social norm. Educational liberalism is guided by solving problems and experience (Suissa, 2014). This ideology encourages behavior that is positive. Educational liberationism is guided by social reforms (Suissa, 2014). This is where social rationality and personal application are promoted. Educational anarchism focuses on the ideas of reforms in the society (Suissa, 2014). This is the ideology that seeks to make changes in the system of education.

Philosophy and ideology are important when it comes to the creation of a curriculum because they are the purpose and foundation of the course (Schiro, 2012). People develop their philosophies naturally based on the experiences that they have in their lives which results in a curriculum that focuses on the philosophies (Schiro, 2012). The developers of curriculums establish objectives and goals in the mapping of the curriculum. Also through having the knowledge of the philosophy of another person, it helps in seeing a perspective when creating a curriculum.

The curriculum is affected by four philosophies that are educational which are reconstructionism, essentialism, perennialism and progressivism. The philosophies that are educational focus on the groundwork ideology, and elaborations of practices in education. Many strategies and theories in education start from purposes and foundations of the philosophies. This is where teachers have an evaluation of their philosophies and creates curricula which help in their roles in the education of students and in the implementation of the objectives of the curriculum.

Essentialism and perennialism focus on the thought that people need to know the principles that are basic of the course and also the teacher focuses on that knowledge (Francis, 2012). The foundation of ideologies of the two philosophies is educational intellectualism, educational fundamentalism and educational conservatism. The philosophies focus on subjects that are established like Math, Science, History and English (Francis, 2012). The aim of the philosophies is passing knowledge that is essential that a person will need to be successful in life. The specialists in curriculum create a curriculum in order for information to be transmitted to students for them to gain knowledge which is needed to be able to conform to society.

Reconstructionism and progressivism focuses on the thought of making expansions. The foundation of the philosophies is educational liberationism, educational liberalism and educational anarchism at degrees that are different. The focus on the philosophies that is most important is earning the subjects which are essential and still important to experience other subjects that are not in the tradition of the curriculum (Francis, 2012). The aim of the philosophies is passing information that is important for development that is personal and traditionalism and still promoting growth and thinking that is critical for advancement. The theories are important when it comes to the introduction of criminal justice because of the inclusion of studies that are vocational. The ideology of progressivism and liberalism focuses on the thoughts that John Dewey proposed. This was the proposal of students learning through both interactions and experiences (Papastephanou, 2017). This is evident on his explanations on reorganization or reconstruction of experience adding to the meaning of experience and increasing the ability to give directions of subsequent experiences.

Dewey put stress on education driving experience and preparing students in facing the world. Students will be able to make progress through the use of progressivism philosophy. Also, the experience of philosophy and growth will be able to shape strategies in the learning rooms for thinking that is incorporate to be developed.

Educational Taxonomy

A conference, "American Psychological Association Convention" was attended by specialists in education in the year 1948 in Boston (Holliday, 2009). During the convention, the idea of systems of classification for goals that were educational was developed. The aim of taxonomy was creating a direction for teachers to be able to develop a curriculum that is more complete for learners through the use of a template for trying and developing objectives into instructions. The aim of the specialist was to make sure that it is not only knowledge that will be communicated to the students but the students being able to understand and apply the concepts that they will get.

The convention resulted to the creation of three domains inn the taxonomy namely psychomotor, cognitive and affective (Micklich, 2014). The foundation of the development of a curriculum is cognitive because of the main idea of information being transferred to students (Micklich, 2014). There are six classes under the cognitive domain namely evaluation, knowledge, synthesis, comprehension, analysis and application. The division of each of the classes is a continuation of an understanding (Mickilich, 2014). The aim of the creation of objectives that are educational in a plan for a curriculum is striving for students to reach levels of

understanding. Through the application of taxonomy classes, the students should be able to attain the levels, the objectives of both lessons and courses.

Knowledge is the information that is transferred to the learners (Miklich, 2014). This is through the instructional materials that the teacher gives the students and the objectives of the course. Comprehension is the level of understanding of the experience of a student after instructions (Miklich, 2014). This takes pace when the students are able to understand the materials for instructions through asking questions to the instructors and taking part in activities in the class. Application offers a chance for the learners to make an application of the materials for instructions to projects in the class (Miklich, 2014). This includes relationships between materials for instructions being analyzed. Synthesis is where all the materials for instructions are put together (Miklich, 2014). This is helpful to the students in developing what they have learnt in a course. Evaluation has to do with the instruction materials being assessed (Miklich, 2014). The assessment of the understanding of students of the materials of instructions and the objectives of the course is done in evaluation. The taxonomy of objectives which are educational was used in the curriculum through a format development of plans for lessons which are found in a plan for a project.

Theories and models of the curriculum

Curriculum theories are defined as set of analyses interpretations and understanding of a phenomenon of a curricular (Lord, 2017). This means that a curriculum can be hidden or overt also the one that do not get an opportunity to be learnt due to their exclusion (null curriculum). According to Lord (2017), there are 49 curriculum theories on what takes place in the heads of

people and also they are phenomena's that are practical. In a summary form, Lord (2017) makes a category of the phenomena of the curriculum while classified in categories. According to Hine (2013), categorizing the theories of curriculum is important because it acts as guidance in the process of teaching, research for education, the development of school curricula, forming policies, and educational administration. Thus they act as maps which enable perceptions that are different and results to leading to an alternative way when it comes to a general approach in education. They also help in seeing the consequences in advance of the alternatives, making examinations of own practices and hence making a decision on how to act. In other words, this helps in the facilitation of an understanding that is deep of the matters that has to do with the curriculum and the understanding gotten from this can help in making improvements on what people think and do (Hines, 2013). Also the models of a curriculum helps the people who design to come up with a map that is transparent and systematic out of the rationale for the aim of being used for a given teaching, approaches of learning and assessment.

Hines (2013) looks at the origin of theories of the curriculum from the categorization of Aristotle of knowledge where there is the differentiation between thinking that is practical and technical. The technical thinking is explained as a process of guidance that follows a framework which is established and employs means that are different for the end to be achieved. The process can be evaluated for the intended goal to be established and determine if it has been achieved, and also if the rules that were established had been followed. On the other hand, thinking that is practical is the process that includes the doing of actions which at times can be risky, guided by moral which at times can be seen as contradictory (Hines, 2013). However, this does not completely make a denial of the presence of judgment that is moral in making decisions that are technical. Instead Hines (2013) contends that decisions that are technical have social

effects that are moral and guided by a framework of values that are moral although there is no relation technically through which the ends can be attained. This is what brings about the question of whether the moral have to be pursued. There are thinkers who have adopted the same line of argument including Graves (2004), Cook (2007), Green (2013) and Trohler (2013). The ideas that have been given by the thinkers have become the anchor when it comes to the enterprise of education in the Western World. As a result of being colonized, and adapting the western education in the colonies, the ideas had an influence on the way education was being given in the Third World Models and they represent the reality that is complex and shows the structures that are basic and components of supporting an understanding.

Hence, the models of developing a curriculum are a representation of the curriculum process in a way that is clearer. According to O'Neill (2010), the simple distinction and a common description of the process of a curriculum is that of a model that is two polarized which many authors refers to it as a model for process and a model for product while the product model puts an emphasis on the intentions and plans and process model concentrates on the activities and effects. The following are four categories of the curriculum model:

Curriculum as a body of knowledge

This model concentrates on the content and thus the interpretation of the curriculum is what is contained in the different subjects. This means that the model concentrates on the body of knowledge. The model mostly concentrates on what is taught as a career on the subjects that are different whose contents has to be imparted to the learners and later an examination has to be made. The composition of a syllabus should contain organization and demarcation that is clear of

the areas that are specific which may be examined like the title of the course, the description of the course, the methods that will be used in giving instructions, the objectives of the course, the dates and topics of the course, the required tools like textbooks, the plans for grading, how the course will be validated and also the remarks. It can also include a list of the items that will be studied.

The implication of curriculum as a body of knowledge is two-fold. The firs one is that education is viewed to be a process where the transfer of the content to the students is done through the use of a process that is best. The second one is that it causes a divorce for teachers in a class from the process of making the curriculum and these results to them remaining to be transmitters of what was received from the authorities of education.

Curriculum as a product

The model is also known as the model for objective. The product model of a curriculum development can be recalled from the earliest works of Ralph and later the works of Wheeler (Green, Camilli & Elmore, 2006). The purpose of the formation of the product model was to attain a given end product that was prescribed and pre-planned. The format is presented in a format that is cyclical and the key elements of the model are analysis of the situation, identification of the aims and objectives, organizing and selecting contents, activities for learning and carrying out an evaluation. According to Cook (2007) the expectation of the product model was to give answers to four questions. The first question was the purpose that is educational foe schooling. The second question is the experiences that should be given for the purposes to be

attained. The third question is how the experiences can be organized in a way that is effective. The last question is how a person can be able to determine if the purposes have been gotten.

The main characteristic of the model of product of curriculum is that the focus is on intentions and plans and the objectives that are set in terms of behavior (O'Neill, 2010). This model therefore, expects the learners to show changes in behavior at the end of each session for learning. There is a speculation that the model of product of curriculum design may have been influenced by Taylorism. This greatly makes enhancements on competencies in jobs that are based on vocations. Graves (2004) offers a description of the model in the following way: the curriculum is always taken as a product where the whole discipline focuses on the orientation. The content and structure of the program to be studied are dominated by the requirements of the industry and regulations made by professionals. This conception of the curriculum is related to bot the requirements of body of professionals and the agenda of being employable. The implications of the model is that when it comes to the making of the school curriculum the understanding was the involvement of planning that is painstaking and a process of development that culminated in assessing the students while they are establishing their abilities. This means that it is a process that is more technical. The description of the model is strong when the objectives of the behavior are concerned. The first thing is that they had contributions in the communication of what was expected and led to learning that was more purposeful. The second thing is that it was helpful when it came to the selection of content and structure of teaching, and thee third thing is that it led to methods that were more accurate of making evaluations and testing.

Critics of the curriculum as a product on the other hand have emphasized on the explanation that because the focus is on evaluation which occurred at the end of an experience of learning, the emphasize was on an approach that is summative while according to priority that is less to what happened along the way.   They also make an argument that the model does not give a social vision which is clear to offer guidance on the product of the curriculum (Billings & Halstead, 2009). As time has moved on, the emphasis of the model on objective has become obsolete as education movements that are progressive came to the light in the late 19th C while emphasizing on the experiences, thinking that is critical, entrepreneurship, learning that is cooperative and solving problems. Billings and Halstead (2009) challenged the model for focusing on outcomes of learning which according to their arguments cannot be predicted and are not practical. A few challenges were listed of the model and includes: the priority of the model on objectives on the behavior is a problem because it is hard for them to be applied to subjects that are real. The model is too taxing for the teachers when it comes to the preparation of lessons. The model contributes in making learners passive in the process of learning. The summary that is best on the weak points were described by Scott and Blanchet (2011) where the product model gives emphasize on behavior that is trivial at the expenses of outcomes that are more important. The challenges notwithstanding the model by Tyler were rational and strong and were adopted as a trend setter in the theories of curriculum because the other theories that were developed later took the element that was crucial of having objectives that were achievable in the development of a curriculum as a foundation.

Curriculum as a process

Lawrence Stenhouse is the one that developed the model and attempted to highlight the weaknesses that the product model had (Scott & Blanchet, 2011). The basis of the model was on the definition given of the curriculum which was an attempt of communicating the principles and features that are important of a proposal that is educational in a way that is open scrutiny that is critical and capable of translating into practices in a way that is effective. The process approach to the curriculum is said to be one that is open-ended when a comparison is made with the product approach because it focuses on a process that is continuous and the results at the end which are in terms of development are potentialities that are desirable in skills like thinking in a way that is critical (Cook, 2007). Cook (2007) adds that according to the UK Further Education Curriculum Review and Development Unit, the students may be able to get knowledge as a product, i.e, as a result of the thinking skills of others, but when it comes to knowing, it is a process which needs the students to develop their own strategies that are useful.

Grave (2004) considers the curriculum to be a process that is active which offers a link of what is going on in a class and what goes on outside the class. The purpose of the process that is active was to involve the continuation of interactions between students, knowledge and the culture of people and thus, teaching in class was expected to create situations that are realistic which will encourage students to think, talk, act and also make evaluations. According to some scholar, this definition came about in contrast to the nature that is static of the curriculum as propounded earlier by Ralph Tyler. This definition instead prioritized to the community and interactions over the contents of the curriculum. The scholars gave an elaboration further that this conception which is holistic and broader in understanding the curriculum is given in relation with the content, the receipts and approaches of pedagogic. This model of the curriculum accepts a perception that is more dynamic and based on a process that focuses on a wider environment of

teaching and learning. This gives the model a potential to give a number of experiences to the students which will be mediated by the same students (Fotheringham, 2012). Knight (2001) made a defense that was stronger on the model and made suggestions that planning a curriculum for a school should begin by the encounters, processes or engagements being drawn together and which will lead to learning that is effective. This shows that consideration that is thoughtful of subjects which are different and contexts of teaching should be done. Knight (2001) contends the pedagogies, signatures and environment which support the approach that is deep to each program of learning which need to be articulated in a manner that is proper. Knight gave support to the process which encourages students to develop and progress through scaffolding that is intentional of experiences of learning as well as the creation of learning that is collaborative with communities. According to Knight (2001), a good curriculum would be one that will plan for learning to happen through practices in the community in which evaluation of peers and group work are normal, contacts that are interpersonal is common and engagements networks are extensive. Another criterion when it comes to curriculum coherence is giving feedback, where the learners are informed on what they have been able to achieve and how they can be able to make improvements. The process model gives a voice to learners in the way that the learning takes place because it gives room for interaction to take place between the students and teachers, the curriculum, and the learning materials that the teachers will be using.

Students are taken as participants and not objects which is a voice that is clear when it comes to the way of teaching and learning. This means that the attention is had moved from teaching to learning. The teachers are empowered by the model to make a selection of what they will teach and all that will take place in the class while teaching is regarded as a way that the educational ideas are being translated into practices that are testable. The model gives room to

critique to the product model which accepts each and everything. Apart from the strengths that are mentioned above, there are still criticisms for the model from angles that are different. There are scholars that argue that despite the approach which is holistic and the concentration of abilities of human beings, there is a challenge when it comes to maintaining the unity because abilities of human beings are normally tendencies and also capacities which are intertwined close at all times. The model has also been accused to cause problems for the people who need a degree that is greater for conformity in what is being taught because it places the making of meanings and thinking as its main aim and the students are taken as subjects instead sob being objects in the class. Through this way, when it is time for the students to be examined as it is the case in a number of countries especially the ones that are developing, the quality of education is lost because the examination standards will be more that the standards of the subject. However, this does not make an implication that the model should not be used to lead the students instead the examinations needs to be taken in their efforts purpose as other aspirations are pursued and hence it becomes a bit difficult for the weak students to be gotten through an examination by the use of a process model. Another weakness that is major is the model relies upon the quality of teachers. This shows that if the teachers are not of the best quality, this will lead to the students suffering as the teachers will not be able to provide a translation that is meaningful of what they will be teaching. This will take place if the teachers will not make use of instructional materials of problem solving which are believed by many scholars to make a reduction of learning to set of skills that will be acquired. This means that the model will be problematic especially to the countries that are developing considering that they can be facing a shortage of teachers that are qualified.

Curriculum as praxis

Curriculum as praxis concentrates on the idea that is wider of practices that are educational in a society. Lord (2017) pointed out that curriculums that are built on this model involves the presence of plans that are well-articulated and also includes actions that are committed and informed. The model pays attention to a social process that is continuous which mostly shows the interactions of human beings, attitudes and values and which are put into practice by the people that are involved in education. According to Yek and Penney (2006) praxis curriculum need not be viewed as a set of plans that is simplethat should be implemented but they should include a process that is active and thorough where planning, acting and evaluations are involved in a relationship that is reciprocal and integrative. This arguments is supported by the ideas of pedagogy that are critical which encourage the application and production of knowledge in groups of learning which can be carried out by the members of the group as they face real problems as a group in contexts that are real through thinking, reflection and development of skills that are positive. The results of such cooperation are an understanding that is more when it comes to the roles of pedagogies and what is expected. Grave (2004) says that curriculum as praxis is the curriculum being conceptualized and derived from orientations towards the well-being of human beings which makes commitments which is explicit to the human spirit that is emancipated. Curriculum as a praxis is a method that takes both the experiences of the teachers and students through negotiating and dialogue and the two being recognized as problematic. In societies that are multi-ethnic or racial as an example, the right of

each and every member to live together is of value that is great and has to be given for the future to be better.

Curriculums that are built on the model of praxis can have contributions towards objectives being achieved through explosion and reinforcements of such values like equality in gender, empowering the ones that are vulnerable in their social life, and emancipation of human kind. The heads of schools, administrators and teachers in classes shall be expected to portray and practice the values in day to day practices while running the schools. This is because this model of a curriculum is more of being committed to actions and informed which comes from practitioners. It gives emphasize on activities that are practical in a given place and time and this makes it possible for the decision makers of the curriculum to put more efforts on the effects that are social and circumstances that are historical. The model gives a suggestion that the curriculum needs to be developed through interactions that are dynamic of actions and reflections instead of simply plans being set up that should be implemented by the teachers. Under this model, curriculum plans are results of processes that are well-evaluated and also active. A look that is close at the praxis model shows the existence of a relationship that is even closer between practice and theory. Another look that is closer reveals that it is a basic process model with a number of changes which address a number of aspects which have not been solved in the process model in a full way especially when it comes to changes in the society and the need for the curriculum to follow directions for the new challenges to be addressed.

From the above discussions, it is clear that the usefulness of the theories of curriculum cannot be disputed even though it seems like there are gaps between the curriculum and the actual practices in the classes. This gap makes a number of teachers to not turn into theories but

to other different sources for the challenges that come up to be addressed. A concluding

summary when it comes to the models of the curriculum is that although the developments of the

curriculum is useful technically, there are some aspects of human life that are overlooked like

personal attitudes, values that are involved in the making of the curriculum and feelings. This

means that the theories are not a recipe and they should not be substituted using judgments that

are personal or professional on the approach that is good when it comes to the enhancement of

learning by students. After looking at the four models of the curriculum, this study relies more

on the praxis model because it reflects on interactions and reflections that are more dynamic for

the fact that it concentrates on actions that are committed and informed. The qualities are also

important because they help in the acknowledgement of the way a curriculum is viewed and

organized and how teaching and learning are influenced by these.

Pedagogy of active earning

A technique which is more established of teaching in a class is lecture (Kaur, 2011).

Lecturing is used by teachers because it is important for courses that need introductions through

showing all the information and keeping the course on task (Maphosa & Ndebele, 2014). In

courses for introductions, the teachers build the foundation for the given course for the first time

(Kaur, 2011). However, for interest to be constructed the integration of methods which are active

will help in enhancing the experience of a course. There are learning pedagogies are used by

teachers for students to be kept interested in the materials that are presented in the class. One of

the strategies that help in this is learning that is active. Maphosa and Ndebele (2014) explains

that learning that is active utilizes a number of approaches which teachers can include in their

lectures on daily basis or combine them with other methods for the students to be involved in the process of learning. Learning that is problem based, role playing, collaborative learning and students being engaged in research are some of the strategies that are used by teachers (Kaur, 2011). Collaborative learning is a process that involves learning that is mutual through the use of exercises in groups. The exercises can include debates and role-playing. This will help in the creation of quality work products and assisting to build working relationships in the class (Kaur, 2011). However, the model has a downfall which is the part of its logistics of the combination of group dynamics and groups. For instance, there can be a group that is stronger than the other and at times members will not follow the norms of the groups.

In learning that is problem-based, the instructor provides an issue in the real world to the learners and let them brainstorm ideas and solutions. Then the students make proposals and their work is assessed by the instructor. Another step in learning that is problem-based is the use of the technique for debating. The use of debates helps students to listen to what other students have to say about an issue (Najafi et al., 2016). Also learning that is problem-based helps students to develop skills of thinking critically (Kaur, 2011). This approach is not effective for classes that have many students because it is not easy to brainstorm in groups that are larger when compared to the small ones.

In a learning approach that is experimental or service, classroom knowledge is integrated by students with service when outside the class. Normally, this includes the type of service for the community with organizations that are local (Najafi et al., 2016; Kaur, 2011). In an article that was written by Penn (2003), the author needed 10 hours of giving services to the community at organizations that were local which students needed to complete before the semester ends.

Each of the students needed to keep a record of the hours that they worked and the experiences that they had while the hours were being performed. As a result, the students who were able to complete the hours that were required performed well in the course, with marks that were over 90%, and led to the enhancement of their knowledge of the materials that were introduced to them during classes (Penn, 2003). The advantages of learning through services are that it reaches beyond the organization itself and also affects the perceptions of the students of the real world (Sims, 2006). It is easier for a person to read using a textbook about a topic but when experiencing the teaching of the topic at first hand gives a student the ability to get knowledge from what they will observe and also reflections. The disadvantage of this approach is that the arrangements that are logistical when it comes to the setting up partnerships with the community, arrangement of time for the students to make completion of 13 hours during the hours of instructions, and legal issues that are possible when the service will be taking place (Sim, 2006). The research process is another approach to learning that is active that students are involved in. the students need to work in a close way with faculty when doing research projects and studies that do not take place in the class. The students are prepared by this approach for education that is higher and pursuing degrees that are professional in the fields of interest. The disadvantage of this approach is that the commitment of setting aside time for working for both the faculty and students (Sim, 2006).

Another method for learning that is active is the inclusion of learning that is media based. By the use of media into the curriculum, like television shows and movies, it helps the students in having knowledge of the concepts through learning that is visual. It is well known that media is very influential when it comes to the public (Surette, 2007; Rockwell, 2009). In the articles of Rockwell (2009), the author states that students who are learning criminal justice looks like they

get information that is incorrect to class because of the influences of media. The proposal that is given by the author is the incorporation of learning techniques that are active and media into the curriculum for the incorrect and accurate depictions of the system to be analyzed (Rockwell, 2009). Also, Rockwell (2009) makes suggestions of a number of guest speakers for the careers and system to be accurately depicted. The approaches that are different and based on philosophies that are contemporary of reconstructionism and progressivism makes use of the avenue of students being involved in the process of learning. The strategies are used in the creation of curriculums which will fit the philosophies of an instructor who is looking to make expansions in the field of criminal justice and going beyond the lecture format for instructions that is typical. The advantages of using learning that is active in the field of criminal justice is for students to be able to experience working with others, during researches or organizations and the skills which are interpersonal that they will obtain when doing the activities.

Delivery methods of a curriculum

Learning that is problem based helps a student in having an opportunity for learning that is active where the students will work to solve problems of the real world. In learning that is problem based the students are faced with problems that are open ended and they do not the answer that is right. This is a method that students drive learning on their own in teams of learners where they collaborate in order to come up with solutions for the problems. The teachers that deliver a curriculum through learning that is problem based use an approach of hands-off. The teachers may give guidance to the students when working but the work is on the creation of an inquiry that is based on the environment that is in classes. The teacher work in learning that is

problem based need to facilitate discussions after the groups have been able to find solutions to the problems that also allows the students to reflect on what was learnt in a given unit and how the students performed and worked together as a team.

Learning that is experimental is a learning style that gives the students a chance of applying the knowledge and skills which are being learnt in the setting of a real world which at times is not within of settings that are academic. The role of teachers is working through stimulations of the real world within classes however; learning that is experimental is best gained outside a setting that is academic. This is because the students will be exposed through learning that is experimental when participating in activities outside the class. This is a learning method that helps students to acquire skills that will be helpful to them for the success of the real world.

Learning that is experimental is driven by students. This is because the students are driven to push themselves more when the relevance of the content is recognized. This will also motivate the students when they are given a chance of seeing the relevance, thus leading to them applying the skills gained immediately and be in a position of receiving feedback on the skills that they have acquired. This is the situation that a teacher plays a role that is different through the observation of students while they are putting their skills and knowledge into practice.

Chapter 3: Methods and materials

The strategies of the curriculum includes methods of planning for the curriculum, materials for writing, learning and teaching in order for the students to be helped with working towards the targets that are set. The strategies that were used in the plan of this curriculum include the learning process, putting in mind the differences of the learners and making use of their sources that are appropriate. However it should be noted that the teacher is the key person in delivering the curriculum irrespective of the strategies that will be put in place. Most of the students assume that it is the responsibility of the teachers to deliver an explanation that is clear through the design and conducting of activities in a lesson.

While coming up with the plan for the curriculum, the process of learning was put into consideration. This is through the provision of knowledge and experience in the process of learning being considered an important aspect of the end product. This is the part that sufficient time was allocated for the development of the curriculum. The first step in the development of the curriculum was making a definition of the point of starting and the main activities which will serve as a guide in the designing process. This led to the development of the curriculum to be on three main stages. The first stage was on the selection and design of the curriculum, the second stage is the production, implementation and evaluation. The main aim of following the mentioned stages was to make sure that the curriculum that is being planned will have a direction and design that it will be following. This was also done through looking at different researches that have been done on a course on introduction to criminal justice.

The definition of the curriculum project

The first stage of the design of the curriculum process started with the definition of the parameters for the projects. At first this phase did not seem like a necessary one. This is because there were already curriculum plans for the same course from a number of different institutions. However, there was still need for the project to be clearly defined so that the framework of the curriculum plan could be identified and also the guiding principles that will give a direction and setting of objectives to the plan. The key activities during this phase included looking at the curriculum plans of other institutions in order to have an idea of what is expected of the course.

The actions of defining the curriculum project

This started with an outline of what could be included in the course. This included at looking at if there was an opportunity of providing a program that is new for the needs of the course to be met. This is what brought about the elements of the curriculum. This gave the direction of the problem being modeled to suit the needs of the students that will be studying a course on criminal justice. The following were included in this phase:

1. Definition of the curriculum problem

In this case the problem was coming up with a plan for a course on introduction to criminal justice. This is an opportunity of providing a program that is new in the field of criminal justice.

2. The identification of goals and objectives

For an appropriate curriculum plan to be developed there was need to develop strategies and designs that will be followed. The objectives of the curriculum were developed. This was in

line with the prospect of the learners that that will benefit from the contents of the curriculum

and the methods of teaching that will be best in meeting the needs of the students.

The inputs of defining the curriculum project

The inputs in this phase refer to the information that was used in the development of the

curriculum. This is what led to the developments of goals and objectives of the curriculum.

The outputs of defining the curriculum project

This is what led to the activities of the curriculum. The objectives and goals were framed

in a way that they will meet the needs of the curriculum.

Development of the curriculum

A curriculum is mostly developed for students. This is because it includes both a process

and contents that guides the students. Contents are concerned with what the students will be

taught while process is how the content will be managed in this case through the use of a

curriculum. A curriculum needs to have a balance of skills, attitudes and knowledge. A

curriculum needs to be organized in a manner that is sequential and logical while at the same

time provide for the development of an interest that is special. A curriculum need to encourage

thinking that is critical and provides the students an opportunity of developing the ability to be

able to make judgments that are reasonable.

The development of the curriculum followed a process that was transparent and managed

in a proper way through focusing on the vision of the curriculum, conducting development

activities that are effective and looking at the needs of the students. The development of the

curriculum took into account practice and research that was good for the educational need of both the teachers and students. This means that the look at the curriculum was both outwards and inwards for the students to be prepared better in their future lives. The plans for development were appropriately put in place for the need of the students to be taken care of.

The development of the curriculum was also consultative. The consultations were made with the supervisors on what needs to be included in the curriculum. This is how the curriculum was able to reflect on the aspirations and values of the students. The process of the development of the curriculum was open and participatory thus making it possible for the needs of the students to be met.

The curriculum that was developed is cyclical in nature. This means that it is a process which is ongoing and can easily respond to change. This is because it was well-planned and in a way that is systematic for development that is continuous.

The first step was looking at the need for a new curriculum and the issues that it will be address. The issues that were addressed were beneficial to the students when it comes to the understanding of a course on introduction to criminal justice. The second step was on the methods and content of the curriculum. This is the determination of the outcomes that were intended which in this case were in form of objectives. The objectives were arrived at through and analysis and prioritization of the needs that were to be addressed. These are the objectives that state what the students will be able to do and achieve as a result of taking part in the activities of the curriculum. This is where the definition of the outcomes that are intendeds took place, the components that were to be included in the course, and an overview of the objectives of learning. The next step was the selection of the content where it included the scope, attitudes

and order of the curriculum. This offered guidance on how the teachers will follow the curriculum depending on the topics. The next step was the designing of the curriculum. This took place in form of designing the activities that will take place when teaching and learning the course. The step that will follow is the implementation phase where the curriculum will be put into practice to determine if it will be effective in addressing the needs of the students.

The linear product model is the best known for developing a curriculum. The assumption of this model is that there is a body of knowledge that agrees that there is a need for students to learn. The start is with the statements of objectives. This is followed by giving a description of the method and content which involves the selection and organization of activities for learning and teaching. The whole process ends with evaluations of the curriculum that has been designed. The objective of the development of the curriculum serves as the foundation for the development of the course and the evaluations helps in showing the achievements of the objectives that have been attained. This is considering that the focus was on how the course of introduction to criminal justice will be taught. The model that was used in the development of the curriculum was student centered which makes the roles of teachers to be facilitators of what is included in the curriculum. This model that was used in making the curriculum is a process that is ongoing and depended on practices and information that is emerging. This shows that the development of the curriculum involved a number of activities that were different, materials for instructions, pedagogy, and methods of delivery and evaluations that will lead to the process of student learning to be effective. The development of the curriculum was organized in a systematic way that it will be taught and the ways that will be used in teaching the course. This was achieved through making sure that each of the units and sub-units being able to interact and affect each other. The following are the core elements that were used in designing the curriculum:

Need analysis

This is the process that is first in the formulation of a curriculum. This includes the analysis of backgrounds that are intellectual of the students for whom the curriculum was being designed for. This is where the development identified the people who are going to use the curriculum. The people who will use the curriculum are the ones that will be taking a course on introduction to criminal justice. While thinking of the analysis of the curriculum there are a number of things that were put into consideration like the curriculum being a process of socialization and the curriculum being able to contribute to the development of the students.

Objectives

The curriculum is designed to respond to the learning needs of the students that will study introduction to criminal justice. This helped in making sure that the objectives are related to the needs of teaching the course. This is the demand that is expressive in the form of the demands for both the teachers and students. The needs of the students have been addressed through offering guidance for the course by using the curriculum. The teachers needs have been catered for through offering a road map that they will follow while transferring information to students about the course on introduction to criminal justice. This will help the students in knowing precisely what is expected from learning the course. This is the guide of the time and activities that will be devoted thus both the students and teachers will be able to attain the objectives that are set for the course. This is what will help them in determining what will be important in learning the course and what will not be important in the tasks that will be covered in the course.

This puts both the students and teachers to dwell on important details on introduction to criminal justice. The levels of the objectives are both simple and complex ones. All the objectives comprises of evaluations, knowledge, synthesis, comprehension, analysis and application. The objectives that were identified for the course on introduction to criminal justice will guide as a road map for the course to be completed in a way that is successful. The objectives of the curriculum are the ones that bind the students and teachers to focus on the same target.

Content

The content of the curriculum contains things that will be helpful in teaching a course on introduction to criminal justice. This was to make sure that the contents will help in achieving the learning goals of the course. This is why the content of the curriculum is a blend of skills, knowledge, and learning that is experimental. Apart from the needs of the learners that are intellectual of the students the curriculum also contains the materials that will match the needs of the course. The content includes the sources that will help in attaining the set objectives of the course. This is what helps in making the curriculum effective and also lead to the creation of an interest among the students in achieving the objectives that are predefined.

Pedagogy

This is the technique that will be used in teaching the students. This is because the teachers are the ones that will guide the students in the course of introduction to criminal justice. Pedagogy contributed three components that are basic which includes the content of what the students will be taught, the way that the teaching will be done and the techniques that will be used for the set objectives to be achieved.

Evaluations

This has to do with the operations that are associated to the curriculum. This is the process of making judgment that is valuable on the merits of the curriculum that is designed. When it comes to the evaluation of the curriculum, it will depend on the purpose and audience on this case the audience being the teachers and students. The evaluations of the curriculum will be done in terms of the effects that it has on the students on a personal level, the levels of their engagements and how they will perform at the end of learning the course. This will also be a way of looking at the possible changes that can be made in the future for the curriculum that has been developed.

The evaluation of the curriculum will aim at examining the impacts on students of the curriculum that was implemented. This is in terms of learning achievements so that if there are any changes that could be made in the curriculum they could also be implemented. This can be an activity that is internal or an activity that is external. This will help in determining if the curriculum is effective, if the pedagogies are effective, and also if the instructional materials and textbooks are effective in achieving the set objectives for the course on introduction to criminal justice.

The goal of the curriculum will be evaluated in order to make sure that the curriculum will be effective when it comes to the promotion of the quality of learning for students that is improved. The assessment of students is an influence that is powerful on what and how the students will be taught by teachers thus being a source of feedback that is important on the content of the curriculum and implementation of the same. The learning goals of the course will be translated into the objectives of the course by the teachers. This is through the use of a number of procedures which will lead to the recognition of differences in the methods of teaching and the abilities of the students and needs and also the styles for learning.

Attributes of curriculum design

1. Purposeful

The focus of the curriculum design was not only to have a course to be studied. The main purpose of the plan is to improve the learning of the students and offer guidance to teachers while transferring the contents to students. The purposefulness of the curriculum design is shown in the objectives of the course.

    1. Deliberate

The curriculum plan was conscious of the efforts of planning. This is through the use of a process that was explicit which clearly identified the aim of the curriculum.

    2. Creative

At each step of the curriculum plan, there was a chance of being innovative through the activities that will be carried out in the course.

    3. Stages

Considering that a curriculum involves a way that is systematic of instruction in planning, the plan consisted of different stages. The stages are in the different units that are included in the course for the objectives of the course to be attained. This is where tasks and problems that are different are considered for the students to have an easy understanding.

Chapter 4: Project process

The aim of the project was to develop a course on introduction to criminal justice for students while putting emphasize on the opportunities of careers in the field of criminal justice and the elements which are basic in the system of criminal justice. The importance of the creation of this project is to look at the introductory course in criminal justice which will help in shaping the direction of the curriculum. The steps in this project included the identification of the outcomes of learning the course, educational philosophy and giving an outline of the course.

Learning objectives of the course

The objective of learning the course was identified to look at the system of criminal justice in the United States. Through this, the students will be able to discuss the elements which are basic in the system of criminal justice. Introduction to criminal justice is a course that will give an exploration of development that is historical, operations that are current and trends for the future of criminal justice. The emphasis of the course will be on looking at the criminal justice system in the United States. The emphasis will also be on problems that are contemporary inn the definition of law, law enforcement, policing strategies, strategies for sentencing, judicial systems, correctional practices and forms of justice that are emerging. The main focus of the content will be in the United States and also at other cultures and their systems of justice.

This is a course that will give an introduction to a number of questions concerning crime and how it can be controlled. This is an introduction of the key institutions controversies and

processes when thinking about crime control and criminal justice. The course will give an emphasis on the relationship between research, theory and practices where the students will be encouraged to think critically on the nature of evidence in relation to control and crime.

The aim of the course is to develop the ability of students to appraise arguments in a critical manner in terms of coherence that is logical and the use of evidence. This will encourage the students to think about how the knowledge of research and theory can be applied in problems that are practical and understanding the framework that is socio-economic that the system of criminal justice operates in.

The students will be given an overview and introduction of the criminal justice system. This will be through the survey of sources, philosophies and the roles that law plays in the society. This will make it possible for the students to be able to differentiate civil, criminal and social justice from one another. This will be an introduction to the students of what crime is made of and how the society responds to crime. The methods used for measuring and comparing crime have changed and the students will be introduced to sources that are major in understanding the context of crime. This will make sure that the students have a foundation that is good.

Educational ideology and philosophy

The educational ideology that was selected in this plan for a curriculum is educational liberalism and the educational philosophy that was identified for this course is progressivism. The views were selected in order to promote thinking that is critical and growth in the field of

criminal justice. Also, the views are based on what John Dewey was teaching where the students are provided with an experience that will enable them to conform in the society. The students will be given an ability to interpret for themselves how the system works through an analysis that is critical and learning assignments that are active. Also the philosophy is helpful to the students through examining careers through letting the students explore the different careers individually in the system of criminal justice and make connections with the ones that they will be interested with.

Curriculum topics

The next step in the creation of the curriculum is the identification of the length of the course and the grouping of the topics and sub-topics for the course through units. The instructional weeks which were identified were twelve which included periods of one hour each five times in a week. The following topic areas were selected as the elements that were basic of the system: The first unit is Introduction to Criminal justice and contains the following sub-units:

a) Criminal justice system

b) Crime

c) Law

The second unit is police and has the following sub-units

a) History

b) Types of policing

c) Careers

The third unit is courts and the sub-units are:

a) Federal courts vs. state courts

b) Careers

c) Sentencing

The fourth unit is corrections and the sub-units include:

a) Jails vs. Prisons

b) Parole vs. Probation

c) Careers

Curriculum Standards

After the identification of the unit topics, educational standards are applied in order to make sure that the curriculum would include the educational standards that are current and related to the assignments and topics of each of the units.

1. **Introduction to criminal justice**

   One of the academic standards in the United States is experimentation and investigation. This includes the selection of technology and tools that are appropriate in performing tests, collection of data and analyzing relationships (Barton, 2009). Another standard is for students to be able to give explanations on the moral values and principles that are fundamental of the democracy of the United States as it is expressed in the constitution of the United States and other documents that are important of the American democracy (Barton, 2009). The students should be able to discuss the importance and meaning of

every right that is guaranteed under the Bill of rights and how each of the rights is secured. Students should analyze the responsibilities and roles that are unique of the branches of the governments that are established by the constitution of the United States. When it comes to communication, the students should be able to deliver a narrative presentation. They should also be able to understand resources that are technological in gaining access to, manipulating and producing information services and products. Students need to have an understanding of the safety and health policies, regulations, procedures and practices. For teamwork and leadership, the students should understand how they can be able to organize and also structure work personally or at times in teams for performance that is effective to be gained or for attaining goals. The students also need to know how they will be able to interact with others in ways that they will be able to demonstrate respect for people and differences in culture and the feelings and attitudes that other people have (Barton, 2009).

2. **Police**

Investigation and experimentation is one off the academic standards that students are expected to select and use tools and technology that are appropriate to collect data, perform tests and analyze relationships. They are also expected to prepare a bibliography of materials for references for a report through the use of different documents (Barton, 2009). They should also write compositions that are expository, essays that are analytical and research reports. This should include visual aids through the use of technology that is appropriate in the organization and recording of information on graphs, charts and maps.

When it comes to communication, the students should be able to show grammar control, control of paragraphs, dictation and structure of sentences and an understanding of using the English language. For career planning and managements the students need to understand the scope of opportunities in careers and be aware of the requirements for training, education and licensure. They need to also understand the role of functions of organizational professionals (Barton, 2009). They need to have an understanding of the past, present and future trends that can affect careers like the development of technology and trends that are social (Barton, 2009).

3. **Courts**

One of the academic standards in the United States is experimentation and investigation. This includes the selection of technology and tools that are appropriate in performing tests, collection of data and analyzing relationships (Barton, 2009). The students should be able to discuss article III of the United States constitution because it relates to the power of the judiciary and includes the length of terms of judges and the jurisdiction of the Supreme Court (Barton, 2009). The students should be able to identify the interrelationships between local courts, state courts, federal courts in terms of their jurisdiction and other organizations.

When it comes to communication, the students should be able to prepare a bibliography of materials for references for a report through the use of a number of documents. For career planning and managements the students need to understand the scope of opportunities in careers and be aware of the requirements for training, education and licensure. They need to also understand the role of functions of organizational professionals (Barton, 2009).

4. **Corrections**

   Investigation and experimentation is one off the academic standards that students are expected to select and use tools and technology that are appropriate to collect data, perform tests and analyze relationships. When it comes to communication, the students should be able to deliver a narrative presentation (Barton, 2009).

Format for lesson plan

   The format plan that was adopted is from Fisher and Frey (2001). The aim of the format is breaking the units into lessons that are organized in order for the learning objectives to be highlighted for the sessions of the units. This also helps in attracting the interest from students through the inclusion of an icebreaker activity, provision of time that is sufficient for practice and lessons and evaluation of the progress that the students make through conducting assessments and requesting the students to write reflections on the unit that they have been taught. This will act as a guide on the way that the curriculum will be taught to the students. Through this the students will also be aware of what they are expecting from a given unit in the course of introduction to criminal justice.

   The lesson plan format includes:

   i. The learning objectives of the units – this is what the students will be expecting to know and understand after attending lessons on introduction to criminal justice.

ii.   An activity that will be an icebreaker- this is something that will help the students in understanding the course in a way that is better.

iii.   Instructions for the lesson- this is the guide on how the course will be taught and guides both the teachers and students.

iv.   Practice which can be guided by the instructor or independent

v.   Assessments which can be both formal and informal

vi.   Reflection

Educational taxonomy

This helps to make sure that the learners will be able to have an understanding of the materials that will be used and meet objectives that are educational. The classes of educational taxonomy of Benjamin Bloom and other contributors have been used in the format plan for the lesson in developing the pan for the curriculum.

Knowledge
↓
Comprehension
↓
Application
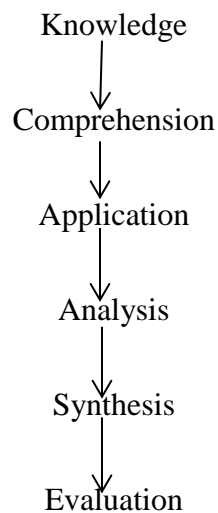↓
Analysis
↓
Synthesis
↓
Evaluation

Figure 1: Taxonomy of classes according to Bloom and contributors

Source: Author generated

Knowledge focuses on the learning objectives of the unit, the activity and instructions (Forehand, 2010). Comprehension focuses on the instructions, practice that is guided and practices that is independent (Forehand, 2010). Application focuses on practice that is guided and the one that is not guided. Analysis focuses on both practice that is guided and the one that is not guided. Synthesis focuses on practice that is guided, practice that is independent, assessments that is informal and reflection (Forehand, 2010). Evaluation focuses on assessments that are forma and the ones that are not formal. The class of knowledge and comprehension focuses on the information that the students will be given as instructions during learning. Application, analysis, synthesis and evaluation focuses on how the students will be involved in the materials. As a student progresses throughout the unit, their knowledge will be extended on the topic of the unit through the application of concepts through activities in the class, assignments and final assessments.

Curriculum methods

The method of teaching that was used for the curriculum is learning that is active. This is where the students will be involved in each and every stage of teaching. The learning approach which is active is helpful when it comes to the needs that have to be met in a class which is diversified, careers in teaching and also in the enhancement of the materials that will be presented to students. These are the reasons why the curriculum was developed around this

method. This will take place through the students being given a chance to reflect on the knowledge that they have gained from each and every unit.

Source of data

The source of data for the description of introduction to criminology is from the syllabus of Austin Community College and Northeastern University. According to the course description of the university, the course gives an introduction to the system of criminal justice which includes that inclusion of the components that are basic like policing, the system of the courts, and corrections. The main goal of the course is to come up with an understanding that is general of the system of criminal justice and its response to crime in the society of America. The course description of the course according to the university emphasizes on the establishment of the general theme of the course. It also looks at the balance that is ever changing between what the community accepts when it comes to safety, the rights of a person when it comes to civil liberties. It is the role of the system of criminal justice in addressing the act of balancing. All the sources of data that were used in the development of the curriculum were related to criminal justice specifically introduction to criminal justice.

Activities

The objectives of the course will be obtained through looking at the journals and books that will be available and concerned with introduction to criminal justice. What will follow next is coming up with notes that will be helpful to the students when it comes to understanding

criminal justice. The students will also be given an opportunity of giving explanations of what they have understood about behavior that is lawful and the one that is unlawful. This will help in knowing the knowledge that the students have been able to get throughout the lessons for the course. This is a way that can help a teacher in knowing where improvements should be done in the curriculum.

Each of the units will include an activity that will be done in class for collaborative learning to be promoted. The activities that will be done in class will be examining statistics for crime, processes that are legislative, and agencies in the field of criminal justice. The data for the activities can be taken from existing data that has been published in books and other publications.

Instructions

The instruction for each unit is stated at the beginning together with the objectives of the unit and questions that are essential. This will inform the students of what they expect to learn for each and every unit. Thus, offering guidance to the students on what they will learn for each unit. The objectives give a summary of the purpose of the instruction and the questions. The materials which will be used for this unit will cover all the basic elements in the system of criminal justice including the police, corrections, courts and information that is related to careers.

Practice

Students are given practice in class time for the materials that are covered in the curriculum through the completion of assignments that are written which need research that is explanatory in the criminal justice field. The assignments involve questions for discussions. The final assessments will give ability to the learners of practicing, researching and making presentations for the real world. The practice is built on the idea of Dewey that experience will create an environment for learning.

Each of the students will be given a copy of a handout on the introduction of criminal justice that will give an explanation on what the unit will be all about. This will be mostly on the legal element of crime and the knowledge will be later applied to case studies. The case studies will be assigned only after the students are comfortable with the concepts and terms used in the introduction to criminal justice.

Another handout on criminal court procedure will be provided as a homework reading assignment. Other references will be provided where the students will be able to get additional information. After the hand out assignment a review will be carried out o what the students have been able to understand.

There will be handouts for criminal offenses and criminal defenses that the students will be given prior to class. The highlights will be reviewed together with the students. The next topic will be on working with criminal cases. Students will be given a chance to apply what they have learnt either as individuals or in groups.

A continuum debate will take place where two students will be selected with views that are opposing on the introduction to criminal justice. All the remaining students will be instructed to pick a place between the two students that suits them best. Each of the students will be given

an opportunity to present their view point and why they are holding the view. After all the students have spoken they will shift their positions and still do the same thing.

The students will be given a chance to reflect on the reading ad have discussions on introduction to criminal justice. They will be given an opportunity to choose a moral issue that is common and make arguments on making it a criminal offence. A balance will be created through the manipulations and assigning of topics. They will be needed to prepare writing on the selected issue and their views will be presented in the class.

Assessment

The aim of assessments in the plan of a curriculum is making sure that the learners understand the principles that are basic of the course and are also having experiences of the field of criminal justice from a point of view of professions. Making use of discussions in groups as assessments that are informal and exams which are formal assessments reinforcements of the objectives of the course and the students will be compelled to evaluate the interests of students in the field of criminal justice. The last assessments will be presentation by a group which will enable the students to explore their career opportunities of interest while making it possible for the instructors in understanding the students of the process of hiring career. The rubric of assessment was created through the use of content and delivery.

Reflection

At the end of every unit, a reflection is put for students to write the reactions to what was enjoyed and learnt for that unit. Through this the instructor will be given an opportunity of seeing what was successful in the unit and where improvements are needed. At this point there is a chance of the curriculum being revisited for feedback to be incorporated and changes from teachers and students.

Annotated Bibliography

This includes the sources that will be used in teaching the course. These are the sources that will help in making sure that the objectives of the course are achieved.

Bohm, R, M. (2002). *Introduction to Criminal Justice***. Glencoe/McGraw-Hill**

This book on 'Introduction to Criminal Justice' offers an exploration of the past, present and future operations in the United States in the system of criminal justice. It gives the basis that is contextual for an understanding that is critical of the criminal justice in the United States through the examination of the nature of crime and its consequences, theories of crime and delinquency causation and criminal law and how it can be applied. The book meets the demand of an examination that is succinct of the system of criminal justice in the United States. It mostly focuses on the police, courts and corrections. The topics of the books are limited through the examination of essentials that instructors need to cover the entire contents in a given course and also have an opportunity of supplementing it with other materials. The texts used are student

friendly which includes a number of features pedagogies and the book is written by a leader and a scholar that is well respected.

Cintron, M. (2003). Book Review: Exploring Criminal Justice: An Introduction. *Criminal Justice Review*, *28*(2), 442-443. http://dx.doi.org/10.1177/073401680302800239

This is a book review that focuses on the system of criminal justice. The book was written for college going students but it is helpful for any audience that is interested in the system of criminal justice. The focus of the review is on crime and how the system responds to crime. This review helps in showing the realities of the system of criminal justice when making decisions.

Pollock, J, M. (2011). *Crime and Justice in America: An Introduction to Criminal Justice*. **Routledge**

'Crime and Justice in America: An Introduction to Criminal Justice´ is a book on the system of criminal justice that offers an introduction that is concise and reader friendly. The system of criminal justice is explored in four different sections. The sections are the system of criminal justice being explained as social control, law enforcement as social control, the law as social control and corrections as social control. Each of the chapters includes what a person needs to know summary and the key terms that are used in the sections. The sections also include questions for review.

Siegeal, L, J. & Worall, J,L. (2016). Introduction to Criminal Justice. Cengage Learning.

This is a text on the introduction to criminal justice written by a person that has been actively teaching the course to different groups of undergraduates. The book is written in a way that it can meet the needs of both instructors and students. The book is friendly to the students and the texts are balanced in the objectives of presentations which involves developments that are latest in the field of criminal justice example, decriminalization and proposed reforms in all stages of the process of criminal justice.

Schmalleger, Frank J. (2015). *Criminal Justice: A Brief Introduction*. **11th Edition. ISBN-13:978- 0133591316, ISBN 10: 013359131X, Paperback. 576 pages.**

Criminal Justice: A Brief Introduction gives a look that is contemporary at crime in America while focusing at the police, courts and corrections. For the information to be able to resonate with students, the author asks the readers to have a consideration of the balance between the issues of security and freedom and make evaluations of the weaknesses and strengths of the justice system in America as it adapts the changes in the culture, society and politics.

Chapter 5: Conclusion

The objectives and findings of the project

The outcome that was intended of this study was the creation of a curriculum plan for a course on introduction to criminal justice. The objective was fulfilled through the breakage of the project into categories that were different like, courts, police and corrections and made a highlight of the areas that are essential in the field. There was also an exploration of the literature that is relevant including the history of the development of curriculum.

The development of the curriculum was through analyzing the field of criminal justice through lens that was historical and also foundational. The result of the analysis that was carried out was that, there were areas of criminal justice that were revealed including academic. The purpose of the course was coming up with a curriculum plan for the course. After making determinations on the objectives of the course, philosophies and ideologies of the curriculum were examined to make sure that the curriculum plan will be headed to the right direction. This led to the discovery that the workings of progressivism lead to the promotion of involvements in lessons that were more experienced and active. Also, learning techniques that were active and also methods were used in the development of the plan for the curriculum. Additionally, Benjamin Blooms educational taxonomy and his supporters were made use of in the development of content for the curriculum and format in order to make sure that the students were learning and being involved with the materials that are relevant.

Limitations

The plan for the curriculum focuses on the topics that are essential in the field of criminal justice. However, there is no inclusion of any assignments from textbooks in the plan. Therefore, the teachers of the course can make a selection of more textbooks of his or her choice which will bring additional information to the process of learning.

Appendices

Curriculum proposal for introduction to criminal justice

NAME:		ID:		
DEGREE: Criminal Justice		**MAJOR:** Law		
COURSE TITLE: Introduction to Criminal Justice				
Course Objectives	**Course Description**	**Activities to carry out the plan**	**Source of Data**	**Bibliography**
To look at the criminal justice system in the United States.	The course will look at the criminal justice system in the United States by looking at the history and development of criminal justice, the contemporary status of the courts, police	The objectives of the course will be obtained through looking at the available book and journals on introduction to criminal justice and coming up with notes that will be helpful to the students on the	The source of data for the description of introduction to criminology is from the syllabus of Austin Community College and Northeastern University.	The source for this course: Bohm, R, M. (2002). Introduction to Criminal Justice. Glencoe/McGraw-Hill. Cintron, M. (2003). Book Review: Exploring Criminal Justice: An Introduction. *Criminal Justice Review*, *28*(2), 442-443. http://dx.doi.org/10.1177/073401680302800239

| | and agencies for correctional. . | understanding criminal justice. The students will also be given an opportunity of explaining what they understand about behavior that is lawful and unlawful. | | Pollock, J, M. (2011). Crime and Justice in America: An Introduction to Criminal Justice. Routledge. Siegeal, L, J. & Worall, J,L. (2016). Introduction to Criminal Justice. Cengage Learning. Schmalleger, Frank J. (2015). Criminal Justice: A Brief Introduction. 11th Edition. ISBN-13:978- 0133591316, ISBN 10: 013359131X, Paperback. 576 pages. |

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