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A Bonded Case Study of Missouri Secondary Criminal Justice Program Curricula

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Abstract

This exploratory case study measured the Missouri Secondary Criminal Justice Program instructors' perception on the impact of Missouri technical standards, the Industry Recognized Credential/Technical Skills Assessment (IRC/TSA), Career and Technical Student Organizations (CTSOs), individual cumulative career experience, and advisory boards on their curricula. As a local autonomy state, Missouri has no statutorily mandated curricula to guide instructors. Six secondary criminal justice instructors agreed to be interviewed on their perspectives regarding the factors that impact curricula. The research found that instructor experience had the most substantial impact on curricula. The instructors used the technical standards as a scope and sequence for their curricula, ensuring they did not neglect course material. CTSOs were meaningful for the curricula if an instructor or career center recognized them as such. The IRC/TSA's written portion was a source of frustration for the participants, but they appeared to find some value in the performance part of the assessment. The research revealed that the aim of preparing students for employment in law enforcement is substantially impacted by what is taught in criminal justice classes.

Keywords: acquaint, advisory board, basic, criminal justice, CTSO, curricula, experience, exploratory, introduce, IRC/TSA, secondary, paramilitary, technical standards

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Chapter I

Introduction

Context

Missouri law enforcement and Career and Technical Education (CTE) encounter similar challenges in the 21st century. Both these professions face public scrutiny and have problems with recruitment and retention. Further, both professions have dealt with issues related to the COVID-19 pandemic. When instructing law enforcement as part of the law, public safety, corrections, and security (LPSCS) career cluster, secondary criminal justice instructors need curricula that consider the aforementioned issues and meet the needs of the students and criminal justice employers (Akbar, 2020; Barry et al., 2021; Cook & VanPlanck, 2021; Davis et al., 2017; Guile & Unwin, 2019; Jackson et al., 2021; Oliver, 2016; Police Executive Research Forum, 2019; Soricone, 2020; Washburn, 2004). The present research focuses on the factors that impact the selection of the criminal justice curricula by secondary instructors in Missouri.

With a 5% projected growth rate, law enforcement shows a higher-than-average need for new employees (U.S. Bureau of Labor Statistics, 2021). Oliver (2016) notes that departments are integrating high school-age students as part of their recruitment programs, which the Police Executive Research forum (PERF) calls a "farm system to grow your own police officer candidates" (Police Executive Research Forum, 2019, p. 38). The Minneapolis Police Department, Washington D.C. Metropolitan Police Department, Los Angeles Police Department, and United States Customs and Border Patrol offer programs that integrate youth into law enforcement (Oliver, 2016; U.S. Customs and Border Protection, 2020). Combined with high school (secondary) criminal justice programs, "grow your own programs" allow the department to attract future employees while also increasing the diversity of agencies (Barnes, 2020a; Gist et

al., 2018; Learning for Life Corporation, 2019). Further, Missouri municipal governments are currently willing to hire potential law enforcement candidates at the age of 18 for other city departments, such as public work or parks and recreation, and then sponsor them to enter the police academy at 21 (M. Schumacher, City Administrator, Lebanon, MO, personal conversation, August 18, 2021). The Missouri Department of Corrections and local jails have also lowered their minimum qualifications for correctional officers to persons 18 years or older, highlighting a need for researching the curricula of secondary criminal justice programs that teach corrections as part of their training material (Missouri Department of Corrections [MODOC], 2021, Minimum Qualification section; Newton County Sheriff's Department, 2021, Requirements section).

Currently, criminal justice courses are taught in Missouri public schools to students as early as in ninth grade as part of the skilled technical science program under the LPSCS career cluster (Carthage Technical Center, n.d.; Crowder College, 2020; Missouri Department of Elementary & Secondary Education, 2021b). According to the Law and Public Safety Education Network (2020), 44 states and the District of Columbia have LPSCS secondary CTE programs. Missouri's CTE involves 518 local education agencies with 57 area career centers, of which 20 offer secondary criminal justice programs (Criminal Justice Instructors of Missouri, 2021; Missouri Department of Elementary and Secondary Education, n.d.). The number of secondary criminal justice programs in Missouri grew from eight in 2013 to 20 in 2021, foregrounding a need to examine the factors that impact the selection and enactment of curricula by new and veteran criminal justice instructors (Center, 2021; Criminal Justice Instructors of Missouri, 2021).

There is no formalized pre-employment training specifically aimed at secondary criminal justice instructors transitioning from law enforcement to the classroom, yet they are still expected to assume the role of an educator and determine the curricula that will be used in their classrooms (Ferguson, 2021; Washburn, 2004). Missouri law enforcement officers must pass the primary academy and complete the required continuing education through their careers; however, not all law enforcement officers receive the same training and experiences (Code of State Regulations, 2021; Davis et al., 2017; Missouri Department of Public Safety, n.d.). Further, Walker (2018) noted that some police academy instructors certified in their curriculum area once but failed to recertify, which could lead to trainers who may be teaching outdated material.

In Missouri, if the secondary criminal justice educator possesses a high school diploma, has passed the law enforcement academy, and has a minimum of 6,000 hours/2.88 years of career-related experience, they are eligible for a career education temporary authorization certificate and can teach at an area career center (Code of State Regulations, 2021; Missouri Department of Elementary & Secondary Education, 2008). Inequity in the instructor's formal education, career training, career experience, pedagogical training, and CTEs' high attrition would present quality-related questions pertaining to the individual programs' curricula (Graves & Hasselquist, 2020).

Purpose of the Study

This research was based on the premise that the instructor controls curricula, so understanding how they as a group and individually perceive the topic area provides a starting point to determine how curricula are impacted in Missouri secondary criminal justice programs. Washburn (2004) stated that new secondary criminal justice instructors might move directly from the patrol car to the classroom with no formal training in pedagogy. As such, this

exploratory case study aimed to determine how external and internal forces impact the curricula of secondary criminal justice programs in Missouri CTE programs. However, despite the substantial research on criminal justice curricula in post-secondary programs, there is a scarcity of information on the forces that impact a secondary criminal justice instructor in including or excluding material from their curricula. Remillard et al. (2008) note that "classroom instruction has come to rely on curriculum materials as tools" (p. 17), but as there are no mandated curricula for Missouri secondary criminal justice programs, the specific factors that impact the instructor's decision to include or exclude instructional material remain unknown.

While Missouri does have criminal justice technical standards that mirror most of the material on the state-mandated IRC/TSA, it has no fixed curricula related to these standards (Criminal Justice Instructors of Missouri [CJIM], 2018; Masuda, 2021; Missouri Department of Elementary & Secondary Education, 2019; YouScience, 2020a, 2020b). The evaluation and assessment of criminal justice programs are done using third-party testing provided by YouScience in conjunction with the Missouri Peace Officers Association (MPOA), which conducts the TSA for qualifying students. Students are excluded from the physical TSA if they fail the written IRC and cannot obtain a certificate (Missouri Department of Elementary & Secondary Education, 2021c; Missouri Peace Officers Association, 2021; YouScience, 2020b).

Career and Technical Student Organizations (CTSOs) are mandatory co-curricular programs that enhance student learning through instruction, leadership, personal development, and real-world scenarios that tie the student's learning to employment (National Coordinating Council for Career and Technical Student Organizations, 2014). As part of the CTSO, criminal justice students can participate in crime scene investigations, criminal justice job skill demonstrations, written criminal justice technical knowledge assessments, and criminal justice

quiz bowls, demonstrating the knowledge, skills, and abilities related to their program of study in a competitive environment (Missouri Association of SkillsUSA, 2020). Missouri considers a CTSO as part of the criteria in evaluating their secondary CTE program; hence, they are included as a topic of relevance in the present research (Missouri Department of Elementary & Secondary Education, 2017).

Instructors of other CTE pathways can demonstrate their trade in a classroom setting; for example, a welder can weld, and a carpenter can build. However, instructors teaching criminal justice programs use tools such as handcuffing techniques that can cause injury, necessitating an annual instructor certification (National Law Enforcement Training Center [NLETC], 2017). Hence, an instructor's cumulative experience and certifications are relevant to the curricula as they may be instructing materials that require certification limited to law enforcement (Davis et al., 2017; Missouri Department of Public Safety, 2011; Preston, 2020).

Instructors who graduate from a Missouri law enforcement academy would have knowledge related to the Peace Officer Standards and Training (POST) Class A curricula taught at their academy in addition to their personalized training and experience; however, it is not evident how they use this experience in developing curricula (Missouri Department of Public Safety, 2021a). The POST Class A curricula have many similarities with the summative assessments required as part of the criminal justice IRC/TSA, so the material would be viable as part of the curricula if the instructor had access to it through the Missouri Department of Public Safety or an accredited law enforcement academy (Missouri Department of Public Safety, 2021b; YouScience, 2020b).

Further, members of law enforcement, corrections, and the courts can function as advisory members for criminal justice CTE programs, as criminal justice traditionally involves

these multifaceted institutions. Though it is unclear how a criminal justice instructor chooses to incorporate suggestions from advisory boards into the curricula, their decisions could impact the content taught in a course (Davis et al., 2017; Siegel & Worrall, 2018).

Conceptual Framework

Doolittle and Camp (1999) state, "frameworks allow scholars to organize and synthesize knowledge and conjecture within a field and serve to describe, explain and predict behavior" (p. 24). Two frameworks support the present research: constructivism, by building on prior knowledge to create new knowledge; and knowledge-in-pieces, by explaining how novices take prior knowledge and restructure it to meet the context of the new problem. Further, Brown (2019) simplifies teaching into three categories that assist in understanding this research: curriculum—what is taught; instruction—how it is taught; and pedagogy—why it is taught in a particular fashion.

Constructivism

Constructivism states that learners actively construct meaning and knowledge based on prior knowledge and experience, thereby creating new knowledge through information relationships (Barry et al., 2021; Berns & Erickson, 2001; Gordon & Schultz, 2020; Knowles, 1973; Richardson, 2003). Knowles (1973) indicates that experiences and readiness to learn are crucial for an adult learner, which a criminal justice instructor becomes when they transition from the field to the classroom with limited experience in teaching (Washburn, 2004). According to constructivism, the teacher's experience in teaching or learning would shape how they plan, implement, and evaluate their curricula (Beauchamp, 1982).

The minimum requirements for a law enforcement officer transitioning to a CTE teacher include 600-seat hours from a law enforcement academy and 6000 hours of career experience. A

new secondary criminal justice instructor will take six mandatory college-level courses over three years as part of the Missouri CTE teacher certification. However, at the beginning of their first year, their knowledge might be limited to teaching and building curricula based on how they were taught over the course of their career (Missouri Department of Elementary & Secondary Education, 2008; 2008; Missouri Department of Public Safety, 2011).

Continuing education for law enforcement in Missouri includes four mandatory "curricula areas": legal studies, interpersonal perspective, technical studies, and skill development that includes firearms. Missouri assesses course completion using one or more of the following summative methods: "attendance, written test, oral test, and practical exercises" (Missouri Department of Public Safety, 2021a, p. 3). A new teacher may teach from these four areas, using a summative assessment method of attendance instead of a complete pedagogical method. The instruction method is consistent with professional development for a practitioner instead of a pedagogical style directed toward a secondary student.

Constructivism posits that an individual actively constructs meaning by linking current knowledge and experience to new information, creating a learning nexus. Hence, an instructor from law enforcement would combine the mandatory curricula areas for training and assessment from law enforcement with their training and experience, which would serve as an internal source of the curricula. External IRC/TSA and CTSO requirements would guide the instructor in selecting the additional information that should be included in the curricula. Over time, the instructor would add the pedagogical knowledge obtained as part of the Missouri CTE teacher certification process as well as through association with other instructors who teach the same topic. Learning to build curricula becomes an active process as the instructor employs their cumulative career experience, technical standards, IRC/TSA requirements, co-curricular CTSO,

and geographically different advisory boards to construct curricula specific to their classroom (Brandon & All, 2010; Gordon & Schultz, 2020; McCoy, 2006; Washburn, 2004).

Knowledge-in-Pieces

Curriculum development is a "messy" process (Boudreaux & Elby, 2020, p. 02144–2), and "subject matter knowledge alone" is not sufficient for an individual to teach well (Harlow et al., 2013, p. 1103). Knowledge-in-pieces (KiP) suggests that a novice's conceptual understanding is developed through incremental refinement of their knowledge and understanding of phenomena based on their past observations and experiences (diSessa, 1993, 2014, 2018; Harlow et al., 2013). Over time, all experiences, resources, and training combine to "generate a more sophisticated understanding" (Harlow et al., 2013, p. 1099) of subject matter and how it should be presented to a classroom (diSessa, 1993; Jones, 2020; Wagner, 2006). However, though prior knowledge facilitates new learning, it can cause misconceptions as individuals learn curricula construction, technical standards, and methods of pedagogy (Brown, 2019; Committee on Developments in Science of Learning, 2018; diSessa, 2014; Philip, 2011).

KiP posits that learners use contextually sensitive knowledge structures as new information is combined with prior knowledge. An example would be training and experience from a small rural department compared to a large suburban city. What a rural sheriff's deputy is taught about rural clandestine methamphetamine labs would have little contextual meaning to an officer in a large metropolitan police department dealing with open-air drug markets. Further, law enforcement officers working in places where no back-up is available may have different contextual perspectives about working domestic violence cases compared to officers who are used to two-person units or multiple officers per shift.

Small contextual knowledge structures are identified by diSessa (1993) as "phenomenological primitive or p-prim" (p. 113). P-prims are intuitive patterns of thought based on non-systematic observations and experiences. It is essential to recognize that KiP is directed at the novice, not the expert, as the p-prims originate from superficial interpretations of experienced realities (diSessa, 1993). P-prims are phenomenological, in that they are based on the individual's meaning of a situation, which, even though correct in many situations, is not based on expert theoretical frameworks.

As noted by diSessa (1993), commonsense is used to predict expectations, explanations, and plausibility judgment based on the varied p-prims one would accumulate through lived observation and experience. For example, an individual transferring from law enforcement to teaching secondary criminal justice would, in most cases, not be an expert in curricula constructions, yet they would understand that they need a plan for their classroom for the academic year. The individual may base their curricula on the physical portion of an adult police academy class or in-service training instead of the many branches of criminal justice, including law enforcement, corrections, and the judicial system. In this scenario, the instructor initially concentrates on the psychomotor learning domain, such as handcuffing, while neglecting the cognitive and affective aspects of law and ethics. The instructor teaches what they know and learns as they progress in their training and experience.

Moreover, the instructor may not initially know the precise requirements for summative assessments such as IRC/TSA and CTSO contest areas but has enough past technical experience to build on as they learn in their role as instructors. The individual learns that these high-stakes tests and contests are important to administrators responsible for programs, students competing against each other, and programs' competitive spirit across the state. Au (2007) suggests high-

stakes assessments "encourage curricular alignment to the tests themselves," which would impact the program's curricula, as the instructor determines what should be included and what could be disregarded (p. 263).

KiP also posits that new instructors may have misconceptions based on their past training and experience (Harlow et al., 2013), as demonstrated by a person from a law enforcement background inviting only individuals from law enforcement to participate in advisory boards. The new instructor may not consider how inviting corrections and judiciary members could impact the curricula. As the novice instructor becomes familiar with instructing criminal justice holistically, they may include advisors from other criminal justice branches. Over time, the instructors learn that alternative concepts can be applied to the curricula by including different viewpoints (Philips, 2011).

KiP takes long-term knowledge and combines it with real-time data to make commonsense decisions with the goal of improvement (diSessa, 2014, 2018). It complements constructivism by explaining how misconceptions may cause novice or experienced instructors to include or exclude subject matters in their curriculum as they build knowledge through curricular, instructional, and pedagogical training and experience.

Jabareen (2009) defines a conceptual framework as a group of "interlinked concepts" that assist in understanding a phenomenon (p. 51). The conceptual "framework explains the main things to be studied," which for this research are the perceived external and internal forces that impact the curricula of secondary criminal justice programs in Missouri (Miles & Huberman, 1994, p. 18).

The qualitative case study approach is appropriate as the research looks at a person's perception of the meaning of an event, situation, or lived experience (Leedy & Ormrod, 2015;

Miles & Huberman, 1994; Yin, 2008). Municipal officers, county sheriffs, state police, and federal law enforcement officers who elect to become criminal justice instructors have diverse backgrounds and perceptions. Further, educational institutions will have different requirements related to policies, procedures, cultural environment, and potential applicants for employment. The conceptual framework for this research rests on the secondary criminal justice instructor's perception of the individual and combined relevancy of the technical standards, IRC/TSA, co-curricular CTSO, cumulative career experience, and advisory boards related to their enacted curriculum.

Research Questions

The following research questions guide this study:

Grand tour question: How do external and internal forces impact Missouri secondary criminal justice curricula?

Research question 1: How do the Missouri Criminal Justice Technical Standards impact secondary criminal justice curricula?

Research question 2: How does Industry Recognized Credential Testing/Technical Skills Assessment (IRC/TSA) impact Missouri secondary criminal justice curricula?

Research question 3: How do co-curricular Career and Technical Student Organizations (CTSOs) impact curricula?

Research question 4: How does the instructor's cumulative criminal justice career impact what is taught in criminal justice courses?

Research question 5: To what extent do the local advisory boards impact Missouri secondary criminal justice curricula?

Significance of the Study

This exploratory case study measured instructors' perception of the impact of the Missouri technical standards, IRC/TSA, CTSO, individual cumulative career experience, and advisory boards on their curricula. These areas were chosen because they are mandated and assessed as part of CTE programs throughout the state and are not limited to a single program. Further, they provide a valid starting point for researching Missouri secondary criminal justice programs because they offer insight into the factors impacting individual instructors' curricula priorities. As current criminal justice instructors function as teacher-leaders and mentors in Missouri, their subjective interpretation of the factors that impact their curricula or the content that should be included will have implications for new teachers and programs (Missouri Department of Elementary & Secondary Education [DESE], 2021a). While the instructor's perception of what impacts the curricula and what should be included in them may be accurate, it may not be the reality across the state due to local educational autonomy, which further justifies commencing this research.

The research questions function as a guide for beginning research on Missouri's secondary criminal justice programs. The research questions are not all-inclusive as several other factors could cause instructors to include something in their daily lessons. For example, the availability of textbooks, specific administrative policies, and available technology could impact curricula. However, questions other than those used do not cover all Missouri area CTE centers and are too subjective when starting a project where little background research has been done.

The findings of this research highlight that Missouri secondary criminal justice programs may not align with each other, so students transferring from one Missouri criminal justice program to another may have dissimilar academic and technical knowledge. An instructor with a

strong background in traffic enforcement from the highway patrol may teach differently from a municipal or sheriff's department detective. A veteran officer with years of career experience may teach with stories, whereas an instructor with limited career experience may depend on textbooks and published sources of information (Bolman & Deal, 2013). Further, Missouri's local autonomy allows individual secondary criminal justice instructors to determine the curricula taught in their programs (O. Carter, personal communication, October 25, 2021). Hence, the instructors' career training and experience affect what they know and teach.

Moreover, this research could assist in aligning the technical standards with IRC/TSA requirements, providing a more equitable education for students who come from one- or two-year programs or follow a schedule different from the traditional five-day-per-week daily attendance.

This research can serve as a point of departure for understanding the information and knowledge that veteran instructors will pass on to new instructors, the materials/content that should be considered statewide, and the suggested minimum qualifications for new instructors. This research may also aid in aligning Missouri's technical standards with the end-of-course assessment leading to IRCs.

Assumptions

This qualitative case study investigates the perceptions of Missouri secondary criminal justice instructors regarding the impact of technical standards, IRC/TSA, co-curricular CTSO, cumulative career experience, and advisory boards on their decision to include or exclude curricula material. The researcher assumes the participants were truthful in answering the interview questions about their experiences and programs.

Limitations

Due to the small population of secondary criminal justice instructors in Missouri, findings and conclusions should be inferred based exclusively on only the participants of this study and not secondary criminal justice instructors in general. However, this study will provide descriptions and lived experiences of secondary criminal justice instructors in Missouri and examine the factors that impact their curricula.

Delimitations

The study was limited to active criminal justice instructors teaching secondary students in Missouri area career centers during the 2021–2022 academic year. Areas evaluated included technical standards, IRC/TSA, co-curricular CTSO, the instructor's cumulative career experience, and advisory boards related to the enacted curriculum.

Definitions

Career and technical education (CTE): "Organized educational programs offering a sequence of courses related to the preparation of individuals in paid or unpaid employment and in current or emerging occupations requiring other than a baccalaureate or advanced degree" (Gordon & Schultz, 2020, p. 433).

Career and technical education center (CTEC): "The term career and technical education center (CTEC) will mean a Missouri area CTEC or community college offering secondary programs that provide secondary students with relevant technical knowledge, skills, and proficiency and is less than a baccalaureate degree, the controlling purpose of which is to prepare for profitable employment or post-secondary education" (Barnes, 2019; Definitions, §178.420, 2013).

Criminal Justice System: "The system of law enforcement, courts and corrections that is directly involved in the apprehensions, prosecution, and control of those charged with criminal offenses" (Siegel & Worrall, 2018, p. 671).

Curricula: "The day-to-day outline of strategies that teachers use to help students learn. The curriculum involves textbooks, homework assignments, classroom activities, and assessments—the "how" of teaching (Missouri Department of Elementary & Secondary Education [DESE], n.d.-b, para. 1). The curriculum is a "map based on content and performance standards," for the desired learning, indicating the knowledge, skills, and abilities the learner should possess at the end of instructions (Wiggins & McTighe, 2005, p. 5–6, 340).

DESE: Missouri Department of Elementary & Secondary Education

Industry Recognized Credential (IRC): "A portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area, or a cluster of related occupational areas" (Missouri Department of Elementary & Secondary Education, 2021c, p. 1; DESE, 2021b).

Paramilitary: "A non-military organization whose structure is similar to that of the military, with a chain of command where decisions are made at the top levels" (Curriculum and Instructional Materials Center [CIMC], 2017, p. 152). This research operationally included wearing a uniform, military drill and ceremony, and physical training as part of the definition.

Stackable Credential: "A series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment" (Missouri Department of Elementary & Secondary Education [DESE], 2021c, p. 1)

Student: "…youth ages 12–18," attending or eligible to attend public education (Musu-Gillette et al., 2018, p. iv). For this study, a student will be operationally defined as an individual currently enrolled in a secondary criminal justice program at a CTEC in Missouri. In most cases, a student will be a junior or senior in high school.

Rigor: "Intentionally crafted and sequenced learning activities and interactions that are supported by research and provide students the opportunity to create and demonstrate their own understanding or interpretation of information and support it with evidence" (Schwegler, 2019, p. 16).

Technical Skills Assessment (TSA): "TSA measures skill proficiency of CTE students who have completed an approved CTE program" in a summative assessment (Missouri Department of Elementary & Secondary Education, 2021c, p. 1)

Summary

This chapter presented an overview of the examined variables that impact a secondary criminal justice instructor's decision to include or exclude materials from the curricula. The chapter identified the purpose of the study, the research problem, and the research questions. Additionally, the chapter presented the theoretical and conceptual frameworks that guided the study and justified the use of a qualitative case study. Chapter II reviews the literature on historical CTE and its relationship with secondary criminal justice programs.

Chapter II

Literature Review

Despite the growth of secondary criminal justice programs in Missouri, curricula development and enactment by instructors have received scant attention (Washburn, 2004). This study aimed to determine how external and internal forces impact the curricula of secondary criminal justice instructors in Missouri CTE programs. As the Missouri secondary criminal justice programs have no mandated curricula, the factors that impact an instructor's decision to include or exclude instructional material are not evident.

Influences CTE Curricula

CTE involves practical education that interests students who may not be attracted to post-secondary education but may still want training that involves the mind and hands (Barlow, 1976a, 1976b; Gordon, 2008; Kroupa, 2014; Moore, 2017). The name and goals of career education have evolved from tool instruction to vocational education and, presently, CTE, but its primary goal still involves training and educating an individual so that they are better prepared to enter the workforce (Association for Career and Technical Education, 2019; Barlow, 1976a; Friedel, 2011; Lee, 1963).

Similar to law enforcement, CTE is decentralized and diversified in the United States. Hence, chronologically reviewing historical federal, state, and local influences of CTE as they progressed to LPSCS pathways are essential when considering how Missouri secondary criminal justice programs curricula have developed and are being taught (Galvão, 2014; Gordon, 2008; Kober & Stark Renner, 2020; O*Net, 2016; Siegel & Worrall, 2018). The factors that influence CTE have changed throughout the history of the United States, but they function with the aim of

employing the practical knowledge secured through education and training to gain skills for employment (Barlow, 1976a; Gordon, 2008; Hyslop, 2018).

Criminal justice can be viewed from two perspectives. The first perspective is that of the practitioner viewing law enforcement as a vocation with policies and procedures that guide practitioners in enforcing the law, investigating crime scenes, and interviewing those coming into contact with the criminal justice system. In this view, an individual who takes criminal justice-related academies or coursework does so with the intent to go to work in one of the varied fields available to them after graduation. The second perspective views criminal justice as a research field with psychology, sociology, and criminology elements. This research concentrated on the first perspective as instructors taught the use of tools related to law enforcement and the policies and procedures that would guide a new officer. When viewed from this standpoint, secondary criminal justice becomes vocational training consistent with the United States history of career and technical education (Sullivan et al., 2013).

Education and Training

Education and training are often used synonymously, but they have different meanings (Buerger, 2004; Moore, 1998). Moore asserts that training is narrowly focused, leading to specific knowledge, skills, and abilities. On the other hand, education is broader and involves the provision of knowledge, skills, and flexible transferable abilities that encourage generalized approaches that can cross domains such as critical thinking skills (Cotner et al., 2012; Moore, 1998; Tajpour et al., 2018).

Students receive training while earning an education; however, such training tends to be short-term, with specific cognitive learning goals instead of a "combination of educational, skill and deduction strategies" (Buerger, 2004; Tajpour et al., 2018, p. 2). Training is specialized and

industry-driven, with a "certificate, certification, or license," such as for a law enforcement academy or a telecommunicator certification provided at the end of the training process (International Academies of Emergency Dispatch, 2020; Mulhern & Zaber, 2021, p. 5). Modern CTE attempts to replicate education, including rigor, depth, academic, technical, and occupational skills (Brand, 2003; Friedel, 2011; Moore, 1998; Headrick, 2017; Peters, 1977; Tajpour et al., 2018). According to Buerger (2004), criminal justice higher education has tried to distinguish itself from certificate training related to law enforcement, but the curricula could mimic each other depending on the program.

CTE as a Motivator

The United States has a substantial history of using CTE to motivate students to become participants in their education instead of mere receivers (Association for Career and Technical Education, 2019). By linking education with career training, the student is shown the relevance of participating, lowering dropout rates, and improving motivation for school (Association for Career and Technical Education, 2019; Gottfried & Plasman, 2017). Brand (2003) notes that many students who do not see the connection between school and careers may not be motivated to succeed in school, and this is especially true of those considered at-risk.

The history of CTE indicates that it has repeatedly provided career education to benefit society. Brand's (2003) research parallels the work done a century earlier by John and Evelyn Dewey, who noted that students who were shown the relevance of what they were learning in school to future employment had better attendance and outcomes (Dewey & Dewey, 1915). They indicated that a student's attention and motivation could be earned when the curricula are relevant to vocational goals, noting that "Giving the young work they want to do is a more

effective method of keeping them in school than are truant officers or the laws," showing a quasi-relationship between criminal justice and education (Dewey & Dewey, 1915, p. 276).

Knight (1920) noted that CTE provided experiential learning through work or physical activity and filled a void for occupational subjects. The student would neither be required to participate in an apprenticeship nor be involved in preparation for post-secondary education, but they would still be engaged in real-world experiences that encourage participation and could lead to industry-driven credentials (Gordon & Schultz, 2020; Jacoby, 1991, 1996; Mulhern & Zaber, 2021).

Experiential Learning

Experiential learning is "the process whereby knowledge is created through the transformation of experience" (Corbett, 2005; Kolb, 1984, p. 38). CTE is a form of experiential learning since, in addition to academic content, a student is expected to practice skill development and experience their trade through interactions (Gordon & Schultz, 2020; Jacoby, 1996, 2020; Miner-Romanoff, 2017). Pérez-Ibáñez (2018) notes that "experience is not equivalent to education" in that the experience must be directed at the learner as part of the pedagogy (p. 21). Brown (2019) used the term "vocational pedagogy," which he described as the "pragmatic training of specific technical skills through modeling, demonstration and other experiential methods," consistent with the work of John Dewey, who advocated learning by doing (Brown, 2019, para. 34). Preparation, active engagement, and critical reflection must be part of the learning experience so that the learner can reflect and attach meaning to their experiences instead of just learning a new habit (George et al., 2015; Pérez-Ibáñez, 2018).

Experiential education through supervised activity and academic study has not always been the traditional form of learning. Before industrialization and CTE training, people learned

their skills through family and apprenticeships, gaining experience by completing the demands of the job (Bills et al., 2016). As the demands of the industry changed, the way people obtained training evolved, including short-term experience with practitioners. Criminal justice is no exception, with experiential learning in academic programs, field training programs, and internships providing opportunities for those entering the field to learn by doing (George et al., 2015; Gordon et al., 2007; Kolb, 1984; Washburn, 2004).

A study by George et al. (2015) suggested that experiential training for criminal justice be conducted in four parts: "internships, field trips, service-learning, and research" (p. 472). In all four parts, the learner is expected to be involved in the preparation of any contact that could provide new knowledge. Further, the learner must be actively engaged and critically reflect on their learning. In addition, the learner must use the new knowledge in some form of creative activity or in what would be considered the highest level of Bloom's taxonomy, synthesis, and creation (Bloom, 1984; George et al., 2015; Iowa State University, 2021; Skaggs & Graybeal, 2018). Kolb (1984) noted that ideas are not fixed in experiential learning but formed and re-formed through experience. The learner must harness their ability to take concrete experiences, reflect on them, form abstract ideas, and relate their new thoughts toward other situations. They can then use the active experimentation learned through experience and reflection to make decisions and solve new problems (Kolb, 1984). This is relevant to criminal justice instructors who leave fieldwork and go into education, re-forming their training and experience into curricula while also learning new skills related to teaching.

Buerger (2004) foregrounded a cultural view that experiential learning is the only authentic way law enforcement prepares for a career. What a student learns in the academy or academic setting may not provide the communication foundation needed to interact with the

public successfully. Therefore, completing the job's duties through apprenticeships or field training while interacting with other practitioners completes the training one starts in the academy.

Religion and Labor

Miller (1993) noted that religion and education had been combined since the pilgrims populated North America. The Northwest Ordinance reiterates how important religion was to education, stating, "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged" (Northwest Ordinance, 1787, Art. 3).

In 1786, Dr. Jon De La Howe established the Lethe Labor School in South Carolina (Barlow, 1976a; Knight, 1920). The curricula at Lethe were influenced by agriculture, mechanical work, and religion (Barlow, 1976a; Coates, 1923; Knight, 1920). Lee (1963) noted that early schools and colleges had been the church's domain and were privately supported. These institutions promoted the sectarian religion of the founders and influenced the school's curricula. The Massachusetts Bay Colony and Calvinist sect required reading as part of education as far back as 1640, recognizing that a child would need to read the religious material of their denomination (Lee, 1963; Miller, 1993).

Knight (1920) writes that by 1830, most states had at least one school that had influences related to a combination of academia and labor training. Labor was thought to improve the physical constitution while providing training and service for the school and community. A young person taught to work learned the value of industriousness, which was believed to be related to religion, democracy, and patriotism (Lee, 1963; Knight, 1920).

Religion, criminal justice, and education have had a long relationship in the United States. Johnson and Schroeder's (2014) research noted a religious aspect in communities considered moral or crime ridden. Further, a study by Grasmick et al. (1993) observed more punitiveness toward an offender in Midwestern religious groups that appeared to consider a violation of the law a crime and sin.

Writers of the United States Constitution recognized that religion and government should be separate, writing in the First Amendment, "Congress shall make no law respecting an established religion" (U.S. Const. amend. 1, para. 1). However, many schools continued to include religion as part of their curriculum until the 1948 case of *McCollum v. Board of Education*, where the Supreme Court decided state-sponsored schools would not have religion as part of their curriculum (*McCollum v. Board of Education*, 1948).

Thus, CTE, experiential learning, religion, and labor have historically influenced the instructor's decision on the appropriate curricula. In addition, historical career educational leadership must also be considered when exploring the chronological influences leading to the current criminal justice secondary classroom.

Influential Leaders of CTE

Johann Heinrich Pestalozzi (1746–1827)

Pestalozzi advocated for pragmatic education that involved the entire person, including the head, heart, and hands, while encouraging education to enable the poor to become skilled craftsmen (Bowers & Gehring, 2004; Horlacher, 2018; The Boston Globe, 1914). Pestalozzi believed that all people deserved an education based on facts and practical circumstances instead of more liberal education (Miller, 1993). Pestalozzi's education method involved simplifying education and combining general education with physical exercise that built skills that could be

later used in employment. The combination of practical academic skills such as reading and mathematics with manual labor appears to be a precursor to learning by doing (Bowers & Gehring, 2004; Miller, 1993)

Pestalozzi's influence on CTE is relevant to criminal justice as he also advocated for education for all, reform in corrections, and the humanitarian treatment of all people, including the poor and those convicted of criminal offenses (Bowers & Gehring, 2004).

Victor Karlovich Della-Vos (1829–1890)

Victor Karlovich Della-Vos was the director of the Moscow Imperial Technical School in 1868, pioneering a systematic approach to teaching the use of tools (Guile & Unwin, 2019). Barlow (1976a) attributes the term "tool instruction" to Della-Vos, who developed the idea of students building models after designing a project. Della-Vos demonstrated the pedagogy at the Philadelphia Centennial Exposition in 1876 (Coates, 1923; Gordon, 2008; Guile & Unwin, 2019). According to Schenck (1984), in addition to his education, Della-Vos worked in a factory to gain practical experience in mechanics while earning his professor's degree, showing that he also believed that in learning, one must experience the practical aspects of education along with the theoretical understanding. Miller (1993) is more succinct when he writes that vocational curricula are a combination of classroom and hands-on laboratory, which appears to follow the ideas of Della-Vos.

John D. Runkle (1822–1902)

John Runkle of the Massachusetts Institute of Technology (MIT) furthered manual training, introducing a curriculum involving the use of mechanical arts classes in addition to liberal arts (Barlow, 1976a; Coates, 1923). Runkle introduced the pedagogy of Della-Vos to his institution at the secondary and post-secondary levels. Runkle observed that engineering students

had difficulty obtaining employment due to their lack of practical experience. By integrating manual training with academic training, the students demonstrated their experience to potential employers (Coates, 1927; Gordon, 2008). Runkle is attributed with the slogan, "Instruction and Not Construction," which highlighted using vocational classes to give the students hands-on projects, thereby creating experiential instruction without forcing students to join carpentry or similar apprenticeships (Coates, 1927; Gordon, 2008). Internships and criminal justice youth programs such as Police Explorers would be consistent with the philosophy of Runkle. The student gains experiential knowledge, skills, and abilities through direct interaction with practitioners in the field (Gist et al., 2018; Learning for Life Corporation, 2019; Police Executive Research Forum [PERF], 2019; Skaggs & Graybeal, 2018).

Colonel Richard Auchmuty (1831–1893)

Colonel Auchmuty founded the New York Trade School in 1881 (Cuny Academic Works, n.d.). Auchmuty founded the school so that young men could learn a trade through education instead of the labor unions and apprenticeships, which often excluded potential students, as was done by the plumbing industry (Jacoby, 1996, p. 235; Prabook, 2021). Auchmuty felt that young people should choose their professions and that education should control the number of people entering an industry instead of unions. Further, proof of ability, not length of service, should specify if a person was qualified to complete a particular work (Jacoby, 1996). Auchmuty's proof of ability is required in Missouri through IRC/TSA, which evaluates criminal justice and other programs based on their knowledge, skills, and abilities (Missouri Department of Elementary & Secondary Education, 2021c; Missouri Peace Officers Association, 2021; YouScience, 2020b).

Auchmuty believed that CTE could "funnel" students into the trades (Jacoby, 1996, p. 236). His schools were taught using day- and night-time lectures in building trades and were consistent with the lyceum or lecture movement, which "spawned adult education in America" (Gordon & Schultz, 2020; The Walden Woods Project, n.d., para. 1). Auchmuty's schools were shorter in duration and consistent with training or certificate programs (Moore 1998; Mulhern & Zaber, 2021). Training or certificate-type programs allow individuals to train at a reasonable price while remaining employed (Jacoby, 1996). The training price included the use of tools and the materials one needed to complete a specific vocational track, consistent with modern area career centers (Jacoby, 1996).

Calvin Woodward (1837-1914)

Calvin Woodard, the Dean of St. Louis Manual Training School of Washington University, integrated secondary students into CTE and opened the "Pioneer Manual Training School" in St. Louis, Missouri in the 1880s, which is believed to be the first of its kind in the United States (Barlow, 1976a; Coates, 1923). The Pioneer Manual School catered to secondary male students training in traditional academia and manual labor involving industry tools and equipment (Barlow, 1976a, 1976b).

Woodward believed students should have a liberal education and use tools to form a rounded education (Jacoby, 1996). Woodward used hands-on projects to provide a visual representation as students determined solutions for their assignments (Gordon, 2008). A crime scene investigation may be used as part of the curricula in a secondary criminal justice course, exposing the students to tools used in fingerprinting and other forensic collection methods (Crime Scene Investigators Network, 2021; Washburn, 2004; Coffee, 2008).

Booker T. Washington (1856–1915)

Booker T. Washington was the founder and the first president of the Tuskegee Normal and Industrial Institute, now Tuskegee University (Gordon & Schultz, 2020; Tuskegee University, 2021). Washington believed CTE was a means to aid freed African Americans and bring them into the workforce (Gordon & Schultz, 2020; Kroupa, 2014). As an approach toward their integration into society, Washington taught that African Americans must concentrate their education on practical, skill-based vocational jobs such as foundry, construction, and metal trades that were part of Tuskegee's curriculum (Bills et al., 2016; Gordon & Schultz, 2020; Kroupa, 2014). However, Washington's early equity movement was not viewed as sufficient progress by everyone. W.E.B Du Bois disagreed with Washington's view of "peaceful coexistence" and his use of vocational education and training as a means to assimilate the races. Du Bois advocated for more traditional education instead of what he believed to be substandard education involving trades (Gordon & Schultz, 2020, p. 29; Kroupa, 2014).

Sloan (2018) notes that few criminal justice bachelor's degree programs meet the curriculum standards of the Academy of Criminal Justice Sciences, indicating that programs would differ depending on their goals as well as those of individual institutions (Academy of Criminal Justice Sciences [ACJS], 2021). A criminal justice program may focus on training, as posited by Washington, or education, as posited by Du Bois, or a combination thereof (Moore, 1998). Quality secondary criminal justice programs may involve a combination of practical skills and traditional education, as suggested by both men.

Cognitive and physical skills are currently used to assess Missouri's secondary criminal justice education programs. The state technical skills guide the assessment of TSA/IRC and CTSO, though how the instructor integrates these measures into their curricula is unclear

(Missouri Department of Elementary & Secondary Education, 2021c; O*Net, 2016; SkillsUSA, 2021a; Sloan, 2018; Sloan & Paoline, 2021).

John Dewey (1859–1952)

John Dewey advocated for an education system that equally combined academics and manual labor. Dewey recognized that students should be taught manual labor at an early age. In *Schools of To-morrow*, he delineates how children should be introduced to the manual labor curriculum. Dewey advocates "learning by doing," pointing out that the process of developing a work ethic could not be learned only from the study of books (Dewey & Dewey, 1915, p. 33).

Dewey had a humanistic vision for CTE, calling for learning that involved high academic standards and manual labor, which assisted individuals in finding a career fit and developing the skills needed to succeed (Bills et al., 2016; Guile & Unwin, 2019). Dewey believed that instead of the students being malleable to the whims of labor and those in charge of the educational system, education should assist democracy in educating students to make choices as they progress into adulthood (DeFalco, 2016; Pérez-Ibáñez, 2018). He believed separating academics and manual labor training into dual instruction could result in classism (Gordon & Schultz, 2020; Kroupa, 2014). Dewey's philosophy of ethical experiential learning is consistent with the views of Miner-Romanoff (2017), who used technology to bring a virtual trial to the classroom and then worked through risk and aftercare as part of the learning process.

Charles Prosser (1871–1952)

Charles Prosser was the first executive secretary of the National Society for the Promotion of Industrial Education and was directly involved in the Smith-Hughes Act of 1917 (Camp, 1987). Coming from an educational background, Prosser believed that vocational education should support the public good and the student (Camp, 1987; Gordon & Schultz,

2020). Prosser advocated for a dual system with different academic and vocational tracts, arguing that this structure should be part of the secondary educational system (Gordon & Schultz, 2020; State University, 2021). He pointed out that as machinery improves, "there is a need for the development of the skills necessary to operate the new machine" and that training should be done at public expense founded on the needs of the industry, which is consistent with the present-day CTE (Beheler, 2020; Gordon & Schultz, 2020; Prosser & Allen, 1925, p. 22).

Prosser and Allen (1925) noted that students performed better when the material was factual and employed in everyday life and that teaching this type of practical education supported the student and the need for labor (Guile & Unwin, 2019). Prosser developed 16 theorems dealing with vocational education, advocating for instructors to be brought in from industry, and made vocational education available for everyone (Rees, 2012).

August Vollmer (1876–1955)

August Vollmer is one of the founders of American criminal justice education related to law enforcement (Kell, 2017; Oliver, 2016). In 1917, August Vollmer and Albert Schneider planned a curriculum for police officers at Berkeley. Vollmer and Schneider's curriculum contained science, administration, law, first aid, and criminal procedures, which are still considered part of criminal justice education today (Siegel & Worrall, 2018; Vollmer & Schneider, 1917). Vollmer was deemed progressive, advancing technology through law enforcement, including bicycles and the polygraph (Kell, 2017; Oliver, 2016; Roberson & Mire, 2013). Further, Vollmer was considered a leader in diversifying police departments, employing an African American and female officer during the early 20th century (Kell, 2017). Moreover, Vollmer was a humanitarian, treating those arrested with kindness, following the humanistic-

social model where the needs of society are taken into consideration as part of law enforcement duties (Oliver, 2016; Pearson et al., 1980).

The educational leadership of the past has provided a foundation for current CTE programs, including the use of experiential learning, direct contact with industry, and equity. The historical legislative funding of CTE is also a concern for current CTE, including secondary criminal justice programs that use the money for salaries, curricula improvement, and law enforcement-related training tools.

Legislative Influences

The United States has demonstrated over 100 years of commitment to legislatively funding the public-school system and CTE (Bohan & Null, 2007; Friedel, 2011; Perkins Collaborative Resource Network, n.d-a.). The goals of the selected legislation aim to support society's need for skilled labor, which has changed over time, as have the needs of society.

Morrill Acts

The Morrill Acts of 1862 and 1890 influenced technical education in the United States, especially agriculture and labor (Barlow, 1976a; Lee, 1963; Knight, 1920). The act provided funding through land grants to each state for state universities in agriculture, mining, engineering, and domestic-related topics, establishing what would later be known as "A and M" colleges in the United States (Lee, 1963; Kroupa, 2014; Wishart, 2011).

The Morrill Act of 1862, initially titled "An Act Donating Public Lands to the Several States and Territories which may provide Colleges for the Benefit of Agriculture and the Mechanic Arts," was signed into law by Abraham Lincoln on July 2, 1862 (Ogden, 1990, p. 246; Library of Congress, 2017, para. 1). The Morrill Acts marked the second time the United States had used public lands to fund education; the first was the Northwest Ordinance that assisted

primary and secondary education (Lee, 1963; Kroupa, 2014; St. John et al. 2018). The Morrill Act specified that monies from the land donated to the states would support and maintain at least one college per state. Further, the curriculum would contain agriculture and mechanics, promoting practical education for the industrial classes. Finally, the act required the states to maintain and support financial investment in the institutions (Lee, 1963).

Later, the Morrill Act of 1890 established 18 historically Black universities (HBU). Both these acts sought to educate the industrial classes (Lee & Keys, 2013). The Morrill Acts illustrated that the government was responsible for public education and that the use of public lands supported the early institutions of learning (Lee, 1963). Further, the acts foregrounded that all people deserve equitable treatment in government-funded programs.

Vocational Education Act of 1917

Vocational Education Act of 1917, otherwise known as the Smith-Hughes Act of 1917 or P.L. 64–347; 39 Stat. 929, was the first public law that authorized secondary vocational education funding directed at job-specific skills (Gordon et al., 2007; Moore, 2017). The Smith-Hughes Act directed funds toward the "promotion of vocational education," including agriculture, trades, industrial subjects, and home economics, and was signed into law by President Woodrow Wilson in 1917 (Buerki, 1981). Further, the act authorized funds to prepare teachers, supervisors, or directors of agricultural subjects (Smith-Hughes Act, 1917, para. 2).

George Acts of 1929, 1934, 1936, 1946, and 1956

The George Acts progressively added funding to CTE, enabling the creation of new career paths and facilities as industry needs were recognized.

- The George-Reed Act of 1929 was signed into law by President Calvin Coolidge on February 5, 1929. The act authorized additional funding for agriculture and

home economics but not for trades or industry (Barlow, 1976a; Gordon & Schultz, 2020).

- The George-Ellzey Act of 1934 was signed into law by President Franklin D. Roosevelt on May 21, 1934. This act supplemented the George-Reed Act, authorizing 3 million dollars over three years for agriculture, home economics, trade, and industrial education (Barlow, 1976a; Gordon & Schultz, 2020).
- The George-Deen Act of 1936 was signed into law by President Franklin D. Roosevelt on June 8, 1936. George-Deen was a matching act, with the states being responsible for 50% of the costs related to expenditures. The act increased funding for "agriculture, home economics, trade, and industrial education" and provided funds for salaries and professional development related to CTE. The act recognized marketing and distributive occupations, including pharmacy courses, as part of what could be funded (Buerki, 1981; Lindsley, 2020; Rees, 2012, slide 10).
- The George-Barden Act of 1946 was signed into law by President Harry S. Truman on August 1, 1946. This act provided for World War II soldiers, who returned to a post-war boom and an expanding economy where technical skills were in need (Barlow, 1976a; Gordon & Schultz, 2020). This act included funding for professional career guidance and two youth organizations related to agriculture (Gordon & Schultz, 2020; Lindsley, 2020).
- Finally, the George-Barden Amendment of 1956 added funding for nursing, fishery occupations, and vocational centers (Association for Career and Technical Education, 2019; Gordon & Schultz, 2020). The vocation centers, now called area

career centers, provide the facilities used by Missouri secondary criminal justice instructors in their programs to provide "occupational-specific skill training" (Missouri Department of Elementary and Secondary Education, n.d., para. 4).

Fitzgerald Act 1937

According to the United States Department of Labor, registered apprenticeships expanded to include police after World War II, indicating approximately 80 years of history for law enforcement (United States Department of Labor, n.d.-a).

The Fitzgerald Act, formally known as the National Apprenticeship Act, raised skilled labor available after the Great Depression of the 1930s. The act set standards for apprenticeships that specified the types of training a union provided their apprentices. The act aimed "To enable the U.S. Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the States in the promotion of such standards" (Jacoby, n.d.; United States Department of Labor, n.d.-a).

National Defense Education Act of 1958

After the Russian launch of Sputnik, the United States was criticized for its inadequate education system compared to that of the Soviets, following which the United States was compelled to enhance technology-related education (Lindsley, 2020; Ogden, 1990). Congress writes in the act that developing the mental resources and technical skills of men and women is a national emergency, which must be fixed by providing adequate educational opportunities. Congress stated that the nation's defense depended on the mastery of the then-modern techniques related to scientific principles, including new knowledge (National Defense Act of 1958, 1958). According to Gordon and Schultz (2020), this act stressed "science, mathematics, foreign

language," and technical competencies as relevant to CTE and the nation's defense (National Defense Act of 1958, 1958, p. 1580).

Vocational Education Acts of 1963, 1968, and 1976

The Vocational Education Acts were meant to improve and expand CTE for students, teachers, administrators, and institutions (Gordon & Schultz, 2020; Lindsley, 2020). The Vocational Education Act of 1963 extended the National Defense Education Act of 1958, improved older CTE programs, expanded new programs, and provided part-time employment for youth. The act also considered special populations and provided an education to meet their needs. This act mandated the needs of the students over the needs of employers (Rees, 2012; Vocational Education Act of 1963, 1976).

The Vocational Education Amendments of 1968 "replaced previous federal legislation" for CTE except for the Smith-Hughes Act and emphasized post-secondary education (Gordon & Schultz, 2020, p. 102). The act also clarified the meaning of CTE and special populations that would be served as part of the act, including "low-income students, preparing them for post-secondary education" (Vocational Education Amendments of 1968, 1968, p. 1018).

The Vocational Education Amendment of 1976 extended the Higher Education Act of 1965 and the Vocational Education Act of 1963 (Vocational Amendments of 1976, 1976). The act included provisions that made services more available to women by reducing sex discrimination and stereotyping, consistent with the women's liberation movement during this era (Blunk, 2010; Gordon & Schultz, 2020). Further, the act included more stakeholders and advisory councils to improve existing programs while continuing to assist students in part-time employment and vocational guidance. As a result of the new legislation, students of particular

populations who faced discrimination were allowed better access to educational opportunities (Gordon & Schultz, 2020; Lindsley, 2020).

Omnibus Crime Control and Safe Streets Act of 1968

Though not related to vocational education, the Omnibus Crime Control and Safe Street Act influences law enforcement education, which falls under the LPSCS career cluster (O*Net, 2016). A college degree is optional in many local law enforcement agencies and, as such, may not be sought after except for promotion or to move to another career field (Buerger, 2004; Hilial & Densley, 2013; Jacobs 1977; Missouri State Highway Patrol [MSHP], 2020). The Omnibus Crime Control and Safe Streets Act of 1968 created the Law Enforcement Assistance Administration (LEAA), which created the Law Enforcement Education Program (LEEP). The act's original goal was to "assist state and local governments in reducing the incidence of crime," which involved paying for the higher education of law enforcement officers (Jacobs, 1977; The Omnibus Crime Control and Safe Streets Act, 1968, 1968). Tuitional assistance was intended to educate police who, in turn, were expected to provide better services. The act provided money for officers to continue their post-secondary education in criminal justice, criminology, or related programs. By incorporating historical knowledge and theory of crime and criminal justice management, the act was designed to take short-term training to an educational level where a practitioner had knowledge beyond mere skills (Buerger, 2004; Fabianic, 1977; Feinstein & Wood, 1995; Siegel & Worrall, 2018).

The money from LEEP was funneled to junior colleges, colleges, and universities, which is relevant as secondary programs in Missouri are located in four junior colleges with area career centers, two of which offer secondary criminal justice programs (Missouri Department of Elementary and Secondary Education [DESE], 2020). Rosenfeld et al. (2018) suggest that those

with higher education may be more inclined to follow departmental policies and procedures. If the department policy follows the letter of the law versus community policing standards, having officers with higher education qualifications may cause over-policing, whereas if the policy is that of community involvement and procedural justice, the department may align themselves better with their communities (Buerger, 2004; Rosenfeld et al., 2018; Singletary, 2019).

Every Child Succeeds Act (ESSA) (2015)

The Every Child Succeeds Act (ESSA) was signed by President Barack Obama on December 10, 2015, under the title "An Act to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves" (Every Student Succeeds Act, 2015). According to Gordon and Schultz (2020), this law replaced the No Child Left Behind Act of 2002 (Gordon et al., 2007). The act's goal is to ensure that children have equitable academic support. Schools are responsible for providing high academic standards to assist students in CTE and post-secondary education with equitable access. The purpose statement for the act reads, "…this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps" (Every Student Succeeds Act, 2015. p. 1814).

ESSA outlines how CTE should be integrated with academic practices, which is of critical import as criminal justice instructors leave policing and enter the classroom (Every Student Succeeds Act, 2015; Davis et al., 2017; Gordon & Schultz, 2020; Perkins Collaborative Resource Network [PCRN], n.d.; Washburn, 2004). In section 2001, the law explicitly names teacher training and recruitment, stating that acquiring high-quality teachers to provide for low-income and minority students is a priority of this act. Unfortunately, there is a shortage of CTE teachers in the United States (Graves & Hasselquist, 2020; Palaniappan 2020). Instructors hired

to teach criminal justice may be subject matter experts, but how they present that knowledge to the students in their curricula is different based on their pedagogical knowledge (Cochran, 1997; Davis et al., 2017; Washburn, 2004).

Perkins Acts 1984–2018

The Strengthening Career and Technical Education for the 21st Century Act (2018), otherwise known as Perkins V, is the current enumeration of the original Perkins Legislation that started in 1984 and amended the Vocational Education Act of 1963 (Perkins V, 2018; Perkins Collaborative Resource Network, n.d-a.; Rees, 2012). Perkins Legislation had the economic goal of improving the labor force's skills and preparing future workers for job opportunities, with Congress currently supplying "$1.3 billion annually" for CTE (Gordon & Schultz, 2020; Perkins Collaborative Resource Network [PCRN], n.d., para. 1).

The goal of Perkins V is "…to develop more fully the academic knowledge and technical and employability skills of secondary and post-secondary students who elect to enroll in career and technical education programs and programs of study." The act indicates a purpose to combine career education with mainstream academic subjects of "reading, writing, mathematics and science" (Lindsley, 2020; Missouri Department of Elementary & Secondary Education [DESE], n.d.-a; Perkins V, 2018).

> Perkins V changed the definition of CTE and added a sequence of courses that
>
> (A)
>
> (i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-

demand industry sectors or occupations, which shall be, at the secondary level, aligned with challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Act of 1965;

(ii) provides technical skill proficiency or a recognized post-secondary credential, which may include an IRC, a certificate, or an associate degree; and

(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

(B) includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills and knowledge of all aspects of an industry, including entrepreneurship, of an individual;

(C) to the extent practicable, coordinates between secondary and post-secondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual and

concurrent enrollment program opportunities, or other credit transfer agreements that provide post-secondary credit or advanced standing; and

(D) may include career exploration at the high school level or as early as the middle school grades (Hyslop, 2018, p. 17; Perkins V, 2018).

According to Hyslop (2018), Perkins V maintains state governance but requires comprehensive local needs assessment based on student performance, program quality, labor market needs, educator development, and access to programs by special populations. Stakeholder involvement is emphasized in the act, including students, parents, and career-specific industry advisory boards, which, for criminal justice, would be personnel from law enforcement, courts, and corrections (Hyslop, 2018; Siegel & Worrall, 2018). Under the act, students participating in criminal justice courses should be provided opportunities for job shadowing, internships, and apprenticeships (Hyslop, 2018).

Compulsory Education and Dropouts

Compulsory education laws are significant as students who are not present in the secondary criminal justice classroom deprive themselves of the opportunity to learn the information provided in the career pathway or earn an IRC (Gottfried & Plasman, 2017; Stone & Alfeld, 2004). Compulsory education laws are intended to improve literacy rates, lower dropout rates, limit child labor, and mandate the age at which a student may legally leave secondary education (FindLaw, 2016). Landis and Reschlys (2011) noted that students stayed in schools longer because of compulsory education laws, though graduation rates could stay the same. Compulsory education laws are present in every state, the first being instituted in Massachusetts in 1852, although the age at which a student can legally leave secondary education is state-specific (FindLaw, 2016; Proffitt, 1925; Rauscher, 2015). Missouri law states that a person who

violates the compulsory attendance law under the Revised Statutes of Missouri §167.061 will be guilty of a misdemeanor (Penalty for violating compulsory attendance law, 1986).

ESSA 2015 provides financial support to reduce the dropout rate (Alliance for Excellent Education, 2016). The National Center for Education Statistics (NCES) defines dropout rate as "the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential," stating that in 2018, there were 2.1 million 16- to 24-year-olds who met this definition (National Center for Education Statistics [NCES], 2020, para. 1).

Legislations such as compulsory education and ESSA aim to keep students in the classroom, though student engagement also improves attendance (Alliance for Excellent Education, 2016; Stone & Alfeld, 2004). CTE provides career pathways such as LPSCS, motivating attendance while mitigating dropout rates as students are given a reason to participate that aligns with their aspirations (Dewey & Dewey, 1915; Gottfried & Plasman, 2017; Ogden, 1990; Kroupa, 2014; Stone & Alfeld, 2004).

Missouri CTE Statutes

Missouri defines vocational education as "education of less than college grade, the controlling purpose of which is to fit for profitable employment" (Definitions, 1959/2013, para. 3). Missouri specifically mentions the Smith Hughes Act by description under the Revised Statutes of Missouri § 178.430 related to the acceptance of federal money. Further, under the Revised Statutes of Missouri (RSMo.) Chapter 178, sections 430, 440, and 450, Missouri unambiguously mentions agriculture, industrial, home economics, commercial subjects, and training for teachers, supervisors, and directors of agriculture in line with the federal legislation dated February 23, 1917 (Acceptance of federal acts and funds, 1963; State board of education to

cooperate with federal authorities, 1963; Duties of the state board of education, 1963/1991; Smith-Hughes Act, 1917).

Further, by statutes, Missouri will accept "any other subsequent acts of congress which provide federal funds for public schools or other educational agencies and for the necessary administration and supervision of the same" (Acceptance of federal acts and funds, 1963; Association for Career and Technical Education, 2019, p. 1; Perkins V, 2018).

Other Influences on CTE

In the United States, CTE has gone through a chronological evolution in its name and goals. The teachings of a particular school or ideology were expressed by the name and the needs of the labor market depending on the era and location. As the schools progressed to the current CTE, new vocations, including criminal justice, became available to students as they prepared to enter the labor market.

Vocationalism

"Vocationalism refers to the accommodation of the educational system to the demands of the economic system" (Bills et al., 2016, p. 113). Jacoby (1996) writes that in 1880, less than 2% of boys were inducted into skilled crafts through apprenticeship or had completed the required education to enter high school. By 1920, the curriculum for "40% of 15 to 19-year-olds" included practical subjects such as industrial education, commerce, and home economics, which were in accordance with legislations such as the Vocational Education Act of 1917, commonly known as the Smith-Hughes Act (Jacoby, 1996, p. 236; Smith-Hughes Act, 1917).

Bills et al. (2016) highlighted two perspectives of vocationalism: The first perspective posits that vocationalism is harmful as it does not cover all traditional topics in education, whereas the second perspective promotes vocationalism as beneficial because it provides skilled

workers, better mobility, and employees for required positions (Barlow, 1976a; Bills et al., 2016; Gordon, 2008; Kroupa, 2014; Moore, 2017).

Vocationalism does not cover any particular field or career pathway; instead, it is an ideology that each industry, including criminal justice, has its language, customs, and culture, which must be taught to those attempting to enter the field. Each field will have support structures that deal with professional development, training, labor, and interactions with other organizations (Bills et al., 2016). Two organizational examples within law enforcement would be the Fraternal Order of Police (FOP) and the MPOA, both of which provide legislative updates, training, and other information related to the law enforcement profession (Fraternal Order of Police [FOP], 2021; Missouri Peace Officers Association [MPOA], 2021).

Apprenticeships

Apprenticeship is among the oldest forms of instruction, where youth would be placed with a craftsman who trains the individual in the profession through a contractual symbiotic relationship (Coates 1923; Gordon & Schultz, 2020). In the United States, apprenticeships can be traced to the colonial period, when the practice was brought from Europe (Gordon et al., 2008). The apprentice would be legally bound to the master craftsman for approximately four years, during which time they would be required to complete specific work, usually at a lower rate of pay. The craftsman was obligated to teach the trade to the apprentice and provide for their basic needs, including general education, in exchange for work (Gordon, 2020; Jacobs, 1977; Proffitt, 1925).

Gordon and Schultz (2020) note there were two types of apprenticeships: voluntary and involuntary. Voluntary apprenticeships were of public record and provided for families who wished for their child to have a trade. Involuntary apprenticeships involved the indenture of poor

and orphaned youth, a form of *parens patriae*,[1] where the craftsman, instead of the government, became responsible for the wellbeing of the dependent child (Coates 1923, Gordon & Schultz, 2020; Jacoby, n.d.; Siegel & Worrall, 2018). Youth placed into the involuntary system would be typically trained in agriculture and domestic service or placed in a workhouse to learn manual labor in exchange for basic needs (Siegel & Worrall, 2018). The apprentice would be indentured to the master, and the rights of the parents would be voluntarily terminated as the master became the legal authority over the apprentice (Jacoby, n.d). While in 1865, the Thirteenth Amendment to the U.S. Constitution forbade involuntary servitude, since an apprenticeship was contractual servitude, it was difficult to prosecute related abuses (Gordon & Schultz, 2020; Jacoby, n.d).

As the United States progressed to the industrial revolution, employers' needs changed, as did the training and control of apprenticeships. With the nation's industrialization, apprentices were more at risk of being abused; a foreman, instead of a master craftsman, could limit the apprentice's training to specialized jobs, hampering their development into a well-rounded craftsmen. As the learning process of apprenticeship related to practicing individual aspects of the job, an apprentice who was only allowed limited experience was denied the opportunity to learn the total trade (Jacoby, 1996; Jacoby, n.d.). An apprentice who quit would be blacklisted, denying them labor opportunities in the field for that geographic area (Gordon & Schultz, 2020; Jacoby, 1996). In this way, a guild or union could control a specific section of the labor market by limiting who could train and practice the trade (Jacoby, n.d).

Apprenticeships still exist in the United States, with the Department of Labor reporting "23,400 registered apprenticeship programs across the nation," all of which are controlled under

[1] "Latin term meaning father of his country. According to this legal philosophy, the government is the true guardian of the needy and infirm, including dependent children. It refers to the power of the state to act on behalf of a child and provide care and protection equivalent to that of a parent" (Siegel & Worrall, 2018, p. 675).

the National Apprenticeship Act, which specifies the provisions of labor and capital to legally establish apprenticeships (United States Department of Labor, n.d.-a, 2018). Current apprenticeships operate voluntarily and involve several community stakeholders. The modern apprenticeship requires classroom training and paid on-the-job learning, culminating in a portable IRC upon completing the apprenticeship (United States Department of Labor [DOL], 2018). There are numerous apprenticeships related to criminal justice in Missouri. As of 2021, the Missouri Department of Corrections has an apprenticeship for corrections officers. Further, the Missouri National Guard, Department of Conservation, and Springfield Police Department also have law enforcement apprenticeships (Missouri Department of Higher Education and Workforce Development, 2021).

In the history of the United States, there have been strong disagreements between laborers and employers regarding the training of young laborers. Laborers recognized that those just entering the field, such as apprentices, could be abused through lower wages and long terms of indenture and were at risk of not being adequately trained by the master craftsmen. While employers needed skilled labor, unions controlled the number of people who could apprentice and learn the trades. Due to these disagreements, companies began forming trade schools specific to their needs (Gordon & Schultz, 2020; Jacoby, n.d., 1996).

Trade Schools

Trade schools were created in response to the abuses of apprenticeships and the control of unions over the training of limited numbers of skilled laborers. Initially, trade schools were not meant to supplement apprenticeships but instead replace them to train those who wished to enter a particular field (Gordon & Schultz, 2020). Though trade schools did not replace union

apprenticeships, they did provide competition by training those who wished to enter the field in a shorter duration (Jacoby, 1996).

Colonel Richard T. Auchmuty established the most notable trade school in New York City in 1881. The New York Trade School provided training in the trades within a shorter duration than union-controlled apprenticeships, and unlike apprenticeships, it did not limit the number of students (Jacoby, 1996; Prabook, 2021). Combining technical skills, academic knowledge, and employability skills continued through the late 1800s with "The Hebrew Technical Institute and the Williamson Free School of Mechanical Trades" (Barlow, 1976a, p. 49).

Manual Schools and Rigor

Manual education was initially seen as "practical education and career skill instruction" and was designed around the premise of training an individual for career and family while meeting the industrial needs of the day (Coates, 1923; Dewey & Dewey, 1915; Friedel, 2011, p. 38). In the 1880s, manual schools were designed to train the young for skilled employment-related fields, mitigating the monopoly held by the guilds' apprenticeship programs (Barabasch & Rauner, 2011; Coates, 1923, Gordon & Schultz, 2020; Jacobs, 1977)

Dewey and Dewey (1915) indicated that training should have the same rigor as an academic course leading the student to more profitable employment or higher education. Providing quality education and training to early apprentices was not always possible as the master craftsman was not always qualified to teach; this is similar to the experience of those leaving law enforcement and starting a career as a criminal justice instructor (Coates, 1923; Davis et al., 2017; Harlow et al., 2013; Washburn, 2004). Rigor is an indication that the program curricula have learning activities and interactions that allow students to show proficiency in

academic, interpersonal, and communication skills (Brand, 2003; Schwegler, 2019; Gordon, 2008). According to Proffitt (1925), CTE courses should train the hand and eye in the intelligent use of tools and material, develop an appreciation for constructive work, develop an ability to perform practical tasks, and prepare an individual for profitable employment consistent with the present needs of criminal justice employers (Police Executive Research Forum [PERF], 2019; Symonds et al., 2011).

Normal Schools

Hilton (2021) explains that "normal" schools were the predecessor of teacher colleges, the word "normal" indicative of the norm that other schools should be modeled after. The first normal school was established in Vermont in 1823, coinciding with the manual schools but catering to female students (Hilton, 2021; Knight, 1920). Normal schools provided skills training for teachers, who were primarily female students during the period. Early United States history suggests that while male students received training in manual or trade schools, female students completed vocational training in normal schools (Bohan & Null, 2007; Cheek, n.d; Hilton, 2021).

Normal schools taught more than home economics, including common areas that would be useful to every person, and incorporated grammar, spelling, writing, mathematics, and the pedagogy surrounding the topics (Bohan & Null, 2007; Cheek, n.d.). "On February 12, 1881, Alabama Governor Rufus Willis Cobb signed the bill into law, establishing the Tuskegee Normal School for the training of Black teachers," which was later run by Booker T. Washington (Tuskegee University, 2021).

Normal schools have relevance to criminal justice in CTE as a study by Chetty et al. (2014) noted that "improvements in teacher quality can raise students' test scores significantly;"

hence, the training of the educators in standard pedagogy will influence the topics that are included as well as the approach to teaching (p. 2630). Further, they would be consistent with the New Teacher Institute (NTI) and mandatory training requirements in Missouri (Missouri Department of Elementary & Secondary Education, 2018)

Economic Influences

Brand (2003) and Rauscher (2015) argue that the significant reason for federal involvement in CTE is economical, i.e., preparing students for career and post-secondary education that benefits society. In addition, training the youth economically has benefited the United States, as youth without training could be underemployed or might indulge in criminal activity. Arum and Beattie (1999) noted that enrolling in occupational coursework in high school reduces a person's likelihood of incarceration, allowing them to contribute to society (Turner, 2001). According to Bills et al. (2016), the training provided in CTE may be more responsive to the economy and employers' needs than to traditional educational goals, but the student is being trained in a field to support themselves financially.

Before the Smith-Hughes Act of 1917, philanthropists, educational leaders, and the clergy created schools where the working class, poor, orphans, or runaways could learn a trade through apprenticeships or other training pedagogy of the institution (Barlow, 1976a; Barlow, 1976b; Casey, 2020; Coates, 1923). As CTE developed, it supplied skilled workers for the United States and provided individuals with a means of self-support, benefiting society and the individual in what Dewey and Dewey coined "the practical bread and butter side of life" (Dewey & Dewey, 1915, p. 258; Gordon et al., 2007, St. John et al., 2018).

Conflicts

Not all conflict involves war, but it does still involve a "clash of values and interests" between groups over "power, wealth and status" (Coser, 1957, pp. 197–198). Over time, different conflicts have shaped CTE and affected the labor organizations, the industry, and those responsible for securing the peace between the two. Labor conflicts have impacted the criminal justice community; for example, according to Jacoby (1996), seven police officers were killed by a bomb at a Chicago labor rally on May 5, 1886.

Additionally, the industrial revolution led to further conflict between skilled and unskilled labor as factories became more mechanized and jobs became specialized. An older worker had to obtain training and upskill to maintain employment. A younger worker entering the labor market needed specialized training to compete for the available jobs, or they were forced to face unemployment or accept a low-paying position (Benavot, 1983). In positions that required unskilled repetitive work, cheap child labor was used to replace an adult in factories. In addition to low pay and the displacement of adult workers, the literacy rate of children suffered, necessitating compulsory education (De Vries, 1994; FindLaw, 2016; Rauscher, 2015).

According to Gordon and Schultz (2020), CTE had trained workers to support the efforts of wars and other conflicts when the existing skilled labor force was brought into military service. The Civil War is the most notable conflict related to the loss of skilled labor (Jacoby n.d.). The war caused a shortage of skilled labor in "companies, unions, and governments," who were forced to recruit women and workers from outside the United States to fill the void caused by the loss of workers (Jacoby, n.d., Postbellum Period section).

World War I also contributed to vocational education as the United States recognized the need for skilled labor associated with the various mechanical devices used in this war, including

internal combustion engines and electronics (Gordon & Schultz, 2020). Jacoby (n.d.) postulated that the Smith-Hughes Act, which provided federal aid for vocational education, might not have passed if not for World War I, as workers who supported the war effort at home also had to be trained (Gordon & Schultz, 2020).

Similarly, World War II necessitated training people in technical areas within the shortest possible duration. Technical trades such as welding, aircraft mechanics, electrical, and other mechanical jobs were needed and could not be supplied by the deployed military personnel (Barlow, 1976a; Gordon & Schultz, 2020). The federal government turned to trade schools to supply the training, funding for which was quickly approved by Congress after Germany occupied France (Barlow, 1976a).

Since 9/11, cyber security and terrorist attacks on schools, hospitals, and local government have become a concern for law enforcement and other security specialists under the LPSCS career pathway (Berman, 2019; Cole, 2019; Weiner, 2021). The United States Secret Service Electronic Crimes task force, Internet Crimes Complaint Center (IC3), and National Cyber Security Alliance (NCSA) constitute just a part of the criminal justice system that uses CTE trained personnel in their mission to protect citizens (Department of Homeland Security, 2015; Siegel & Worrall, 2018). Owing to the national skills gap, the Perkins Collaborative Resource Network (PCRN) reported active recruitment of instructors who can teach cyber security. Investigating cybercrime is necessary as it is vital to national interests, and crimes involving computers and the internet continue to proliferate (Department of Homeland Security, 2015; Perkins Collaborative Resource Network, n.d.; Siegel & Worrall, 2018).

Vocational Education as Segregation

Lee (1963) remarked that classical education has not always been popular, nor did it benefit everyone, stating that there was a time of "anti-intellectualism" in the western United States around the time of the Civil War (p. 21). Throughout history, individual states were, by law or custom, not providing the same level of social support to children despite their race or socioeconomic background; even the second Morrill Act allowed separate but equal education, which according to Lee (1963), preceded *Plessy v Ferguson* by six years, but was overturned in *Brown v Board of Education*. In addition, through government-sponsored schools, Indigenous and immigrant children were often assimilated into the dominant culture, losing their heritage in the process (*Brown v. Board of Education of Topeka*, 1954; FindLaw, 2016; Kober & Stark Renner, 2020; Lee, 1963).

In the early 20th-century industrial economy, a marginalized student population could be legally placed into occupational education programs (Barlow, 1976a, 1976b; Loogma et al., 2019). In colonial America, vocational training was aimed at lower socioeconomic classes, and the creation of the vocational school was a method for capitalists to control these classes (Aliaga et al., 2014; Benavot, 1983; Miller, 1993). Further, the young and unemployed were placed into training programs by industries who could abuse them economically. Even though the marginalized populations had gainful employment, they were indoctrinated into the labor force with limited social mobility, which was not always a genuinely philanthropic endeavor (Barlow, 1976a; Casey, 2020).

Institutions of higher learning have been associated with the vocational education movement and are not immune to allegations of segregation and classism. Casey (2020) states that the vocational program started at Notre Dame in 1844 was "for a barefoot class of children

who could barely read or write" (para. 5). Casey (2020) further noted that boys who worked with their hands were not considered fit to be waiters at Notre Dame as they were considered "uncouth;" they were relegated to their section of the campus unless needed for a manual labor project.

Early programs encountered the issue of educational and socioeconomic track segregation, and some programs continue to face it even today (Casey, 2020). "Tracking means separating pupils by academic ability into groups for all subjects or certain classes and curriculum" (Career and technical education (CTE) plan — CTE certificates, minimum requirements — curriculum — work groups — recognition of program — rulemaking authority, 2021, para. 3). Loogma et al. (2019) noted that students with lower academic outcomes and learning motivations might concentrate on career and technical education pathways. Aliaga et al. (2014) suggested that intentionally separating a student into a vocational track could disproportionately affect marginalized populations, continuing a pattern of social segregation. Under Perkins V, "economically disadvantaged families, including low-income youth and adults," would fall under the special population category. Perkins V mandates enhanced efforts to serve individuals in these groups, but caution should be exercised not to segregate while simultaneously serving the special populations as well as those individuals and groups that have been historically marginalized (Casey, 2020; Hyslop, 2018; Perkins V, 2018, s. 3. 48).

Though vocational education programs now include technical, academic, and employability skills, some believe vocational education might limit an individual to a specific lifetime career. However, research indicates most individuals will not stay in a career their entire lives and that the United States has overemphasized the four-year degree, whereas other nations

have directed their efforts toward high-quality vocational education (Cotner et al., 2012; Meister, 2012; SkillsUSA, 2021c).

Career and Technical Education Programs

Career Paths, Clusters, and Pathways

It has been several years since the United States established structures to organize a pathway to and through training, certification, and education. According to PCRN, since 2012, the "Departments of Labor, Education, and Health and Human Services" have been working together, promoting the use of career pathways so that students could earn credentials leading to employment or higher education (Perkins Collaborative Resource Network, n.d.-a, para. 2). In a letter from the Departments of Education, Health and Human Services, and the Department of Labor, career pathways are described as a "series of connected education and training strategies and support services that enable individuals to secure industry-relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area" (Dann-Messier et al., 2012, para. 4). PCRN reported that for the pathway to be successful, they should involve partnerships with industry and education. Further, the policies and programs should align, and some form of assessment and accountability should be involved (Perkins Collaborative Resource Network, n.d.-a).

The National Career Clusters Framework is used as a tool to organize CTE "programs, curriculum designs, and instruction" (Advance CTE, 2021a., para. 1). The framework contains eight overarching career paths: health occupations, industrial and engineering technology, human services, natural resources agriculture, business management and technology, and arts and communication (Missouri Department of Elementary & Secondary Education & Missouri Connections, 2018).

These paths branch into 16 career clusters identified as follows: agriculture, food, and natural resources; architecture and construction; arts, audio/visual technology and communications; business, management, and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety, corrections, and security; manufacturing; marketing; science, technology, engineering, and mathematics; and transportation, distribution, and logistics (Advance CTE, 2021a, para. 2). Individual occupations with similar characteristics would be classified as a career pathway inside the cluster. For example, law, public safety, corrections, and security would be a cluster in the human services path, and law enforcement would be a particular career pathway (Coffee, 2008; DESE, n.d.-c).

Quality and Credibility

For a student to be college- or career-ready, society must legally and ethically provide and monitor sources for these skills to be obtained (Perkins V, 2018). Cotner et al. (2012) reported, "One of the most basic responsibilities of any society is to prepare its young people to lead productive and successful lives as adults" (p. 10; Symonds et al., 2011). Further, academic and career training hold similar values. A student must have foundational academic skills, a lifelong-learning mindset, and interpersonal skills to compete in a market economy (Brand, 2003; United States Department of Labor, n.d.-b). Quality indicators are not always straightforward in career and technical education. A wealth of organizations such as Advance CTE, ExcelinEd, Center for Occupational Research and Development (CORD) and National Association of State Directors of Career Technical Education Consortium (NASDCTEc), and others can guide the students toward states and programs that offer quality education (Cotner et al., 2012; Estes, 2019; ExcelinEd, 2018).

Perkins V requires state programs to be evaluated using standard criteria quality indicator assessment tools (Barnes, 2020b, p. 5). When evaluating programs, the following three broad areas must be considered: academic knowledge, technical knowledge, and interpersonal knowledge (Brand, 2003; Stone III, 2014). Xing et al. (2017) indicated that a program is evaluated based on quality and should be completed if it is to have credible outcomes that are comprehensive and effective in educating the students.

Cotner et al. (2012) agree that career and technical education through certificates and certification tied to industry standards provide a method for measuring quality programs. However, a question remains if a program is credible in relation to the industry's needs for the geographic area. It is imperative, from the perspective of those individuals leading or teaching technical education, that technical standards and curriculum align with the workforce's requirements to establish credibility and institute quality programs needed by local and national industries (Beheler, 2020; Cotner et al., 2012; Kouzes & Posner, 2011).

At the federal funding level, Perkins V measures program quality based on CTE concentrators in the secondary programs. At least one of the following criteria must be included:

a) The percentage of CTE concentrators graduating from high school having attained a recognized post-secondary credential.
b) The percentage of CTE concentrators graduating from high school having attained post-secondary credits in the relevant career and technical education program or program of study, earned through a dual or concurrent enrollment program or another credit transfer agreement.
c) The percentage of CTE concentrators graduating from high school having participated in work-based learning. (Perkins V, 2018, sec. 113)

Perkins V requires states to look at program approval, alignment, equity, access, and improvement in relation to evidence-based data for each program (Estes, 2014). At the federal level, states and individual programs need specific criteria to monitor their programs. The Association for Career & Technical Education suggests 12 "High-Quality CTE Tools" to improve CTE programs: (1) standards-aligned and integrated with the curriculum, (2) sequencing and articulation, (3) student assessment, (4) prepared and effective program staff, (5) engaging instruction, (6) access and equity, (7) facilities equipment with technology and materials, (8) business and community partnerships, (9) student career development, (10) CTSO, (11) work-based learning, and (12) data and program improvements.

Assessment and Alignment through IRC/TSA

In 1888, Richard Auchmuty argued that proof of ability should determine if a person was qualified to complete a specific task or job and not the amount of time they had spent in an apprenticeship (Jacoby, 1996). Assessments based on industry-recognized written and physical tests allow a student and future employers to know the level of skill the student has achieved during their education.

As stated by Cotner et al. (2012), "Assessment is the largest part of the certificate and certification process" (p. 282). Banta and Palomba (2015) define assessment as "the measurement of what an individual knows and can do" (p. 1) and state that the measures should be integrated into the curriculum. For Missouri, secondary criminal justice program assessment is done through IRC and TSA (Missouri Department of Elementary & Secondary Education, n.d.-b).

According to the Missouri Department of Education and Secondary Education (2021b), an IRC is defined as

> a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area, or a cluster of related occupational areas. A student does not have to be a concentrator to take an IRC.

Further, the "TSA measures skill proficiency of CTE students who have completed an approved CTE program" in a summative assessment (Missouri Department of Elementary & Secondary Education, 2021c, p. 1).

The IRC/TSA should provide a blueprint so that the students and instructors can identify the focus areas in the curricula (YouScience, 2020b). A comparison can be made between the IRC/TSA to verify "categorical concurrence," otherwise known as alignment. Alignment is defined as "the interconnection between different elements of an organization and its partners" and can be used during summative and formative assessments linking curricula material to IRC/TSA (Cizek et al., 2018; Galvão, 2014, p. 7). Alignment enables educational staff to know that the students receive the information they will be evaluated on during the course based on the standards for the course (La Marca et al., 2000, p. 1338). "Standards are guidelines that define what a student should know and be able to do after completing a training program" (Cotner et al., 2012, p. 282).

Career and Technical Student Organizations

Perkins V defines a CTSO as "an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program" (Hyslop, 2018, p. 17). CTSOs are co-curricular, providing learning that enhances the primary curricula through interpersonal, workplace, and technical skills (Kosloski, 2014; SkillsUSA, 2021b). Perkins V identifies CTSOs in CTE, stating

that support should be provided to these organizations in order for them to support students in nontraditional fields and those who are members of special populations. Further, CTSOs support preparation and participation in technical skills competitions aligned with program standards and curricula (Perkins V, 2018; Hyslop, 2018). Students participating in CTSOs as part of their CTE learn work ethics and skills needed to reduce the skill gap as they transition from education to employment (DeVaul, 2018; Kosloski, 2014; Symonds et al., 2011)

The history of CTE reveals that CTSOs have been documented since 1928, when the Future Farmers of America (FFA) was established (Friedel, 2011). Teachers have been using CTSOs to integrate the classroom curriculum with hands-on activities, showing a relationship between pedagogical thoughts and work-related action (Kosloski, 2014). CTSOs enhance students' involvement and learning in their career pathways by providing opportunities to participate with other students in similar career situations. Further, leadership opportunities, employability skills, and career skills can be improved through students' participation in the CTSO's curriculum and activities (DeVaul, 2018; National Coordinating Council for Career and Technical Student Organizations [NCC-CTSO], 2014). The National Coordinating Council for Career and Technical Student Organizations (NCC-CTSO) recognizes the following CTSOs:

- Business Professionals of America (BPA)
- Distributive Education Clubs of America (DECA)
- Future Business Leaders of America-Phi Beta Lamba (FBLA-PBL)
- National FFA Organization (FFA)
- Family, Career, and Community Leaders of America (FCCLA)
- HOSA—Future Health Professionals
- SkillsUSA

- Technology Student Association (TSA) (National Coordinating Council for Career and Technical Student Organizations [NCC-CTSO], 2014, p. 1)

DeVaul (2018) researched student motivation to join CTSOs, noting that students joined CTSOs primarily for "social/fun activities." DeVaul further noted that many students looked at CTSOs to increase their leadership potential. Students' advisors also influenced them to participate, thereby forming a positive educational relationship where school becomes meaningful through the work being completed in the CTSO. Criminal justice programs that can incorporate the CTSO with the class curricula in forensics, job interview, and police report writing appear to have better overall positive outcomes (Klein, 2013; SkillsUSA, 2021a).

SkillsUSA has two contests related to the LPSCS career cluster: "Criminal Justice" and "Crime Scene Investigation." The TSA contest consists of "Forensic Science" (Advance CTE, 2021b; SkillsUSA, 2021a; Technology Student Association, 2021). Students are expected to know and use the technology associated with the contest scenario in all the competitions while demonstrating communication and writing skills. CTSOs provide students with career leadership and personal development within their pathway, contextually linking education to career-related aspiration for the students; hence, CTSOs form an essential part of CTE (DeVaul, 2018; Gordon & Schultz, 2020).

Certification and Career Training Experience of CTE Instructors

Most states have specific certification requirements for career and technical educators (Devier, 2019; Gordon et al., 2007; Gordon & Schultz, 2020). The teacher certification and credential movement began with Pestalozzi in Yverdun, Switzerland, in 1805 (Bowers & Gehring, 2004). Coates (1923) notes that not all people involved in career and technical education are willing or competent. Davis et al. (2017) and Washburn (2004) reviewed new CTE

instructors' training and experience in finding and using curricula and noted that instructors' use of the curricula as they progress in their careers could impact student learning.

CTE involves academic, technical, and employability skills that an instructor must pass on to the student in a manner that keeps the student interested and engaged (Brand, 2003; Coates, 1923; Friedel, 2011; Perkins V, 2018; Washburn, 2004). Devier (2019) observed that 32 states reported a shortage of qualified instructors who are subject matter experts with the ability to teach effectively (Harlow et al., 2013). Teacher shortages and turnover impact programs and students as over 50% of secondary students take CTE classes (Devier, 2019; Gordon & Schultz, 2020; Harris & Wakelyn, 2007). IRC and TSA are mandatory assessments given to students to determine their knowledge and abilities; however, as Barry et al. (2021) note, mandated assessment and accountability can be a reason for teacher attrition.

A new instructor entering CTE may be qualified in the technical area but would have little to no experience in education (Gordon & Schultz, 2020; Harlow et al., 2013; Washburn, 2004; Zulkifli et al., 2018). Gordon and Schultz (2020) argue that CTE teachers with less practical experience and more formal education should be preferred, explaining that a teacher with more experience in industry does not translate into a better instructor. However, based on research by Devier (2019), occupational experience may benefit new teachers. This observation is consistent with that of Buerger (2004), who suggested that law enforcement may believe that on-the-job training may be more relevant than the courses taught in criminal justice programs and academies.

Missouri sponsors the New Teacher Institute (NTI), a four-day "boot camp" for future instructors as part of the certification process. NTI is part of Missouri's initial teacher induction process, introducing the new CTE teacher to the expected possibilities as they transition from

industry to the classroom (Guile & Unwin, 2019; Sanders, 2007; Washburn, 2004). According to DESE, "The purpose of NTI is to prepare novice teachers for their first day, week, and month of school with an eye toward a successful first year" (Missouri Department of Elementary & Secondary Education, 2021a, para. 2).

NTI is considered "Foundations of Education," one of the six college-level classes needed for Missouri's CTE certification. The other five courses are Classroom Assessment, Coordination of Cooperative Education, Curriculum & Instructional Planning, Methods & Instructional Strategies in Career Education, and Psychology of the Exceptional Child. An applicant has three years to complete the six courses and apply for their initial certification (Missouri Department of Elementary & Secondary Education, 2018, pp. 16–21).

In addition to the required college-level courses, a new CTE teacher must possess the occupational experience for the program of study. The entry requirements in Missouri for a certified CTE teacher are as follows:

> Career education temporary authorization route to certification: An individual with closely related occupational experience takes a prescribed list of coursework, teaches for a minimum of two years, and is mentored by the employing school district. The individual works under a one-year, renewable certificate that requires the completion of six (6) semester hours of college credit each year in order to be renewed.
>
> In addition, teachers:
>
> - must be employed by a career technical center or school district with an approved program for career technical education
> - must possess one of the following qualifications:

- bachelor's degree or higher from an accredited college or university and four thousand (4,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years; or
- associate degree from an accredited college or university and five thousand (5,000) hours of Department-approved, closely related occupational experience within the past ten (10) years; or
- no degree and six thousand (6,000) hours of Department-approved, closely related occupational experience obtained within the past ten (10) years. (Missouri Department of Elementary & Secondary Education, 2008, paras. 2–3)

Industry experience and certification are required as industry professionals transfer their knowledge, skills, and abilities to the classroom. In a study by Ferguson (2021), the researcher found that experience and prior knowledge assisted new CTE educators in entering the classroom. Further, CTE teachers are motivated to prepare students for a career in the program of study, advising the students on the requirements when they move from the classroom to the industry (Ferguson, 2021).

Advisory Boards

CTE programs are designed with the help of advisory boards from business, industry, and other stakeholders (Barabasch & Rauner, 2011; Gordon et al., 2007; Kosloski, 2014; Perkins V, 2018). Proffit (1925) notes that the Federal Board for Vocational Education attempted to encourage local development of programs based on the needs of the area, stating that the stakeholders could develop a more favorable attitude toward CTE. The advisory boards direct the

curriculum as technology and industry evolve (Barabasch & Rauner, 2011; Beheler, 2020). The relationship between advisory boards and educational providers may vary as the former generally comes from business and industry backgrounds, but a connection still exists between the two (Bills et al., 2016).

The Business and Industry Leadership Team (BILT) (Fox & Beheler, 2014; Beheler, 2020) is an advisory model that includes industry advisory committees that lead curriculum standards. A BILT comprises industry subject matter experts who work with faculty to co-lead a technical education curriculum. The BILT model is based on research and work completed by Dr. Ann Beheler of Collin College in Frisco, Texas, and is centered on information technology (Fox & Beheler, 2014; Beheler, 2020). BILT has two core assumptions: First, business and industry leaders are uniquely positioned to "forecast labor market needs in the field and assess the knowledge, skills, and abilities (KSAs) necessary for a student to gain and retain employment successfully. The second assumption is that faculty and administrators are experts in developing and delivering programs of study that result in students gaining the KSAs identified and prioritized by business and industry leadership" (Fox & Beheler, 2014, p. 1). The BILT model is consistent with Perkin V, §133, in that it

> allows employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment. (Perkins V, 2018, sec. 133)

The Smith-Hughes Act required each state to have an advisory board to oversee vocational education, which continues today with Perkins V (Friedel, 2011; Perkins V, 2018).

Secondary Criminal Justice Education

According to Coffee (2008), the LPSCS career cluster was developed after the attacks on America on September 11, 2001. Since then, secondary criminal justice programs have proliferated, though they may not have improved the attitudes between law enforcement and juveniles (Bradley, 2016; Cobkit & Chan, 2011). Further, there is a lack of collaboration between secondary and post-secondary programs in criminal justice curricula (Cobkit & Chan, 2011). The credibility of law enforcement has fluctuated between 9/11 and more recent times. Thomas (2016) notes that law enforcement may currently have credibility issues with the public. Law enforcement is unique as it is the only profession that may be called upon to use force against a citizen and then render aid to the same person; therefore, law enforcement must examine the standards by which schools, academies, and departments train those who want to enter the field (Bradley, 2016; Singletary, 2019).

To teach LPSCS, educators must know the educational goals of law enforcement and the evaluation criteria of the programs based on recognized standards. Under the national career cluster of LPSCS, Missouri describes the duties of law enforcement programs as follows:

> Maintain order and protect life and property by enforcing local, tribal, State, or Federal laws and ordinances. Perform a combination of the following duties: patrol a specific area; direct traffic; issue traffic summonses; investigate accidents; apprehend and arrest suspects or serve legal processes of courts (Missouri Department of Elementary & Secondary Education [DESE], 2020b, p. 21).

The duties described by the career cluster may differ depending on the educational organization and the level it is being taught.

Standards and Training

Though all states have mandated pre-service police academies, there is no standardized national law enforcement academy curriculum. Instead, through their peace officer's standards, training, regulatory, and licensing divisions, states determine the mandated pre-service material included in their curricula (Caro, 2011; Missouri Department of Public Safety, n.d.; Singletary, 2019; Walker, 2018). Moreover, academy-type training has existed almost since the 1950s, with August Vollmer advocating for pre-service training to improve the professionalism of law enforcement (Chappell, 2008; Sloan & Paoline, 2021; Walker, 2018). Before pre-service training, officer candidates learned through on-the-job training similar to apprenticeships (Chappell, 2008).

Academies concentrate on perishable skills such as legal knowledge, physical conditioning, arrest, defensive tactics, driving, and firearms (Blumberg et al., 2019, p. 1; Hess et al., 2013; Singletary, 2019; Sloan & Paoline, 2021). Perishable skills training appears to concentrate on the civil or physical threats that an officer or their department may face due to the profession's hazards (Blumberg et al., 2019; Chappell, 2008; Hess et al., 2013; Sloan & Paoline, 2021).

Peace Officer Standards and Training (POST) requires a minimum of 600 seat hours in a recognized academy to earn a certificate that allows an individual to be licensed (Division 75—Peace Officer Standards and Training Program Chapter 14, 2008, p. 4; Singletary, 2019). The top three categories for peace officer training in Missouri are legal studies, firearms, and defensive tactics. In contrast, minimum training hours are allotted to administrative procedures, ethics, and

professionalism (see Table 1). Walker (2018) noted that de-escalation training should be part of academy training to mitigate the use of force, which was supported by the *Final Report of the President's Task Force on 21st Century Policing* (2015). However, de-escalation is not explicitly mentioned in the primary training curriculum for Missouri, which is relevant if a secondary criminal justice instructor is using an academy-style training program based on Missouri's minimum POST training requirements in their secondary classroom.

Table 1

Missouri POST Commission Minimum Basic Training Curricula for Peace Officers

Curricula Code	Subject Area	Hours	% Of hours
100	Administrative Procedures	3	.005
200	Constitutional Law	32	.053
300	Missouri Statutory Law	32	.053
400	Traffic Law	13	.021
500	Ethics and Professionalism	4	.006
600	Domestic Violence	32	.053
700	Human Behavior	24	.04
800	Patrol & Jail Management	56	.093
900	Homeland Security	12	.02
1000	Traffic Accident & Law Enforcement	38	.063
1100	Criminal Investigations	53	.088
1200	Report Writing	37	.061
1300	Juvenile Justice and Procedures	6	.01
1400	First Responder	40	.066
1500	Defensive Tactics	62	.103
1600	Firearms	66	.11
1700	Physical Training	34	.056
1800	Driver Training	24	.04
	Practical Application	32	
	Total Hours	600	

(Missouri Department of Public Safety, 2021)

Non-traditional topics such as communication, extensive cultural awareness, and problem-solving principles may be embedded in the Missouri curriculum but are not distinct

categories suggested by current research (Chappell, 2008; President's Task Force on 21st Century Policing, 2015; Sloan & Paoline, 2021).

The technical standards for Missouri secondary programs fall under the following 11 categories: 1) U.S. Court System and Constitution, 2) Communications, 3) Criminal Law and Procedures, 4) Legal Responsibilities and Ethics, 5) Basic Police Concepts and Procedures, 6) Technical Knowledge and Skill, 7) Basic Police Equipment, 8) Corrections, 9) Career Planning and Management, 10) History of Criminal Justice, and 11) Problem Solving and Critical Thinking. The technical standards and TSA for secondary programs show similarities in their alignment with the technical areas of the Missouri Department of Public Safety Class A requirements for the basic police academy (Criminal Justice Instructors of Missouri [CJIM], 2018).

The IRC/TSA alignment categories through YouScience Criminal Justice II exams show some alignment with the Missouri technical standards and POST; the written testing categories are as follows: 1) U.S Court System and Constitutional Law, 2) Corrections, 3) Advanced Criminal Law and Procedures, 4) Career Planning and Management, 5) Problem Solving and Critical Thinking, 6) Technical Knowledge and Skills, and 7) Health and Safety. Further, the assessment requires students to demonstrate report writing, booking procedure, conflict resolution in case of use of force, arrest, and handcuffing, searching, radio procedure, and traffic stops, indicating that the IRC/TSA in Missouri has similarities with what one would learn in a basic police academy (YouScience, 2020b).

The Missouri Class A curriculum, Missouri secondary criminal justice technical standards, and Criminal Justice II the IRC/TSA cover law, traffic enforcement, investigations, crime scenes, report writing, juvenile justice, arrest, and essential equipment used by law

enforcement. Secondary criminal justice instructors coming from law enforcement to the classroom should be familiar with all three assessments, but they may not be aware of their availability or alignment potential (Criminal Justice Instructors of Missouri [CJIM], 2018; Missouri Department of Public Safety, 2021; YouScience, 2020b).

Programs

According to information and records obtained from the Law and Public Safety Network (LAPSEN), every state except Montana and North Dakota has a secondary criminal justice program (Law and Public Safety Education Network Program List, 2020; T. Washburn, personal communication, July 9, 2021). The top three states based on the number of programs in the state, according to LAPSEN, are California, Texas, and Louisiana (Law and Public Safety Education Network Program List, 2020; Law Enforcement Public Safety Network, 2020). As LAPSEN considers all pathways in the LPSCS career cluster, these programs could involve corrections, fire management, law enforcement, legal services, or protective security services, depending on state and local education agencies.

In a data request through DESE for criminal justice programs under the Classification of Instructional Programs (CIP) code 43 during 2013–2021, records show 19 career centers with criminal justice programs, though the state website lists 20 programs as of 2021. The number of programs is consistent with a new program being added in Missouri for the 2021–2022 academic year (Center, 2021; Criminal Justice Instructors of Missouri [CJIM], 2021; Missouri Department of Elementary & Secondary Education [DESE], 2021b).

Professional Development for Secondary Criminal Justice Instructors

There are currently two professional development organizations for criminal justice instructors in Missouri: Criminal Justice Instructors of Missouri (CJIM) and LAPSEN. CJIM is a

state-level organization that provides contacts and law enforcement/criminal justice curricula for its members. LAPSEN is a national organization that, in addition to providing curricula for its members, covers the entire LPSCS career cluster instead of only those topics related directly to law enforcement (Criminal Justice Instructors of Missouri [CJIM], 2021; Law Enforcement Public Safety Network, 2020).

Instructors who are still commissioned police officers in Missouri must maintain their required continuing education hours. Missouri officers must complete 24 training hours per calendar year starting January 1st. Each officer must have a minimum of

> Two hours in legal studies;
>
> Two hours in technical studies;
>
> Two hours in interpersonal perspectives;
>
> Two hours of skill development in the area of firearms;
>
> Sixteen hours of Electives (Any of the above-listed core curricula areas);
>
> One hour of racial profiling training. Racial Profiling training is part of the required twenty-four hours, not in addition to it. (Missouri Department of Public Safety, 2020, p. 1)

Curriculum

Missouri defines curriculum as "The day-to-day outline of strategies that teachers use to help students learn. Curriculum involves textbooks, homework assignments, classroom activities, and assessments—the ‘how’ of teaching" (DESE, n.d.-b, para. 1). Wiggins & McTighe (2005) add that curriculum is "based on content and performance standards," indicating that what is taught must also be evaluated through formative and summative assessments (p. 340). The curriculum is a "map" for desired learning, indicating the knowledge, skills, and abilities the

learner should possess at the end of instructions, which, for criminal justice students, should align with technical standards, IRC/TSA, CTSO, and advisory board recommendations (Wiggins & McTighe, 2005, p. 5–6). The present study is focused on the factors that impact secondary criminal justice instructors' curricula, considering the individual's "extended experience" and knowledge relationships based on career knowledge, current job duties, and professional development (diSessa, 1993, p. 119).

Guile and Unwin (2019) note three areas of the curriculum: intended curriculum, enacted curriculum, and experienced curriculum. The intended curriculum is developed as part of the study program, and it states the particular learning objectives of the program, including what should be taught. For CTE, the intended curriculum is evaluated through IRC testing and TSA. Stakeholders provide curriculum input through advisory boards or criminal justice technical standards that shape the material presented to the learner. CTSOs' intentional co-curricular content is also used to evaluate and improve participation through leadership training and professional development consistent with the LPSCS pathway (Perkins V, 2018; SkillsUSA, 2021a). The instructor teaches the enacted curriculum, comprising the contents of the lesson as well as information not included in it. Criminal justice instructors must be skilled in industry standards; however, they will not possess the same career experiences or professional development opportunities. Hence, training may become stale over time, impacting student outcomes (Davis et al., 2017; Guile & Unwin, 2019; Walker, 2018). Finally, the experienced curriculum is what the learner experiences as part of contact with the instructor, assignments, and activities. The learner may also have predetermined ideas about the meanings of certain information based on their preconceptions and personal experiences (diSessa, 1993)

Curricula Heuristic

Instructor subjectiveness, training, experience, and resources direct the enacted curriculum in criminal justice programs (Guile & Unwin, 2019). As noted by diSessa (1993, 2014, 2018) in his KiP theory, an instructor's understanding of a situation is based on past training and experience; the instructor uses "commonsense reasoning" as they progress in understanding a topic (diSessa, 1988, p. 49). The instructor's career experience may allow them to be a subject matter expert in law enforcement, but they may still be a novice in creating or choosing curricula as they would not have received training consistent with teacher education (diSessa, 1993; Harlow et al., 2013; Kolb, 1984). Hence, novice instructors' approach toward constructing and enacting their curricula should change as they transition from law enforcement officers to secondary criminal justice instructors. diSessa (1993) notes that an individual may form causal relationships or predictions based on what they consider global events while not always considering how contextual perspectives may differ depending on time, geographic characteristics, and personal experience. The instructor forms a "*sense of mechanism*—a sense of how things work," which could lead to misconceptions about what should be included in or excluded from their curricula (diSessa, 1993, p. 106).

While Missouri peace officers' standards and training curricula concentrate training around legal studies, interpersonal perspective, technical studies, and skill development, the secondary criminal justice instructor must expand the curricula to include more facets of the legal system, corrections, and career planning (Missouri Department of Public Safety, 2021a; YouScience, 2020b). The instructor develops the curricula portfolio by incrementally building on what they know and learning what they need to know (diSessa, 1988). There is no defined process for becoming a secondary criminal justice instructor in Missouri. Instead, the instructor

must "reorganize" their intuitive law enforcement knowledge as they progress in their careers as an educator (diSessa, 1993, p. 108). There may be curricular misconceptions based on what the instructor was exposed to during their law enforcement career, which can be confronted and overcome as the instructor progresses and discovers new ideas in their career as an educator.

As Missouri is a local autonomy state, curricula selection does not occur systematically between programs and instructors, though some CTE programs are attempting to write suggested curricula (M. Conrad, personal communication, July 29, 2021; O. Carter, personal communication, October 25, 2021). A secondary criminal justice instructor intuitively selects curricula based on prior experiences; however, they will encounter problems in learning what to include or exclude, as alternative CTE teacher certifications may not cover curriculum development (diSessa, 1988; Duncan et al., 2013; Huizinga et al., 2013; Missouri Department of Elementary & Secondary Education, 2008). Further, instructors' choice of curricula could have gaps based on design expertise, changes in the criminal justice system, and pedagogical knowledge (Huizinga et al., 2013; Yildirim & Simsek, 2001). Yildirim and Simsek (2001) stated that vocational education is efficient as long as it meets the needs of students and the industry but that rapid changes in a career field may cause further difficulties for instructors in learning what impacts curricula. Nonetheless, career-specific professional development, advisory boards, and the instructors continued involvement in their career field could assist curriculum selection and development.

Summary

This chapter presented the history of CTE and influential leaders who influenced current pedagogy and curricula construction. It reviewed the literature on the impacts on curricula as CTE progressed from programs based on agriculture and mechanics at its inception to its current

enumeration of 16 career pathways. The present research examines how technical standards, IRC/TSA, CTSO, career experience, and advisory boards impact CTE and their relationship to criminal justice programs. Chapter III will present the methodology for this research.

Chapter III

Methodology

This exploratory case study aims to determine how external and internal forces impact the curricula of secondary criminal justice programs in Missouri. As this is a qualitative study, the criminal justice instructor's background, training, experiences, and personal preferences become part of the data and determine the impacts on the curricula. This study is bounded by Missouri's 2021-2022 academic year, though individual schools will slightly differ in the days they are in session. This chapter clarifies why a qualitative case study is appropriate for this research and describes the research design, purpose of the study, method, and research questions guiding the study.

Research Design

An exploratory qualitative case study is appropriate for this research as it focuses on naturally occurring events; moreover, it is well suited for locating the meaning people associate with events or processes (Maxwell, 2013; Miles et al., 2018). Further, Rubin and Rubin (2012) note that qualitative studies are expected in criminal justice and education, offering a "seven-step" process to design research (pp. 42–43). According to Yin (2008, p. 18), "A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context." Case study questions deal with "how and why" and allow the researcher to explore a phenomenon from the participants' perspective, illuminating a particular process, the reasons behind decision-making, and the results (Farquhar, 2012, Maxwell, 2013, Rashid et al., 2019, Yin, 2008).

In qualitative research, an individual's reality is constructed by that individual or a group based on their "lived experiences" (Creswell & Creswell, 2018; Baškarada, 2013; Miles et al.,

2020, p. 8; Merriam & Tisdell, 2016). By interviewing people who experienced an event or a process, direct information related to that phenomenon can be explored, providing unmediated data based on the participants' perceptions (Creswell, 2014; Miles et al., 2018). For this research, the phenomena studied were the internal and external forces that impact a Missouri secondary criminal justice instructor's decision to include or exclude curricular material.

Purpose of the Study

The purpose of this study was to determine how external and internal forces impact the curricula of secondary criminal justice programs in Missouri. This research measured instructors' perception of the impact of the Missouri technical standards, IRC/TSA, CTSO, individual cumulative career experience, and advisory boards on their curricula. These areas were chosen because they are mandated and assessed as part of CTE programs throughout the state and would not be limited to a single program.

Yin (2008) advises that the first step in qualitative research is to define the research problem. The research problem for the current study was the paucity of information on the factors that impact a Missouri secondary criminal justice instructor's decision to include specific materials in their curricula or exclude others. As Missouri is a local autonomy state, the only constant in this research is the instructor who decides what they will and will not teach.

Bias and Errors

Bias, selection error, and sampling error were all threats to the validity of this study. The researcher is a criminal justice instructor, commissioned police officer, and member of the criminal justice instructors of Missouri. On account of these associations, the researcher was cognizant of the possibility of the occurrence of a cultural bias. The researcher exercised due

diligence looking for outside sources of information not related to the interviews, including program syllabi, program webpages, and technical standards.

The selection and sampling errors were due to the small population of criminal justice programs (*N=20*) in Missouri, from which the researcher's program must be excluded, thereby limiting the population to *N=19*. The errors were mitigated by sending two requests for participation to eligible participants, which resulted in six instructors agreeing to participate in the study.

Research Questions

The researcher used specific research questions to guide the interviews, which led to additional questions consistent with the Rubin and Rubin (2012) responsive interviewing method. An unexpected phenomenon occurred in that all the participants volunteered more information when they were told they were not being recorded. The following grand tour question and research questions guided this study:

Grand tour question: How do external and internal forces impact Missouri secondary criminal justice curricula?

Research question 1: How do the Missouri Criminal Justice Technical Standards impact secondary criminal justice curricula?

Research question 2: How does Industry Recognized Credential Testing/Technical Skills Assessment (IRC/TSA) impact Missouri secondary criminal justice curricula?

Research question 3: How do co-curricular Career and Technical Student Organizations (CTSOs) impact curricula?

Research question 4: How does the instructor's cumulative criminal justice career impact what is taught in criminal justice courses?

Research question 5: To what extent do the local advisory boards impact Missouri secondary criminal justice curricula?

As Jackson and Bazeley (2019) note, "Information is everywhere; it becomes data when you attend to it and collect it" (p. 42). During the study, it was discovered that each participant's career center had a webpage devoted to their programs, providing another data source for evaluation. Further, all criminal justice programs in Missouri have a career center webpage in which information regarding programs is made publicly available. This publicly available information was compared to the participants' interviews, syllabi, and webpages, assisting with triangulation.

The research question areas provide an empirical or verifiable comparison between interviews, syllabi, webpages, and other documents used in Missouri criminal justice programs. Rubin and Rubin (2012) note that documents are helpful when combined with interviews, allowing researchers and participants to discuss how they were made or how they are used. In addition to instructor syllabi, the other documents used in this study were the Missouri criminal justice technical standards, the YouScience criminal justice I and II exam blueprint, and criminal justice and crime scene investigation contest technical standards from SkillsUSA. Triangulation was achieved by comparing the participants' interviews, the researcher's notes, publicly available online data, and the documents described in this section (Farquhar, 2012; Yin, 2008).

Description of Participants, Sampling Procedure, and Voluntary Participation

The target participants of this study were Missouri secondary criminal justice instructors. Contact information of the instructors is publicly available on the CJIM website (Criminal

Justice Instructors of Missouri, 2021). The study population listed on the CJIM website was emailed an invitation. The email introduced the researcher, described the study, and explained the study period.

The email (see Appendix A) provided the participants with a copy of the informed consent document (see Appendix B), which they were required to open if they wished to continue. A link was provided at the end of the informed consent form if the participants agreed to participate in the study. The link led to an online Microsoft form (see Appendix C), where the participants were again notified that their participation was voluntary and that they were free to stop or withdraw from the study with no penalty. Their demographic and contact information were collected via the form if they agreed to proceed. If they did not agree to participate, the form thanked them and notified them that their response was submitted. If the email was ignored, no information was returned to the researcher.

Data Security, Description of Risk, Confidentiality, and Anonymity

Participants were notified that the recorded data would be confidential, and that the original data would be stored on a password-protected computer for three years and then destroyed. For confidentiality and anonymity, pseudonyms were used for identifying the participants and their schools. The pseudonyms were generated regionally using the publicly available Missouri State Highway Patrol troop designations of A-I written phonetically using the United States law enforcement phonetic alphabet (Missouri State Highway Patrol Troop Links, n.d.; Police 1, 2016). For example, an instructor/school located in Troop I would be identified as Ida-1. If another instructor were interviewed in the same troop, their pseudonym would be Ida-2. The designation of "1" and "2" was made chronologically, based on the order of the interview. Due to the small population size, participants were notified that a knowledgeable person reading

the study might determine the source of information. The participants were informed that all interviews would be recorded for transcription, and they were emailed a copy of the transcription for review.

Procedure for Data Collection

The approval of the Institutional Review Board was received on November 29, 2021 (see Appendix D), and the first request for participation email was sent on December 6, 2021. The email introduced the researcher, described the study, and explained the study period. The initial email explained how the interview would be conducted and its approximate duration. The email required the participant to open and read the informed consent document and then click a link leading to a Microsoft form to collect contact and demographic information. Requiring the participant to take more than one action increased the assurance that their participation in this study was given knowingly and voluntarily. The recorded interviews were less than thirty minutes long when they were conducted; however, the participants volunteered other information after the researcher told them the recording had been stopped. All the participants were emailed a copy of the interview questions before the interview (see Appendix E).

Using virtual interviews allowed the interviewer and participants to have a more natural conversation in the most time-efficient manner. Virtual interviews afforded a safety measure that could not be guaranteed with face-to-face interviews due to the COVID-19 pandemic. Moreover, online interviewing was the most logical means of research due to the distance between the participants and the researcher. The researcher used Zoom Video Conferencing (Zoom) as this was available at the institution, and the researcher was familiar with the program. In addition to Zoom, the interviews were taped using an Olympus digital recorder as a redundancy.

One response was received using the researcher's Murray State University email. A second email from the researcher's employing institution on December 17, 2021, requesting assistance, resulted in five more positive responses. After this, no further requests were sent to the eligible participants. Access to the Microsoft form was closed on January 6, 2022, allowing prospective participants to respond one month.

In December 2021, six interviews were completed with the participants and recorded through Zoom and a digital recorder. A digital recorder and a Samsung A52 cell phone on speaker mode were used in one interview. The participant in the case of the digital recorder did not have access to Zoom as their school had been "hacked," and computer use was limited.

After the interviews, the Zoom videos and the digital recording were uploaded onto NVivo Transcription, a paid digital transcription service. After the documents were transcribed, the researcher reviewed and corrected any misquotes while listening to the interview and comparing the document. The interviews were transcribed to capture as much conversation as possible between the participants and researcher (Jackson & Bazeley, 2019). NVivo is a qualitative data analysis software that allows the researcher to organize and analyze the data in one program (QSR International, 2021). For this study, the following documents were uploaded to NVivo for retrieval and comparison:

- Six interview transcripts
- Three syllabi
- Six program webpages
- Missouri technical standards
- Criminal Justice I exam blueprint by YouScience
- Criminal Justice II exam blueprint by YouScience

- SkillsUSA Crime Scene Contest description
- SkillsUSA Criminal Justice Contest description
- Documented program descriptions that were availed from career center webpages for Missouri criminal justice programs, not including the researcher's program; the webpages' data included the name of the CTEC, program name, program description, program duration, curricula areas, paramilitary characteristics, dual credit, and description of photos.

Questioning Procedure

The questioning procedure for this study was "Responsive Interviewing," as described by Rubin and Rubin (2012). Responsive interviewing involves interviewing knowledgeable people, listening to what they say, and asking new questions based on their answers (Rubin & Rubin, 2012). Responsive interviewing emphasizes relationship building through conversational questioning that reveals the world from the participant's point of view (Rubin & Rubin, 2012). The participant's subjective consciousness creates the reality concerning their experience, providing a focused individual account of the phenomenon, and this is where data collection should begin (Groenewald, 2004; Miles et al., 2018; Pietkiewicz & Smith, 2014; Rashid et al., 2019).

Responsive interviewing "is flexible; questions evolve in response to what the interviewees just said, and new questions are designed to tap the experiences and knowledge of each interviewee" (Rubin & Rubin, 2012, p. 36). The interviewer uses the "main question, probes, and follow-up questions" to achieve depth and detail from the participants (Rubin & Rubin, 2012, p. 6). The researcher developed a semi-structured interview script containing 11 supplemental probing questions related to the five primary research questions that introduced the

research areas. Each participant needed to have access to the research study questions before and during the interview for this research. This allowed the participant to read ahead, make notes, and think of responses in a low-pressure environment, creating a conversation instead of following a strict interview protocol.

The first five research questions were personalized, asking the participants how they thought the research topic area impacted their curricula. The sixth question allowed the participants to explain what they thought impacted their curricula the most. The 11 follow-up probing questions allowed the participants to expound on how they feel the research areas impacted their curricula, though in some cases, the participant answered the follow-up probing questions before it was asked. The anticipatory answering of probing questions is believed to be due to the participant having the script before and during the interview. The entire script is provided in Appendix E. The following personalized research questions were included:

1. How do (you think) the Missouri criminal justice technical standards impact secondary criminal justice curricula?
2. How do (you think) industry-recognized credential testing and technical skills assessment (IRC/TSA) impact secondary criminal justice curricula in Missouri?
3. How do (you think) co-curricular career and technical student organizations (CTSOs) impact curricula?
4. How do (you think) the instructors' cumulative criminal justice careers impact what is taught in criminal justice courses?
5. What (do you think) is the extent of local advisory boards' impact on Missouri’s secondary criminal justice curricula?
6. What do you feel impacts your curricula the most?

Procedure for Data Analysis

Data for this study were analyzed using the Rubin and Rubin (2012) method. Rubin and Rubin (2012) note that it is easier to find information by reading a transcript than listening to a recording. Further, the transcript can be read while watching and listening to the recording, looking for an emphasis on or addition of words such as laughter, shrugs, or facial expressions, which would be visible in a Zoom recording.

While reading the transcripts, the researcher looked for events, concepts, and themes mentioned by the participants. Rubin and Rubin (2012) note that if a participant mentions an event, information can be developed to determine "what happened, who was there, what was accomplished, what remained unsolved, or what was not even discussed" (p. 117). Events could be beneficial when discussing how participants found the information they later included in their curriculum. "Concepts are the building blocks of meaning that reflect how" the participants see their world. In law enforcement, an example may be understanding the term "rookie," i.e., being early in a career more than the individual's age. As defined by Rubin and Rubin (2012), a theme is "a statement that summarizes what is going on, explains what is happening or suggests why something is done the way it is" (p. 118).

Coding is used to develop themes in qualitative data analysis (Saldana, 2015) and is the second part of Rubin and Rubin's (2012) method for analyzing a responsive interview. In coding, the researcher defines, finds, and marks excerpts in the text concerning relevant concepts, examples, names, and events (Rubin & Rubin, 2012). This study employed structural coding. Structural coding is framed and driven by research questions and topics and is particularly appropriate for multiple participants using a semi-structured interview such as responsive

interviewing (Rubin & Rubin, 2012; Saldana, 2015). In structural coding, themes are developed based on the frequency with which participants speak about a particular topic (Saldana, 2015).

The final phases of data analysis involve taking excerpts from coding and sorting them into subgroups, which are then compared, sorted, and summarized. Further, summary descriptions from different interviews are used to create a rich descriptive picture of the information gained from the research (Rubin & Rubin, 2012).

Summary

This chapter clarified the appropriateness of a qualitative case study for this research. Further, it explained the data security plan and data collection instruments and described the research design, purpose of the study, the method to be used, and research questions guiding the study. Chapter IV will analyze the information gained from the participants and the additional sources of information described in this chapter.

Chapter IV

Findings and Analysis

This chapter presents the data collection and analysis findings of six Missouri secondary criminal justice instructors and fulfills the purpose of the research of determining how external and internal forces impact the curricula of secondary criminal justice programs in Missouri. While Missouri secondary criminal justice courses have suggested course content, the instructor ultimately decides what is taught, making them the starting point for determining what impacts curricula. Further, the Missouri technical standards, IRC/TSA, CTSO, individual cumulative career experience, and advisory boards are mandated and assessed as part of CTE programs throughout the state, making them an appropriate point of departure for this research.

This study's primary data source comprised six interviews with secondary criminal justice instructors actively teaching in Missouri during the 2021–2022 academic year. For triangulation, the interview transcripts were compared with three of the participants' syllabi, six program webpages, Missouri technical standards, YouScience criminal justice I and II exam blueprints, SkillsUSA Crime Scene Contest description, and SkillsUSA Criminal Justice Contest description.

Participant Attributes

The six participants of this study were all secondary criminal justice instructors in Missouri area career centers and members of the Criminal Justice Instructors of Missouri (CJIM). The group was homogeneous regarding gender, race, and having had a career in law enforcement before being employed as a criminal justice instructor. Four of the six participants are currently commissioned law enforcement officers with local Missouri departments. The

participants geographically cover three quadrants of Missouri, with only the northeast quadrant not represented by the sample.

Three of the six participants' programs had two instructors, with only the individual instructor-participant agreeing to be interviewed. One of the programs has a duration of over two years and has block scheduling, meaning the instructor sees the students on alternate days. The program with block scheduling has an "Introduction to public safety" course that allows sophomores in the program and an "Intro to career and technical education" course, which includes criminal justice aspects that allow freshmen to participate. Because of the program with block scheduling, district enrollment numbers for free and reduced lunch data are based on ninth through twelfth grade. See Table 2 and 3 for information on participant and school demographics.

Table 2

Participant Data

Name	Years in Law Enforcement	Years Teaching	Education	Grades Covered	One- or Two-Year Program
Edward-1	Over 25	0–5	Bachelor's	11–12	1
Edward-2	11–15	0–5	Associates	11–12	2
Adam-1	21–25	6–10	Ed. Specialist	11–12	2
David-1	Over 25	6–10	Bachelor's	9–12	2
Adam-2	Over 25	0–5	Bachelor's	11–12	1
Adam-3	21–25	16–20	Some college	11–12	2

Table 3

School Data

Name	MSHP Troop	District Classification	% White	% Of Free and Reduced Lunch
Edward-1	E	Small city	67%	Over 90%
Edward-2	E	Rural Remote	95%	Over 99%
Adam-1	A	Rural Fringe	76%	Over 40%
David-1	D	Rural Fringe	56%	Over 90%
Adam-2	A	Suburban Large	27%	Over 53%
Adam-3	A	Town Fringe	78%	Over 20%

Note: Data retrieved from Missouri State Highway Patrol Troop Links (n.d.) and National Center for Education Statistics [NCES] (n.d., pp. 1–2, 2021).

Since the participants are the primary data source for the research, this chapter will begin with their descriptions. Participants were placed in the order their interviews were completed.

Edward-1

Edward-1 is currently a commissioned police officer working part-time shifts for a municipal department. Edward-1 stated that he left full-time law enforcement to "have more time with my family." He started his career in law enforcement in 1997 with a municipal police department. While with the municipal department, he was an evidence technician, field training officer, and bike patrol officer. Edward-1 talked about becoming enamored with crime scene processing while with the municipal department. He went to the sheriff's department, where he spent 23 years, promoting from deputy to captain. While at the sheriff's department, he worked or was in charge of the patrol division, investigations, dispatch, and jail. Edward-1 was also in charge of in-house training and teaching POST courses to other law enforcement officers. After leaving the sheriff's department to teach at the career center, Edward-1 returned to the municipal department and began working part-time.

Edward-2

Edward-2 is the youngest participant in this study. He is currently a commissioned law enforcement officer with a county sheriff's department in Missouri. He wrote that he left law enforcement for teaching because "I enjoy teaching the job I love." Edward-2 has over 10 years of experience as a Missouri State park ranger and is currently a reserve deputy sheriff. His work experience includes being a trainer for CPR/AED/first aid, NARCAN, ASP tactical weapon/handcuffing, type 2 breath instrument (DWI investigation), defensive tactics, and field training officer.

Adam-1

Adam-1 is currently a commissioned officer with a municipal department in Missouri. Adam-1 stated that he left full-time law enforcement to teach because of "the desire to teach others about the career field" he is "passionate about." In Adam-1's career, he has served as a dispatcher at a sheriff's department, private security at a large amusement park, detention (jail) officer, patrol officer, tactical team officer, and a K-9 officer with a municipal police department. Adam-1 stated that he has "worn a lot of different hats" in his career. His work experience and instructor certifications include being a field training officer, DWI data master supervisor, standard field sobriety instructor, ballistic shield instructor, weapons instructor, and ground fighting instructor.

David-1

David-1 is currently a commissioned deputy for a county sheriff's department. He stated that he left full-time law enforcement to instruct criminal justice because he "had already retired when" his "teaching opportunity had opened up." David-1 started his career as a firefighter and EMT. Due to a lack of opportunity, he went into law enforcement after a department sponsored

him at the police academy. David-1 stated he was engaged in firefighting and law enforcement simultaneously for 10 years. In addition, David-1 has experience as an administrator in a sheriff's department and has also worked with a drug task force.

Adam-2

Adam-2 noted that he left full-time law enforcement to teach because "Physically, law enforcement became difficult. I had a knee replaced, and I felt I still had skills to contribute to the field." Adam-2 teaches at an independent career center with two resident high schools in the district. His program has a second instructor who did not participate in this study.

Adam-2 has spent 31 years in law enforcement at a municipal agency and is the only participant to state they spent their entire career at a single agency. He stated he started in the jail as a correction officer and then worked patrol, including traffic. Adam-2 said he spent a "bulk" of his career working with kids, including as a Drug Abuse Resistance Education (D.A.R.E.) officer, school resource officer, and juvenile detective. He spent over one-third of his career working as a school resource officer. Adam-2 reported that his experience working with youth was directly transferred when he became a criminal justice instructor.

Adam-3

Adam-3 is the most experienced instructor in this study, and he is fully retired from law enforcement. Adam-3 identifies his education level as some college but no degree, calling himself a "dinosaur" because he is the only instructor without a higher education degree. He noted that his program has a second instructor with a master's degree and was working toward a specialist degree. Adam-3 stated he does have advanced training in several areas related to law enforcement. He remarked that he left full-time law enforcement to teach because his "last assignment was as a school resource officer, and it was an easy transition into the classroom."

Adam-3 explained that his experience with law enforcement started at a young age, watching his father, a Missouri state highway patrol trooper. Adam-3 said he would ride with his father and watch him complete his work. After high school, Adam-3 went into the Air Force, where he was part of the military police. He transferred to civilian law enforcement and worked with a small municipal police department that led to his school resource officer assignment. He expounded on the benefit of working with a small department, in that officers had to do all the jobs because there were no specialized units in a department of this size. Adam-3 said officers in the small department are expected to handle jobs from a patrol officer through investigations. Owing to the numerous training opportunities, Adam-3 described himself as a "Jack-of-all-trades and master of none," stating that he explained to students and parents that he had multiple aspects of training that impacted his curricula but would not consider himself a specialist in any one area. Adam-3 expressed gratitude for his department and chief, stating, "I was able to do anything, and I was lucky that I had a chief that was very progressive in education," which allowed him to gain experience in numerous areas related to law enforcement.

Based on the demographics, all the participants were in their 20s when they started their law enforcement career, with all but one having 20 or more years of experience. All of the participants worked in agencies of around 60 or fewer officers for most of their careers. Irrespective of whether they were commissioned with a department or not, the participants appeared to reflectively identify themselves as law enforcement officers teaching law enforcement-related material. Two participants had students address them as "officer." One instructor made it clear he was not a teacher but an instructor.

Findings

When reviewing the interview responses, supporting documents, and digital footprint, prominent themes were identified, which led to findings concerning this study's grand tour question, "How do external and internal forces impact the curricula of secondary criminal justice programs in Missouri?" A theme is "a statement that summarizes what is going on, explains what is happening or suggests why something is done the way it is" (Rubin & Rubin, 2012, p. 118). The following eight themes were deemed relevant in this research.

Theme 1: Establishing Foundational Knowledge of Law Enforcement

John Dewey, Charles Prosser, and August Vollmer demonstrated that education has two parts: the cognitive portion, where a student learns the theory, and the psychomotor portion, where a student demonstrates they can perform the needed job skill (Dewey & Dewey, 1915; Prosser & Allen, 1925; Siegel & Worrall, 2018; Vollmer & Schneider, 1917).

The goal of CTE is to prepare students for employment. Secondary criminal justice instructors in Missouri appear to follow this thought process, letting the skills needed in the career field dictate what should be in the curricula. Instructors teach basic criminal justice information but concentrate on technical skills related to law enforcement, where the student works on a crime scene, performs a traffic stop, and knows the rudiments of taking a suspect into custody. Adam-2's syllabi state, "Students will be exposed to real-world scenarios which include language and actions consistent with law enforcement encounters."

Training in criminal justice is fundamental at the secondary level, and the instructors made this clear through their comments, course descriptions, and syllabi. As noted by Adam-3, his course is "exploratory," introducing basic police concepts. In the instructor-provided syllabi, the word 'basic' appeared numerous times. In Edward-2's syllabus, the word 'basic' was

referenced eight times, whereas it was referenced 10 times in Adam-1's syllabus. At the start of the interview, Adam-1 described criminal justice as "overarching basic knowledge."

In the syllabus supplied by Adam-2, he writes, "This course is designed to "acquaint" the student with historical perspectives of law enforcement and a variety of criminal justice career fields, including but not limited to Crime Scene Investigation, Law Enforcement, Police Science, Patrol Theories and Report Writing, Legal Studies, and Leadership Competencies." The word 'acquaint' was also used to describe the program on Edward-1's career center's webpage. Further, on the webpage of David-1's career center, the course description for criminal justice uses the word 'introduction.' Students in David-1's program are also certified in the Missouri hunter's safety program, an introductory firearms safety course (Missouri Department of Conservation, 2022). Considering that the words 'exploratory,' 'basic,' 'acquaint,' and 'introduce' cover all the participants' courses, it is apparent that teaching the student the foundational material related to law enforcement is the most dominant theme of the research.

All of the instructors alluded to the fact that what they taught is transferable to the real world. Some of the programs had internships that allowed students to participate with local law enforcement agencies to gain more career opportunities in law enforcement, including working in local jails for sheriff's departments. One instructor noted that he received feedback from a local jail that the high school interns were doing better than the college interns; however, the instructor could give no specific examples of why the employer felt this way. During the interview, the participants mentioned having students practice for what would be considered "real-world" scenarios. As Adam-1 said, "You are putting them all together in a final package," teaching students to communicate, write, and prepare using assignments, CTSO competition, and role-play that simulates law enforcement-related skills. Adam-3 stated that his program allowed

students to "test the waters," acknowledging that many of his students would not enter the law enforcement field but would have opportunities to be better employees by learning employability skills in a law enforcement class.

Adam-3 noted that students enjoyed contact with law enforcement practitioners, describing the IRC/TSA performance assessment where law enforcement practitioners judged students' technical skills. Edward-1 recalled making a similar observation as students talked about being judged by those who could provide future jobs.

The instructors, as a whole, appeared to be preparing their students to enter the law enforcement career field, which can be a daunting process. According to Hess et al. (2013), entering law enforcement involves an application process, written exam, physical test, oral interview, background checks, medical clearance, and the training required by state academies as part of the licensing process. The participants appeared to mimic the employment process through resume building, mock job interviews, mandatory public speaking, SkillsUSA contests, and IRC/TSA assessments.

The participants expressed that the secondary criminal justice programs prepared the students for entry-level positions, such as correction officer. In Missouri, students aged 18 years and above can be employed at the local jail, with students from two programs working in the jail for their area. David-1 used the term 'indoctrination,' which may be appropriate because instructors teach, model, and talk about law enforcement from a practitioner's standpoint, including how they evolved in their law enforcement careers. Five of the six participants had experience working in local jails as part of their career ladder into law enforcement. Though there is no mandatory training for jail employment in Missouri, the Missouri Sheriffs Association offers a "120 Hour Jail Officer Certification" as part of their 700-hour basic peace officer

academy (Missouri Sheriff's Association, 2020, para. 1). States such as Indiana have a 40-hour jail officer course as part of their police academy (State of Indiana, 2021). Further, the Missouri Department of Corrections has a pilot program with Crowder College in which they supply curricula for instructors consistent with the Missouri corrections officer training with the hope of recruitment after graduation (T. Martin, personal communication, January 5, 2020).

Theme 2: Matching Industry Needs with Curricula

Experiential Learning Opportunities. During the interviews, it became apparent that the needs of the local law enforcement industry impacted the participants. Adam-1, David-1, and Adam-3 use internships and job shadowing to introduce students to opportunities in their local criminal justice community. Jails, dispatch centers, and private security are all options students can explore in these programs. Adam-1 talked about a program that allowed his students to obtain paid internships until age 21, then certified them to become commissioned police officers for the host agency. David-1 has two students working at the local jail, and Adam-3 has a large amusement park in his district where students can be employed in private security during the summer. Of the six participants interviewed, three spoke of what could be called "grow-your-own" programs, where future employees are groomed through semi-formal internships or job shadowing combined with classroom training.

The internships and job shadowing opportunities described by the participants are consistent with what is occurring in Missouri and northwest Arkansas. In one case, the Lebanon, Missouri, city administrator and his human resource director were personally recruiting high school seniors and college students to join city employment until they reached the age to be police officers. When the employee was old enough, the city would pay to put them through the police academy and hire them at their police department (M. Schumacher, city administrator,

Lebanon, Mo, personal conversation, August 18, 2021). The Rogers Arkansas Police Department hires 18-year-olds as "community service officers (CSO)" who have no powers of arrest. The CSO transports prisoners and performs other duties that free commissioned officers for more severe calls. When the CSO reaches 21 years of age, the department can sponsor them to go through the state police academy and employ them as full-time commissioned officers (Officer D. Lisi, Rogers Ar. Police Department, personal conversation, February 8, 2022).

As the participants spoke of the contents of their curricula, the researcher noted the career opportunities that were spoken of or posted in the syllabi or webpages. Career opportunities posted on Adam-3's webpage included only law enforcement-related fields. Adam-1's webpage posted careers in law enforcement and corrections first, followed by career opportunities related to the judiciary. Edward-1's webpage notifies potential students that they will be provided "knowledge in the field of law enforcement, police science, and various other careers within the criminal justice field." The program brochure for Adam-2's program posted on his webpage only discussed career opportunities for correctional officers, jailers, and police officers.

David-1's webpage does have some differences, but his program is classified as public safety. His program's careers are "aligned to industry" and include law enforcement, emergency medical technicians, and lawyers. A recruiting video on David-1's website speaks only of law enforcement-related careers. The majority of career opportunities appeared to revolve around employment one could find at the local level, including being a corrections officer, dispatcher, or interning with an agency to be commissioned when the student became old enough.

Developing Employability Skills through CTSO. When speaking about employer needs, Adam-3 mentioned the SkillsUSA framework. He pointed out that the framework was not something extra but was taught as part of curricula. This CTSO used a framework that allowed

the instructor to teach employability skills that impact students and employers. The framework consists of three core components: personal skills, workplace skills, and technical skills (SkillsUSA, 2017). The three components appear to have some alignment with the POST curricula, including interpersonal perspective, legal studies, skill development, and technical skills (Missouri Department of Public Safety, n.d.; SkillsUSA, 2017).

Both Adam-3 and Adam-1 pointed out that instructors do not always utilize SkillsUSA in the manner it was meant to be, i.e., as a co-curricular activity that improved the workforce. Instead, when speaking about SkillsUSA, the instructors spoke of the competitive aspect where students could show their technical skill and knowledge instead of the affective areas covered by the framework. Adam-3 and Adam-1 opined that instructors teach the components of the SkillsUSA framework, knowing students need employability skills.

David-1 pointed out that he did not demand students be in an emergency services career but noted that they were taught employability skills through the SkillsUSA framework; toward the students, he commented, "For the love of God, take some of these skills and utilize them." As per the "feedback" David-1 obtained from local employers, the students graduating high school and moving into corrections were a "better fit" than those from post-secondary classes. David-1 said he felt employability skills obtained as part of the program curricula helped students gain and keep employment. Students being employed appeared to encourage David-1 to retain the CTSO curriculum as part of his curricula.

Goal of Supporting the Future. Edward-1 commented that he taught what the students would "use every day out on the streets." He stated that he teaches the techniques to assist students in obtaining jobs in patrol, investigation, or forensic work. Further, he alluded that what

he taught would support students transitioning into law enforcement, thereby benefiting agencies that hired them.

Adam-2 said he had not wanted to leave law enforcement but was forced to because of a physical issue. He found that teaching allowed him to contribute to law enforcement without the physical demands placed on him during active service. Adam-3 had suggested that he could contribute to law enforcement by training students to be good employees. Adam-3 shared a video of him and some of his students presenting their program to the board of police commissioners of a large metropolitan police department. In the video, one of the police leaders commented on the number of current employees who had come from the program Adam-3 had started 16 years earlier. According to the information given in the video, the program had produced:

- 62 police officers
- 16 crime lab technicians
- Eight dispatchers
- Six corrections officers
- Three attorneys
- Three social workers
- 34 private security
- One forensic nurse

Theme 3: What is in a Name?

Recruiting Students. As CTE programs are optional, programs that fail to market can collapse and be replaced with better programs (DiMartino & Jessen, 2014). Adam-3 stated, "You have to cater to your customer and who are my customers, my students." As CTE, in most

instances, is an elective, students are recruited into a program. All participants' schools had webpages describing them and their programs to attract students and parents.

Further, all of the participants' webpages showed images or videos of students performing technical skills, indicating this may be used to attract future students. Program names can "take on an identity," telling the student, parents, and employers hiring the student what the product entails based on theme words, such as crime scene investigation. This "branding" of programs tells people what to expect, giving each program its identity, culture, and vision (Economic Times, 2022, paras. 1–3).

Moorthi (2002) notes that organizational brands involve innovations and consumer concerns. Branding allows schools to promote their programs to attract new students interested in the topic area. Law enforcement-oriented pictures and videos showing car stops, handcuffed suspects, fingerprinting, and SWAT teams would attract students interested in becoming police officers. The instructors themselves become part of the brand as they have a background in law enforcement, taking on the role of advisor/instructor instead of just another teacher. Including curricula that interest future students appear to be a concern of some of the participants, not only with respect to securing the students jobs but also in assisting with recruitment and retention.

Similar to daily schedules, the criminal justice programs in the state do not share the same name, though they do have similarities. Of the six programs of the participants, three had “law enforcement” within their titles. The program names were as follows:

1. Criminal Justice (two programs shared this name)
2. CSI/Law Enforcement
3. Law Enforcement/Crime Scene Investigation
4. Law Enforcement/Police Science

5. Public Safety

The program name and how the teacher is addressed as the class facilitator are relevant to this research. David-1 pointed out that he does not let his students refer to him as a teacher. He told his students he was not a teacher; he was an instructor. David-1's internal-self-identifier indicates that he may shape his curricula more toward career-specific training than education, which ties to this research topic of how external and internal forces affect curricula. Further, it is consistent with Moore's (1998) differentiation of education and training. Education may be general, whereas training is precise and focuses on a specific topic. On the Missouri Sherriff's Association webpage, the term "instructor" describes those who teach academy courses. The webpage notes that instructors are "working or retired" law enforcement officers, indicating that an instructor has experience related to a career pathway, which is consistent with the experience of the individuals who participated in this research (Missouri Sheriff's Association, 2020, para. 15).

Among the statewide program names, "criminal justice and law enforcement" emerge as the primary names of the programs; however, they are varied. Of the 20 secondary programs, eight have "criminal justice" as part of their title, nine have "law enforcement" as their full title, or part of it, and two program names involve public safety. Statewide, program names are as follows:

1. Criminal Justice (six programs)
2. Criminal Justice/CSI (two programs)
3. Law Enforcement (five programs)
4. CSI/Law Enforcement
5. Law Enforcement/CSI

6. Law Enforcement/Crime Scene Investigation
7. Law Enforcement Police Science
8. Public Safety
9. Law and Public Safety
10. Northwest Academy of Law (Name of school)

A program's name is relevant because a student taking a class will believe the program will follow the name. A student taking a "CSI/Law Enforcement" course would expect to process crime scenes and study law enforcement. A student taking a criminal justice course may expect more information and training related to the many career fields of criminal justice employment.

Not all programs are strictly criminal justice related. David-1 pointed out that his program was on "public safety" and that because of this, his advisory board included firefighters and emergency medical services (EMS). Diversity in this advisory board could change what the instructors are expected to teach.

Theme 4: Peace Officers Standards and Training (POST)

Since all of the participants are currently, or previously have been, law enforcement officers in Missouri, POST relates to cumulative career experience and its impact on curricula. One of the participants' school's webpage states "that the standards that make up the Missouri Peace Officers Standards of Training Program (POST) are integrated within the course." Edward-2's students are expected to "obtain 3-5 Missouri Peace Officer Standards Training Certificates" through online courses.

POST has four core training curricula areas:

1. Legal studies
2. Interpersonal perspective

3. Technical studies
4. Skill development, including firearms.

Legal studies are described as training that "focuses on updates or familiarization of federal or state criminal law, case law updates, or any type of legal issues" (Missouri Department of Public Safety, 2021a, pp. 4–5). Edward-2 was the only participant who spoke about legal studies during the interview. He referenced the Bill of Rights and stated that he had his students repeat the Amendments to the point it became "word vomit." Two instructors mentioned legal studies in their syllabi, and three programs' webpages mentioned constitutional law as part of their curricula. In a recruiting video on his web page, Adam-2 talked about constitutional issues and discussed how they affect students' daily lives.

According to POST, interpersonal perspective is described as "training that focuses on interpersonal or communication skills, such as implicit bias, racial profiling, cultural diversity, ethics, fair and impartial policing practices, conflict management, victim sensitivity, critical thinking and social intelligence, mental health awareness, and stress management training issues" (Missouri Department of Public Safety, 2021a, pp. 4–5). Though neither Adam-1 nor Adam-3 mentioned interpersonal training specifically, their students completed assessments, including public speaking, job interviews, and communicating with people in simulated law enforcement scenarios. Through interviews, syllabi, or webpages, all participants indicated that communication was a part of their curricula. David-1 said that advisory boards had told him that teaching "social skills" was essential for students. For the participants, the focus of this category appeared to be teaching employability skills to students. The employability skills were introduced based on the framework provided by the CTSO, along with public speaking.

According to POST, technical studies are "described as training that focuses on specialized studies or activities which directly relate to the job description and performance, such as crash investigation, traffic stops, and agency policy updates." Of all the POST curricular areas, technical skills appeared to dominate the curricula of the research participants. Students were expected to learn a skill such as crime scene diagraming and demonstrate it repeatedly until they were proficient. Students could also demonstrate their skills in their CTSO (SkillsUSA) contests. Adam-1 acknowledged that he likes to "focus a little more" on the forensic crime scene when it comes to SkillsUSA. He also stated that teaching traffic stops and handcuffing were easier based on his career.

According to POST, "skill development" is described as "training that focuses on activities that develop physical skill proficiency and demonstrative tasks such as defensive tactics, driver training, first aid, and CPR training" (Missouri Department of Public Safety, 2021a, pp. 4–5). “Skill development” for POST differs from employability skills, which would be considered soft skills related to working with others. Skill development may depend on the cumulative career experience of the participants or the training available to them. Adam-2, Adam-3, Adam-1, and Edward-2 include cardiopulmonary resuscitation (CPR) in their curricula. Adam-3 noted that another teacher instructs his CPR course as he is not a certified instructor. CPR is considered a stackable credential for Missouri, which may also indicate why the topic is included in the curricula (Missouri Department of Elementary & Secondary Education, 2021b). As stated in the definition, stackable credentials are certifications that can be obtained so that an individual can be more employable in their career field.

All of the programs in this study taught the use of handcuffs and traffic stops and defensive tactics were also taught in one case. Only one participant listed defensive tactics

training as part of their career experience, indicating this may not be taught in every class. Two programs include telecommunications certification as part of their curricula. Telecommunications is the initial training needed to become a police or other emergency services dispatcher. The instructor must be licensed to teach telecommunication, for which a national certification is available (IAED, 2020). The two programs with telecommunications had instructors who were dispatchers or taught public safety as part of their programs. Telecommunications is also considered a stackable credential and provides a transferable certification that students could be eligible for when they pass the national certification. Skills development appears to impact curricula at about the same rate as technical skills and mirrors the instructor's career experience.

Theme 5: Paramilitary Atmosphere

During this research, the study participants mentioned or described activities with characteristics consistent with paramilitary or law enforcement academies. Paramilitary chains of command are typical in law enforcement training and agencies in the United States. The term paramilitary is defined as "A non-military organization whose structure is similar to that of the military, with a chain of command where decisions are made at the top levels" (Curriculum and Instructional Materials Center [CIMC], 2017, p. 152). This research operationally included wearing a uniform, military drill and ceremony, and physical training as part of the definition.

Academy training is the first official training for most law enforcement, and it impacts the participant's career experience; this makes it relevant to the current research. A police academy is a state licensing/certificate program that teaches the candidates the core knowledge and skills required to enter law enforcement. The academic atmosphere teaches uniformity through dress standards, personal appearance, and obedience to authority. The academic part of

the training can include state law, criminal procedure, critical thinking, and communications skills. The physical part of the training would include firearms, driving, defensive tactics, crime scene processing, and physical conditioning, including running, sit-ups, and pushups, although academy curricula and instructional style may differ (Chappell, 2008; CIMC, 2017; Hess et al., 2013; Missouri Southern State University Law Enforcement Academy [MSSU], 2018).

Edward-1's students wear a uniform as part of their class, consistent with law enforcement training and dress codes. Further, Edward-1 said that he had the advantage of having an "academy" with a director who would help him, telling him what to teach to get students ready for the academy. He noted that he knew, from the academy and his career, that police report writing may not be taught to the level it should be. To compensate, he allows more time for teaching report writing as he knows the academy may only spend a few days on the topic. By employing such an approach, Edward-1 insinuated that he was preparing his students for the academy and later employment.

Edward-2's school's webpage does not explicitly mention an academy, but the class does have uniforms and a syllabus outlining when and how they are to be worn. Edward-2's syllabus has a section on the chain of command where students' ranks and job duties are discussed. Further, the syllabus notifies the student that they would study basic law enforcement subjects, including being "exposed" to crime and crime scenes through photographs and videos. Mimicking an academy experience is the "fitness for duty test" listed on Edward-2's syllabus. According to the syllabus, "Students will be responsible for maintaining physical fitness standards."

Adam-1's school web page material is similar to Edward-2's. In addition, it includes fingerprinting, constitutional law, and interpreting blood spatter evidence, which is consistent

with what a student would see in the police academy. Adam-1's syllabus notifies the student that they would be utilizing simulated handguns and be exposed to real-life crime scenes using videos and photographs. According to the syllabus, Adam-1's students are expected to wear a uniform most days in class. He also has a student command structure in his program.

David-1 noted that there may be a gap between what students should know and what they really know when starting at the "police academy." He explained that his course allowed students to concentrate on employability skills such as "ethics and morals" that would prepare them for entering law enforcement. David-1 said his teaching style might be "militaristic" and that he "force-fed" the student information related to academics and physical skills. He clarified this by stating that after he had a student perform skills such as a traffic stop, they would be "debriefed" on constitutional amendments, officer safety, and the actions of those involved in the scenario. David-1's school has uniforms for its students as well as a class command structure.

Adam-2's webpage explicitly states, "The atmosphere of this class is similar to a mini-police academy," and his syllabus shows that "drill and ceremony" are part of the course projects. In a video posted about his class on the school's website, students wear gun belts and make traffic stops, two core concepts taught to entry-level law enforcement officers. Adam-2's class, is the only one where students do not wear uniforms, but he said he is trying to arrange them for his program.

In a video provided by Adam-3, his class is seen marching and explaining to a large metropolitan police board how their training prepares them to enter the law enforcement field. The students in the video are observed to be standing at attention, completing roll call, and addressing each other by ranks consistent with the paramilitary structure.

Thus, introducing students to military-type training and the accompanying discipline and physical conditioning impacts Missouri programs' curricula. All programs had some paramilitary activity as part of their curricula, indicating its importance to Missouri secondary criminal justice programs.

Theme 6: Developing Pedagogy

According to Brown (2019), pedagogy's historical definition is "one who guides, protects, or leads" (para. 2). Brown's current connotation of pedagogy relates to why a topic of the curricula is constructed and taught in a particular fashion. The historical and current definitions of pedagogy together appear to describe the participants of this study.

The participants in this research spoke of how they construct their curricula based on experience. If an individual instructor was familiar with a specific topic or organization, that topic took precedence in the curricula, although the participants trained as they progressed as instructors. Adam-1 noted that he was weak in topics such as blood spatter analysis and forensics. He said he had to work on these areas, building on his law enforcement experience to teach the topic, consistent with constructivism and KiP (Barry et al., 2021; Berns & Erickson, 2001; diSessa, 1993, 2014, 2018; Gordon & Schultz, 2020; Knowles, 1973; Richardson, 2003).

All of the participants were in law enforcement, but there were no similarities in their careers other than them starting as patrol officers for a limited time. Though all participants had gone through a law enforcement academy, their academies were not uniform regarding scope, sequence, or decade. David-1 remarked that his initial police academy was only 120 hours, the minimum required hours in the early 1990s in Missouri. One of the participants had taught D.A.R.E., and two had been school resource officers, familiarizing them with engaging students. Still, none of the participants had formal training in specific teaching styles other than the

paramilitary-style found in a police academy. All of the participants appeared to have developed a similar pedagogy in that they taught what they knew from their careers. This included how they used scenarios to teach problem-solving, experiential learning that bonds students, and personal career stories that tie experiences to the students' law enforcement-related training.

Problem-Based Learning. "Problem-based learning (PBL) is the learning that results from the process of working toward the understanding or resolution of a problem" (Smith et al., 2005, p. 2). PBL appeared to be a standard pedagogy used to engage criminal justice students. The participants spoke of being student-centered instructors and using scenario-based problems that force students to produce viable answers to situational problems. An example of this would be the calls for service list used by criminal justice programs. Traffic stops, driving while intoxicated, emotionally disturbed person, and death investigations were just a few of the 24 calls a Missouri student is expected to know and be able to demonstrate in a roleplay simulation (Criminal Justice Instructors of Missouri [CJIM], 2014). The scenarios can branch based on the situation's explanation. For example, an emotionally disturbed person who is a threat to themselves may be managed differently than an emotionally disturbed person who is a threat to no one. In one case, a person may need nonconsensual hospitalization. In contrast, the other individual may need to be referred to services available in the community. Presenting the student with a simulated societal problem in which they must remember the case law, know the statutory law, make a decision, and take physical action forces them to solve problems they will face when employed.

Unity and Growth. The participants appeared interested in their students and provided opportunities through CTSO, field trips, and a classroom atmosphere that created an *esprit de corps* or a sense of communality toward their program. The participants also appeared to be

creating a feeling of student pride regarding the criminal justice program, with students having a common union when they participated in the curricular activities. Astin (1992), as cited by Magolda (1993), noted that faculty interest in students creates student growth and a feeling of belonging with their peer group and school.

Adam-3 encourages critical thinking and asks a question of his students, "How will you contribute to the world?" David-1 said he tries to "bring students out of the shadows where they can participate in the social experiment." Adam-3 and David-1 appeared to create a sense of safety in the classroom and then expand the students' knowledge, skills, and abilities in an emotionally safe environment. Adam-3 noted that the students' needs dominated what he taught. He explained that students have the most impact on his curricula. Helping them succeed in the workplace was paramount to his program.

Stories. Bolman and Deal (2013) note that "stories convey information, morals, and myth vividly and convincingly" (p. 253). Both Adam-2 and David-1 spoke of telling stories as part of their pedagogy. Adam-2 remarked that he was asked why he often talked about the agency he retired from. He stated he told the students that he spent most of his adult life working for that agency, and this was what he knew. David-1 said he had been accused of telling too many stories but felt it helped prepare students. This information is consistent with Dickinson et al. (2020), who noted similar phenomena when exploring the work of other practitioners who had become academics.

"There is no such thing as a routine call" is a common saying in law enforcement. The stories relayed by the instructor allow the student to use critical thinking skills to imagine different ways a similar situation could unfold and be managed. David-1 stated that an instructor's experiences are "golden" and allow students to realize "things" that could happen

unexpectedly. Because the student has heard a story, they have a reference point and understand there are options for managing a situation. David-1 explained he could talk about his experiences, preparing students for similar instances they may face in their careers. He said students had returned to him, telling him of similar incidents they had encountered and were prepared for because of one of his stories. David-1 used the positive feedback from former students to substantiate that stories should be used to teach curricula.

According to Edward-1, career education must be taught by someone who has the experience to do the job. He pointed out that anyone could read a book and speak about it to a student. However, it takes a practitioner to explain the collected nuances that a law enforcement officer has experienced while working the job. These details become real when a personal story is used to explain a situation, allowing the student to question the storyteller's mindset.

The dichotomy with criminal justice instructors involves what they view as their professional identity. Does the instructor see himself as a teaching law enforcement officer or a teacher instructing criminal justice, including law enforcement? If the instructor self-identifies as a teaching police officer, their curricula may more closely match what is needed specifically in law enforcement, including using stories related to calls for service they experienced. Further, the instructor who sees himself as law enforcement may feel more at ease teaching a topic as they know the nuances of the field. If the instructor sees himself as a teacher who instructs criminal justice, including law enforcement, the curricula may be more rounded but may lack the specific detail one would gain through stories a veteran law enforcement officer could provide. Gordon & Schultz (2020) argue that extended experience may not have as much positive impact on curricula as a few years of experience and a post-secondary degree, but as Boleman and Deal

(2013) noted, stories convey information more convincingly and may keep the student's attention better than reading and lecture alone.

Covering the Bases. Adam-1 and Edward-1 pointed out that they taught crime scenes knowing that the student would probably not use the material in their careers, but that it gave the student something to think about as they progressed in their education and considered the path they would take after high school. As Adam-3 explained, the programs are exploratory for law enforcement, understanding that criminal justice is so diverse that an entry-level course could not cover all the career pathways. The participant interviews, syllabi, and webpages indicated a shotgun approach to provide information on the many aspects applicable to entry-level criminal justice. Mock trials, ride-along with law enforcement agencies, and a field trip to the local jail are the various methods used to engage and introduce students to all parts of the criminal justice system.

Theme 7: Discordance

During the interviews, the participants expressed concerns over the criteria measured by the IRC/TSA, the difficulty in assessment due to different program schedules, and the unavailability of specific curricular material. In combination, the following areas may cause inequalities and impact curricula:

What is Being Measured? Adam-3 was of the opinion that the IRC/TSA written exam was more focused on college students than on an exploratory program founded on the basics of law enforcement. However, the current blueprint does not indicate this. Adam-3 noted that instructors are capable of teaching at that academic level, but other curricular areas would need to be sacrificed. Adam-1 said, "I think there is a lot of teaching to that test because I think everybody is 'struggling' with the fact that the emphasis that is put on getting an IRC credential."

In conversations with Adam-1 and Adam-3, who were the originators of the technical standards, both instructors said they had used the YouScience blueprint from criminal justice I and II as a template for writing the Missouri technical standards. In Table 4, it becomes apparent that the Missouri technical standards align with all the criminal justice I exam material but miss two areas in the criminal justice II exam. If an instructor uses the technical standards to map their curricula, they could inadvertently leave out 30% of the material their students could be assessed on.

With the cut-off rate for earning the IRC/TSA credential being 80% as of the Fall 2021–2022 academic year, criminal justice II may not accurately reflect the material that the Missouri technical standards suggest should be taught and assessed, especially if the program duration is less than two years. Further instructors may add material such as communication that the current examination does not assess. (See Table 4)

Table 4

Comparison of Missouri Technical Standards with YouScience I and II

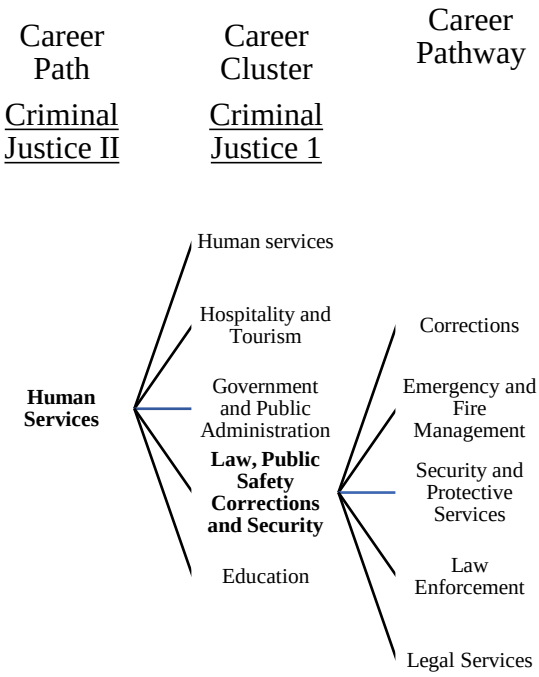
Missouri Technical Standards	YouScience Criminal Justice I & % if the exam	YouScience Criminal Justice II & % if the exam
U.S. Court System & Constitution		U.S. Court System & Constitution
Communications	Communications 20%	
Criminal Law/Procedures	Law/Procedures 20%	
Legal Responsibilities/Ethics	Legal Responsibilities 18%	
Basic Police Concepts/Procedures	Police Concepts/Procedures 16%	
Technical Knowledge/Skill		Technical Knowledge/Skills 30%
Basic Police Equipment	Police Equipment 10%	
Corrections		Corrections 13%
Career Planning and Management		Career Planning & Management 4%
History of Criminal Justice	History 16%	
Problem Solving/Critical Thinking		Problem-solving/Critical Thinking 3%
No alignment		Advanced Criminal Law/Procedures 22%
No alignment		Health & Safety 8%

Note. Blank spaces indicate no alignment.

The blueprints for the IRC/TSA written test for criminal justice I list the national career cluster under "Law Public Safety, Corrections, and Security." The cluster is not listed for criminal justice II. Instead, the career pathway is identified under "Human services," a much broader topic, as illustrated in Table 5.

Table 5

Path, Cluster, and Pathway



(Missouri Department of Elementary & Secondary Education [DESE], n.d.-c).

This lack of consistency could address the instructors' concern that they studied for general criminal justice topics, but their students were assessed over arbitrarily specific state laws or key terms that had little relevance. Adam-2 and Adam-3 both spoke of the difficulties faced in answering questions from students who had taken the IRC/TSA written test. Adam-2 stated the example of a testable question regarding how long an officer had to execute a search warrant. In Missouri, a warrant can be served for 10 days, and under federal law, this period is 14 days (Method and time for execution, service and return of search warrant, 1948; Search Warrants, 2010, para. 8). If a question using another state criminal procedure were asked, with an answer different from 10 or 14, it would be irrelevant to Missouri students and instructors. When the instructor cannot answer a question for a student who has just taken the exam or the student

insists that an answer on the test would not match Missouri or federal laws, both the instructors and students could form a negative opinion about the relevance of the actual material presented in the written test.

Time and Sequence. David-1 expressed concerns that schools and instructors differed regarding the time they spent with students in the classroom. Edward-1 and Adam-2 have one-year programs, and David-1's programs are on a block schedule. Adam-3, Adam-1, and Edward-2 have two-year programs where the students are with them for three class periods. An instructor who could teach for half a school day for two years would have more time for curricula than an instructor with one-year programs. Further, an instructor with one-hour blocks or one who only sees their students every other school day would also be at a disadvantage

Adam-1 spoke of having his students take the YouScience criminal justice I exam as a prerequisite for criminal justice II. Under exam information, YouScience criminal justice II states that YouScience criminal justice I is a prerequisite. Still, Adam-1 and Edward-2 are the only instructors who said they have students take that particular exam. The YouScience criminal justice I assessment appears hierarchal in that the description of the test states that it is designed to prepare students for the fields of law enforcement and criminal justice. In contrast, the description for YouScience criminal justice II reads that the exam "provides an increased understanding of the criminal justice field, emphasizing law enforcement. Further, it includes an in-depth understanding of the American judicial system" (YouScience, 2020a; 2020b)

Curricula Material. Adam-2 remarked that he does have a textbook for an introductory criminal justice course but did not feel the concepts in the book aligned with the written test. The YouScience website acknowledges that their certification assessments are not designed from a "specific text" (YouScience, n.d., para. 1), so Adam-2's observations bear validity. Other

participants also mentioned having text and sources for curricula, including other criminal justice instructors and organizations. However, it appeared that all preferred a set curriculum, which they could follow to ensure they provided the material a student would need to be successful.

Theme 8: Valance

Valance is described as the extent to which an emotion is positive or negative, and when words with positive or negative connotations are used, an individual will be more or less likely to see them as safe or a threat (Citron et al., 2014, pp. 79–80). For this research, the researcher looked at the words used when describing areas in the research questions. The most valance or positive/negative conversation revolved around IRC/TSA. Edward-2 noted that the written test put his "curriculum into a tilt-ta-whirl," noting that students would ask him about a question from the test he would not be able to answer as it was neither in the text nor consistent with his training and experience for Missouri.

Adam-3 pointed out that the written test "emotionally" hurt students. He described students who went to take the written test believing they knew the material and then discovered they did not pass the assessment. Adam-3 observed that students become "defeated" when they discover the written test is "over their heads." He noted that the students and instructors were "hands-on people," indicating that the psychomotor part of the curricula could be dominant, with not as much emphasis placed on the cognitive material that comprised the first part of the assessment.

A student who failed the written assessment would be blocked from the psychomotor portion of the assessment, impacting their perception of their skill level. Adam-3 observed that the students who participated in the physical portion were "pretty happy," as they could demonstrate through hands-on assessment in front of judges from the law enforcement

community but getting past the written portion of the IRC/TSA was a hurdle. Edward-1 made similar observations that students enjoyed interacting with law enforcement when going through the physical assessment portion of the IRC/TSA.

Four of the six participants chose "hit" and "hitting" to emphasize or highlight a topic selection during the interview. Edward-1 commented that he would "hit on" topics until the student could comprehend the taught information. Edward-2 made a similar word choice of "hitting," describing the topics he covered in-depth and his plans to cover "forensics" in the spring semester. Adam-1 used the word "hit" when talking about the YouScience criminal justice II blueprint; he said he would "hit" each blueprint section to avoid missing anything. Adam-2 made a similar comment, saying that he used assessments and technical standards to make sure he "hit" the material he was supposed to cover. Based on the participants' statements, it appeared to be culturally acceptable for participants to use 'hit' or 'hitting' when describing how they interact with their curricula. Two of the participants in this section were from the northern part of the state, and the others were from the southern region. None of the participants reported working in the same agency or attending the same police academy but still used similar language.

Summary

Chapter IV identified the characteristics of the participants of this study, showing similarities and differences in the state's secondary criminal justice programs. Chapter V will discuss conclusions based on the research questions, the relationship of the data to the literature, the significance of the research, how the research relates to P-20, the research's limitations, and recommendations for future research.

Chapter V

Conclusions and Discussion

The purpose of this case study was to determine how external and internal forces impact the curricula of secondary criminal justice programs in Missouri. The research was based on the premise that the instructor controls curricula, so understanding how they as a group and individually perceive the topic area provides a starting point to determine how curricula are impacted in Missouri secondary criminal justice programs. Six criminal justice instructors were interviewed regarding their perceptions in five content areas related to their curricula and programs. These content areas guided the research questions, which were as follows:

Grand tour question: How do external and internal forces impact Missouri secondary criminal justice curricula?

Research question 1: How do the Missouri Criminal Justice Technical Standards impact secondary criminal justice curricula?

Research question 2: How does Industry Recognized Credential Testing/Technical Skills Assessment (IRC/TSA) impact Missouri secondary criminal justice curricula?

Research question 3: How do co-curricular Career and Technical Student Organizations (CTSOs) impact curricula?

Research question 4: How does the instructor's cumulative criminal justice career impact what is taught in criminal justice courses?

Research question 5: To what extent do the local advisory boards impact Missouri secondary criminal justice curricula?

Triangulation was achieved by comparing the interview transcripts with three of the participants' syllabi, six program webpages, Missouri technical standards, YouScience criminal justice I and II exam blueprint, SkillsUSA crime scene, and SkillsUSA Criminal Justice contest description.

Research Questions Conclusions

This qualitative study provided insight into internal and external forces that impact the curricula of Missouri's secondary criminal justice programs. The research examined the perceptions of secondary criminal justice instructors and explored their feelings on how the research question areas affected them and, by extension, their curricula. Each participant offered their perspective on determining what was included in their programs and how areas outside their control impacted their teaching. The analysis did reveal similarities, differences, and themes based on the participants' responses and answers to the research questions.

Research question 1: How do the Missouri Criminal Justice Technical Standards impact secondary criminal justice curricula?

The technical standards were a consistent topic the participants identified as impacting the curricula.

The participants in the study indicated that the technical standards were a guide to ensure the course material was covered. Adam-1 and Edward-1 suggested that technical standards function as a scope and sequence, helping them decide what to teach and when. The standards are a "check-off" to assist with covering each topic area in a manner that works with the instructor's academic schedule. Adam-2 compared the technical standards with CALEA, in that they say what must be covered and when (Commission on Accreditation for Law Enforcement Agencies [CALEA], 2021).

The technical standards of Missouri are focused on law enforcement. Though the judicial system is part of the standards, the topic areas covered appear to move toward procedural law, including the Bill of Rights, courtroom workgroup, and standards of proof. Teaching practitioner-based law is consistent with the observation that the programs in Missouri appear to prepare students to go into the law enforcement career field and would instruct students on what an officer needs to know related to procedural law, constitutional law, and how a court works.

Research question 2: How does Industry Recognized Credential Testing/Technical Skills Assessment (IRC/TSA) impact Missouri secondary criminal justice curricula?

The IRC/TSA appears to affect curricula based on program length, instructor's experience, and student employability. The written test in criminal justice II seems to frustrate the instructors. They expressed that the blueprints for the written portion of the assessment did not align with the texts available to them or match Missouri laws.

Adam-2 and Edward-1 stated that they did their best to prepare students for IRC/TSA testing but were at a disadvantage since their programs were only one year long. There is some indication that instructors teach for the written portion of the test as a gateway for the student to get to the practical portion where they can demonstrate psychomotor and affective skills. Adam-3 said the students who did not pass the written portion of the IRC/TSA were still employable, highlighting his success at student employment in his local law enforcement agencies.

A problem uncovered concerning the IRC/TSA was that students could not take the performance test unless they passed the written test. This potentially takes the student out of the eyes of recruiters who attend the performance section of the IRC/TSA as judges. Moreover, by not being eligible for the performance section of the IRC/TSA, a student could perceive they are

not qualified for a law enforcement officer position and not apply, expanding the labor gap in law enforcement.

Through their area career center directors, the instructors can submit a new third party test or have the Missouri Peace Officer Association be the third-party assessor and eliminate the gateway test. Missouri's IRC committee must approve the assessment, but it would eliminate the issues described by the participants of having a gateway test that was problematic for students and instructors.

Research question 3: How do co-curricular Career and Technical Student Organizations (CTSO) impact curricula?

CTSOs impact curricula; however, they are instructor driven.

Adam-1, Adam-3, and David-1 have more than five years of teaching experience and appeared to emphasize how their CTSO (SkillsUSA) contributes to curricula. Adam-3 and Adam-1 talked about how SkillsUSA was co-curricular and essential to their programs. Adam-3 explained that he spends most of January preparing for the SkillsUSA competitions in February and April. Adam-1 provides after-school practice for his students, similar to sports teams, for the same technical skills contests. David-1 explains how he uses the SkillsUSA framework to provide employability skills for his students.

Edward-1, Edward-2, and Adam-2 have less than five years of teaching experience. Adam-2 noted that SkillsUSA did not appear to be a priority for his career center. He said that while he saw the benefit of the CTSO, it was hard to include however, he did have his students take the knowledge portion of the SkillsUSA criminal justice written test. Edward-2 and Edward-1 spoke of learning how a CTSO affected their curricula as they incorporated it into their programs.

Another consideration would be the cost incurred by the students concerning mandated dues of joining a program. Based on this sample, it appears that programs with high free and reduced lunches and low instructor experience may correlate with low participation in the CTSO. In table six, high participation in CTSO is identified by positive sentiment or inclusion in curricula. Low CTSO participation is determined by negative sentiment or slight inclusion in the curricula.

Table 6

Free and Reduced Lunch and Teaching Experience compared to CTSO Perceived Participation

Participant	% Free/Reduced Lunch	Teaching Experience	CTSO Participation
Edward-1	Over 90%	0–5	Low
Edward-2	Over 99%	0–5	Low
Adam-1	Over 40%	6–10	High
David-1	Over 90%	6–10	High
Adam-2	Over 53%	0–5	Low
Adam-3	Over 20%	16–20	High

Research question 4: How does the instructor's cumulative criminal justice career impact what is taught in criminal justice courses?

Based on this research, participants perceived an instructor's career experience as impacting the curricula the most. As one participant indicated, experience equals confidence. The instructors in this study demonstrated this notion, with four of the six participants still active law enforcement community members through reserve programs.

What an instructor knows is fundamental to their curricula, especially in the first few years of their teaching career, and as one practitioner put it, "paramount" to teaching law enforcement. As Adam-1 pointed out, he knows crime scene investigation and can build on that knowledge to understand and teach more advanced topics such as blood spatter. Edward-2 and

Edward-1, both relatively new to the teaching career, indicated it took a practitioner to tell the "real-life" stories. David-1 and Adam-2 also commented that they used their past careers to share stories related to the topic material.

Research question 5: To what extent do local advisory boards impact Missouri secondary criminal justice curricula?

Advisory boards impact curricula if they work cooperatively with a program and the members provide a route to employment.

The advisory board impacts the curricula in what they want the students to know and what they are willing to provide. The participants in this research spoke of advisory board members and agencies loaning or giving them law enforcement-related equipment. Advisory members also told the instructors what they were looking for in an employee, allowing them to concentrate on areas that would employ a student in the future instead of supplying them with interesting information that is of little use in the real world. Advisory board members were also able to co-teach as guest speakers and job shadowing supervisors.

Getting the right board members was not always possible, as the participants noted, since advisory members did not always represent the requisite geographic areas. Further, members who were not participating or helping the program were asked to leave in some cases.

Grand tour question: How do external and internal forces impact the curricula of secondary criminal justice programs in Missouri?

For the grand tour question of this research, it is essential to note that none of the participants in this study started their career as professional teachers, nor did they claim to have extensive training in teaching methods. The participants began their careers in law enforcement and transitioned into their current roles as instructors. PEDIAA (2016) notes that a teacher

imparts knowledge to students, whereas an instructor teaches a specific skill. According to the Missouri Sheriff's Association (2020), instructors are working or retired law enforcement, so it appears logical for the participants to want to be viewed as instructors. The "instructor" becomes a professional educator as they progress in their academic career.

All of the participants were law enforcement officers. Most had training and experience to place them as veterans in their respective fields. Substantial vocation-related experience is relevant because the area an instructor feels comfortable teaching would appear to align with their career experience. The participants elaborated on their careers and talked about what they taught, which consistently dealt with foundational technical and physical skills consistent with entering the law enforcement profession. Even the names of the programs indicated that law enforcement might have more impact than the other two branches of the criminal justice system.

The career experience of the participants was both an external and internal force that affected curricula. Training is mandatory for law enforcement, so the state would have externally approved the basic police academy curriculum depending on when the participant attended their course. After receiving their initial training, the participants spoke of specialized areas of interest, including SWAT, school resource officer, and other specialized or instructor-level courses. The specialized training an officer attended would form an internal force that affects curricula based on the officer's interests. These interests and specialties would later be transferred to the classroom, such as an instructor with a career as an accident reconstructionist teaching traffic investigation, whereas a detective may teach criminal investigation.

The themes for this research were developed as the instructors spoke of meeting the needs of the law enforcement community by teaching foundational knowledge to their students. For an instructor to meet the needs of the law enforcement community, they must have outside

input from their advisory boards, which would be an external force directing the curricula, and might be geographically different. For example, an advisory board from a large metropolitan area may indicate that foundational knowledge is related to a patrol and traffic investigation. An advisory board member from a rural sheriff's department may feel that a student's foundational knowledge may need to include patrol and criminal investigations as many sheriff's departments do not work traffic crashes. Another consideration may be that the instructor may come from a background that did not involve traffic crashes or criminal investigations, which would also impact the level a topic was instructed.

The participant's program names inferred that a student would learn material consistent with law enforcement and be taught in a method consistent with civilian police academies that follow paramilitary training styles. The paramilitary training is consistent with law enforcement police academies and would have been familiar to the participants as a teaching method, forming an internal force that would shape what curricula were instructed and the instructor's pedagogical style.

As secondary criminal justice programs are growing, there was some discordance, which the participants expressed using words that could be described as having a positive or negative valance. This discordance was primarily due to the externally required industry-recognized credential (IRC) testing the participant had little control over. Some participants might intentionally "teach-to-the-test" for the first part of the assessment, which is the gateway to the performance part of the test, where students are evaluated on their law enforcement knowledge, skills, and abilities. If this were the case, the written portion of the IRC would be an external force that temporarily affected curricula, whereas the performance part may be more internal as the student could demonstrate what they had learned from their instructor specifically related to

the law enforcement field. A student completing a car stop or processing a crime scene well would reflect on the instructor, who could have an internal sense of pride in the student's success.

The participants in this study appear to take the training of the next generation of public servants seriously. They spoke of teaching skills such as crime scene investigation and traffic stops, which are foundational knowledge for those starting a law enforcement career and part of the Missouri POST curricula. POST is part of a Missouri peace officer's career. The state organization decides if the officer has met the qualifications to earn and keep their license. They also judge if an officer should be delicensed based on failure to comply with training or acts that would be considered a violation of moral turpitude. Throughout the officer's career, they must comply with the regulations provided by POST, which become an external force that affects the career of the current officer/instructor and would also affect students who want to enter the field. An instructor would be remiss if they did not teach Missouri secondary criminal justice students about POST and its effects on their careers.

Employability skills such as communication and teamwork were taught through lessons and participation in CTSO. As stated by David-1, students could utilize what they were learning and apply the knowledge as they left the classroom for the workforce or higher education. The CTSO is an external force that affects curricula, but if viewed as integral to the program, it could also be considered an internal force that motivates instructors and students to learn specific career-related skills. These skills could be demonstrated in career contests providing an unofficial rating of program quality based on student/instructor success.

An unexpected result of this study was that all of the instructors spoke of student employability as a primary factor that impacts their curricula. Adam-3 noted that he catered to the needs of his students concerning future employment and post-secondary education. Adam-1

was similar in his assessment that his job was to provide training to his students to make them employable. Edward-1 stated that his assessment of what the students will use in their future careers impacted his curricula. He further concluded that concentrating on students and their careers may be more critical than the curricula developed from textbooks. To make a student locally employable, the instructor must know the needs of the industry and align the curricula.

Students represent an external factor as consumers of the instructor's knowledge, skills, and abilities. They are also an internal factor as the instructor cares for them and their future.

Relationship of Conclusions to Other Research

Adam-3 spoke of having a local IRC/TSA where local agencies could participate with the student and then track them as they reached an age of employability. Local testing appears to be consistent with combining the real-world needs of local law enforcement agencies and advisory boards to determine the knowledge, skills, and abilities needed by the industry in a specific geographic location (Beheler, 2020). Further, local advisory boards are consistent with the theoretical concept of KiP, whereby the information known by the local instructor and advisory board is contextually sensitive based on the community's needs. The construction of the curricula is grounded in the instructor and advisory board's knowledge of how things are done in their area, while also acknowledging that the student will still be expected to pass a general written exam such as the peace officer licensing test required by the state governments.

The Missouri School Improvement Plan (MSIP 5) "Performance Standard 3: Indicator 4" asks if districts provide adequate post-secondary preparation for their students, using data from graduates who earned a qualifying score on an IRC assessment or college credit through dual enrollment or dual credit. Missouri's IRC and TSA guidance document defines the IRC for MSIP-5 "as a portable recognized credential that validates an individual has successfully

demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area, or a cluster of related occupational areas" (Missouri Department of Elementary & Secondary Education, 2019, p. 30; 2021c, p. 1).

The school can also indicate the student has met the IRC/TSA qualification if they "earn any two stackable credentials, in any program area or combination of program areas" (Missouri Department of Elementary & Secondary Education, 2021c, p. 26).

The relevant information is that if a student earned a CPR certification and 911 Telecommunications or OSHA 10, they would satisfy the IRC/TSA requirement through stackable credentials instead of taking the IRC/TSA itself. Adam-2 reported that his district required all students to take the OSHA 10 and CPR as part of their programs, which would bolster the number of students a school could indicate had met the qualification for the MSIP 5. This research noted that four schools teach CPR as part of the criminal justice curricula. A criminal justice student could theoretically pass two stackable credentials or take a dual credit course without passing an IRC/TSA that measured knowledge, skills, or abilities related to the curricula. As only 6 out of 19 programs responded to the researcher's request for this research, it is unknown how many criminal justice programs are using stackable credentials as a means to satisfy the IRC/TSA requirements. Fourteen of the nineteen programs had the words “law enforcement” or “police” in their webpages or program descriptions, indicating that training may have consistent similarities across the state, though how they assess student success is unknown.

Pracademics, Constructivism, and KiP

Posner (2009) states, "The world of practice serves as the center point of the academic compass for most professional programs," and it is not easy to study specific topics without a background or mindset in the topic (p. 13). The Missouri criminal justice instructors who

participated in this research constructed curricula for their programs based on their background in law enforcement, with the mindset of training students in law enforcement. The participants become pracademics by instructing current students based on their (instructors') current and past training and experience.

Pracademics, or academic practitioners, are former or current practitioners of a specialized field who are educators in the same vocation (Dickinson et al., 2020; Posner, 2009). The pracademic provides first-hand experience, which they organize to create knowledge and understanding consistent with Gordon & Schultz's (2020) definition of constructivism. Missouri secondary criminal justice instructors meet the definition of a pracademic, with two-thirds of the participants in this study still actively involved in law enforcement while teaching full-time.

diSessa (1993) uses the term "sense of mechanism" when describing KiP (p. 107). Sense of mechanism is best defined as understanding how something works. Current law enforcement officers understand how their departments work specifically and how other law enforcement agencies and the criminal justice system work generally. KiP acknowledges that information may be contextually or situationally different, but it is still a viable method to solve problems. Further, new and current instructors building curricula will always have to fall back on what they know or have been trained in to compare the current advances in the field and the necessary changes.

Discussion

The impacts on secondary criminal justice curricula appear to revolve around instructor experience. All of the participants in this study spoke of using their career experiences and stories to teach future law enforcement officers. All of the instructors are Missouri law enforcement personnel, so collaborations with the Missouri Department of Public Safety might

be necessary to study how Missouri secondary criminal justice programs can be aligned with POST requirements to improve officer recruitment. According to the participants, some local departments have recognized the value of secondary programs as a source pool for emergency services workers; however, state commitment combined with curricula alignment may serve the programs and the Missouri law enforcement community better than local support.

Statewide marketing of secondary criminal justice programs may need to be implemented beyond just area career center webpages. The law enforcement community needs people, and knowledge of these programs may provide more opportunities for students and employers.

Further, IRC/TSA testing may be more of an issue for instructors teaching one-year programs or those who meet for less than half a day for two years. Missouri may need to consider offering criminal justice I and II as IRC, as instituted in other states while retaining the current performance assessment (Cascadia Tech Academy, 2022).

Practical Significance

Since an instructor's experience is a large part of the curricula, area career centers will need to consider this prior to employing an instructor with limited experience. This sample's minimum instructor experience was 11–15 years, with two-thirds of the instructors continuing to gain experience reserving at local law enforcement agencies. Law enforcement is dynamic, so instructors' maintaining contact with the law enforcement community through reserve programs or part-time employment allows them to integrate their contextually specific knowledge of local and national changes to what needs to change in the classroom. Industry involvement is consistent with Knowledge-in-Pieces and constructivism, where the instructor is always learning, though they may not still be enforcing the law daily.

Maintaining instructor effectiveness will involve training in law enforcement and education. Criminal justice instructors who maintain a commission have statutorily mandated minimum amounts of training. The mandated yearly hours may not be enough to keep up with new techniques in crime scene investigation or community policing policies. Through outside training and experience, the instructors may gain time-sensitive information about the law enforcement community.

Criminal justice instructors should also be encouraged to continue their post-secondary education. Curriculum development, classroom management, and pedagogy are areas that instructors will need to continue learning as they progress in their careers. Professional development has been initiated through mandatory training topics in Missouri but can be enhanced by encouraging instructors to continue until degree completion and attend specialized training.

Local performance assessment, coupled with criminal justice career fairs, may assist students in gaining entry-level positions while continuing their training. One of the participants has started this in their area, providing an advantage to their students. Additionally, to be successful, instructors need to coordinate their advisory boards, local employers, and other programs to evaluate local students for local jobs. This could include having the student prepare a resume and job applications consistent with the requirements of the current IRC/TSA and CTSO. In addition, the student would participate in a written assessment, physical tests, and job interviews to create a hiring pool to meet the needs of local jails, civilian positions in government agencies, private security, and dispatch centers.

Implications for P-20

P-20 education can be defined as an alignment between P-12 schools, certification programs, and higher education to create a streamlined transition that benefits the student and the community (Smith, 2021). The participants in this research gave numerous examples of innovation, implementation, diversity, and leadership related to P-20:

Innovation: The United States faces a challenge in recruiting and retaining law enforcement, corrections officers, and telecommunicators (Police Executive Research Forum [PERF], 2019). The participants in this study have been able to function as facilitating liaisons between their students and the industry to foster a "grow-your-own" program to supplement the needs of their local criminal justice employers (Gist et al., 2018). Programs have formed a relationship with emergency service agencies, creating job shadowing, internships, and networking opportunities. These innovative experiential learning practices provide active engagement, demonstrating to the students how what they have learned can be applied to a career (George et al., 2015; Pérez-Ibáñez, 2018).

Implementation: Creating curricula for secondary criminal justice programs is complicated. Instructors in this study indicated that no one correct text goes with the written IRC/TSA testing. Further, students are expected to know physical skills, such as handcuffing, that need instructor supervision to avoid mistakes and injury. Through cooperative groups such as the CJIM, the participants in this study have formed a learning team to assist each other as programs continue to grow in the state.

Diversity: Less than 13% of the law enforcement officers in the United States are female (Hess et al., 2013; Muhlhausen, 2019). Secondary criminal justice education provides a unique opportunity for students of all genders and backgrounds to experience emergency services as a

career option. By the time a student reaches post-secondary education, they have made career track decisions. In contrast, secondary programs can be considered more exploratory in this regard.

Secondary career programs can attract nontraditional students, introduce them to several criminal justice fields and encourage them to continue the law enforcement profession. The recruiting videos on the participants' webpages appeared to depict an even male to female ratio, indicating diversity in the programs. Getting students of all genders into the secondary criminal justice classroom is the first step in providing a positive experience that can lead to heterogeneity in law enforcement.

The sample population for this research could be classified as Caucasian males. At the time of this research, only five instructors in Missouri were female, and none of the five were persons of color. The data found in this research could change if information becomes available from instructors outside this sample population. Further, as programs grow, if instructors could be recruited that were female or persons of color, it may assist in recruiting students of similar demographics, which may help with overall law enforcement recruitment of persons with similar characteristics.

Leadership: Law enforcement is a leadership field, as it is the one job in the United States that has the employee set a public example and tell other citizens "No" when they attempt to violate the laws of the land. The participants in this program were leaders before entering education; detective, field training officer, and administration were just some of the participants' prior positions. All of them still identify as law enforcement, with two-thirds still actively commissioned and contributing to their communities. They use these positions to gain assistance from advisory board members, stay abreast of what is occurring in the law enforcement field,

and introduce students to the law enforcement community, which can be socially isolated. These instructors appear to remain engaged with students, providing them opportunities through the curricula to participate in learning that leads to employment, which is the goal of career education.

Limitations of the Research

The sample may not accurately represent the population. As programs continue to grow in Missouri, this research may need to be repeated to ensure validity. Further, local autonomy may impact curricula based on the community's needs. School boards, city councils, and sheriffs are impacted by their constituency. This local autonomy with schools and criminal justice agencies may call for curricula that better complement the community's needs than standardized national testing criteria and are consistent with community-oriented policing (Oliver, 2016).

Recommendations for Future Research

Law enforcement employers need to be interviewed asking what they believe should be taught to secondary criminal justice students to supplement this research. Further, secondary criminal justice students should be interviewed at the start of their first year, inquiring why they took the course. Further, research could be done during recruiting efforts by area career centers to determine why criminal justice courses were not taken by students coming to the career center. Combining this research from instructors with information obtained from law enforcement employers and students could show intersections and divisions.

As four of the six research participants still hold a commission as Missouri law enforcement, future research and grant applications need to concentrate on criminal justice instructors as school resource officers (SRO). In most situations, an SRO is needed to deter violence and not as the disciplinarian they are being used as today. The SRO would be expected

to become involved with student discipline only in cases of immediate threats of physical injury or death, with administrative staff handling all other issues. As an instructing SRO, students would see the officer more in a position of trust, consistent with community policing. This could be enhanced through CTSO activities, which would involve multiple programs at a career center. There is some history to this through the D.A.R.E. program, Gang Resistance Education and Training (G.R.E.A.T.), and the Missouri school protection officer's statute (G.R.E.A.T. Home, 2021; History | D.A.R.E. America, 2021; School Protection Officer, 2014).

Missouri programs are not consistent regarding the days and times of the classes. Some programs are single-year programs, whereas others are two-year programs. Some programs offer scheduling, where the student is with the instructor five days a week, but other programs offer block scheduling. Further research should concentrate on the student outcomes in IRC testing and job placement compared with academic calendars and schedules.

Instructors have difficulty determining what to include in their curricula as part of the IRC testing. Should Missouri decide to frame suggested curricula, contact will need to be made with third-party testing companies, noting that statutory and procedural questions will need to be related to the constitution, federal law, or general enough that those training in criminal justice would know the term based on scenario descriptions. Basic crimes could include larceny, trespass, burglary, robbery, and assault. The inclusion of state-specific statutory law and procedural questions invalidates the accuracy of the exam. No assessment can be perfect, but the source of information needs to be general enough that students can be assessed accurately. If not, it would be comparable to a student studying the test manual for their driver's license in one state and then testing in another. Some material will be the same in most cases, but the state's laws will not mimic or exist in both situations.

Finally, this research may need to be recreated with only the female instructors in the state. For this research, only male instructors volunteered to participate in the study. Determining if curricula, program goals, and pedagogy are the same for male and female instructors would provide a more balanced view of secondary criminal justice programs in Missouri.

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Appendix A

Invitation to Participate in Research

Dear Missouri, Secondary Criminal Justice Instructor,

I am writing to invite you to participate in a doctoral studying I am conducting titled: A Bonded Case Study of Missouri Secondary Criminal Justice Program Curricula. The purpose of this case study is to determine how external and internal forces impact the curricula of secondary criminal justice instructors in Missouri Career and Technical Education programs. This study's research question will revolve around **Missouri Criminal Justice Technical Standards, IRC/TSA, CTSO, Instructor's career experience, and Advisory Board**s. You may volunteer any information that you feel would be relevant to the study.

You have been selected to participate in this study because you are a Missouri secondary criminal justice instructor. I am interested in learning your viewpoints on how external and internal forces impact the curricula selected in Missouri secondary criminal justice classrooms. According to the Missouri Department of Education and Secondary Education, **"Curriculum is the day-to-day outline of strategies that teachers use to help students learn. Curriculum involves textbooks, homework assignments, classroom activities, and assessments – the "how" of teaching."**

The timeframe for this project is December 2021 through May 2022. I anticipate conducting a one-hour recorded Zoom meeting at a mutually agreed-upon date and time. Before conducting the interview, I will provide you with a copy of the main interview questions. Follow-up questions will be used to clarify answers during our conversation. Within a reasonable time after the interview, I will email you the transcription of our conversation. If you have any additional thoughts after receiving the transcript, please contact me by email at jbarnes24@murraystate.edu or by telephone at 417-592-4579.

Included in this invitation is a copy of the Informed Consent Form. I ask that you carefully read the form and click the "study link" provided at the bottom of the page if you agree to assist with this research.

There are no known risks or discomforts associated with participating in this study, but a person familiar with secondary criminal justice programs may determine where the information originated due to the small sample size.

If the findings from my research could prove helpful, the professional community may decide to use the information in presentations, publications, or training. However, all names within the study will remain confidential. All original recording data will be stored on a password-protected computer for three years then destroyed.

I am available to answer any questions regarding this study, and you can decline to participate. I would sincerely appreciate your participation in my research study. I can be reached at 417-592-4579 or jbarnes24@murraystate.edu for any questions. Please open the attached Informed Consent form if you wish to proceed, and thank you for your time.

Sincerely,

James "Oren" Barnes

Appendix B

Informed Consent

Research Participation Consent

Study Title: How do external and internal forces impact the curricula of secondary criminal justice programs in Missouri?

Principal Investigator: James "Oren" Barnes, Murray State University jbarnes24@murraystate.edu, 417-592-4579

Faculty Mentor: Dr. Katy Hancock, Murray State University, khancock11@murraystate.edu, 270-809-4202.

You are being invited to participate in a doctoral study through Murray State University. This document contains information you will need to help you decide whether to be in this research study or not. Please read the form carefully and ask the study team member(s) questions about anything that is not clear. You should print a copy of this document for your records.

1. **Nature and Purpose of Project:** The purpose of this study is to determine what external and internal forces impact the curricula of secondary criminal justice programs in Missouri. James "Oren" Barnes is conducting the dissertation research as part of the Doctor of Education in P-20 and Community Leadership at Murray State University
2. **Participant Selection:** You are being asked to participate because you are a Missouri secondary criminal justice instructor.
3. **Explanation of Procedures:** This research involves an approximately one-hour taped Zoom interview. The interview will be transcribed, and you will be emailed a copy for verification and encouraged to comment on the research. The researcher also asks that you email a copy of your current course syllabi to him, as it will be used as a comparison document to the transcribed interview.
4. **Recording/Photographs**: All interviews will be audio and video recorded using Zoom and a digital audio recorder. Zoom is being used to make the interviews more conversational, and the digital recorder is used for redundancy should Zoom fail to record. The recordings will be transcribed for analysis and **not** shown to parties outside the study. If you do not wish to be recorded, you should not enroll in the study.
5. **Discomforts and Risks:** All responses from online participants will be treated confidentially and stored on a password-protected computer for three years then destroyed. However, I cannot guarantee the computer's security on which you choose to enter your responses. Information you enter and websites you visit online can be tracked, captured, corrupted, lost, or otherwise misused. Due to the small sample size, a knowledgeable person may read the research and determine the information sources. To limit risk, the interview question will be limited to the below topics, but participants are encouraged to give any information they feel is relevant to the study and are comfortable providing. The interviewer will ask clarifying questions based on what the participant said.

    - Missouri criminal justice technical standards
    - Industry-recognized credentials/technical skills assessments
    - Career and technical student organizations (An example would be SkillsUSA)
    - The instructor's cumulative criminal justice career.
    - Advisory boards.

6. **Benefits:** There are no direct benefits to you for participating in this interview. However, the researcher anticipates this research could provide curricula suggestions to new instructors and programs in Missouri.

Appendix C

Microsoft Form

A Bonded Case Study of Missouri Secondary Criminal Justice Program Curricula

* Required

1. You are being invited to participate in a doctoral study through Murray State University to determine how external and internal forces impact the curricula of secondary criminal justice programs in Missouri. Your participation is strictly voluntary, and you are free to withdraw/stop participating at any time with absolutely no penalty. You do not have to answer any question and may skip a question you do not want to answer.

   Do you wish to proceed? *

   ◯ Yes

   ◯ No

11/19/2021

Contact Information

2. Name *

3. School *

4. Best telephone number *

5. Best email to send Zoom link and a copy or the transcribed interview? *

11/19/2021

6. What is the best time of the day for an approximately one hour interview?

7. What MSHP troop is your program located in?

- ◯ A
- ◯ B
- ◯ C
- ◯ D
- ◯ E
- ◯ F
- ◯ G
- ◯ H
- ◯ I

Professional Experience

8. How many years law enforcement experience do you have?

- ◯ 0-5
- ◯ 6-10
- ◯ 11-15
- ◯ 16-20
- ◯ 21-25
- ◯ More than 25

9. What was your motivation to leave law enforcement full time to teach full time? *

11/19/2021

10. Are you still a commissioned officer in Missouri?

- ◯ Yes
- ◯ No

11. How many years teaching experience do you have?

- ◯ 0-5
- ◯ 6-10
- ◯ 11-15
- ◯ 16-20
- ◯ 21-25
- ◯ More than 25

11/19/2021

12. What is the highest degree you have obtained?

- ◯ Doctoral
- ◯ Master
- ◯ Bachelor
- ◯ Associate
- ◯ Some college no degree

13. What is your age range?

- ◯ 21-30
- ◯ 31-40
- ◯ 41-50
- ◯ 51-60
- ◯ 61-70
- ◯ Prefer not to say

11/19/2021

14. What race do you classify yourself as?

- ◯ American Indian or Alaska Native
- ◯ Asian
- ◯ Hispanic or Latino
- ◯ Native Hawaiian or Other Pacific Islander
- ◯ White
- ◯ Bi-Racial
- ◯ Prefer not to day

15. Gender

- ◯ Female
- ◯ Male
- ◯ Non-binary
- ◯ Prefer not to say

11/19/2021

Appendix D

IRB Approval

MURRAY STATE UNIVERSITY

Institutional Review Board

328 Wells Hall
Murray, KY 42071-3318
270-809-2916• msu.irb@murraystate.edu

TO: Katy Hancock, Community Leadership and Human Services

FROM: Jonathan Baskin, IRB Coordinator

DATE: 11/29/2021

RE: Human Subjects Protocol I.D. – IRB # 22-097

The IRB has completed its review of your student's Level 1 protocol entitled *A Bonded Case Study of Missouri Secondary Criminal Justice Program Curricula*. After review and consideration, the IRB has determined that the research, as described in the protocol form, will be conducted in compliance with Murray State University guidelines for the protection of human participants.

The forms and materials that have been approved for use in this research study are attached to the email containing this letter. These are the forms and materials that must be presented to the subjects. Use of any process or forms other than those approved by the IRB will be considered misconduct in research as stated in the MSU IRB Procedures and Guidelines section 20.3.

Your stated data collection period is from 12/1/2021 to 5/31/2022.

If data collection extends beyond this period, please submit an Amendment to an Approved Protocol form detailing the new data collection period and the reason for the change.

This Level 1 approval is valid until 11/28/2022.

If data collection and analysis extends beyond this date, the research project must be reviewed as a continuation project by the IRB prior to the end of the approval period, 11/28/2022. You must reapply for IRB approval by submitting a Project Update and Closure form (available at murraystate.edu/irb). You must allow ample time for IRB processing and decision prior to your expiration date, or your research must stop until such time that IRB approval is received. If the research project is completed by the end of the approval period, then a Project Update and Closure form must be submitted for IRB review so that your protocol may be closed. It is your responsibility to submit the appropriate paperwork in a timely manner.

The protocol is approved. You may begin data collection now.

Appendix E

Interview Questions

Interview question for IRB James Oren Barnes

The following interview questions will be sent to the participant when setting up an interview date and time. **Grand tour question**: How do external and internal forces impact the curricula of secondary criminal justice programs in Missouri?

1. **How do *(you think)* the Missouri Criminal Justice Technical Standards impact secondary criminal justice curricula?**
    a. How important are the Missouri technical standards to your curricula?
    b. How do the Missouri criminal justice technical standards impact what you teach?
2. **How *(do you think)* Industry Recognized Credential Testing/Technical Skills Assessment (IRC/TSA) impacts secondary criminal justice curricula in Missouri?**
    a. Can you describe how you prepare students for the IRC/TSA?
    b. Can you describe how IRC/TSA impacts what you teach?
3. **How *(do you think)* co-curricular Career and Technical Student Organizations (CTSO) impacts curricula?**
    a. Can you describe the contest areas your students compete in during SkillsUSA?
    b. Can you describe how SkillsUSA impacts what you teach?
4. **How *(do you think)* the instructor's cumulative criminal justice career impacts what is taught in criminal justice courses?**
    a. Can you describe your law enforcement career?
    b. How do you think your law enforcement career impacts what you teach?
5. **How much do *(you think)* local advisory boards impact Missouri secondary criminal justice curricula?**
    a. Can you describe the demographics of your advisory boards?
    b. How do you think your advisory board impacts what you teach?
6. **What do you feel impacts your curricula the most?**