

Criminalistics Education and the Role of the Criminalistics Educator

REFERENCE: Lindquist CA: Criminalistics education and the role of the criminalistics educator; *Forensic Sci Rev* 7:61-75; 1995.

ABSTRACT: The uniqueness of criminalistics education stems from the participation of academe, laboratories, and a variety of public agencies, professional associations, and private vendors. One consequence of laboratory and association participation is the premium placed on experience during the evaluation process. An analysis of undergraduate criminalistics programs indicates the existence of considerable reservations about their utility for providing new laboratory personnel. At the masters degree level, however, a consensus appears to exist about the appropriateness of curricular structure and the value of a graduate degree in criminalistics for laboratory employment. Doctoral programs related to criminalistics are also discussed and the need for their maintenance is emphasized. The review concludes with an examination of the role of the criminalistics educator as: academic leader, agent of institutional change, laboratory counter-balance, and catalyst for legal change.

KEY WORDS: Academic programs, criminalistics, curricular structure, educator roles, experience, graduate education, laboratory employment.
