DOCUMENT RESUME

ED 117 445 95 CE 006 095

TITLE Law Enforcement Technology (Police Science Technology). A Suggested Two-Year Post High School Curriculum.

INSTITUTION University Research Corp., Washington, D.C.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

PUB DATE 75

CONTRACT OEC-0-70-4505

NOTE 150p.; Photographs will not reproduce well

AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01402)

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage

DESCRIPTORS Course Content; *Curriculum Guides; Educational Facilities; *Law Enforcement; Lesson Plans; *Police; Post Secondary Education; Professional Education; Resource Guides; *Training

ABSTRACT

The suggested curriculum guide for law enforcement (police science) programs was designed to assist those responsible for implementing a course of study that is becoming a job requirement prior to employment in police service. Law enforcement education programs are discussed in terms of background, police roles, employment opportunities, and educational requirements. Program implementation is examined in terms of present commitments, advisory committees, program planning, staff, students, instructional material, and student evaluation. A four semester outline is presented, including an indication of class, laboratory, and outside study hours and brief descriptions of each course. Course outlines for units of instruction to cover the suggested curriculum are then presented under the following broad categories: technical specialty (10 courses); auxiliary and supporting technical (7 courses); general (10 courses). Suggested texts and references are listed after each course, and class hours necessary for each unit of instruction are indicated. Physical facility needs are examined closely and include diagrams, descriptions, necessary equipment, and their estimated costs. A bibliography of suggested materials is provided. Information regarding student and program assistance, and listings of film sources and postsecondary institutions with this type of program are appended. (LH)

LAW ENFORCEMENT TECHNOLOGY

A Suggested Two-Year Post-High School Curriculum

Developed pursuant to contract No. OEC-0-70-4505
by the University Research Corporation
Washington, D.C.
and printed and disseminated
pursuant to grant No. OEG-0-72-4685
by the Research and Curriculum Unit
Mississippi State University
Mississippi State, Mississippi
Both projects funded by the U.S. Office of Education under
Part I - Curriculum Development in Vocational and Technical Education,
Vocational Education Amendments of 1968,
Public Law 90-576—1975

For sale by the Superintendent of Documents,
U.S. Government Printing Office
Washington, D.C. 20402
Stock Number 017-080-01402
1975 643-649

LAW ENFORCEMENT TECHNOLOGY

(POLICE SCIENCE TECHNOLOGY)

A Suggested Two-Year

Post High School Curriculum

FOREWORD

This suggested two-year curriculum was prepared to assist with the initiation, planning, and development of law enforcement (police science) programs. It is directed toward building the competencies of enforcement personnel, thereby helping to meet the widespread demand for the delivery of more professional enforcement services. In view of their broad responsibilities for the safety and protection of the general public, the need for highly competent peace officers has become a critical issue.

Included in this guide are suggested course outlines, sequence of technical education procedure, laboratory layouts, lists of laboratory equipment and costs, texts and references, a discussion of library facilities; and a selected list of professional associations concerned with law enforcement. It is designed to assist school administrators, deans, instructors, practitioners, and advisory committee members who guide and evaluate programs in law enforcement. The indicated level of instruction is post high school and is increasingly becoming a job requirement prior to employment in police service.

This curriculum guide was prepared by the Division of Vocational and Technical Education, U.S. Office of Education. The basic content was provided by University Research Corporation of Washington, D.C., pursuant to a contract with the Office of Education. The manuscript was developed under the continuing direction of James D. Stinchcomb, with the assistance of a national advisory committee of specialists responsible for such programs throughout the country.

Many useful suggestions were received from the selected consultants participating in the preparation of this document, as well as from other administrators and instructors in law enforcement programs. Although all suggestions could not be incorporated, each was considered carefully in light of the publication's intended use. Therefore, it should not be inferred that the curriculum is completely endorsed by any one institution, agency, or person.

This is a plan for a program—a plan to be modified by administrators and their advisers to meet local, state, and regional needs.

James D. Stinchcomb
Project Director
University Research Corporation

ACKNOWLEDGEMENTS

The University Research Corporation [U. S. Office of Education, Division of Vocational and Technical Education,] recognizes the valuable assistance offered through both direct contributions and detailed reviews of this publication by the following individuals:

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Appreciation is also extended to the police science programs at Harrisburg (Penn.) Area Community College and Miami-Dade (Fla.) Junior College and to the Illinois State Police for supplying the U.S. Office of Education with appropriate photographs.

CONTENTS

THE LAW ENFORCEMENT PROGRAM

HISTORICAL ORIGIN AND DEVELOPMENT

The history of any occupation seeking to identify itself as a professional career field is inseparably linked with its educational development—from earliest origins in self-teaching, to the appearance of enlightened spokesmen and a specific course of study, to the emergence of accredited programs in academic institutions. The case of law enforcement is certainly no exception. Although recent national attention has publicized the educational component of police work, law enforcement education has been in the process of evolution for the past 50 years.

Since the first efforts of Chief August Vollmer of Berkeley, California, who in the early 1900's was already proclaiming the advantages of higher education for the police, law enforcement and the academic community have been drawn into increasingly closer relationships, until now it is unquestionable that some educational preparation is essential to effectively fulfill the demanding functions of policing. Especially in today's heterogeneous, urbanized society, we can no longer argue that a strong back and a weak mind are sufficient for walking a beat. The job of peace-keeping has progressed from the most primitive forms of self-protection to the establishment of a uniformed body of police entrusted with the delicate responsibility of dealing with human behavior where the going is roughest—on the street. These men and women are daily required to make far-reaching decisions calling for all the discretionary, intellectual, psychological, and humanitarian resources available to them.

As early as 1916, Chief Vollmer recognized this need when he founded the first School of Criminology at the University of California. Vollmer's pioneering efforts and futuristic outlook began the maturing phase through which law enforcement programs passed and took firm hold in the California educational system, as is described in detail in the 1964 master's degree thesis by Edward Farris of the University of California entitled *The Role of the Junior College in Police Education in California.*

Under the direction of Chief Vollmer, the National Commission on Law Observance and Enforcement (better known as the Wickersham Commission) in 1930 conducted a study of the American police system, as well as the first comprehensive survey of crime as a national problem. Among its conclusions, the Commission recommended adequate qualifications, training, and compensation be sought for all law enforcement personnel.

Through the influence of such efforts as these, a few institutions of higher education (such as San Jose State College and Michigan State University) initiated bachelor's degree programs by the late 1930's. Within the next ten years, the momentum had spread to about six more California state colleges, as well as to Wichita (Kansas) State University and the Baruch School of the City College of New York. The late 1950's and early 1960's saw the trend accelerate to its greatest height on a nationwide basis.

The 1964 Ford Foundation Grant to the International Association of Chiefs of Police (IACP), Washington, D. C., stimulated progress toward the job of staffing American police agencies with persons [men] whose education and training equip them to cope better with the complex problems of a modern democratic society. Using as a base the college and university law enforcement degree programs existing at the time, IACP proceeded to examine and assess the programs for the purpose of participating in the establishment of the basic core program serving as the educational requisite of career service. In order to encourage those ongoing programs and stimulate other colleges and universities to strive for excellence in police education, IACP also recognized the necessity to make the educational needs of the police profession known to the

educators responsible for operation of the programs. In fact, IACP's most significant accomplishment in that regard may have been the catalytic role it played in encouraging police administrators to enter into formal discussions with the educational community.

The directories which IACP published as a result of its survey under the Ford Grant illustrated the annual numerical expansion of police science degree offerings. IACP's first directory, which appeared in the May, 1965, *Police Chief* magazine, showed a total of 103 academic institutions offering associate and/or baccalaureate degree programs. That organization's addendum to the May report, issued later that same year, reported the existence of another 29 programs, but of the entire total, the greatest number (64) were still be found in California. Florida, New York, Michigan, and Pennsylvania, however, were making rapid progress toward the further development of these programs within their states. This movement gained increased national momentum throughout the 60's, and the two-year institutions, because of their flexibility, vitality, and proximity, found themselves clearly in a position to assist. Evidence of this fact appears in IACP's 1970 directory, which lists 257 two-year degree programs. That issue's total for two-year, four-year, master's, and doctoral programs was 340, and the number has since risen to over 400.

Notable in discussing this expansion is not just total numbers of programs, but the areas over which the development extended. In 1965 statistics indicated that the programs were concentrated in only 28 states, whereas only 5 states were not included in the 1970 listing. Assisting in the national expansion was the federal funding in 1966-68 under the U.S. Justice Department's Office of Law Enforcement Assistance, which stimulated program growth by awarding grants to those states which as yet did not have any such specialized offerings. The two priorities for the distribution of grants were first to schools in states which had no higher education programs in police science and second, to schools in metropolitan areas without such programs. Working under very broad guidelines, 28 colleges and universities received 48 grants totalling nearly one million dollars. Of the 28 schools, 14 developed two-year programs, 8 developed four-year programs, and six developed both two- and four-year programs.*

Perhaps the most prominent federal legislative action to encourage law enforcement education is the Omnibus Crime Control and Safe Streets Act passed by Congress in 1968. Among its provisions, the act directs itself to improving and strengthening law enforcement, making it more effective at all levels of government. Section 406 specifically attempts to do this through academic educational assistance, establishing a system of loans to pre-service officers and grants to those in service which enables them to obtain an education free of tuition costs either before or during service as police or correctional employees. This funding is carried out under the Justice Department, through the Law Enforcement Assistande Administration's Law Enforcement Education Program. (See funding section in Appendix A of this document for addition details.)

At that point, with the rapid establishment of new programs and with the prediction of more to follow in the future, a significant need was expressed nationally for an overall curriculum guide to assist educational institutions, particularly two-year colleges, in planning for new police science programs. The American Association of Junior Colleges, Washington, D.C., responded to this demand with the publication of its Guidelines for Law Enforcement Education Programs in Community and Junior Colleges.** That document, supported by the W. K. Kellogg Foundation, was the first effort to publish a basic law enforcement curriculum which could be implemented nationwide by two-year colleges.

* Caldwell, William E. "LEEP—Its Development and Potential," *The Police Chief*. Washington, D.C.: International Association of Chiefs of Police, August, 1970, p. 25.

** Crockett, Thompson S. and James D. Stinchcomb. *Guidelines for Law Enforcement Education Programs in Community and Junior Colleges*. Washington, D.C.: American Association of Junior Colleges, 1968.

The President's Commission on Law Enforcement and Administration of Justice, a landmark in the development of research on criminal justice topics, pointed out in 1967 that the median educational level for all policemen in the country was 12.4 years, indicating that many already have done some college work. It believes that this trend should be sharply accelerated, starting by every department immediately insisting that all recruits have both a high school diploma and the demonstrated ability to do college work, then raising entrance standards step-by-step. Of course, two-year institutions, which have traditionally been noted for helping to bridge the educational gap between the high school diploma and additional higher education, can be expected to provide an important service in the fulfillment of this objective.

Further elaborating on this educational concept, the Law Enforcement Assistance Administration (LEAA), in its rationale for sponsoring its 1970 National Conference on Law Enforcement Education, stated that "the most advanced equipment is ineffective without properly educated and trained personnel to operate it." LEAA believes that until our system of law enforcement becomes totally aware of the potential of education and training and until it accepts properly trained and educated personnel, with the proper incentives, it will not succeed in upgrading enforcement techniques for the twentieth century.

If these commendable achievements are indeed to be realized, and if the two-year institution is to maintain its reputation of responding to community needs, community colleges and technical institutes must play an important role in development of the modern law enforcement officer whose greater skills and increased knowledge will supply law enforcement with quality personnel.

THE CHANGING ROLES AND EMPHASES OF POLICE TODAY

That additional education is rapidly becoming essential to the law enforcement officer is evident when one considers how markedly different the police officers [policeman] of the 1970's are [is] from their [his] earlier counterparts. No longer is a person's [man's] physical strength sufficient justification for [his] entrance into police work. As Quinn Tamm, Executive Director of the International Association of Chiefs of Police has stated: "The man who goes into our streets must be armed with more than a gun and the ability to perform mechanical movements in response to a situation. Such men as these engage in the difficult, complex, and important business of human behavior. Their intellectual armament—so long restricted to the minimum—must be no less than their physical prowess and protection."

This is a time of increasing crime, increasing social unrest, and increasing public sensitivity to both. Thus, it is a time when police work is peculiarly important, complicated, conspicuous, and delicate. In fact, policing is one of the most complex responsibilities confronting any governmental agency, as confirmed by Dr. Ruth Levy in 1966 during her work with the Peace Officers Research Project funded by the National Institute of Mental Health: "On the one hand, we expect our law enforcement officer to possess the nurturing, caretaking, sympathetic, empathizing, gentle characteristics of physician, nurse, and social worker as he deals with school traffic, acute illness, injuries, delinquencies, suicidal threats, and missing persons. On the other hand, we expect him to command respect, demonstrate courage, meet great physical hazards, control crowds, prevent riots, apprehend criminals, and chase speeding vehicles. No profession constantly demands such seemingly opposite characteristics."

In order to meet the demanding challenge of policing today, modern police administrators are becoming aware that law enforcement changes must keep pace with social changes. Such thinking has promoted a

popular attitude within the criminal justice field commonly known as "professionalization."

The case for the delivery of more professional police services can readily be made when the changing role of the police is considered in more depth. It is generally assumed by the public that the police enforce the criminal laws and preserve peace automatically by simply arresting anyone who has deviated from legislative norms of acceptable behavior. However, not only do the police lack the resources to enforce all criminal provisions equally, they are also faced with enforcing numerous laws regulating social conduct—e.g., family disputes, drunkenness, gambling, youthful misbehavior—which are often unpopular, ambiguous, or unenforceable. In fact, it is such peacekeeping functions, rather than enforcement-related functions, which actually consume most of the police officer's time.

In light of these limitations and complications which are inherent in law enforcement, discretion is essential to the effective performance of a police officer—to deny officers the use of discretion is to misconceive their basic function. However, little attention has been given to the role of discretion in peacekeeping, except to suggest that it takes personal wisdom, integrity, and altruism on the part of the patrolman. But a closer analysis suggests that peacekeeping in general requires practical skill, refuting the view that police work is a job anyone can perform. Because the application of the law depends to a large degree on the definition of the situation and the decision reached by [the] police officers [man], [he] they, in effect, make the law; it is often their [his] decision that establishes the boundary between legal and illegal.

Recognition that such a sophisticated quality as discretionary judgment is a career requisite in law enforcement has hastened movement toward the delivery of more professional police services. With that in mind, many progressive police administrators are now raising educational entrance requirements, recruiting police candidates on campus, dividing sworn personnel functions more effectively, assigning civilians for clerical and mechanical police duties, stressing ability over tenure in promotions, and requiring more extensive training for recruits, as well as for in-service officers and supervisors. In particular, law enforcement agencies are coming to appreciate the necessity for establishing incentive pay scales in order to attract and retain officers with college education or college potential. Some, such as Baltimore, Maryland, and Dallas, Texas, have an overall higher annual salary scale for employees possessing the four-year degree. Others, such as Los Angeles, provide salary increases for each two years of college completed. Still others offer a plan which is perhaps the best motivating force for higher educational achievement in a department which has not yet established mandatory college entrance requirements: it involves a percentage increase over base pay for each course completed while a member of the department.

Administrators who must face the recruitment task in the coming years, remembering the changing society and the general educational attainments nationally, cannot afford to postpone implementation of additional education and incentive pay concepts. For just as increasing responsibilities demand higher qualifications, greater qualifications demand differential reimbursement, and young careerists are naturally going to be more favorably predisposed to those departments which have demonstrated their leadership in this emerging profession.

Career Opportunities

Through these rapid changes occurring in the police role today, law enforcement is invoking greater stature and prestige than it previously enjoyed. And with law enforcement now on the threshold of at least semi-professional status, career appeal is increasing. Capable young men and women are discovering that there are few occupations in the public service field which offer the challenge and diversity found in a law enforcement career.

Figure 1—This educational cruiser, sponsored by a state police agency, acquaints citizens with the many aspects of highway safety. (pg. 10, Career Opportunities)

Career opportunities in law enforcement are dispersed over a wide range of jurisdictions and assignments. Of the more than 420,000 civilian and sworn police employees (1966), over 308,000 serve county and municipal enforcement agencies, some 25,000 work at the federal level of government, and over 40,000 are employed at the state level*. Furthermore, employment opportunities continue to grow—whether at the federal, state, or local level—because of population expansion and social complexities. At the local level alone, it has been estimated by the Bureau of Labor Statistics that 15,000 opportunities will occur for police candidates each year throughout the 1970's.

Thus, law enforcement is one of the largest of the career groups in public service. At the federal level, the national government employs investigative agents and specialists in departments such as justice, treasury, post office, and defense. The 50 states employ both civilian and sworn personnel in agencies known as either state police or highway patrols. At the local level, where the vast number of opportunities exist, there are sheriffs' departments and municipal police agencies. Some areas of the country also have county police departments, and many of our communities employ township and borough police. In addition to public agencies, there are numerous employment possibilities with private firms engaged in investigative and protective service work.

President's Commission on Law Enforcement and Administration of Justice. *Task Force Report: The Police.* Washington, D.C.: U.S. Government Printing Office, 1967, p. 8.

INCREASED EDUCATIONAL REQUIREMENTS OF LAW ENFORCEMENT AND CRIMINAL JUSTICE PERSONNEL

Although no one can predict exactly to what extent policing will change as law enforcement responsibilities become more complex, as more data becomes computerized, and as the police become more involved with the community they serve, it is apparent that higher education is becoming increasingly essential to police work.

As the IACP Advisory Council on Police Education and Training (assembled under the Ford Foundation Grant discussed previously) stated in 1965: "Generally, it is conceded that today's law enforcement officer has a need for higher education. It is also generally agreed that within the next few years law enforcement officers will find higher education imperative. The above observation is the result of consideration of the changes that society has and is experiencing in such areas as the population explosion, the growing pressure for education beyond high school, the changing nature of metropolitan areas, and the effects of tensions and pressures ranging from automation to race. The law enforcement officers are [is] required to meet all kinds of people and innumerable kinds of situations; they [he] must, therefore, be equipped to make good value judgments, be able to maintain [his] their perspective, be able to understand underlying causes of human behavior, be able to communicate clearly and precisely, possess leadership qualities, and be knowledgeable of skills. In view of changing conditions which require flexibility, basic theory, and broad understandings, it is concluded that a wide spectrum of higher education must be available."

Especially in this era of widespread urban discontent, the case can readily be made for the movement to professionalize police services through new training and educational programs. [The] Better-educated police officers have [man has] a definite advantage in dealing with modern problems, since their [his] self-esteem is likely to be greater than that of their [his] less educated peers, enabling them [him] to rise above the insults and other common challenges an officer faces each day. Furthermore, persons [men] who have had the training and discipline obtained through additional education tend not to overreact as much as those who have not.

The Academy of Criminal Justice Sciences (formerly the International Association of Police Professors) has stated its justification for requiring police education on the grounds that [a] police officers [man], in their [his] work, see[s] so much of the seamy side of humanity that they [he] should have some acquaintance with the sublime and noble products of the human spirit in order to keep their [his] sanity, balance, and judgment. Moreover, the Association sees education contributing in ways for which no substitute has been found to the development of men as thinking, critical, creative beings, with an awareness of their relations to the whole of mankind. This was recommended by the Association "in the faith that this type of man is a better man—whatever occupation he pursues." Such justifications, once necessitating a strong defense, are now coming to be recognized as valid within both the law enforcement and educational communities, a fact statistically proven by the rapid growth of police science degree programs in institutions of higher education.

Prominent among the stimulants for higher educational standards in policing is the Law Enforcement Education Program (LEEP) of the U.S. Department of Justice. (See Funding section in Appendix A.) Through its grant and loan program, LEEP is supplying the field with a greater number of college-educated applicants than was ever before available in criminal justice manpower resources.

Taking advantage of this recently acquired pool of applicants and the movement in academic circles to establish new educational programs, the field of law enforcement has begun to demand higher educational requirements of its personnel. While the bachelor's degree has been instituted as an entrance requirement in only a very few de-

partments across the country (one example of which is Ventura, California), the one-year certificate and the two-year associate degree are far more rapidly becoming desirable for entrance into many of the more progressive police departments. Among them are Daytona Beach, Florida; Flint, Michigan; Oakland and Berkeley, California; as well as sheriffs' departments in Portland, Oregon, and Minneapolis, Minnesota.

The acceleration of such new, innovative developments within the police community is forcing increased awareness of the academic community. Academicians, in turn, are coming to appreciate enforcement problems and realize their own potential for enriching the law enforcement system through participation in the educational processes of its personnel. And it is the public who is the ultimate benefactor through the receipt of improved police services.

TRENDS IN CRIMINAL JUSTICE STUDIES

Proportionate with the growth of police education programs, the appearance of greater educational employment requirements, and the availability of tuition assistance has been the numerical expansion of students enrolled in police science courses. Proof of this exists in the federal Law Enforcement Education Program's figures which indicate that in 1969, the first year of LEEP's operation, 20,602 students participated in the program, 94% of whom were in-service and 6% pre-service. Those figures have more than doubled for 1970, reflecting 54,778 enrollees—85.6% in-service, 14.4% pre-service. Preliminary statistics indicate that 1971 funding will exceed even that level.*

LEEP figures also provide evidence that institutions from vocational training centers to universities now recognize law enforcement and police science as an area of priority attention. From an initial 485 schools participating in the 1969 LEEP program, 983 are currently administering LEEP funds. While it is too early yet to determine the direction that upper division work will take in the future, there has been sufficient experience with the maturation of certificate and associate degree programs throughout the 60's to establish a firm basis upon which to build their future development.

Another of the forces presently bringing the police and academic community together is law enforcement's desire to arrange for college credits to be awarded upon completion of each officer's basic or recruit training. It is in achieving this goal that the vocational institutes and community-junior colleges can, because of their interest in local organizations and their response to local needs, provide academic recognition for police training. In this manner, a continuing, long-range relationship might easily be es-

* *Fiscal Operations Report.* Washington, D. C.: Law Enforcement Education Program, Law Enforcement Assistance Administration, U.S. Department of Justice, 1969-70.

tablished between the post-secondary institution and the local and state law enforcement agencies.

GENERAL CONSIDERATIONS

POST-SECONDARY INSTITUTIONS AND THEIR PRESENT COMMITMENTS

One of the best examples of creativity and innovative response to community needs has been the evolution and development of the two-year post-high school institution. Results of the momentum generated by this development are varied and far-reaching, but it is a fact that opportunities for learning have never been so great. The numbers and types of institutions involved vary, but all states now have vocational training centers, technical institutes, or community colleges that offer strong, occupationally-oriented programs to meet the needs of students for post-high school training; the need of employers for technically trained personnel; and the need to upgrade the work skills of the general population. Furthermore, the National Advisory Council on Vocational Education, charged by law to advise the Commissioner of Education and make recommendations concerning the operation of vocational education programs, has stated that "every secondary school should be an employment agency" and "part-time employment should be a part of the curriculum."

Initially, most vocational programs are designed to upgrade performance on the job. In the field of law enforcement, these programs are generally structured to provide what local police and school administrators feel is needed most to improve work efficiency and productivity. Information contained in such training is normally limited to that which serves to enhance enforcement competency and might include Defense Tactics, Marksmanship, Traffic Investigation and Enforcement, First Aid, and Police Reports. These needs are sometimes met through a regional police academy, but in an endeavor to more justifiably distribute the tax dollar and to draw the police into a closer relationship with greater resources, many localities are turning to post-secondary institutions to offer their regional training.

Still striving toward the improvement of job performance, the completion of vocational training courses often provides an impetus for enrollment in related technical course offerings. Broadly categorized, occupational needs which could be met through technical courses would involve a better understanding and appreciation of the law, of physical evidence, of investigative procedures, of the motivations behind criminal activity, and of the organizational structure within which the police function. Gradually, the effort to fulfill these needs has established the basis for formal, organized police technical courses.

Then, as enforcement officers find their intellect stimulated by technical knowledge, they often begin to realize that some courses more general in nature could be useful, notably those relating to communications, social sciences, and, to some extent, the physical sciences. These studies may attract different officers for different reasons: the officer assigned to juvenile work decides it would be valuable to study adolescent behavior; the officer assigned to arson investigation sees the advantages of learning the fundamentals of chemistry; the patrol officer observes that human responses to various situations could be understood and sometimes even predicted through a knowledge of sociology and psychology. Finally, as police officers [the policeman] move[s] along subsequent portions of the educational continuum, they [he] can begin to fully realize the value of broadening their [his] perspectives in a variety of areas, all related to their [his] own career development.

For instance, it has been recognized that knowledge is needed in certain existing courses, such as Public Speaking, Social Problems, Technical Report Writing, and State and Local Government. This situation has also resulted in the creation of several

new law enforcement course offerings; for instance, Community Relations and Supervision, demonstrating the responsive nature of the two-year post-secondary institution.

Overall, however, it appears that whether a particular course is labeled Technical Report Writing or Communications Skills or English Composition may well be irrelevant. For throughout all stages of the [his] developmental process—from the first vocational training experiences to the completion of two-year degree work—the officer's job effectiveness, as well as [his] personal self-confidence and self-respect, is constantly being enhanced.

Perhaps the most rewarding result of exposure to formal learning is found in the successful completion of promotional examinations by those who have consistently and vigorously applied themselves to law enforcement studies. This again suggests that regardless of the institution from which it is received, a structured learning experience, reinforced by lectures and literature, produces [an] officers who [is] are better equipped to undergo written and oral assessments of [his] their capabilities.

In long-range terms, as this document reflects, the process of personnel upgrading has been emerging as an identified body of knowledge which both practitioners and academicians agree is vital to performance of law enforcement responsibilities. Since public acknowledgement of these important responsibilities and their accompanying educational and training requirements is expected to remain a focal point for some time to come, the post-secondary institution will continue to play a crucial role and make a significant contribution in the field of law enforcement.

USING THE ADVISORY COMMITTEE MOST EFFECTIVELY

Critical in formation of the two-year post-secondary law enforcement education program is the group of people selected from the community to assist in planning the program—the advisory committee. Many important program aspects such as developing curricula based on actual industrial needs, keeping content current, formulating new policies, and providing overall direction and continuing evaluation are dependent on this committee. Moreover, the advisory committee can prove invaluable in maintaining contact with the community, soliciting program support, strengthening relationships between the police and local resources, encouraging students to enter the program, placing qualified program graduates, and generally promoting the program's merits. The advisory committee should be utilized for the professional assistance it can provide, and the post-secondary institution should be sensitive to its suggestions. In no case should the committee be used as a "rubber stamp" to provide administrative support for curriculum decisions made without committee help.*

Who Should Serve And Why?

All members of the law enforcement program advisory committee should in some way be concerned with the spectrum of law enforcement and/or vocational-technical education. Basically, the committee might include several local police administrators, a sheriff, a police training officer, and a prosecuting attorney, as well as representatives of the state enforcement agency, local civil service commission, and state vocational training system. Further suggestions for membership might entail a prominent judge, a defense attorney who has demonstrated concern for upgrading police, or a representative of high school counseling services. Beyond their aforementioned functions, these individuals are all in a position to offer both valid contributions regarding program direction and critical assessments of course effectiveness. It has also become the policy of some programs to invite former and present police science students to the committee

* A more specific account of advisory committee functions, organization, membership, and other details appears in Albert J. Riendeau's, *The Role of the Advisory Committee in Occupational Education in the Junior College*. Washington, D.C.: American Association of Junior Colleges, 1967.

for the purpose of obtaining their personal insights into program shortcomings as well as accomplishments.

Changing Functions Of The Advisory Committee

Membership on the advisory committee should not be considered permanent, for just as committee responsibilities and functions change with experience, so will committee composition call for alteration.

During the first years of its experience, the advisory committee will be expected to maintain primary responsibility for obtaining program support, advertising program availability, establishing a solid program foundation, and providing direction for future innovations. In later years, it would be the committee's responsibility to insure relevancy between the police science curriculum and the changing emphases of police activities, to see that research and technological information used in the curriculum is kept current, and to recommend qualified instructors for new or revised courses. Furthermore, the advisory committee could be especially beneficial to both the community and law enforcement program graduates by involving the institution in police hiring processes through the cadet and recruitment programs of local law enforcement agencies; by stressing relationships between the program and departmental promotion practices, and by encouraging school administrators to accommodate special training requests which could be implemented best by the post-secondary institution. Since the quality of a law enforcement education program may be judged upon the final employability and performance of its graduates, a very important committee function is to assist in the placement of program graduates and design of program modifications based upon actual job descriptions, performance goals, and newly-identified needs.

Special Considerations Of A Law Enforcement Advisory Committee

While the functions of any vocational-technical advisory committee are varied, far-reaching, and continually changing, there are certain considerations which seem pertinent only to a law enforcement advisory committee.

Because post-secondary education has not traditionally been an integral part of police work, the advisory committee is likely to find that faculty members as well as police administrators may not recognize the validity of a law enforcement education program. It is understandable that general education instructors may be uncertain about need for law enforcement education, since they cannot be expected to be knowledgeable of the non-enforcement, discretionary, and peace-keeping functions which consume so much of a police officer's actual working time. Yet, any such discrepancies should be resolved before the students can establish an intellectual rapport with their instructors. At the same time, police administrators have not always been eager to accept the value of additional educational preparation. This situation is sometimes complicated by the fact that before the law enforcement program was developed, police and college administrators may have had no occasion to establish a working relationship. In such circumstances, the advisory committee will play a major role in directing communications between the college and the law enforcement community in order to encourage both to work together toward common goals. Therefore, the responsibility of the advisory committee becomes twofold: first, it must acquaint nearby police administrators with the merits of the program and the benefits their personnel can derive from it; and secondly, it must familiarize the faculty with the rationale behind police education.

TECHNIQUES OF PROGRAM PLANNING

In order to insure the delivery of practical rather than theoretical knowledge, adequate planning for the development of a realistic law enforcement program is important. Students today should emerge from the post-secondary institution with an understanding of *why* it should be done theoretically and *how* to make principles apply to practice.

The success of any law enforcement program is measured by the performance of the graduates when they become employed. They must be able to apply their skills and knowledge and must be able to communicate and work with people. One way to provide these essential ingredients within curriculum offerings is by utilizing the expertise of individuals who are familiar with the requirements, role, and needs of law enforcement.

Such individuals can prove especially helpful during the initial stages of determining program feasibility, when needs must be assessed in terms of employment opportunities and potential student interest. Labor market data, personal interviews with possible employers, and contact with high school students can also assist in making such determinations. Upon clarification of needs, a formal advisory committee should be selected to assist in establishing sound objectives and a job description for the program. All relative information, such as area survey results, should be studied thoroughly in designing the actual curriculum, and local law enforcement leaders should be used in any discussion of curriculum plans. The burdens of planning this course of study should not be carried by the coordinator alone, since all citizens have an interest in the education of criminal justice employees.

Naturally, throughout the entire planning process, general considerations such as funding sources, availability of facilities and equipment, staffing and supervision, supplies, and additional operating expenses should be taken into account. When a formal program proposal is made, it is advisable to review it with local and state representatives of employing agencies, local news media, and counselors of area high schools and other colleges.

Publicizing

Once the decision has been made to proceed with implementation of the proposed law enforcement program, a critical factor which will determine its success or failure is the recruitment of students. Potential enrollees include individuals already employed in a public or private law enforcement capacity, college students who may already be enrolled in a curriculum less suited to their interests and abilities, and high school students interested in a law enforcement career after completion of their secondary education.

There are several factors which tend to enhance the recruiting prospects for law enforcement education. Emphasis on education at the national level is reinforcing the need for additional schooling in every field, and law enforcement officials are becoming more convinced of the police need for education. The ability of colleges to provide financial aid for law enforcement students has also served to increase enrollments.

In order to encourage the greatest number of qualified enrollees, a broad-based audience must be solicited. Contact should be made with all prospective students, their parents, and their counselors; local police administrators and officers; other public and private criminal justice employers; representatives of related disciplines; and members of the institution's teaching staff.

Beyond the traditional advertising techniques involving the use of radio, television, newspapers, and professional journals, the value of personal contacts cannot be overestimated. Whether made by the program coordinator or by members of the advisory committee serving as his spokesmen, personal communications with potential students and employers are essential. Speaking engagements, presentations at the enforcement agency's roll call, sponsoring seminars and workshops, or participating in regional law enforcement meetings are among the many ways of advertising the program through personal contacts. Since initial enrollments will probably reflect the endorsement of local enforcement officials and supervisors, building rapport with them early in program planning through such personal efforts can become a very worthwhile endeavor.

Supplementary publicity can be promoted through mail campaigns and written questionnaires. In this manner, enforcement officers and high school students would be notified of course offerings and registration procedures and alerted to the availability of

financial assistance. Moreover, the college could indicate its concern for their educational problems and obtain their reactions to and interest in the program. In addition, information mailings directed to law enforcement employers on a continuing basis could serve both to inform them of program offerings and keep them advised of progress and new developments.

While promotional activities utilizing mailouts, personal contacts, and the news media may bring very desirable results, they are by no means all-encompassing. Each step in the recruitment program should reach employers, students, and prospective students who were not contacted through previous communications. Additional suggestions for inclusion in the recruitment program are outlined in detail throughout the remainder of this chapter.

Preparing A Program Brochure

One of the most effective means of publicizing the law enforcement program to a large number of people representing varied interests is through dissemination of an attractive brochure. Information contained in the brochure must be concise, current, and accurate. The brochure should be designed to provide the student with as much detail as possible regarding such specifics of the program as admission requirements, curriculum and course offerings, anticipated expenses and fees, application procedures, availability of tuition assistance, and persons to be contacted for further information. Beyond technical and academic details, however, and probably most important in soliciting enrollments, the brochure should describe the advantages and opportunities offered by a law enforcement career. For although a number of devices may be employed to attract students into a law enforcement program, none is quite as influential in obtaining enrollments as the prospect of entering an exciting, meaningful career upon graduation. It should be pointed out that the preservice graduate, equipped with the foundation of general knowledge and technical skills provided through the post-secondary law enforcement program, will be well-prepared to enter the law enforcement employment market. The role of law enforcement in our society, current educational trends within the field, a brief, realistic job description, and the opportunities for employment upon completion of the program should make up the brochure's central theme.

Obviously, the appearance and content of a program brochure must be appealing to the students and reflect favorably on the college. Accuracy is equally imperative, and the brochure should be revised when the curriculum, regulations, or employment opportunities change.

Reaching Career Counselors And Parents

Because of their traditional influence with students seeking to identify a career field, program planning techniques must take into consideration parents and counselors. If these persons are provided with a better understanding of the law enforcement education program, it will be easier to communicate the program's merits to the entire community and, more specifically, to the interested student. If school counselors, parents, and students do not fully comprehend and appreciate the objectives of the program, they may become part of a resistance group which could minimize the effectiveness of other recruiting activities.

In order to establish a working relationship with this group, recruiting in the high schools is imperative. Sponsoring career days, supplying program information, offering facilities for meetings and group sessions, and visiting area high schools to participate in formal presentations or informal discussions all can assist in encouraging program enrollments and promoting community cooperation.

Within academic circles, post-secondary counselors provide a variety of services to students, most notably, assistance with the practical selection of goals in relation to abilities and aspirations. Furthermore, there is always the possibility that other faculty members may be aware of students who are dissatisfied with their initial curriculum choice and wish to alter their career direction. Therefore, it becomes important for the

law enforcement program to maintain a continuing dialogue with all college counselors and faculty members.

Scheduling Classes To Accommodate Varying Work Assignments

Although the recruitment of pre-service students is imperative to the continuation and success of the law enforcement program, initial enrollments will most likely be from the ranks of in-service police officers. In fact, many law enforcement programs originate entirely from an institution's effort to assist local police training needs. When the degree program is implemented, however, courses are often scheduled without regard for the attendance difficulties which may be encountered by working policemen.

Most law enforcement agencies operate on a pattern of shift rotation which periodically changes the working hours of each patrol officer. This means that many in-service students will not be able to complete a full semester's work under the traditional method of class scheduling unless they request special permission from departmental superiors to rearrange their working hours. The size of the agency as well as its policy or attitude toward higher education will somewhat determine to what degree these types of requests can be accommodated. But even the most cooperative department which fully recognizes the value of education to its employees cannot be expected to anticipate emergency situations or eliminate the court appearances frequently required of enforcement officers.

For this reason, it becomes the responsibility of the law enforcement program administration to eliminate the difficulties resulting from the unique demands of an enforcement career. That can best be accomplished by duplicate scheduling—offering the same course, taught by the same instructor, both during the day and at night. This way, classes can be kept compatible so that students can alternate from one to the other without losing the continuity of course content. If two different instructors must be used in duplicate scheduling, instructional procedures must be carefully coordinated. When there is sufficient justification for it, institutions may also find that holding classes in police department facilities or at the training academy provides further assistance with the elimination of attendance difficulties. Not only do duplicate and off-campus scheduling procedures enable full-time law enforcement employees to complete certificate or degree requirements without imposing needless complications, they also demonstrate to the police community the institution's sincerity and concern for law enforcement manpower considerations.

Cooperative Arrangements With Other Educational Institutions

Meeting the needs of law enforcement, of course, must not involve a duplication of effort in places where other area schools are offering courses related to the police program. To avoid the costly possiblity of unnecessary duplication, liaison must be established with these institutions. A cooperative working arrangement whereby schools come to an agreement regarding course offerings can further enhance program publicity and may actually result in increased technical course enrollments.

STAFFING

How Soon And How Varied

Since continued success of the law enforcement program is closely related to the staffing pattern and the quality of personnel employed, staffing should be a primary consideration during initial program planning discussions. Once it has been decided to establish the program, the most immediate task is employing a full-time faculty member to serve as coordinator. It is essential that this be accomplished as early as possible because the coordinator is the person responsible for program direction, goals, and acceptance. Program content will directly reflect his emphases and priorities; if these are well-planned, decisive, and comprehensive, a firm program base should result.

Academic administrators have at times been tempted by economic considerations to hire only part-time instructors and a part-time coordinator; however, this policy merely starts the program and provides no real support for growth. Usually, part-time personnel are full-time practitioners with neither time for, nor interest in, the daily responsibilities of program coordination. The law enforcement program must continually develop and maintain its cohesiveness and must not be permitted to become fragmented for lack of full-time direction. Therefore, at least a full-time coordinator must be appointed, although employing several full-time teaching faculty in addition to the coordinator is preferable.

It is desirable not only to hire a full-time coordinator at the earliest possible date, but also to provide the coordinator [him] with adequate release time for administrative functions and student and community services. It is difficult to determine a recommended teaching load; however, it would generally include 12-15 hours. The arrangement most frequently used to equate administrative and service responsibilities with teaching load allows [the] coordinators a 6-9 hour minimum release time. In this way, they have [he has] sufficient relief from instructional obligations to permit them [him] to play a prominent role in guiding and maintaining students' interest. [A] Potential law enforcement careerists can be diverted into [an]other vocations if they do [he does] not receive encouragement before program en-

Figure 2—In addition to [his] lecture duties, a faculty member is available to assist the student during certain study hours.

try or if their [his] interest is not maintained afterward. This situation is particularly evident in law enforcement, for the momentum of eighteen- or nineteen-year-olds can easily be side-tracked while waiting to reach the twenty-one-year age requirement of most enforcement agencies. In addition to providing career counseling services and financial assistance information, the effective law enforcement coordinator makes certain that both pre-service and in-service students are enrolled in a balanced curriculum. Too often, students enroll in only the most appealing classes, avoiding the broader, more comprehensive exposure which would present for them the total educational concepts of law enforcement. The law enforcement coordinator is obviously in a good position to provide such advice and direction. Since much of the success of the law enforcement program is dependent upon the establishment of rapport with local law enforcement agencies and within the college academic environment, the coordinator [will find he] can also devote much-needed attention to these areas.

Also significant in discussing faculty staffing is consideration of the variety of personnel available to staff the program. Beyond a potential instructor's expertise in his specialty area, the matter of staff diversification must be addressed. Too many instructors with an identical or a very closely related working background will prevent the program from delivering to the students an equal diversity of perspectives. Therefore, the law enforcement program should strive to employ faculty members with varieties of previous working experiences.

In-service teacher training, encouraged by release time and financial assistance, plays an important role in the further development of faculty members, regardless of whether they were formerly enforcement or academically oriented. Some instructors, of course, would benefit more from summer enrollment in law enforcement, whereas others would find summer enrollment in additional educational courses more valuable. A man with long years of experience in the field would likely benefit most from a summer course in teaching techniques, while the recent graduate degree recipient might seek out an internship-type arrangement within a police agency. There are, for example, instances where professors have actually served as acting police administrators during the summer months.

Locating Full-time Faculty And Staff

Recruiting qualified faculty is frequently a difficult task, although there are several sources which may be solicited for assistance. Initially, a possible source of faculty recruitment should come from or through the advisory committee. The committee is logically the most concerned group, and its contacts within both the law enforcement and academic communities could result in the discovery of several teaching applicants. Due to the importance of the instructors' role in developing an outstanding program, members of the advisory committee may also be used as a selection screening panel.

After obtaining the advisory committee's recommendations, it would be helpful to look to other educational institutions with law enforcement programs. Having gone through this process themselves, established program coordinators will be in a position to direct the emerging program to faculty possibilities. Through such contacts, it may be learned that a faculty member at another institution could be interested in coordinating a new program. Any new program would derive much benefit from the coordination of an individual with previous experience on the faculty of an existing law enforcement program, and this arrangement could be expected to contribute substantially to faster program expansion.

The rapid growth of baccalaureate as well as advanced law enforcement degree programs adds yet another source of potential faculty members. The International Association of Chiefs of Police directory of two-year, four-year, master's, and doctorate programs would be helpful in identifying those schools whose graduates may be interested in a teaching assignment.

Staffing possibilities also exist in the form of persons who have completed their education while employed as members of a law

enforcement agency. Potential instructors who are considering the appeal of a second vocation in an area of instruction related to their law enforcement experience can be sought in a number of ways. The advisory committee, the local or state Bar Association, or the police department training officer may have knowledge of persons willing to consider a teaching career.

Finally, if personal associates cannot furnish an adequate supply of qualified applicants, it may be advisable to advertise in several of the national trade journals which maintain an employment opportunities column. Some of these are *The Police Chief*, *Law and Order*, and *Police* magazine. (See the listing of periodicals in the bibliography of this publication). Additional assistance may be obtained through the state associations of police educators and the professional affiliations discussed at the end of this chapter.

ACADEMIC PREPARATION VERSUS EXPERIENCE IN THE FIELD

It is imperative, particularly in institutions conducting vocational training and job upgrading, that instructors possess not merely formal, academic knowledge of the field, but also experience in law enforcement's practical, day-to-day working environment. A course such as Courtroom Procedures, for instance, is best taught by someone with current related experience, and the course in Criminal Investigation is most appropriately offered by someone whose job performance has involved considerable use of investigative techniques. Such instructors, possessing the requisite academic credentials, can also appreciate and utilize those technical skills and experience, especially as related to current research and practices, which will provide the student with a relevant and applicable learning experience.

The importance of including this type of instructor on the law enforcement program faculty is further underscored by the significance attached to the police administrator's acceptance of the teaching staff. If [a] law enforcement officials discover[s] that their [his] officers are being taught purely theoretical, abstract principles in courses which they should logically be able to apply to their daily enforcement work, they [he] would naturally be disinclined to encourage police[men] officers from that department to pursue the law enforcement program. Furthermore, law enforcement administrators are hesitant to relate closely to persons who have no first-hand knowledge or direct exposure to their problems. This is not to imply, however, that police officials should dominate decisions regarding faculty competence and selection.

The issue of faculty selection is compounded by the fact that just as an instructor's practical field knowledge must be acceptable to the police administrator, so must the [his] academic qualifications be satisfactory to the post-secondary institution administrators. Most schools consider the baccalaureate degree a minimal teaching requirement, with an advanced degree most desirable. Only in the most unusual circumstances should [a] practitioners without sufficient academic preparation be employed, and [he] they should teach only in that specialized area where they are [he is] deemed highly competent.

Making The Transition From Practitioner To Educator

Regardless of academic preparation, it takes time to step from practitioner in the law enforcement agency to instructor in the classroom. This is due basically to the highly disciplined nature of enforcement agencies, versus the relaxed, educational atmosphere on campus. In addition, police employees are accustomed to immediate reaction to their commands in response to crises situations, whereas the college faculty is familiar with time-consuming administrative procedures in the implementation of their suggestions. For several reasons then, adjusting to faculty membership can be difficult for the practitioner-turned-educator.

The transition is particularly frustrating, since in addition to making personal adjustments, the practitioners must also reorient

[his] their educational concepts. No longer will the training techniques familiar to them [him] through their [his] police department affiliation be adequate, as the knowledge delivered on campus is of a much broader nature and involves a more widely diversified audience. They [he] will, therefore, need to adjust to small class discussions, research practices, and other instructional techniques not common to police training methods.

The extent of time necessary for the practitioner to adapt to the educational discipline cannot be determined very specifically. Length of the transition period depends upon the personal characteristics of [the] individuals, [his] their previous college teaching experiences, and a great deal of other variables. However, the employing institution has some responsibility in helping them [him] make the transition to full-time instructor. A faculty dean who goes out of the [his] way to assist with the adjustment will usually find that the incoming practitioner becomes a more satisfied, better adjusted, and more effective member of the law enforcement teaching team.

Use Of Practitioners As Part-Time Faculty

Another important consideration regarding law enforcement practitioners is their potential for employment as part-time instructors.

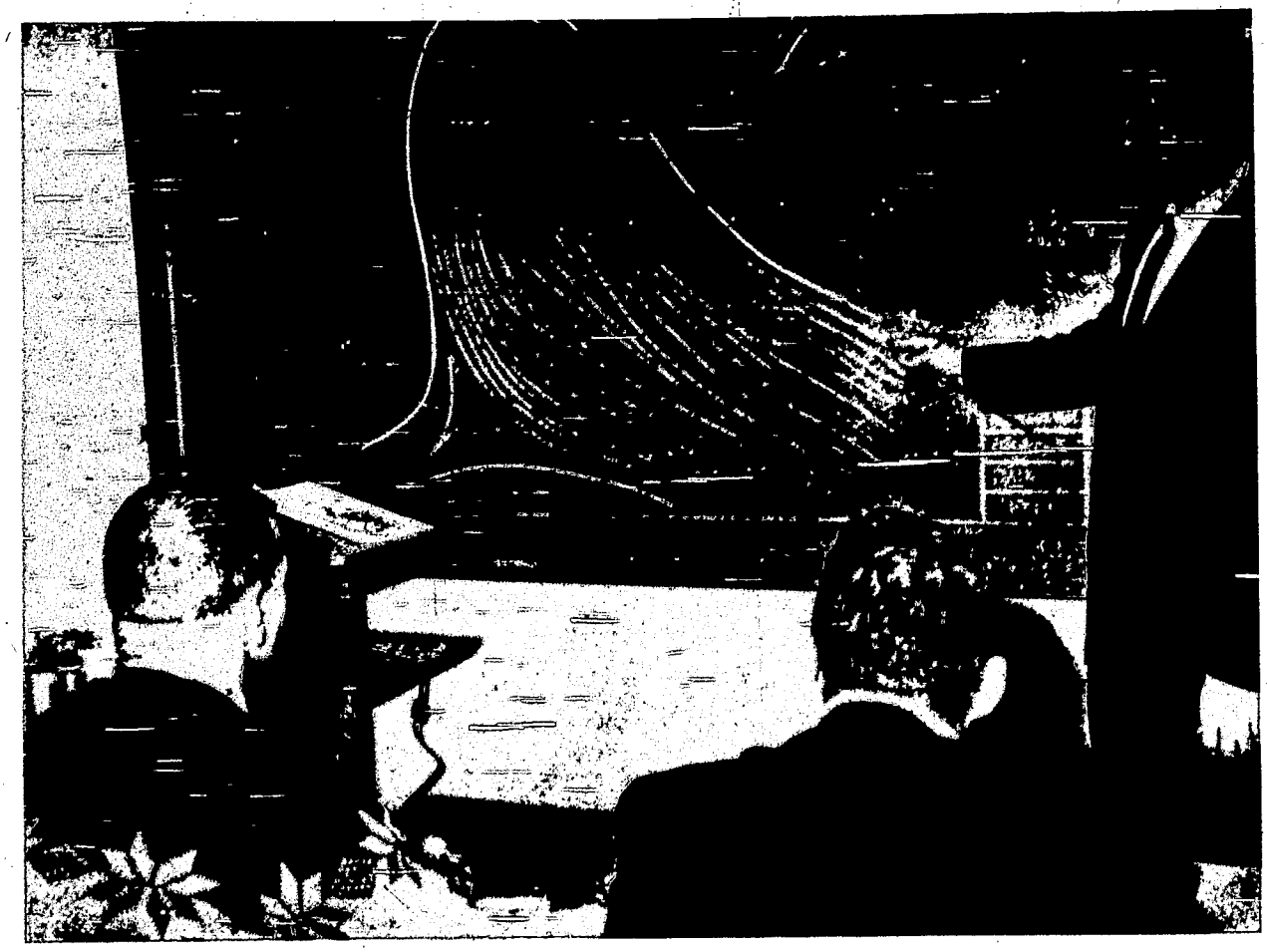

Figure 3—A lecturer, who is also a specialist in fingerprint identification, points to an enlarged diagram of a print and explains the ridge count which is used to determine a classification.

The fact that many law enforcement programs begin by offering an evening course to accommodate special educational needs of the local police makes the use of practitioners as part-time faculty members even more logical. Law enforcement officers, upon facing their first exposure to education beyond high school, feel more comfortable and relate more readily to someone who has a first-hand appreciation of and concern for their problems. Furthermore, the sensitive practitioner is well-aware of the officers' educational needs, and with the proper academic qualifications, [he] is in a good position to effectively help meet those needs. Exposure through an evening class to the sometimes unique perspectives offered by the practitioner could also enhance the academic experiences of the full-time student.

Since [the] practitioners teaching part-time are [is] actually teaching what they do [he does] every day, [he is] they are most likely to be particularly skilled in teaching specialty courses such as Criminal Law, Criminalistics, and Patrol Operations. Law enforcement employees working in these areas could naturally be expected to be knowledgeable about the practical operations, specific details, and current developments which should be discussed in such technical courses. Moreover, they add to the law enforcement program a source of talent which is not available for full-time employment but is willing to offer part-time assistance. For staffing many highly technical courses then, this type of instructor is a valuable faculty addition.

However, caution should be used in employing part-time instructors, since a faculty not properly balanced between full- and part-time members presents program complications. Part-time faculty have certain advantages, as mentioned previously, but they cannot be expected to provide all the student services essential to a successful program. Counseling, record-keeping, and other administrative duties should not become the responsibility of persons who are merely serving the program on a part-time instructional basis.

Once part-time faculty members are employed, care must be taken to make sure they are kept informed on a continuing basis of program goals and priorities. While the teaching practitioners are [is] often unable because of [his] their regular working commitments to devote time to frequent program staff meetings, some effort should be made to schedule periodic staff discussions for the development of continuity between full-time and part-time faculty. Overall coordination is simplified through such sessions, and the law enforcement program is placed in a better position to maintain a cohesive approach to learning.

State Associations Of Police Educators And Professional Affiliations Available To Faculty

Members of the law enforcement program faculty should be encouraged to participate in professional meetings and join associations in the law enforcement education field. By so doing, they can develop a continuing dialogue with their peers and can increase their own knowledge of what is happening in law enforcement, thus keeping their educational resources current and relevant.

Several states, particularly those where extensive law enforcement program offerings are found, have organized state associations of law enforcement educators. Nationally, instructors may affiliate with the Training and Education Section of the International Association of Chiefs of Police. Also open for law enforcement faculty membership on a national basis is the International Association of Police Professors, formed in 1963, which became the Academy of Criminal Justice Sciences in 1970. Many instructors find membership in such state and national associations professionally interesting and rewarding.

STUDENT SELECTION AND SERVICES

Standards of acceptance into the law enforcement program vary from school to school and usually depend most upon the institution's general entrance requirements. In most cases, an open-door policy is main-

tained, whereby the student merely has to possess a high school diploma or its equivalent and, after entrance, demonstrate the ability to do college-level work. Letters of recommendation, review of high school records, and personal interviews are often found to be necessary for entrance, and requiring a written achievement test before enrollment in any program is not uncommon. While tests, however, are somewhat useful in determining actual knowledge, they cannot be relied upon as the sole measurement of potential capabilities. In-service students, for instance, who have possibly been away from school for some time, might have difficulty with the entrance test, despite a real intellectual capacity for post-high school course work.

Although requiring additional character and physical qualifications has been suggested in the past, it is recommended that specific police science program entrance criteria not differ significantly from the general admission policies of the school. Since such a consideration would involve only the pre-service student, a more detailed treatment of the rationale behind this recommendation and suggested alternatives to special requirements can be found later in the pre-service student section of this document. Counseling, placement, follow-up, and other services (as they pertain to certain types of students) are also discussed in the following sections.

Adult Education And In-service Personnel

With the current attention being focused on increased educational requirements for law enforcement employment, police science programs have witnessed a phenomenal enrollment growth, particularly in terms of in-service students. Underlying this growth are a variety of forces, among them the financial assistance provided through the Law Enforcement Education Program (LEEP), local incentive pay plans, and the recognition of post-high school work in promotional examinations. Of course, beyond these external motivating factors, law enforcement employees have come to realize that the law enforcement program offers a means of personal self-improvement and self-fulfillment.

Figure 4—An in-service student learns to make the precise adjustments necessary to compare substances under the microscope.

The individual characteristics of in-service students are almost as varied as their reasons for enrolling in the police science program. These students represent a diversified group of individuals evidencing a wide range of ages, work experience, departmental ranks, years of service, skills, educational backgrounds, and ultimate career goals.

Since the number of in-service officers enrolled in the program will, in most cases, directly reflect the attitudes of local police administrators toward education, the law enforcement program coordinator should make a concentrated effort to explain the program's merits to top level command personnel. As the program matures, the students themselves will become its best proponents; however, even with increased student support, the coordinator should endeavor to maintain a close working relationship with administrators of area departments.

Figure 5.

A police officer studies magnified fingerprints in order to determine whether there are sufficient points to make a positive identification.

Liaison with the police community can be further enhanced if the college makes a realistic attempt to accommodate the attendance problems which are likely to occur when police officers enroll in courses during their "off-duty" hours. Those problems have been outlined in detail previously when program planning techniques were discussed, and it is obvious that the duplicate (day/evening) schedule which has been recommended would prove beneficial to all involved.

Adult in-service students will probably make up the majority of enrollments, at least during the program's initial stages of development, so it is important to make the adult education offerings attractive to them. Because they will seek to apply knowledge acquired in the classroom to the realism of their working environment, instructors should stress the practical rather than theoretical aspects of learning. One way of emphasizing the applied aspect of learning is to encourage the assignment of research papers and reports which are relevant to actual work. This not only demonstrates to the student the practicality of education, but serves to stimulate further interest on the part of those who may be hesitant about the value of post-high school courses.

Instructors will probably find that the writing talents of adult returning students will differ somewhat from the student who is a recent high school graduate. Therefore, the adult students may demonstrate a greater need for developmental courses in order to enhance writing skills and their [his] performance in written homework exercises and

essay-type examinations. But while their [his] earliest attempts at written expression may need refinement, classroom discussion sessions are probably more effective with the in-service than the pre-service student. Based on [his] their actual working experiences, they have [he has] already obtained a personal exposure to many of the principles which they [he] will be studying, and [his] their pertinent contributions to discussion topics related to [his] their experience will both enhance participation in the learning process and offer fresh insights into the issues under consideration.

It is an unfortunate fact that because they are usually enrolled in evening courses and maintain working responsibilities during the day, in-service adult students are often left to chart their own learning progression. An extra effort needs to be undertaken if post-secondary institutions are to effectively meet their guidance obligations to these students. Counseling, testing, evaluation, and other services readily available to the full-time, pre-service student should be just as accessible to the part-time, in-service student. This may mean offering these services during the evening hours, but such adjustments must be made in order to plan and guide [the] students through [his] their total educational process.

Occasionally, technical institutes have responded to requests for recognition of the in-service student's previous attendance at specialized workshops and in-service training programs. In most instances this presents few problems in the completion of two-year post-secondary work. However, serious problems may well develop should the issue of transferring vocational training credits to a four-year institution arise. Thus, it is recommended that any transfer student recognize the possible difficulties contained in obtaining credits for work not completed under the transfer curriculum.

There are also times when [an] in-service law enforcement students feel[s] that the content contained in a particular course would excessively duplicate information they have [he has] already received on the job, and, therefore, requests some compensatory measure whereby they [he] will be excused from taking and awarded credit for a certain course requirement. This request is most commonly made in the Criminal Evidence and Procedure, Criminal Investigation, or Introduction to Law Enforcement courses. If [an] in-service students are [is] able to adequately demonstrate that their [his] employment as [a] police officers has actually provided them [him] with such thorough knowledge of a particular topic that their [his] time would be better spent in other classes, the school may award them [him] compensatory credit and waive that course requirement.

Currently, the College Entrance Examination Board has initiated a long-range effort that is expected to culminate in the availability of an equivalency exam for the Introduction to Law Enforcement course. An outline has been prepared, but the development and validation of questions to be used may be a lengthy process, and no date has been set for completion of the test.

The Pre-Service Student

Although the substantial majority of students now enrolled in law enforcement programs are in-service personnel, the number of pre-service enrollees is steadily increasing. (See LEEP figures cited in "Trends in Criminal Justice Studies"). Part of this development is certainly due to the effort of the field to upgrade its new recruits through formal educational requirements. This effort is providing law enforcement with more status and prestige than it has ever enjoyed before, and as a result, it is becoming more attractive to young people as a worthwhile career to pursue. In addition, intensified police recruiting programs, (such as cadet and other work-experience endeavors) encourage and, more often, require participants to enroll in police science programs. Current recruiting campaigns have also begun to attract minority group members and other representatives of the total community, resulting in a more significant number of these types of pre-service students. Another factor contributing to higher pre-service enrollments, of course, is the financial assistance which has been extended to a wide diversity of students, supplying resources for those who otherwise would have been unable to

continue their education, and providing incentives for those who might otherwise have been attracted into a different area of vocational study. Law enforcement agencies are also recognizing the value of female employees, and the broader role predicted for women in future policing has added to the number of female enrollees in police science curricula.

Pre-service students often enjoy an advantage over in-service students in regard to the services provided them by the post-secondary institution. Since they are most often full-time day students, they are likely to have a much easier access to administrative assistance than their evening counterparts. However, it is also true that in many instances they are in greater need of such assistance. Because they have not yet made a definite commitment to any specific career position, testing and counseling services are essential to pre-service students in order to better focus their priorities and chart their learning process accordingly.

Naturally, no students want[s] to set their [his] goal on ultimate employment as [a] police officers and continue through all of the course preparation related to that goal, only to discover that for some reason, of which they [he] had not been advised, they are [he is] unqualified to enter the police department. On the other hand, neither do most schools want to become a personnel selection office for local police employers, screening potential students out of the police science program because of predicted failure to meet local departmental entrance requirements. To do so would not only be unfair to the students who do not plan to become sworn law enforcement officers, it also would diminish the supply of applicants with law enforcement educational credentials who could logically move into related career fields or those departments which have more flexible requirements.

It therefore becomes the counselor's responsibility to see that the pre-service student is thoroughly acquainted with the personal, physical, educational, or residential standards of area law enforcement agencies. Beyond the general requirement of United States citizenship and the rejection of applicants with police arrest records, it is difficult to specify which entrance standards are common to all law enforcement agencies. Moreover, requirements are frequently subject to departmental policy change, as is evidenced by the current trend toward abandoning the twenty-one-year entrance age and prior residency requirements. But it has been found that qualifications established for height and weight and condition of eyes and teeth account for a significant number of applicant rejections. In addition, failure to pass a physical agility test, background character investigation, or personal interview may disqualify the police candidate. It would be a great disservice to [a] pre-service students to pursue a career goal and related course of study for which they [he] will later find they are [he is] unqualified.

Through the school counselor, all [each] pre-service students planning to enroll in the law enforcement program should be made aware of the special requirements that they [he] will be expected to meet before entrance into the agency they [he] desire[s] to join. The counselor should also endeavor to extend that service to include job placement assistance and follow-up services for the program graduate. Under no circumstances should [a] students be led to believe that merely the successful completion of their [his] police science course work assures [him] them of employment in an enforcement agency.

Work Experience Programs

In concurrence with one of the recommendations made by the President's Crime Commission in 1967, more police departments are hiring cadets, paraprofessionals, or other civilian personnel in order to more efficiently divide and staff non-sworn enforcement related functions. At the same time, enforcement agencies are discovering that these personnel, through a career development process linked with a post-secondary institution's law enforcement program, can be prepared for eventual employment as full-time sworn police officers. Furthermore, these agencies are showing greater cooperation in implementing formal arrangements for employment of the law enforcement program's pre-service students in

non-sworn positions. In addition the private sector (retail and industrial security) has demonstrated a genuine commitment to establishing work experience programs.

The work experience concept should be appealing to a law enforcement program coordinator, as it offers the [his] students an excellent opportunity to blend classroom education with practical experience, providing a more realistic preparation for work and life. As is described in more detail by Pace and Styles in *Guidelines for Work Experience Programs in the Criminal Justice System*, work experience is more than an exercise in observation; it is a part of the educational process—an endeavor to bridge the gap between situations that cannot be met in the classroom and actual employment. Thus, it brings training and education into a more meaningful relationship by enabling students to become vocationally competent on the one hand and better informed on the other.

A well-structured work experience program must be a fully cooperative arrangement between the school and the law enforcement agency. By developing such a program and maintaining faculty supervision over it, the college is provided an opportunity to relate formal education and training to existing job requirements. Feedback from field practices encountered by the students can help to promote curriculum and faculty effectiveness if it is considered in the evaluation process. Moreover, the discussions which evolve around the formation of a well-planned work experience program will serve to strengthen the mutually rewarding relationship which must be developed between the enforcement agency and the police science program.

At the same time, a work experience program involves the participating agency in the educational and vocational upgrading of potential criminal justice careerists. In smaller organizations, it can reinforce (or actually provide personnel training opportunities; in larger organizations, it can supplement departmental personnel and equipment with additional resources from the school. In all cases, however, it helps alleviate the problem of allocating limited manpower and provides the enforcement agency with a valuable recruiting source to fill the ever-increasing need for qualified, experienced criminal justice employees.

One example of an all inclusive work experience plan is the cadet program presently being established in a number of both large and small police departments across the country. Under the typical cadet system, high school graduates are employed in a police agency to perform non-sworn duties and are admitted to the force as sworn officers upon reaching the age of twenty-one. Thus, young men and women can prepare for a law enforcement career before making other occupational commitments.

In its *Task Force Report (on the) Police*, the President's Crime Commission has pointed out that the employing department could derive even greater benefits from the cadet program by requiring participants to continue their education on a full-time basis. As a cadet, the full-time police science student could work in a police department part-time during the school year and full-time during the summer months. This arrangement is flexible, of course, depending upon the particular schedule worked out between the post-secondary institution and the department. For instance, the student could spend one-half day at work, and one-half day in school or one semester at work and one semester in school. Whatever arrangements are scheduled, it is the responsibility of the school to assure the student a relevant, stimulating, and supervised experience. An effort should be made to encourage career enthusiasm through special orientation and training procedures and by assignment to a variety of interesting duties. Students participating in a well-structured cadet program, with career incentives and performance evaluations built in, can supply the enforcement agency with a two-year police science graduate who is acquainted with the police department, its function and operation, and, therefore, is better prepared to carry out his responsibilities as a sworn police officer.

The Transfer Issue

Because of the numerous opportunities in such areas as the counseling and treatment

of offenders, transferability of law enforcement technical and specialized courses is perhaps more significant in criminal justice than in many other vocational or technical career programs. Then too, a much greater involvement in criminal justice studies has recently been displayed by state colleges and universities. This expanded availability of higher educational offerings, coupled with varied career opportunities and the greater accessibility of financial assistance, has substantially affected the number of two-year graduates who are seeking additional educational exposure.

Although most institutions originally implemented their police science programs for the purpose of meeting regional manpower needs and preparing students for employment in a vocational occupation, the question of credit transfer is raised by the first graduating students who want[s] to continue their [his] education. In fact, the past few years have witnessed a much greater transfer experience than was anticipated or expected when law enforcement certificate and associate degree programs were first initiated. This naturally should be taken into account when planning new two-year programs.

To further clarify the transfer issue, the law enforcement program coordinator in a two-year institution should maintain a continuing liaison with appropriate four-year colleges to facilitate articulation and resolve possible transfer difficulties. It is recommended that periodic discussions be held to develop formal policy arrangements with those colleges and universities to which the program's students most often express a desire to transfer. The students themselves must then be counseled accordingly and advised of what they can expect from the program in terms of potential transfer. While transfer is not the stated purpose of most law enforcement technical programs, no program should overlook the increasing concern expressed by students and faculty that the required general education courses and at least some of the specialized courses be applicable toward further higher education.

TEXTBOOKS, REFERENCES, AND VISUAL AIDS

The texts and references cited in the bibliography of this publication are meant to serve as a guide in the selection and utilization of current literature to supplement classroom learning. For the convenience of a school which may not be able to acquire all of the books which the ideal law enforcement library would include, the recommended texts and references have been divided into two categories: "Minimum Suggested Basic Library" and "Additional Library Recommendations." Books and periodicals contained in the minimum library are those suggestions which are most pertinent or necessary if the program is to implement the courses outlined in the curriculum. The additional recommendations entail books and related references which are desirable but not absolutely essential to have. Even the combination of these two lists, however, cannot be all-inclusive, for while they were up-to-date at the time this document was prepared, publishers are just beginning to respond to the need for more and better texts in all aspects of law enforcement education and training. Therefore, all [each] faculty members should make a concerted effort to keep abreast of new books on the market so that they [he] may make sound decisions in choosing a text or in recommending additional books to be incorporated into the library.

While the police science program may not initially acquire the additional library recommendations, the basic library citations include a sufficient number of references beyond regular classroom textbooks to satisfy preliminary student research requirements for any of the courses listed. The school's existing library, of course, would provide general reference sources and possibly even other publications relevant to the crime field. Students naturally should be encouraged to visit the library and to become acquainted with its content and usage. The law enforcement faculty should also certainly be

Figure 6—An extensive library collection is vital to the pursuit of knowledge in all areas of law enforcement, police science, and public safety.

familiar with library content in order to guide students to the availability of particular materials.

Since it would be difficult to justify a supply of visual-aid equipment for each of the technical programs, this equipment is usually centered in the library for use by all programs. Sources of films which could effectively supplement classroom lectures and discussions are listed in Appendix C [of this document]. Any film considered for inclusion in a course should first be evaluated by the instructor to insure applicability to course content. Audiovisual equipment most likely to be useful to the law enforcement program instructor would include motion picture, slide, overhead, and filmstrip projectors; slide stacker and tray; movie screens; and a tape recorder.

There is equipment which is integral only to the law enforcement program, but it is technical rather than general in type and would be located in the crime laboratory. It is discussed in detail in the portion of this publication covering physical facility needs.

EVALUATION

Evaluation is a very essential aspect in the development of any program, but particularly in career fields that deal with the human services. Proper evaluation can result in modifications and improvements which are vitally important as both the availability and quality of police training expand.

Generally, evaluation has two distinct purposes: (1) determining the information level achieved by the student; and (2) ascertaining whether that information has improved job performance. More appropriately, the questions to be considered in evaluation are: (1) Did the individual's studies facilitate subsequent job training? (2) How much was the [his] actual on-the-job skill enhanced? (3) Was the [his] formal learning evidenced in entrance and promotional exams?

Traditionally, various test questions have been used to measure whether or not new knowledge had been gained, although the limitations of different typical question styles are well-known to most trainers and educators. Open-ended discussion questions or short essays, while more difficult to grade, require a more extensive understanding of a subject.

Determining job performance and its relation to study and learning is far more elusive. Some law enforcement agencies have performance evaluation forms that are completed by supervisors, but thus far there has not been enough effort directed toward training police supervisors to evaluate their staff [men]. Even less effort has been exerted to remove work inadequacies through remedial or refresher in-service training. Perhaps the best example of the importance of performance evaluation has been witnessed through recent efforts to keep policemen up-to-date with new, constantly changing legal decisions. Recognition that many performance deficiencies were related to a lack of sufficient legal information has resulted in the effective delivery of this information throughout the patrol force immediately after the court decisions are made.

In short-range terms, program evaluation must assess the level of student interest. In more long-range terms, it must consider whether the courses are sufficient to equip students with basic facts, principles, and skills; whether courses are available to all those desiring to study law enforcement; and whether the program is as meaningful to in-service personnel as it is to students without previous experience in the field. The latter is a delicate issue, since the same material may be viewed by the practitioner as too theoretical and by the young student as too advanced.

One significant aspect of evaluation often overlooked is the importance of maintaining follow-up records of program graduates. In this way, former students can be asked for their comments regarding the value and applicability of their courses to their jobs. This is also a useful device in making content changes that may be necessary based upon the types of employment into which students actually proceed.

To some extent, faculty effectiveness can be measured on the basis of a detailed program evaluation. Faculty teaching techniques and their relationship to a later job performance and satisfaction should be reviewed. In this way; more substantial decisions can be made regarding the use of discussion groups, work experience, and other methods of reinforcing classroom lectures. Furthermore, determinations should be made periodically regarding faculty members' continued professional growth, their interest in the law enforcement career field, and their awareness of current educational, career, and technical problems of the police.

Advisory committee members, who have been maintaining long-term program involvement and who recruit their employees directly from the school, can regularly be called upon to provide a continual, informal evaluation. Coordinators of other law enforcement programs and representatives of the State Department of Vocational Education will be able to provide assistance on a less frequent but more specific basis. Although interested in evaluation, regional accrediting associations normally concern themselves with an entire institution rather than one particular department. Where applicable, the state's Law Enforcement Training Commission, which certifies certain

courses for meeting minimum standards, may also be consulted. Professional organizations which may be in a position to provide evaluation services as described herein are listed in the appendix of this document.

THE CURRICULUM

ASSOCIATE DEGREES

Developing working competence in a field as broad as law enforcement must take into consideration and build upon three fundamental components: (1) initial training should prepare the future peace officer to be a productive entry-level employee; (2) broad technical training, together with experience, should enable a person to advance to positions of increasing responsibility; (3) foundations provided by the training must be broad enough to allow the graduate to pursue further study within the criminal justice field.

The curriculum illustrated has been prepared to acknowledge all three requirements. It is designed both to help the student acquire as many of the special abilities as are needed for entry level and to provide the tools necessary for further study.

This curriculum is primarily intended to serve as a guide for program planning and development in post-secondary institutions. Adaptations can be made to suit various situations in several kinds of schools. The level of instruction represents a general agreement on the level of proficiency required for successful entry and performance in occupations which are imperative to the maintenance of order and safety in our society. This detailed curriculum represents the efforts of many people—police educators, program coordinators, practitioners, and the staff of the U.S. Office of Education.

Since it is usually easier to convert a program from semesters to quarters, the curriculum is organized into four semesters, each fifteen weeks in length. A semester is generally considered to be sixteen weeks in length; however, no examinations are scheduled in the course outlines which follow the curriculum. It is therefore intended that part of the additional week be used for examinations.

Outside study is a significant part of the student's complete program. In this curriculum, two hours of outside study time have been suggested for each hour of scheduled class time.

CERTIFICATES

An integral part of the associate degree curriculum in a number of post-secondary institutions is the certificate program. Certificates may afford the employed adult an opportunity to pursue initial study in police science, set a realistic goal, and still allow for later continuation toward a degree. Certificates have often been effective in stimulating initial interest in the law enforcement program. For this reason, they should be made up of the occupationally-oriented courses which are most applicable to the practicalities of full-time employment and which can later be applied toward the curriculum outlined herein. Suggestions for certificate content would include the following courses:

Introduction to Law Enforcement
Police Administration
Patrol Operations
Criminal Law
Criminal Evidence and Procedure
Criminal Investigation
Introduction to Criminalistics
Introduction to Psychology
Introduction to Sociology
either National or State and Local Government.

THE CURRICULUM OUTLINE FOR LAW ENFORCEMENT (POLICE SCIENCE)

FIRST SEMESTER

Courses	Class Hours	Laboratory Hours	Outside Study	Total Hours
Introduction to Psychology [1]	3		6	9
National Government	3		6	9
Introduction to Law Enforcement	3		6	9
Communications Skills	3		6	9
Police Organization and Administration	3		6	9
First Aid I and II	1	2	2	5
Total	16	2	32	50

SECOND SEMESTER

Technical Report Writing [2]	3		6	9
State and Local Government	3		6	9
Introduction to Sociology	3		6	9
Police Role in Crime and Delinquency	3		6	9
Patrol Operations	3		6	9
Police Defense Tactics	1	2	2	5
Total	16	2	32	50

SUMMER OCCUPATIONAL EXPERIENCE (CADET/WORK EXPERIENCE)

THIRD SEMESTER

Criminal Law	3		6	9
Criminal Investigation	3		6	9
Social Problems	3		6	9
Police Community Relations	3		6	9
Police Arsenal and Weapons (Firearms)	2	3	4	9
Elective [3]	3		6	9
Total	17	3	34	54

FOURTH SEMESTER

Basic Mathematics	3		6	9
Criminal Evidence and Procedure	3		6	9
Introduction to Criminalistics	3	3	6	12
Organized Crime and Vice Control	3		6	9
Elective [3]	3		6	9
Total	15	3	30	48

[1] Or Psychology for Law Enforcement Officers

[2] Or Oral Communications

[3] Electives: Traffic Administration and Enforcement
Police Records and Communications
Police Supervision
Juvenile Delinquency

Brief Descriptions of Courses

FIRST SEMESTER

Introduction to Psychology

A basic study of human behavior and the motivations underlying it. The development and characteristics of common patterns of behavior are studied, including perception, individual differences, and personality. Material presented is related to daily life and everyday problems.

National Government

A course which provides fundamental knowledge of the structure and operations of the United States federal government. The powers and responsibilities of government at the national level are analyzed. Special attention is given to the limits under the Constitution.

Introduction to Law Enforcement

A course that presents the philosophy, history, and development of law enforcement in a democratic society. Introduces law enforcement agencies and their organization and jurisdiction, reviews court processes, orients the student to a law enforcement career, and identifies and explores current trends in the field.

Communications Skills

A course in oral and written communications designed to promote greater competency in reading, writing, talking, and listening. Stresses the importance of improving one's skills in expressing himself.

Police Organization and Administration

A course in the principles of organization and management of law enforcement agencies. The concepts of organizational behavior and an understanding of the departmental planning process is provided. The role of and components involved in responsible planning and executing procedures related to personnel, equipment, budget, records, communications, and management are studied.

First Aid I and II

A course which acquaints the student with the basic principles of first aid and the treatment of injuries in an emergency situation. A working knowledge is provided of the immediate and temporary care given in cases of accident, illness, emergency, childbirth, or other situations frequently encountered by police. Completion of First Aid I qualifies the student for the standard Red Cross First Aid Certificate; completion of First Aid II entitles the student to the advanced Red Cross Certificate.

SECOND SEMESTER

Technical Report Writing

A study of the specific techniques involved in the preparation of technical forms and reports. Develops an appreciation for the accuracy necessary to maintain complete records and increases writing skills.

Oral Communications

This option stresses effective public speaking and enhances the student's ability to lead discussions. (See Communications Skills description).

State and Local Government

A course which offers basic knowledge of the structure and operations of individual state and local governing bodies. Defines the role of the states and their political subdivisions in relation to each other and to the federal government.

Introduction to Sociology

An introductory study into the social forces motivating behavior, group identifications, and various social forces influencing actions and stimulating reactions. Application of scientific methods to the analysis of social norms, groups, social change, and institutions.

Police Role in Crime and Delinquency

A study of the development and causes of criminal behavior, social deviancy and crime. Criminological theories and the ex-

tent, variation, and patterns of crime are covered. Considers various types of offenders, social and personality forces behind their behavior, importance of handling them correctly, and their rehabilitation. Crime prevention techniques and specific pathological problems related to enforcement are studied. Individual personality differences and their relationship to crime as well as handling and recognizing emotionally and mentally disturbed persons are emphasized.

Patrol Operations

A course which examines the duties, extent of authority, and responsibilities of the uniformed patrolman. Rationales for patrol philosophy and practices are outlined, and accepted field techniques and their practical application are presented.

Police Defense Tactics

A practical application of the methods of self-protection. Methods of physical protection from persons armed with dangerous weapons and restraint of prisoners and mentally ill persons are demonstrated. Drills in a limited number of holds and come alongs and training in the use of baton and other special, disarmament, and defensive techniques are included. Skills are increased through continued practice.

SUMMER OCCUPATIONAL EXPERIENCE (CADET/WORK EXPERIENCE)

THIRD SEMESTER

Criminal Law

A study of the elements and proof in crimes of frequent concern in law enforcement. Rules of criminal liability; elements of specific, commonly violated laws; and development and application of local, state, and federal laws are covered.

Criminal Investigation

An analysis of the theory and techniques of an investigation; conduct at crime scenes; collection and preservation of physical evidence; and testing employed by the police science laboratory. Emphasizes the importance of fingerprints, ballistics, documents, serology, photography, crime scenes, and the duties of a criminal investigator.

Social Problems

A course devoted to the analysis of contemporary social problems encountered by persons living in modern society. Discusses the causes, development, and varied solutions of social problems, and describes how they relate to social change in the community.

Police Community Relations

A course which provides an acquaintance with the significance of establishing good working relationships between the police and the public. Offers an understanding of the complex factors involved in human relations. The nature of prejudice and discrimination, its effects, the interactions of a changing society, the requirements of individual rights, the maintenance of peace and order, and the changing police role are all explored in depth.

Police Arsenal and Weapons (Firearms)

A study and application of the skills involved in the handling, care, maintenance, use, and operation of firearms in police work. An intensive range program in deliberate, point, and defense shooting is provided, and skill and safety in handling and operating weapons is stressed.

FOURTH SEMESTER

Basic Mathematics

A course designed to provide a basic mathematical program, emphasizing the fundamental concepts of our number system, involving whole numbers, decimals, and fractions. Develops the principles of algebra and the use of algebraic formulas. Fundamentals regarding the use of the slide rule are introduced.

Criminal Evidence and Procedure

A study of the rules of evidence of particular import at the operational level in law enforcement and criminal procedure in such areas as arrest, force, search and seizure, collection of evidence, and discretion. Rules and type of evidence, Constitutional Law, and criminal procedure most often affecting police personnel are accented.

Introduction to Criminalistics

A course which introduces scientific aspects of criminal investigation. The role of the crime laboratory in the law enforcement organization, the value of physical evidence, and the need for understanding scientific crime detection is explored. Emphasis is placed upon recording the crime scene; collection, identification, preservation, and transportation of evidence, and techniques of examining physical evidence.

Organized Crime and Vice Control

A study of the origin, development, organization, and economics of organized crime. Vice and narcotics problems are included as they relate to the activities and influence of organized crime. Methods of suppression and prevention are analyzed. The role of the federal government in combatting these illegal activities is considered as well as the importance of citizen actions in opposing them.

ELECTIVES

Traffic Administration and Enforcement

An examination of the history, development, and economics of the modern transportation system. Coping with the traffic problem; use of modern technology in enforcing, investigating, and reporting; functions of the police traffic administrator; and police responsibilities as they relate to engineering, education, enforcement, and enactment are all described and evaluated.

Police Records and Communications

A course providing a comprehensive familiarization with types and functions of police records, the role of research in the planning process, and establishment and administration of a record bureau in enforcement agencies. Forms, records, analysis, and report-writing are discussed. The role and use of the uniform crime reporting system, of forms and essential data required, of electronic data processing, and of the computer is identified as it relates to police planning and operations.

Police Supervision

A course studying the concepts of human relations, personnel management, and supervisory techniques, together with their application and development in enforcement agencies. The role of the police supervisor as a trainer is stressed, and employee motivation, evaluation and promotion, disciplines, training, welfare, and communication are emphasized.

Juvenile Delinquency

An analysis of the social, cultural, and psychological factors influencing individual delinquent behavior patterns. Emphasis is placed upon preventive and rehabilitative programs and the role of community agencies, such as social service agencies, juvenile courts, and youth authorities.

CAREER OPTIONS

A number of career possibilities are available throughout the systems of public order and social justice, and although policing is certainly the one with greatest public visibility and recognition, it is by no means the only vocation concerned with the problems of protection and safety.

Other career options which may also be considered within the framework of crime control include:

- Crime lab technician
- Crime scene technician
- Corrections
- Retail security
- Industrial security
- Campus security

Within the broader public safety fields, the following may be considered:

Fire science
Traffic and highway safety
Rescue and ambulance services

Each of the above listed specialties requires certain training and preparation, most often a combination of on-the-job training and technical vocational course preparation. Whether obtained in a junior college or through a vocational center, it is imperative to public order and safety that organized programs of study be readily available and accessible. They are merely cited here so that planners of police science courses will recognize that related options do exist and that critical manpower needs can be met through the addition of other specialized areas of concentration. Furthermore, it should be noted that many of the general education courses taught in a police science program are the same ones needed to augment these suggested options.

It has also been found that there are some natural tendencies for these fields of employment to cluster together. Thus, there are not only general education ties into existing curricula, but there are also generic issues that argue for these options receiving program consideration when police science is adopted.

CAMPUS-BASED MANPOWER UPGRADING

As noted by the President's Crime Commission, "no person, regardless of his individual qualifications, is prepared to perform police work on native ability alone. Aside from individual intelligence, prior education, judgment, and emotional fitness, an officer must receive extensive vocational training before he can understand the police task and learn how to fulfill it." Minimum standards for recruit selection and training now exist by law in three quarters of the states. In many of the states the training law is a voluntary one; but nonetheless, serious efforts at compliance generally are increasing.

Recently, law enforcement agencies have exhibited an inclination to solicit the assistance of vocational schools, technical institutes, or community colleges in the delivery of basic recruit training. In the American Association of Junior Colleges' publication, *Law Enforcement Training and the Community College*, actual examples of campus-based police training centers and guidelines for their establishment are outlined. As acknowledged by AAJC in that publication, the utilization of two-year schools, with their growing national network of modern facilities and their mandates for local involvement, offer an important resource for both law enforcement training and education.

Options to a total campus-based training effort include scheduling specialized courses through a vocational training school and/or employing practicing officers as part-time lecturers. Another alternative, supported by the state vocational education [training] system, arranges for classes to be rotated around the state on a scheduled basis. Yet another approach includes the creation of a centralized state facility where basic and other classes can be conducted. The variations depend upon many factors and no one technique has been found to be equally appropriate for all states.

It should be noted here, however, that regardless of the physical approach, certain program planning and instructional concepts exist and are described in existing literature. The U.S. Department of Justice (Law Enforcement Assistance Administration) financed a *Manual on Training for Sheriffs*, which describes ways in which sheriffs' departments, especially the smaller ones, can provide meaningful learning experiences for their staffs. Under a [the Bureau of Research in the] U.S. Office of Education contract, a guide entitled *Implementing Law Enforcement Training: A Suggested Basic Training Program* is currently being prepared which addresses itself to strengthening police training, again, particularly in small departments. While it is not the primary purpose of this document to describe basic police recruit training activities, mention is made of other resources which cover the topic, since recruit training and police education programs often encompass the same institutions, instructors, and even students.

Beyond basic requirements, there are continuous needs in police departments for refresher courses and specialized instruction aimed at extending and updating day-to-day functional skills. Campuses across the country have responded to these needs by offering workshops, institutes, and seminars varying in length from one day to three months in topics ranging from Accident Investigation to Management, Planning, and Supervision.

In addition, two-year colleges from Florida to Michigan to California have been designated as Regional Training Centers and thereby have accepted responsibility for major career development efforts encompassing vocational skills as well as initial higher educational needs of the police. There is every reason to conclude that this activity will continue because of the new momentum to improve the quality of police training and the greater involvement of post-secondary institutions in this sensitive career field.

Should any post-secondary institution become designated as a regional or even local manpower upgrading resource or training center, it immediately becomes necessary to identify its total role and responsibilities, and questions relating to facilities, funding, and final authority must be answered. It is common procedure that any institution offering various levels of training must be approved and certified under the state's minimum police standards act. Recently the awarding of limited college credits for specialized training—whether basic, recruit, or command level—has surfaced as an important consideration that must be decided by the school involved. Another critical issue which must be resolved is how extensively and under whose direction evaluation of the training program is to be conducted. As stated previously, these topics are not the major concern of this document, but at the same time, they are interrelated to the education program and cannot be overlooked, as post-secondary institutions continue to be strongly committed to law enforcement vocational training.

COURSE OUTLINES

The courses which follow provide recommendations regarding the content which might be taught in the curriculum outlined previously. The units of instruction suggested provide a practical, attainable coverage of the material and have been reviewed by experienced instructors in successful law enforcement education programs.

Modifications may have to be made in the courses to meet needs defined by local advisory committees and to take advantage of special interests and capabilities of the teaching staff in a particular institution. The level, quality, and comprehensiveness of the program, however, should not be compromised.

After each course outline is listed suggested texts and references. Each should be analyzed to determine the applicability and pertinency of its content, and new or more suitable books should be substituted when they become available. The information essential to cover a certain course in any technical curriculum, but particularly a technical specialty course, is almost never available in one textbook. Therefore, a number of suggestions are made in those cases where there is not any one specific text which is considered standard. Supplements should also be obtained through the current materials produced by manufacturers, trade journals, technical societies, and suppliers of apparatus and services in the specialty area being studied.

A list of sources for films relevant to law enforcement courses appears in the appendix of this document. Audiovisual materials should be used when applicable to course instruction and when appropriate to an efficient teaching method. Excessively showing films in place of the delivery of well-prepared lectures and demonstrations is to be avoided. Instead of class lecture time, the suggested outside study periods may be used advantageously for the showing of films. All visual aids should be examined by the instructor before they are presented to students. In addition to filmstrips, guest lecturers, field trips, case studies, and exhibits should be employed whenever they can add a pertinent resource or additional information to traditional teaching techniques.

It is expected that the experienced instructor will make use of charts and slides which illustrate special technical aspects of

the subject. These are usually accumulated from the experience of previous laboratory or lecture preparations and should be updated regularly to keep abreast of new developments.

Technical Specialty Courses

INTRODUCTION TO LAW ENFORCEMENT

Hours Required

Class, 3

Course Description

Recently, some institutions have begun to offer the Survey of the Administration of Justice course in lieu of Introduction to Law Enforcement. The primary difference is that the Administration course places greater emphasis on the courts and the American judicial system, civil processes, and corrections. Aside from these particular areas of study, the course outline which follows can be taught under the title Survey of the Administration of Justice.

The Introduction to Law Enforcement course covers the philosophy, history, and development of law enforcement. Included are the organization and jurisdiction of law enforcement agencies, a review of court processes, a career orientation, and exposure to current trends in law enforcement.

Major Divisions

	Class Hours
I. Philosophy of Law Enforcement	6
II. History of Law Enforcement	12
III. Organization and Jurisdiction of Law Enforcement Agencies	9
IV. Career Orientation	6
V. Current Aspects and Trends in Law Enforcement	6
VI. Constitutional Limitations	6
Total	45

Units of Instruction

I. The Philosophy of Law Enforcement
- A. Why law and order?
- B. Individual philosophy
- C. Types of law enforcement
  1. People-based
  2. Ruler-based
  3. Free-nation police agencies
- D. The role of the policeman
  1. Responsibility to prevent crime and maintain public order and security
  2. Authority and power dependent on public approval of goals and actions and ability to obtain and maintain this approval
  3. Impartial enforcement
  4. Physical force only after persuasion—advice and warning have failed
  5. Public relations
  6. Measure of law enforcement efficiency—absence of crime and disorder
  7. Measure of law enforcement integrity—personal moral responsibility
  8. Professionalization—continual development of education, training, planning, and research
  9. Sensitive balance between individual freedom and collective security
- E. Relationship between man and state
  1. Man
     a. Free will
     b. Determinism
  2. The state
  3. Authority vs. power
     a. State power
     b. Sovereignty
     c. Totalitarian state
     d. Democratic state
     e. Absolute government
     f. Constitutional government
- F. Medium of law enforcement
  1. Legislators
  2. Attorneys
  3. Judges
  4. Law enforcement officer
- G. Methods of law enforcement
  1. Police authority
  2. Police power

3. Police goals
   a. Prevention of crime and disorder
   b. Preservation of peace
   c. Protection of life, property, and individual freedom
4. Methods of obtaining goals
   a. Crime prevention (police-community relations)
   b. Crime repression (investigation, apprehension)
   c. Regulation of non-criminal conduct (traffic, crowds)
   d. Providing services (licensing, information)
   e. Protection of individual freedom (protection against state)
5. Use of discretion

H. Punishment
1. Types
   a. Corporal
   b. Spiritual
   c. Economic
2. Responsibility
3. Purposes
   a. Retribution
   b. Retaliation
   c. Reform of offender
   d. Deterrence
   e. Necessity for justice

II. The History of Law Enforcement
A. General information
B. Ancient and feudal background
1. Tribal life and customs
2. "Kin police" system
3. Code of Hammurabi
4. Egyptians - river security patrol
5. Greece - community policing
6. Rome - military legions
   a. Praetorian Guard
   b. Urban cohort
   c. Vigiles
7. Anglo-Saxon period
8. Methods for determining innocence or guilt
   a. Trial by ordeal
   b. Trial by combat
   c. Compurgation
9. The Frank Pledge
10. The King's Peace
   a. "Hue and cry"
   b. Fine
   c. Restitution
   d. Involuntary servitude
   e. Rendition
11. Ten tithings (a hundred)
12. Headman (reeve, headborough, borsholder)
13. Constable
14. Shire
15. Shire-Reeve
   a. Supervise citizens
   b. Pursue, apprehend, and confine law breakers

C. English precedents
1. William the Conqueror
   a. Centralized authority
   b. Collective security
   c. State responsibilities for peacekeeping
2. Division between law enforcement and judiciary
3. Laws of Henry
   a. Felonies
   b. Misdemeanors
   c. Public service
4. *Magna Carta*
   a. Basic civil and political liberties
   b. Separation of state and local government
   c. Concepts of the modern jury, due process, venue, and jurisdiction
5. Statute of Winchester
   a. Watch and ward
   b. Bailiff
   c. Justice of the peace
6. Night watch (Charlies, shiver, shake watch)
7. Merchant police
8. Parish police
9. Henry Fielding
   a. Formal police administration (Bow Street Runners)
   b. First police survey
10. James Patrick Colguhoun—unified police force
11. Sir Robert Peel and the Metropolitan Police Act
   a. Guidelines for formation of police force
      (1) Organization
      (2) Deployment
      (3) Personnel qualities
      (4) Training

(5) Records
b. Model for subsequent reform

D. Developments in America
1. Northern colonies—watch and warn system
2. Rural southern colonies—county form of government (sheriff system)
3. Boston night watchmen
4. New York "rattle watch"
5. Philadelphia night watch
6. Philadelphia and Boston daytime paid police forces
7. New York day and night police
8. Abolition of night watch system
9. Corruption and political meddling
10. State control
11. Pendelton Act—police reform
a. Civil service at the federal level
b. Spoils system abolishment
12. Texas Rangers
13. State constables
14. Pennsylvania state police agency

III. Organization and Jurisdiction of Law Enforcement Agencies
A. Local agencies
1. Decentralized
a. Local autonomy
b. Traditional jurisdictional authority
c. Confinement of responsibility
2. Consolidation
a. Elimination of duplication
b. Accessibility of proper equipment
c. Uniform traffic control
d. Establishment of specialized bureau
e. Monetary savings
f. Efficient and equalized policing
g. Professional agency
3. Contract law enforcement
a. Costs
b. Quality
4. Sheriff
a. Execution of court processes
b. Conservation of county peace
5. Miscellaneous units
a. Constable
b. Marshal
6. Volunteer police
7. Patrol
a. To eliminate or reduce the opportunity for misconduct
b. To increase the likelihood of apprehension

B. State agencies
1. Highway Patrol
2. State Police
3. Alcoholic Beverage Control
4. Bureau of Criminal Investigation and Identification
5. Miscellaneous (Wildlife Protection, Narcotics and Drug Control, Transit Authorities, Fire Marshal, etc.)
6. Automobile Registration and Driver Licensing

C. Federal agencies
1. Department of Defense
a. Department of the Army (Provost Marshal General)
b. Department of the Air Force (Inspector General)
c. Department of the Navy (Shore Patrol, Naval Intelligence)
2. Department of Health, Education, and Welfare - Children's Bureau (Division of Juvenile Delinquency Services)
3. Department of Justice
a. Federal Bureau of Investigation
b. Bureau of Narcotics and Dangerous Drugs
c. Immigration and Naturalization Service
4. Post Office Department (Chief Postal Inspector)
5. Department of State - International Cooperation Administration (Public Safety Division)
6. Treasury Department
a. Bureau of Customs
b. Internal Revenue Service
(1) Intelligence Division
(2) Alcohol and Tobacco Tax Division
(3) Internal Security Division
c. U.S. Secret Service
7. Department of Transportation (U.S. Coast Guard)

D. Private agencies

IV. Career Orientation
- A. Requirements
  1. Age
  2. Residence
  3. Educational
  4. Physical
  5. Citizenship
  6. Personal qualifications
- B. Recruitment procedures
  1. Written application
  2. Background investigation
  3. Personal interview
  4. Psychiatric evaluation
  5. Physical agility test
  6. Written and/or oral interview
  7. Probationary period
- C. Levels of training
  1. Recruit
  2. Supervisory
  3. Executive development
  4. Management
  5. Specialist
- D. Salary and fringe benefits, promotional opportunities
- E. Higher education
  1. Associate, baccalaureate, graduate degrees
  2. Tuition aid - Law Enforcement Education Program (LEAA)
- F. Advantages
  1. Challenging
  2. Public contact through human service
  3. Stimulating
  4. Tremendous responsibility
  5. Self-satisfying
  6. Diversified
  7. Exciting
- G. Disadvantages
  1. Demanding
  2. Long hours
  3. Frustrating
  4. Sometimes disappointing
  5. Public apathy
  6. Dangerous
  7. Emotional burden
- H. Civil service versus merit system
  1. Rewards and discipline
  2. Evaluation and proficiency measurements
- I. Community service officers, cadets, master patrolmen

V. Current Aspects and Trends in Law Enforcement
- A. The Uniform Crime Reports
  1. Electronic data processing
  2. Uses of the computer
- B. Cost of crime
- C. Research and technology
- D. Minimum selection and standards laws
- E. Incentive pay plans
- F. Inter-relationships with the criminal justice system
- G. Concern for police-community relations
- H. Strategies against organized crime

VI. Constitutional Limitations
- A. Law
  1. Divine
  2. Moral
  3. Natural
  4. Positive
     a. Statutory
     b. Constitutional
     c. Administrative
     d. Common
  5. Equity
- B. Distinction between criminal law (state) and civil law (individual)
- C. Police power, authority, goals
- D. Constitutional guarantees vs. maximum law enforcement efficiency
  1. Balance of individual freedom against collective security
  2. Discretion
  3. Protection of innocent
  4. Gray zone (rationalization)
  5. Abuse of authority
- E. Judicial review
  1. U.S. Supreme Court (Marbury versus Madison)
  2. Restriction of investigations and prosecution
     a. Ability to gather evidence
     b. Power to make arrests
     c. Ability to interrogate suspect and obtain confession
     d. Prosecution, conviction, and sentencing
- F. Bill of Rights and enforcement problems
  1. Freedom of speech
     a. Right to express ideas

b. Limits
c. Public assemblies
d. Obscene language
e. Man-to-man insult
f. Breach of peace

2. Search and seizure
   a. Federal Exclusionary Rule
   b. Search warrant

3. Arrests
   a. Warrant
   b. Common law arrests by private persons

Texts and References

Adams, *Law Enforcement: An Introduction to the Police Role in the Community*

Germann, Day, and Gallati, *Introduction to Law Enforcement*

Leonard and More, *The General Administration of Criminal Justice*

Weston and Wells, *The Administration of Justice*

POLICE ORGANIZATION AND ADMINISTRATION

Hours Required

Class, 3

Course Description

The principles of organization and management in law enforcement and public safety are presented as well as an evaluation of administrative devices. Major problems in police administration, organization, planning, and research are analyzed and evaluated. An introduction to the concepts of organizational behavior and an understanding of the planning process in a police department are provided. Discussions evolve around the tasks of planning within the police field, component parts of the total planning task, role of the police planning and research bureau, organization for planning and the need for placing responsibility, factors involved in planning operations and developing the total organizational structure, and plans relating to procedures, tactics, personnel, equipment, buildings, budget, and extra-departmental activities.

Major Divisions

	Class Hours
I. The Planning Process	4
II. Gathering Basic Data	3
III. Decisions that Influence the Functional Organization	3
IV. Organization According to Functions	6

Figure 7—An instructor in an in-service Police Administration course outlines a basic table of organization.

V. Top-level and Territorial Organization	6
VI. The Police Building and Equipment	6
VII. Personnel and Public Relations	6
VIII. Selection	2
IX. Procedures and Tactics	6
X. Meeting Unusual Needs	3
Total	45

Units of Instruction

I. The Planning Process
- A. Planning defined
- B. The value of a plan
- C. The nature of police planning
  1. Procedural plans
  2. Tactical plans
  3. Operational plans
  4. Extra-departmental plans
  5. Management plans
  6. Research in planning
- D. Scope of planning
- E. Organization for planning
- F. Internal organization and functions
  1. Administrative research unit
  2. Budget unit
  3. Cartography unit
  4. Statistics unit
  5. Tabulating unit
  6. Forms unit
  7. Legal unit
  8. Manuals and orders unit
- G. Duties of a planning unit
- H. Stimulation of the planning process
- I. Steps in planning
  1. Recognition of the need for the plan
  2. Statement of objective
  3. Gathering and analyzing relevant data
  4. Details of the plan
  5. Obtaining concurrences
- J. Practicability and feasibility of the plan
- K. Completed staff work
  1. Survey report
  2. The plan
- L. Activating the plan
- M. Authority of the chief

II. Gathering Basic Data
- A. The present organization structure
  1. Lack of understanding
  2. Lack of sympathy
  3. Unsuitability of the plan to its purpose
- B. Ascertaining the organization pattern
- C. Compiling the data
  1. Manual accounting
  2. Tabulating equipment
  3. Data recorded on punch cards
  4. Recording the location on the punch cards
  5. Recording the time on the punch cards
- D. Recording the data

III. Decisions that Influence the Functional Organization
- A. The extent of specialization
- B. Patrol division responsibility
- C. Specialization in the search for physical evidence

IV. Organization According to Functions
- A. Analysis of present organization
- B. Factors that influence organization structure
  1. Physical and social characteristics of community
  2. Community sentiment
  3. Police factors
- C. Functional organization
- D. Line divisions
- E. Delegation of responsibilities among the special divisions
- F. Command during emergencies
- G. Auxiliary services
  1. Records and communications
  2. Property control
  3. The crime laboratory
  4. Jail duties
  5. Maintenance
- H. Administrative tasks
  1. Budgeting, accounting, and purchasing
  2. Personnel and public relations
  3. Planning and inspection
  4. Intelligence
- I. Non-police and quasi-police tasks
- J. Disaster preparedness and civil disturbances

V. Top-level and Territorial Organization
- A. Top-level organization
  1. Three or more assistant chiefs
  2. Two assistant chiefs
  3. One assistant chief
  4. An executive officer

B. Territorial decentralization with district stations

VI. The Police Building and Equipment
- A. The police building
- B. Equipment
  - 1. Communications
  - 2. Motor vehicle
  - 3. Other

VII. Personnel and Public Relations
- A. The authority of the police chief in personnel matters
- B. Selection for appointment
- C. Service ratings and selection for promotion
- D. Discipline
- E. Welfare and conditions of service
- F. Police training
- G. Civilian police department employees
  - 1. Economy
  - 2. Efficiency
  - 3. Simplification of personnel management
  - 4. Improved atmosphere
- H. Public relations
- I. Police-press relationships
- J. Community organization

VIII. Selection
- A. Qualifications for employment and promotion
- B. Recruitment of manpower
  - 1. Police service prestige
  - 2. Pre-employment residence
  - 3. Recruiting devices
  - 4. Personal contact by agency people
  - 5. Newspaper news columns
  - 6. Radio and television time

IX. Procedures and Tactics
- A. The duty manual
- B. Procedures
  - 1: Field procedures
  - 2. Headquarters procedures
- C. Tactical plans
- D. Planning of procedures and tactics

X. Meeting Unusual Needs
- A. Organizing to meet unusual needs
- B. Plans for unusual needs
  - 1. Plans for unusual criminal activities
  - 2. Special community events
  - 3. Planning for special community events
  - 4. Obtaining concurrences
  - 5. Disaster plans
  - 6. Civil defense
- C. Screening and examining processes
- D. The induction and placement of personnel
- E. The probationary period
- F. Promotional procedures

Texts and References

International City Managers Association. *Municipal Police Administration*

Leonard and More, *Police Organization and Management*

Wilson, *Police Administration*

Wilson, *Police Planning*

PATROL OPERATIONS

Hours Required

Class, 3

Course Description

In some institutions, this course is referred to as Patrol Procedures; however, the content is similar. In other places, the material covered in Patrol Operations has become integrated into Police Administration, and in such cases. is not offered as a separate course.

The student is provided with an understanding of the duties, extent of authority, and responsibilities of the uniformed patrolman. Different rationales for patrol philosophy and practices are outlined, and accepted field techniques and their practical application are presented. In order to promote a more in-depth, realistic appreciation of patrolling, students may be assigned to ride as observers with various police departments in the area.

While emphasis is placed on the patrol function, other line activities of law enforcement are discussed, including traffic, investigation, juvenile, vice, and other specialized operational units. Assessment is also made of the planning process as it relates to such operational field procedures as tactical units, civil disturbances, demonstrations, labor relations, community relations, surveillances, and preventive patrol.

Major Divisions

	Class Hours
I. Patrol Function	12
II. Prevention of Crime through Patrol	9
III. Patrol Planning	6
IV. Specialized Patrol Efforts	12
V. Manpower Utilization and Administration	6
Total	45

Units of Instruction

I. Patrol Function
- A. Philosophy and purposes of police patrol activities
  1. History of police patrol functions
  2. Types of patrol
  3. Prevention
  4. Detection
  5. Apprehension
  6. Prosecution
  7. Special functions
- B. Observation and patrol techniques
  1. The psychology of observation
  2. Field interviews, confessions, and admissions
- C. Patrol force distribution
  1. Selective distribution
  2. Special squads and tactical assignments
  3. Computerized techniques of patrol assignment

II. Prevention of Crime through Patrol
- A. Patrol participation in the prevention of juvenile delinquency
- B. Patrol responsibility in vice control
- C. Traffic education, enforcement, and engineering
- D. Crowd control and potential disturbances
- E. School situations
- F. Reduction of hazards
- G. Reduction of risks

III. Patrol Planning
- A. Planning defined
- B. The value of a plan
- C. The nature of police planning
  1. Procedural
  2. Tactical
  3. Operational
  4. Extra-departmental plans
  5. Management
  6. Research
- D. Scope of planning
- E. Organization for planning
- F. Internal organization and functions
- G. Duties of Planning Unit
- H. Steps in planning
- I. Practicality and feasibility of the plan

IV. Specialized Patrol Efforts
- A. Field and headquarter procedures
- B. Tactical plans
  1. Athletic events
  2. Civil disorders (riots)
  3. Demonstrations
  4. Labor relations
  5. Race relations
  6. Student relations
- C. Parades and marches
- D. Business establishment cover plans
- E. Raids and surveillance
- F. Plans for unusual needs

1. Plans for unusual criminal activities
2. Special community events
3. Obtaining concurrences
4. Disaster plans
5. Civil defense

V. Manpower Utilization and Administration
   A. Training and personnel
      1. Personnel assignments
      2. Training requirements
      3. Records and investigations
   B. Measuring enforcement effectiveness
   C. Manpower allocation and distribution
      1. Theories of effective distribution
      2. Steps to gain sufficient data in determining manpower allocation and distribution

Texts and References

Adams, *Police Patrol: Tactics and Techniques*
Chapman, *Police Patrol Readings*
Gourley and Bristow, *Patrol Administration*
Wilson, *Police Administration*
Wilson, *Police Planning*

POLICE ROLE IN CRIME AND DELINQUENCY

Hours Required

Class, 3

Course Description

Focuses on the development and causes of criminal behavior, social norms and crime, extent and variation of crime, patterns of crime, and current criminological theories, with emphasis on synthesis and police applications. Discussions of crime data and corrections are also included. A recognition and an understanding of the conditions that are conducive to crime is provided. The criminal, social forces behind criminal behavior, importance of the correct handling of criminals, and rehabilitation are covered extensively. Offers a general orientation to the field of criminology through consideration of the following topics: development of delinquent and criminal behavior; initial handling and proper referrals; preventive police techniques. Specific social problems are studied, such as addicts, the mentally ill, and compulsive and habitual offenders. Special attention is given to the police handling of juveniles and youths.

Major Divisions

	Class Hours
I. Introduction to and Scope of Criminology	4
II. Criminology as a Science	3
III. Indexes and Extent of Crime	8
IV. Social Institutions and Crime	3
V. Processes in Criminal Behavior	6
VI. General Theories of Criminal Behavior	7
VII. Juvenile Delinquency	8
VIII. The Corrections Philosophy	6
Total	45

Units of Instruction

I. Introduction to and Scope of Criminology
- A. Crime versus anti-social behavior
- B. Crime versus sin
- C. Crime versus nonconformity
- D. Major objectives in criminology
- E. Etiology of criminal behavior
- F. Major areas of criminological studies
- G. Effectiveness of law enforcement as crime control
- H. Special laws in the control of crime
- I. Effectiveness of treating offenders
- J. Crime prevention

II. Criminology as a Science
- A. What is science?
- B. Basic principles of a scientific approach
- C. Steps in scientific investigation
- D. The experimental method
- E. Popular fallacies concerning crime

III. Indexes and Extent of Crime
- A. Crimes known to the police
- B. The crime rate
- C. Unreported crimes
- D. Sources of statistics on crime in the United States
- E. Concentration of crimes—persons, property, and public order
- F. Age ratios in crime
- G. Sex ratios in crime
- H. Crime in relation to race and nativity
- I. The home and family in relation to crime

IV. Social Institutions and Crime
- A. The economic institution
- B. The institution of government
- C. The institution of religion
- D. The educational institution
- E. War
- F. Public agencies of communication

V. Processes in Criminal Behavior
- A. Society and its crimes
  1. Social norms and criminal law
  2. Criminal intent
  3. The crimes of society
  4. Organized and white collar crime
- B. Characteristics of offenders
  1. Maturation process
  2. Progressive conflicts
  3. Organization of criminals
  4. The criminal code

VI. General Theories of Criminal Behavior
- A. Anthropological approach
- B. Psychological approach
- C. Psychiatric approach
- D. Psychoanalytical approach
- E. Ecological approach
- F. Social, sociological, and cultural approach

VII. Juvenile Delinquency
- A. Who is a delinquent?

B. Concepts of delinquency
   1. Police concept
   2. School concept
   3. Probation concept
C. Scope of problem - national and international
D. Relation of trends to delinquency
E. Factors related to juvenile delinquency.
   1. Sociological factors
   2. Psychological factors
   3. Physiological factors
F. Theoretical approaches to delinquency
G. Police role in delinquency control

VIII. The Corrections Philosophy
   A. A formula for crime prevention
   B. Prosecution and accused
   C. Corrections and rehabilitation
   D. Failures and dilemmas in corrections
   E. The prison and treatment processes in the future

Texts and References

Cressy and Ward, *Delinquency, Crime, and Social Process*
Reckless, *The Crime Problem*
Sykes, *Crime and Society*
Wolfgang, Savitz, and Johnson, *The Sociology of Crime and Delinquency*

CRIMINAL LAW

Hours Required

Class, 3

Course Description

Covers elements and proofs in crimes of frequent concern in law enforcement with reference to principal rules of criminal liability. Importance of criminal law at the enforcement level is considered from crime prevention to courtroom appearance. Case analysis is conducted. Development and application of local, state, and federal laws is studied. The course illustrates that no field of law is less understood yet more in need of understanding, than the criminal law. It emphasizes the importance of knowing criminal law, which, when properly enforced, characterizes police efficiency and promotes public cooperation in law enforcement. Studies, discusses, and analyzes the elements of specific crimes which are of particular concern in the operation of a present-day law enforcement agency. Selected crimes are examined and discussed in areas in which violations are most common.

Major Divisions

	Class Hours
I. Introduction	(Vary considerably, depending upon the instructor's legal orientation and the students' criminal law sophistication)
II. Offenses Against the Person	
III. Offenses Against Habitation	
IV. Offenses Against Property	
V. Offenses Against the Public Peace	
VI. Offenses Against the Administration of Justice	
VII. Offenses Against Morality and Decency	
VIII. Offenses Affecting Public Safety, Health and Comfort	
IX. Defense	
X. Jurisdiction	
XI. Criminal Procedure	

Units of Instruction

I. Introduction
- A. Sources of criminal law
  1. Common law
  2. Written law
- B. Parties to crimes
  1. Principals
  2. Accessories before the fact
  3. Accessories at the fact
  4. Accessories after the fact
- C. Objectives of criminal law
- D. Classification of crimes
  1. Low misdemeanor
  2. Misdemeanors
  3. Felony
  4. Treason
- E. Criminal law terms
  1. Culpable
  2. Crime
  3. Tort
  4. Intent and act
  5. Legal entrapment
  6. Illegal entrapment
  7. Motive
  8. Specific intent
  9. General intent
  10. Constructive intent
  11. *Mens rea*
  12. *Mala in se*
  13. *Mala prohibita*
  14. Negligence
  15. *Corpus delicti*
  16. Omission to act
  17. Attempt
  18. Malice
  19. Express malice
  20. Deadly weapon
  21. Inherent intent
  22. Apparent intent
  23. Battery
  24. Actual ability
  25. Assault
- F. Interests protected by the law of crimes
- G. The criminal act
- H. The intent-negligence-motive
- I. *Mala prohibita*—public torts
- J. Solicitation—conspiracy
- K. Criminal attempts

II. Offenses Against the Person
- A. Homicide
  1. Accidental
  2. Murder (malice aforethought)
  3. Manslaughter (without malice aforethought)

4. Means
   a. Omission to act
   b. Weapons
5. Casual connection to crime

B. Felony murder
C. Murder in the second degree
D. Manslaughter
1. Wrongful homicide (without malice aforethought)
2. Voluntary
3. Involuntary

E. Mayhem, kidnapping
1. State law
2. Federal law

F. Rape, abortion
1. Consent
2. Assault
3. Prostitution
4. Statutory rape
   a. With consent
   b. Without consent

G. Assault and battery
1. Criminal battery
2. Commission by
   a. Fist
   b. Poison
   c. Exposing one to inclement weather

III. Offenses Against the Habitation
A. Burglary
1. Elements of the offense
2. Daytime
3. Nighttime
4. Entry
5. Purpose
6. Dwelling house
7. Other buildings
8. Malice property

B. Arson
1. Elements of crime
2. Homes—a dwelling house
3. Other buildings
4. Felony
5. One's own home
6. Arson for insurance money

IV. Offenses Against Property
A. Larceny
1. Elements of offense
2. Abandoned property
3. Asportation
4. Felony
5. Public utilities
6. Anything of value

B. Petit larceny
1. Elements of offense
2. Price of goods (retail versus wholesale)

C. Larceny by trick
1. Elements of offense
2. Role of consent
3. Possession and custody of lost goods
4. Retail refund frauds
5. Retail credit frauds
6. Retail purchase frauds
7. Custody vs. possession of goods
8. Felony

D. Asportation (Means of removal not important)
E. Intent
1. Permanent intent to deprive rightful owner of property
2. Element of offense

F. Obtaining money by false pretense
1. False representation
2. Elements of offense
3. Something of value
4. Must show it caused damage

G. Embezzlement
1. Elements of offense
2. Breach of trust
3. Fraudulent conversion
4. Felony

H. Robbery
1. Elements of offense
2. Role of force
3. Crime against the person and property
4. Intimidation
5. Threatening words and gestures

I. Receiving stolen goods
1. Elements of offense
2. Property received must, in fact and in a legal sense, be stolen property
3. Received with fraudulent intent
4. Concealing
5. Felony

J. Forgery and uttering
1. Elements of offense
2. Checks and negotiable instruments
3. Amount not important
4. Felony
5. State laws
6. Federal laws

a. F.B.I.
b. U.S. Secret Service

V. Offenses Against the Public Peace
A. Disturbance of public order
1. By an act of violence
2. By an act likely to produce violence
B. Elements of offense
1. Usually a misdemeanor
2. Unlawful assembly (three or more persons)
3. Libel

VI. Offenses Against the Administration of Justice
A. Perjury (elements of offense)
B. Subornation of perjury
1. Elements of offense
2. Felony
C. Bribery and other misconduct of public officials
1. Elements of offense
2. May be a misdemeanor
3. Extortion
a. Elements of offense
b. Felony
c. Public official
D. Compounding a felony
1. Agreement not to prosecute for a felony
2. Concealment of the crime
3. Prison bread—serving a felony sentence
4. Champerty or maintenance

VII. Offenses Against Morality and Decency
A. Bigamy (elements of offense)
B. Incest (elements of offense)
C. Adultery and fornication (notorious illicit cohabitation)
D. Seduction
E. Houses of prostitution
F. Gambling dens
G. Indecent exposure
H. Public drunkenness

VIII. Offenses Affecting Public Safety, Health and Comfort
A. Building
B. Businesses
1. Slaughterhouses
2. Fire hazards
3. Health hazards
4. Safety hazards
5. Water pollution
C. Noisome smells
D. Keeping of a gaming house
E. Elements of the offenses
F. Must be annoying
G. Obstructing a public highway
H. Usually a misdemeanor

IX. Defenses
A. Insanity
1. Legal definition
2. Medical definition
3. Can be a defense to a crime
a. Disease of mind
b. Knowledge of right from wrong
c. Power to choose between right and wrong
4. Moral perversion or moral insanity
5. Voluntary drunkenness
B. Age considerations
1. Under seven years of age
2. 7-14 state must prove capacity
3. 14-21 capacity is presumed
4. Coverture (coercion of wife by husband no defense)
C. Mistake
1. Usually no defense
2. Act under mistake of fact
a. Intent
b. Statutory rape
D. Command (under force or threat of immediate death)
E. Economic necessity (no defense)
F. Condonation (no defense even if victim condones or has settled out of court)
G. Self-defense
1. Oppose force to force
2. Can be a defense
3. Must be used in reason and in proportion to the force used by the assailant
4. Right to defend another

X. Jurisdiction
A. Locality of Offense
B. Venue
C. Hot pursuit
D. Asportation
E. Boundaries
F. Commencing of the act

XI. Criminal Procedure
A. Extradition
1. Governed by U.S. Constitution
2. Role of governor

3. Fugitives
4. Fugitive warrant (role of F.B.I.)
5. Extradition warrant

B. Preliminary examination—bail—commitment
1. Not at common law
2. Provided for by the Constitution or Legislation
3. Measure of punishment considered in fixing bail
4. Judicial decision—not police function
5. May be waived by accused
6. Remedy through writ of *habeas corpus*

C. Indictment or information
1. Formal accusation for every trial
2. Grand Jury
   a. Not a judicial body
   b. An accusing body
   c. Acts on knowledge
3. Information
   a. Misdemeanors—by prosecutor
   b. Felonies—may be by prosecutor
4. Affidavit by private person
5. Must state venue
6. Must state the offense with reasonable certainty
7. Where intent is required to commit a felony, that specific intent must be alleged in the indictment or information
8. Where a written instrument is a part of the crime, the instrument must be set forth.
9. Where a building is involved, it must be adequately described.
10. Value must be stated
11. Approximate date and time must be mentioned
12. Place of the offense must also be stated (or any place within jurisdiction of the court)

D. Joinder of offenses—of parties
1. Several counts
2. Acquittal on one does not affect the liability of the accused on the other counts

E. Motion to quash—arraignment—demurrer
1. Remedy of the defendant
2. Defendant must be arraigned
   a. Reading of the charges
   b. Plea of guilty, not guilty, or no contest

F. Pleas—double jeopardy
1. No man can be twice lawfully punished for the same crime or offense
2. Jeopardy begins when the jury has been impaneled and sworn
3. May be tried for a different though closely related offense (distinct violations of law growing out of the same transaction may constitute distinct offenses)
4. Where the same act may constitute a violation of both federal and state laws, a conviction or acquittal in one jurisdiction will not prevent prosecution in another; act denounced as a crime by both national and state sovereignties is an offense against the peace and dignity of both and may be punished by each

G. Trial—Verdict—Motion in arrest of judgment
1. Right to trial by jury
2. Following of precedent
3. Judge must be present throughout the trial
4. Role of the judge
5. Role of the prosecutor
6. Role of court clerk
7. Role of stenographer
8. Defendant has a right to be present throughout the trial (in felony cases this right cannot be waived)
9. Jury must consist of twelve persons
   a. Verdict must be unanimous
   b. They must be impartial
10. Right to a "speedy trial"

H. Judgment—sentence—motion for a new trial—writ of error or appeal
1. Duty of court to render judgment and pronounce sentence
2. Upon motion a new trial may be granted for any error or irregularity during the trial which prevented substantial justice being done

a. New trial is a re-examination of the issues in the same court
b. Granting of a new trial places the parties in the same position as if no trial had been held

Texts and References

Bassiouni, *Criminal Law and Its Processes*
Chamelin, *Criminal Law for Policemen*
Inbau and Sowle, *Cases and Comments on Criminal Justice*
Klotter and Kanovitz, *Constitutional Law for Police*

CRIMINAL EVIDENCE AND PROCEDURE

Hours Required

Class, 3

Course Description

Presents the rules of evidence of particular import at the operational level in law enforcement and criminal procedure in important areas such as arrest, force, search and seizure, collection of evidence, discretion, and related topics. Supreme Court decisions affecting law enforcement are analyzed. Emphasizes rules and types of evidence, Constitutional Law, and criminal procedure which most often affect personnel concerned with the administration of criminal law. Introduces to the student selected rules of criminal evidence; presentation of evidence and the personal conduct of the witness during the course of a trial; a better understanding of the role of law enforcement (in a generic sense) in safeguarding personal liberties guaranteed to people under Federal and State Constitutions.

Major Divisions

Class Hours

(Vary considerably, depending upon the instructor's legal orientation and the students' experience in handling evidence, courtroom presentations, and understanding of the procedural law)

I. The Rules of Evidence in General
II. The Hearsay Rule and its Exceptions
III. Documentary Evidence, Written Memoranda, Photographs, and Recordings
IV. The *Corpus Delicti*
V. Opinion Evidence
VI. Circumstantial Evidence
VII. Evidentiary Privileges
VIII. Arrests Generally
IX. Arrests Without Warrant—Felonies
X. Arrest Without Warrant—Breach of the Peace; Other Misdemeanors
XI. Arrest Under Warrant
XII. Use of Force
XIII. Place of Arrest; Fresh Pursuit
XIV. Entry of Land and Buildings in Arrest
XV. Summoning Aid and Commandeering Property
XVI. Entrapment
XVII. Privilege from Arrest
XVIII. Treatment of Prisoners
XIX. Search and Seizure Generally
XX. Search and Seizure Incident to Arrest
XXI. Search Warrants
XXII. Seizure of Contraband

Units of Instruction

I. The Rules of Evidence in General
  A. Background of the rules of evidence
  B. Evidence defined and described
  C. Admissibility and weight distinguished
  D. Relevancy and irrelevancy
  E. Materiality and immateriality
  F. Competency and incompetency
    1. Of evidence
    2. Of witnesses
  G. Impeachment of a witness
  H. Other tests of admissibility
  I. Judicial notice
  J. The burden of proof
  K. Presumptions
II. The Hearsay Rule and its Exceptions
  A. Expressed confessions and admissions
    1. Philosophy underlying confessions and admissions
    2. Confessions: judicial and extra-judicial
    3. Tests of the validity of a confession
    4. Extra-judicial confessions
    5. Confessions obtained through promise or inducement
    6. Confessions gained through deception or from intoxicated persons
    7. Evidence gained through an inadmissible confession
    8. Practical considerations as to expressed confessions
  B. Tacit admissions
    1. Tests of admissibility

2. Understanding the accusation
3. Accused in custody
4. Accusations during trial or other judicial proceedings
5. Competency of accuser
6. Denials and partial denials: equivocal or evasive replies

C. Conversations in the presence of the defendant

D. Dying declarations
1. Underlying reasons for admission
2. Declarant must have consciousness
3. Practical considerations

E. *Res gestae* declarations
1. Definitions and underlying philosophy
2. Spontaneity as primary element
3. Utterances prompted by questions
4. Availability or competency of speaker as a witness
5. Practical considerations

F. Public records
1. Underlying philosophy
2. Tests of admissibility
3. Records made in the course of official duties
4. Records involving opinions or conclusions
5. Public records admissible in evidence

G. Regular entries in the course of business
1. Tests of admissibility
2. Practical considerations

H. Matters of pedigree
1. Scope of the rule
2. Test of admissibility
3. Practical considerations

I. Former testimony
1. Definition and underlying philosophy
2. Tests of admissibility
3. Identity of the accused in both trials
4. Conditions governing subsequent trial
5. Conditions governing availability of witnesses
6. Mode of proving former testimony

III. Documentary Evidence, Written Memoranda, Photographs, and Recordings

A. Best and secondary evidence
1. History and scope of rule
2. Use of terms
3. Modern cases limit rule to writings
4. Rule not applicable to all writings
5. Secondary evidence
6. Primary evidence beyond jurisdiction
7. Primary evidence lost or destroyed
8. Primary evidence in hands of adverse party
9. Summaries of voluminous records
10. Public records
11. Inscriptions on bulky or immovable objects
12. What are original writings?
13. Signed carbon copies
14. Unsigned carbon copies
15. Telegrams
16. Preferences as to secondary evidence.

B. Maps, diagrams and sketches

C. Photographs
1. Photographs as "silent witnesses"
2. Posed photographs
3. Use of devices to accentuate photographic evidence
4. Photographs depicting gruesome scenes
5. Enlargements
6. X-Ray photographs
7. Motion pictures

D. Memoranda and notations
1. Past recollection recorded
2. Past recollection revived

E. Accident reports
1. Confidential character of accident reports
2. Privilege limited to reports by drivers
3. Scope of privilege

F. Official reports

G. Mechanical and electronic sound recordings

IV. The *Corpus Delicti*

A. Rule stated
B. Reason for the rule
C. Degree of independent proof required
D. Identity of perpetrator not an element of *corpus delicti*
E. Order of proof
F. Manner of proving *corpus delicti*
G. *Corpus delicti* in traffic cases
H. Rule does not apply to judicial confessions

V. Opinion Evidence
A. Opinion evidence in general
1. Opinion rule stated
2. Matters of description
3. Particular subjects of description
a. Apparent condition of person
b. Identity
c. Identity of telephone conversant
d. Sobriety
e. Mental condition
f. Handwriting
g. Speed
4. Other matters of ordinary opinion
5. Witness limited to expression of his own impressions
6. Testimony in opinion form
B. Expert opinion evidence
1. Use of expert opinion evidence
2. Qualifications of expert witness
3. Proper subjects of expert opinion
a. Speed
b. Manner of accident occurrence
c. Position of vehicles at impact
d. Point of impact
e. Manner in which wounds were inflicted
4. Other matters of expert testimony
5. Subjects not proper for expert testimony
6. Hypothetical questions
7. Manner of stating opinion

VI. Circumstantial Evidence
A. Circumstantial evidence in general
1. Particular circumstances
2. Particular acts of accused
3. Conduct of animals and fowl
4. Fingerprints, palmprints and footprints
5. Circumstantial evidence in traffic cases
B. Sufficiency of circumstantial evidence to justify conviction
C. Evidence of character (cross-examination of defendant's character witness)
D. Proof of other offenses committed by defendant
1. Other crimes as part of the *res gestae*
2. Other offenses indicating defendant's state of mind
3. Other offenses to prove design, absence of mistake, etc.
4. Other offenses to prove guilty knowledge
5. Other offenses to prove common scheme or plan
6. Other offenses to prove identity of accused
7. Other offenses to prove defendant's propensity, inclination or disposition to commit crime charged
E. Tests, experiments, and demonstrations
1. Visual demonstrations in court
2. Experiments conducted out of court
3. Experiments with firearms
4. Tests of visibility
5. Blood grouping tests
6. Chemical tests for intoxication
7. "Lie detector" tests
8. Tests of vehicle stopping distances
9. Demonstrations of ballistics evidence

VII. Evidentiary Privileges
A. Evidentiary privileges in general
B. Distinction between privilege and competency of witnesses
C. Privileged communications between attorney and client
1. When privilege does not apply
2. Waiver of privilege
D. Evidentiary privileges of husband and wife
1. Marital communications
2. Waiver of privilege
E. Privileged communications to spiritual advisers (waiver of privilege)
F. Privileged communications between

patient and physician (waiver of privilege)
G. Privilege of government and informer (waiver of privilege)
H. Privilege against self-incrimination
1. History of the privilege
2. Scope and extent of the privilege—general rule
a. Minority views
b. Chemical tests for intoxication
c. Privilege limited to incriminatory answers
d. Privilege applies to any person giving testimony
e. Testimony in state court disclosing federal offense and vice versa
3. Dual aspects of privilege (rights of accused persons)
4. Privilege against self-incrimination does not apply to confessions
5. Duration of privilege
6. Immunity statutes
7. Waiver of privilege against self-incrimination
I. Privilege as to evidence obtained in violation of constitutional rights
1. Common law rule
2. The federal rule of exclusion
3. Evidence illegally obtained otherwise than by violation of constitutional rights
4. Scope and extent of exclusionary rule
5. What searches are illegal
6. Assertion of privilege and waiver
7. Procedure for assertion of privilege
J. Miscellaneous privileges
1. State secrets
2. Journalist and informant
3. Accountant and client
4. Accident reports
5. Nonprivileged relationships

VIII. Arrests Generally
A. Touching as part of arrest
B. Notice of authority and purpose of arrest (delay of notice of purpose of arrest)
C. Officer's intent in making arrest
D. Time of arrest
E. Stopping for questioning
F. Material witness

IX. Arrests Without Warrant—Felonies
A. What are "felonies"?
B. Bases of arrest without warrant in felony cases
C. Meaning of "reasonably suspects"
D. Suspicion involving trespass
E. Arrest of suspicion—Wisconsin cases
F. Attempts to commit felony
G. Offenses committed outside the state
H. Federal offenses

X. Arrest Without Warrant—Breach of the Peace; Other Misdemeanors
A. Breach of peace
1. Promptness of arrest
2. What is "breach of peace"?
3. "In presence" of officer
4. Provocation by officer
B. Affray in officer's presence
C. Misdemeanors other than breach of peace
D. Complaints by private persons
E. Arrest for carrying weapons
F. Arrest for violation of ordinances

XI. Arrest Under Warrant
A. Requisites of warrant
1. Direction to officer
2. Description of accused
3. Description of nature of criminal conduct
4. Description of place and time of criminal conduct
5. Direction as to disposition of prisoner
6. Issuance by authorized court or tribunal
7. Signature, attestation, seal and date
B. Manner of service of warrant
C. Place and promptness of arrest
D. Disposition of arrested person; bail
E. Return of warrant

XII. Use of Force
A. Use of force in making arrest and maintaining custody
1. Deadly force: serious crimes
2. Deadly force: lesser crimes
3. Less than deadly force: amount
4. Force affecting third persons
B. Use of force to prevent crime, etc.
C. Protection of private rights

XIII. Place of Arrest; Fresh Pursuit
- A. Territory of arrest aside from fresh pursuit
  - 1. Without warrant
  - 2. With warrant
  - 3. Federal lands
- B. Extension of territory of arrest by fresh pursuit

XIV. Entry of Land and Buildings in Arrest
- A. Entry of land and non-dwellings
- B. Entry of dwellings—demand and care

XV. Summoning Aid and Commandeering Property
- A. Summoning aid
- B. Commandeering property

XVI. Entrapment
- A. Police action as entrapment
- B. Suspicion of illegal business or practice
- C. Entrapment as removing necessary element of crime

XVII. Privilege from Arrest
- A. Limitation on privilege
- B. Arrest of persons in military service

XVIII. Treatment of Prisoners
- A. Taking before magistrate
- B. Release by police
- C. Care
- D. Question generally
- E. Use of force; "third degree"
- F. Confessions
- G. Search of prisoners generally
- H. Removal and use of clothing
- I. Removal of shoes; footprints comparison
- J. Photographs; measurements; fingerprinting
- K. Taking of handwriting
- L. Medical examination
- M. Re-enactment of crime, etc.
- N. Access to attorney

XIX. Search and Seizure Generally
- A. Constitutional restriction on "unreasonable" search and seizure
- B. Reasonable and unreasonable searches, generally
- C. Restrictions upon area of search
  - 1. Dwellings
  - 2. Non-dwellings
  - 3. Buildings open to the public
  - 4. Farm buildings and open land
- D. Search upon probable cause; search of vehicles
- E. Limitations of constitutional restrictions
  - 1. View or knowledge of crime without "search"
  - 2. Search by persons other than police or government officers
  - 3. Invasion of rights of persons other than defendant
  - 4. Waiver and consent
- F. Miscellaneous
- G. Disposition of property seized

XX. Search and Seizure Incident to Arrest
- A. Search properly incident to arrest as reasonable
- B. Search of person and effects
- C. Search of buildings and premises
- D. Search of automobile
- E. Articles proper to seize and retain generally
- F. Articles connected with other crime
- G. Disposition of property seized

XXI. Search Warrants
- A. In general
- B. Method of obtaining search warrant
- C. Search warrant to be fair on its face
  - 1. Direction to officer
  - 2. Description of place
  - 3. Description of articles to be seized
  - 4. Signature by magistrate
- D. Execution: promptness after issuance of warrant
- E. Execution: time of day
- F. Manner and extent of search
- G. Articles to be seized
- H. Arrest of persons
- I. Return and disposition

XXII. Seizure of Contraband
- A. What is contraband?
- B. General power to seize contraband
- C. Disposition of contraband

Texts and References

Creamer, *The Law of Arrest, Search, and Seizure*

Donigan and Fisher, *The Evidence Handbook*

Hall and Kamisar, *Modern Criminal Procedure*

Stuckey, *Evidence for the Law Enforcement Officer*

Weston and Wells, *Criminal Evidence for Police*

CRIMINAL INVESTIGATION

Hours Required

Class, 3

Course Description

Includes fundamentals and theory of an investigation, conduct at crime scenes, collection and preservation of physical evidence, and methods used in the police science laboratory. Fingerprints, ballistics, documents, serology, photography, weapons, related forensic sciences, and the elements that constitute crime are also covered. Identifies the area of criminal investigation; indicates the scope and problems of the criminal investigator; specifies the investigative techniques that may be applied to a wide variety of investigative problems. Also describes and identifies specific crimes and the elements of crimes as well as the relationship between physical evidence and specific crimes and the rules of evidence that govern the admissibility of evidence. Identifies and traces the significance and application of the basic tools of the investigation.

Major Divisions

Class Hours

(Vary considerably, according to the instructor's legal orientation and the students' experience in the actual conducting of criminal investigations)

I. Methods of Investigation
II. The Investigator's Notebook
III. Report Writing
IV. Crime Scene Search
V. Photographing the Crime Scene
VI. Crime Scene Sketch
VII. Care of Evidence
VIII. Interviews
IX. Interrogations
X. Informants
XI. Tracing and Sources of Information
XII. Missing Persons
XIII. Surveillance
XIV. Undercover Assignments
XV. Arson
XVI. Narcotics Violations
XVII. Sex Offenses
XVIII. Larceny
XIX. Burglary
XX. Robbery
XXI. Truck Robbery
XXII. Forgery
XXIII. Homicide
XXIV. Abortion
XXV. Fingerprints and the Mechanics of Recording
XXVI. Latent Fingerprints
XXVII. Casting and Molding
XXVIII. Firearms
XXIX. Tracing Materials and Detective Dyes
XXX. Arrests and Apprehensions
XXXI. Raids

Units of Instruction

I. Methods of Investigation
  A. Nature of investigation
  B. Three "I's" of investigation
    1. Information
    2. Interrogation
    3. Instrumentation
  C. Phases of Investigation
    1. Identification
    2. Traced and located
    3. Facts gathered—evidence for court
  D. Identifying the criminal
    1. Confession
    2. Eyewitness
    3. Circumstantial evidence
    4. Opportunity
  E. Tracing and locating the criminal
  F. Proving the guilt
  G. *Corpus delicti*
  H. Elements of the offense (intent)
  I. Role of reason
  J. Representative approach
  K. Role of chance
  L. Intuition
  M. Summary
    1. Three "I's" of investigation
    2. Elements of the offense
    3. Evidence

II. The Investigator's Notebook
  A. Purpose
    1. Repository for details
    2. Report
    3. Supplement to sketches and photographs
    4. Documentary evidence
  B. Recording notes
III. Report Writing
  A. Importance
  B. Purpose of an investigative report
  C. Nature of report
  D. Qualities
  E. Sequence of reports
  F. Parts of report
  G. Initial report
  H. Progress report
  I. Closing report
    1. Closed cased
    2. Reopening a case
  J. Miscellaneous reports
    1. Informants
    2. Minors
    3. Statements
    4. Records
  K. Conclusions
    1. Functional
    2. Nothing overlooked
    3. Beyond criticism
IV. Crime Scene Search
  A. General (most important part of the investigation)
  B. Preliminary
  C. Assignment of duties
  D. Survey
  E. The search
    1. *Corpus delicti* of the crime
    2. *Modus operandi*
    3. Identity of guilty person
  F. Mechanics of the search
    1. Strip method
    2. Grid method
    3. Zone method
    4. Spiral method
    5. Wheel method
  G. Precautions
  H. Evaluation
  I. Reconstructing the crime
    1. Physical reconstruction
    2. Mental reconstruction
  J. Equipment for
    1. Searching
    2. Sketching
    3. Collection of evidence
    4. Preservation of evidence
V. Photographing the Crime Scene
  A. Role of photography
  B. Evidence rules relating to photographs
  C. Photographing the crime scene
    1. Photographic data
    2. Overall scene, deceased, evidence, environs, deceased after removal, wounds
  D. Selection of point of view
  E. Motion pictures
  F. "Posed" photographs and markers
VI. Crime Scene Sketch
  A. Rough sketch
  B. Finished drawing
  C. Materials
  D. Elements of sketching—measurements, compass direction, items, scale, legend, and title
  E. Projection
  F. Surveying methods
    1. Rectangular coordinates
    2. Polar coordinates
VII. Care of Evidence
  A. Evidence—articles and materials
    1. *Corpus delicti* evidence
    2. Associative evidence
    3. Tracing evidence
  B. Evaluation of physical evidence
  C. Procedure
    1. Protection
    2. Collection
    3. Identification
    4. Preservation
    5. Transmission
    6. Disposition
  D. Chain of custody
  E. Protection
  F. Preservation
  G. Preservatives
  H. Collection (fingerprints, firearms, knives, tools, hairs, fibers, dirt, soil, particles, filings, fragments, bullets, fired cases, clothing, semen stains, blood, paint on vehicles)
  I. Identification of evidence
  J. Transmission
    1. Crime labs
    2. FBI Laboratory
VIII. Interviews
  A. Obtaining information

1. Complainants
2. Witnesses
3. Informants
4. Suspects

B. Definitions
C. Importance
D. Qualifications of the interviewer
1. Rapport
2. Personality
3. Breadth of interests

E. The place and time
1. Background interviews
2. Routine criminal cases
3. Important criminal cases
4. Time

F. The approach—Techniques of controlling
G. Techniques for controlling digression
H. Types of interviews
1. Children
2. Boys
3. Girls
4. Young persons
5. Middle-aged persons
6. Older persons

I. Types and attitudes of suspects
1. Know-nothing type
2. Disinterested type
3. Drunken type
4. Suspicious type
5. Talkative type
6. Honest witness
7. The deceitful witness
8. The timid witness
9. The boasting, egotistic, or egocentric witness
10. Refusal to talk

J. Approach
1. Complainant
2. Persons "complained of"
3. Informants
4. Victims

K. Evaluation
L. Notebook

IX. Interrogations
A. Terms
B. The interrogator
C. Conduct of the interrogator
D. Place
E. The interrogation room
1. Atmosphere
2. Simplicity
3. Privacy
4. Recording instruments
5. Two-way mirrors
6. Listening devices

F. Selection of technique and approach
G. Interrogation techniques
H. Control
I. Physiological symptoms
1. Sweating
2. Color changes
3. Dry mouth
4. Pulse
5. Breathing

J. Perseverance
K. Special groups
1. Non-criminal type
2. Criminal type
3. "White Collar" first offenders

X. Informants
A. Traditional short cut
B. Motives
C. Obtaining confidential informants
D. Protecting the informant
E. Treatment of informants
F. Communicating with the informant
G. Dismissal of informants
H. Evaluating informants
I. Potential informants
J. Informant's status
K. Methods of private investigators

XI. Tracing and Sources of Information
A. "Finding" missing or wanted persons
B. Tracing a missing person (witness, victim, or other)
C. Tracing the fugitive
1. Routine information
2. Immediate action

D. Agencies possessing informative records and other sources
1. Federal sources of information
2. State sources of information
3. County sources of information
4. City sources of information
5. Private sources of information
6. Directories

E. Aliens
F. Naturalized citizens
G. Seamen or crew members

XII. Missing Persons
A. Definitions
B. Crimes and conditions associated with missing persons

1. Homicide
2. Suicide
3. Simulated suicides
4. Extortion
5. Amnesia
6. Psychoses
7. Abandonment

C. Investigative steps

XIII. Surveillance

A. Definitions
B. Surveillance of places
1. Preliminary survey
2. Equipment
3. Report
C. Requirements and appearance of surveillant
D. Shadowing
E. Preparation
F. Shadowing by foot
G. Tactics
1. Turning corners
2. Entering a building
3. Taking a bus
4. Taking a taxi
5. Taking a train
6. In a restaurant
7. In a hotel
8. In a telephone booth
9. In the theater
H. Recognition of surveillant
I. Testing a tail
J. The "convoy"
K. Tailing by automobile
L. Disguising the car
M. Techniques
N. Precautions
O. Notes
P. Methods of private investigators
1. Automobile surveillance
2. Wire tapping
3. Concealed microphones
4. Recorder
5. Television

XIV. Undercover Assignments

A. "Roping"
B. Objectives
C. Selection of the undercover worker
D. Assignments
E. Preparation for the assignment
F. Conduct of the assignment
G. Taking notes
H. Communication with headquarters
I. Arrest of the undercover investigator
J. Departure

XV. Arson

A. Burning of buildings
1. Arson defined
2. Attempted arson
3. Methods of proof
4. Motives
5. Factors influencing burning
6. Causes of fire
7. Methods of the arsonist
8. Investigation during the fire
9. Investigation of scene after the fire
10. The physical evidence and its collection
11. Interior arrangement
12. Witnesses
13. Photography and sketching
14. Packaging and forwarding of evidence
15. Sources of information
16. Check list
a. Official data
b. Date of ownership, occupancy and property value
c. Discovery of the fire
d. Conditions surrounding fire
e. Condition of building
f. Persons associated with the building
g. Motive
h. Evidence of intent
B. Automobile fires
1. Motives
2. The burning of automobiles
3. Examination of the burned car
4. Interviewing the assured
5. Law

XVI. Narcotics Violations

A. Drug addiction
B. Definitions
1. Narcotic
2. Opiate
C. Legal provisions
D. Opium
E. Opium derivatives
1. Morphine
2. Codein
3. Heroin
F. Synthetic analgesics
G. Cocaine
H. Marijuana

1. Identification
2. Identifying the user

I. Dangerous non-narcotic drugs
J. Barbiturates
K. Amphetamine
L. Sulfonamides
M. Chloral Hydrate
N. Peyote
O. Investigative methods
1. Possession
2. Use
3. Selling

P. Laboratory examination
Q. Care of evidence
R. Medical examinations
S. Drugs, addicts, and criminals
1. Criminal-addicts
2. The addict-criminal
3. Criminal acts

XVII. Sex Offenses
A. Rape
1. Nature of rape
2. Interview of the victim
3. Medical examination of the victim
4. Medical examination of suspect
5. Examination of clothing
6. Examination of crime scene
7. Neighborhood inquiry
8. Abettor as a principal
9. Carnal knowledge or statutory rape
10. Attempt to commit rape
11. Assault with intent to commit rape
12. Indecent assault
13. Indecent acts with a child under the age of 16 years
14. Checklist for rape and lesser included offenses

B. Sodomy
1. Elements
2. Investigative procedures

C. Homosexuality
1. The nature of homosexuality
2. Recognizing the homosexual
3. The homosexual problem
4. Initiating and controlling homosexual cases
5. Investigative steps
6. Interviewing the homosexual

D. Other forms of sexual perversion
1. Significance
2. Indecent exposure
3. Voyeurism
4. Sadism and masochism
5. Fetishism
6. Transvestitism
7. Frottage
8. Tribadism

XVIII. Larceny
A. Larceny in general
1. Definition
2. Elements
3. Taking, obtaining or withholding
4. Ownership
5. False pretense
6. Intent
7. Value
8. Miscellaneous
a. Finding property
b. Theft of several articles
c. Total value of separate larcenies
d. Unexplained possession
e. Flight
9. Motives
10. Investigative procedure

B. Automobile larceny
1. Automobile thefts
a. Temporary appropriation
b. Professional automobile thieves
2. Illustrative case
3. Indications of the stolen automobile

C. Pickpockets
1. Types
2. Apprehension

D. Miscellaneous thieves
1. Automobile baggage thieves
2. Package thieves
3. Dishonest employees.
4. Sneak thieves
5. Pennyweighting
6. Hotel thieves

E. Confidence games and swindles
F. Embezzlement
1. Law
2. *Modus operandi*
3. Check list

G. The criminal receiver

XIX. Burglary
A. Definitions
1. Burglary
2. Housebreaking

B. Proof
C. Elements of the offense
D. Criminal type
E. Safe-breaking
F. Loft burglars
G. Apartment house burglars
H. Physical evidence

XX. Robbery
A. Trend
B. Law and proof
C. Bank robbery
D. The bank robber
1. Amateur
2. Professional
E. Patterns
1. Selection of target
2. Time
3. Disguises
4. Weapons
5. Escape methods
F. *Modus operandi* of the professional
G. Police procedure in pursuit
H. Reactions of bank employees
I. Instructions for employees
J. Investigation
1. Interrogation
2. Interviewing witnesses
K. Clues and investigative techniques
1. Vehicle
2. Latent prints
3. Restraining devices
4. Stolen property
L. *Modus operandi*
1. Type of robbery
2. Method of attack
3. Weapon
4. Object
5. Vehicle
6. Voice and speech
7. Peculiarities
M. Payroll messengers
N. Payroll protection
O. Loan companies and savings associations
P. Jewelry stores
Q. Closing-time shop robberies
R. Liquor stores, gasoline stations, and delicatessen stores
S. Bill collectors
T. Taxi drivers
U. Robbery of individuals

XXI. Truck Robbery
A. Hijacking
B. Trucking procedure
C. The hijack mob
D. *Modus operandi*
E. Examination of the vehicle
F. Informants
G. Preventive measures

XXII. Forgery
A. The forger
B. Techniques of the forger
C. Forgery techniques
D. Law
E. Elements of proof
1. False making
2. Legal liability
3. Identity of the forger
4. Intent to defraud
F. Tracing and apprehending the forger
G. Interviewing the victim
H. Physical evidence in forgery
I. Obtaining exemplars

XXIII. Homicide
A. Law
1. Definitions
a. Criminal
b. Innocent homicide
2. Murder
3. Premeditated design to kill
4. Intent to kill or inflict great bodily harm
5. Act inherently dangerous
6. Felonies against the person
7. Proof of murder
8. Manslaughter
9. Voluntary manslaughter
10. Involuntary manslaughter
B. The identity of the deceased
1. The fact of death
a. Definition of death
b. Presumptive signs and tests of death
2. Identification procedure
C. The investigation at the scene
1. Preliminary procedure
2. Action on arrival
D. Blood and other body fluids
1. The victim's blood
2. Blood groups
3. Bloodstains
4. Tests—Preliminary field test—could the stain be blood?
5. Confirmatory tests—is it blood?
6. Precipitin test—is the blood of human or animal?

7. Blood grouping
8. Other group-specific substances
9. Location of stains
10. Other conditions observed at the scene
    a. Amount of blood near body
    b. Clotting of bloodstains
    c. Drying of bloodstains
    d. Direction and distance of fall
11. Collection and transmission of blood specimens
12. Removal of stains

E. Other physical evidence
1. Hairs and fibers
2. Shoe and tire impressions
3. Shoe and footprints
4. Clothing of the deceased
5. Ligatures and gags
6. Fingernail scrapings

F. Post-mortem examination
1. Qualifications of the examining physician
2. Availability of expert assistance
3. When should an autopsy be performed?
4. Coroners and medical examiners
5. Removal of the body
6. Identifying the body
7. Responsibilities of the investigator
8. Procedures in autopsies
9. Reporting the autopsy
10. Legal considerations

G. Time of death
1. Importance
2. Temperature
3. Post-mortem lividity
4. Rigor mortis (cadaveric spasms)
5. Indicative acts
6. Putrefaction
7. Insects
8. Chemical changes

H. Asphyxia
1. Forms
2. Hanging
3. Drowning

I. Burning, lightning and electric shock
1. Cause of death
2. Mechanisms of death
3. Ante-mortem and post-mortem changes
4. Lightning
5. Electrocution

J. Wounds in general
1. Classification
2. Stabbing and cutting wounds
3. Blunt force or direct violence

K. Gunshot wounds
1. Nature and extent of the wound
2. Accident, suicide or murder
3. Chemical tests for powder residue

L. Poisoning
1. Definition
2. Classification
    a. Irritants
    b. Metallic poisons
    c. Organic or vegetable poisons
3. Investigative techniques in poisoning cases
4. Physical evidence
5. Suspect's residence
6. Special points of proof
7. Diagnosis of poisoning
8. Toxicology
9. Post-mortem evidence of poisons
10. Submission of evidence

M. Suicide
1. Definition and law
2. The problem of suicide
3. Type of injury
4. Presence of weapon
5. Motive and intent
6. Accidents
7. Natural causes

N. Interviewing witnesses
1. Classification
2. Witnesses to circumstances
3. Witnesses to establish motive
4. Witness to flight
5. Eyewitnesses
6. Classifying the witness
7. Physical competency of the witness

O. Trends and patterns in homicide
1. Application
2. Time of commission
3. Place of occurrence
4. Choice of weapon
5. Sex and age of victims
6. Racial considerations
7. Race and nationality groups
8. Alcohol
9. The sexual factor
10. Quarrel over property
11. Quarrels of trivial origin

P. Infanticide and other infant deaths
   1. Definition
   2. Motive
   3. Autopsy determinations
   4. Innocent deaths of infants
Q. Motor vehicle homicides
   1. Hit-and-run accidents
   2. Scientific aids
   3. Scientific techniques
   4. Examination of the scene
   5. Photography of motor vehicle accidents
   6. Evidence at the scene
   7. Examination of the injured
   8. Examination of the suspected vehicle

XXIV. Abortion
   A. Definition
   B. Spontaneous abortion
   C. Therapeutic abortion
   D. Criminal abortions
   E. Methods of abortion
   F. Death from abortion
   G. The abortionist and his *modus operandi*
   H. Physical evidence
   I. Proof
   J. Raids
   K. Source of complaints

XXV. Fingerprints and the Mechanics of Recording
   A. The importance
   B. The nature of a fingerprint
   C. Recording fingerprints
   D. Deceased persons

XXVI. Latent Fingerprints
   A. Three classes
      1. Latent fingerprints
      2. Plastic fingerprints
      3. Visible fingerprints
   B. Searching for fingerprints
   C. Developing the impression
   D. Handling and transmission
   E. Elimination of persons legitimately at the scene
   F. Lifting

XXVII. Casting and Molding
   A. Application
   B. Plaster of paris
   C. Moulage
   D. Modeling clay

XXVIII. Firearms
   A. Characteristic of American crime
   B. Tracing guns
   C. Problems concerned with firearms
   D. Firearms
      1. Rifle
      2. Hand guns
      3. Machine guns
      4. Shotguns
   E. Ammunition
   F. Identification
   G. Powders
   H. Dermal Nitrate test
   I. Powder residue
   J. Other techniques for bullet hole areas

XXIX. Tracing Materials and Detective Dyes
   A. Methods
      1. Staining
      2. Fluorescent
      3. Chemical detectors
   B. Application
   C. Radioactive tracers

XXX. Arrests and Apprehensions
   A. Arrest
   B. Technique of arrest
   C. Making the apprehension
   D. Road blocks

XXXI. Raids
   A. Building or area
   B. Legal basis
   C. Planning the raid
   D. Raid sketch or model
   E. Duties of personnel
   F. Raid operations
   G. Equipment

Texts and References

Gerber and Schroeder, *Criminal Investigation and Interrogation*

O'Hara, *Fundamentals of Criminal Investigation*

Soderman and O'Connell, *Modern Criminal Investigation*

Svensson and Wendell, *Techniques of Crime Scene Investigation*

Weston and Wells, *Criminal Investigation: Basic Perspectives*

INTRODUCTION TO CRIMINALISTICS

Hours Required

Class, 3; Laboratory, 3

Course Description

Offers the student an introduction to the scientific aspects of criminal investigation. The role of the crime laboratory in the law enforcement organization and the need for understanding scientific crime detection is explored. Emphasis is placed upon recording the crime scene; collection, identification, preservation, and transportation of evidence; techniques of examining physical evidence. Where a basic crime laboratory is available, this course teaches the student the use of scientific methods, techniques, and instrumentation to provide much wider sources of information than otherwise available. The value of physical evidence is demonstrated—its ability to eliminate from suspicion, connect suspects to crimes, or establish statements as fact or fallacy. Modern criminalistic research and the impact of such developments as voice printing, neutron analysis, olfactronics, and the computer are discussed. Advanced Criminalistics is discussed to the extent necessary to acquaint the student with the capabilities and limitations of the advanced police science laboratory.

Major Divisions

	Class Hours
I. Orientation to Crime Laboratory	3
II. Fingerprints as Evidence	5
III. Footwear Impressions and Casting Techniques	3
IV. Blood and Semen as Evidence	3
V. Clothing and Fabric Materials as Evidence	3
VI. Firearms and Toolmark Identification	3
VII. Trace Evidence	3
VIII. Document Examinations	3
IX. Instrumental Methods of Analysis	4
X. Scientific Detection in Death Investigations	6
XI. Scientific Detection of Motor Vehicles	4
XII. Future Developments in Criminalistics	5
Total	45

Units of Instruction

I. Orientation to Crime Laboratory
- A. Lab manual and standard operating procedures
- B. Comparison of local, county, state, and federal criminalistic facilities
- C. Theories of probability
  1. Basis for fingerprint system
  2. Basis for comparison of evidence
  3. Computations of probability
- D. Use of the expert witness

II. Fingerprints as Evidence
- A. Development techniques
  1. Powders
  2. Xerographic powders
  3. Iodine fuming
  4. Ninhydrin
  5. Silver Nitrate
  6. Special methods
- B. Record prints
  1. Rolling
  2. Taking from dead body
  3. Classifying prints
- C. Preparing exhibits of fingerprint comparisons
  1. Comparator use
  2. Photographing enlargements

III. Footwear Impressions and Casting Techniques
- A. General value of footwear impressions (also tire tracks)
- B. Methods of recognition and preservation of footwear impressions (also tire tracks)
  1. Oblique lighting and hardening
  2. Dust print lifting
  3. Photography of footwear impressions (tire tracks)
- C. Description and comparison of footwear impressions (tire tracks)
  1. General characteristics
  2. Specific characteristics
- D. Casting techniques
  1. Plaster
  2. Moulage
  3. Silicone Rubber
  4. Other methods

IV. Blood and Semen as Evidence

A. Locating blood and semen stains
   1. Visual
   2. Magnification
   3. Ultraviolet source
B. Description of stains
   1. Directional qualities
   2. Estimation of age of stains
C. Identifying blood stains
   1. Preliminary tests
      a. Denzidine
      b. Others
   2. Confirmatory tests
   3. Species origin
   4. Grouping
      a. Blood
      b. Semen
      c. Other
D. Identifying semen
   1. Acid phosphatase
   2. Microscopic identification of sperm
   3. Secretors and grouping

V. Clothing and Fabric Materials as Evidence
A. General
   1. Discussion of descriptive terminology
   2. Value in locating and identifying persons
      a. Size and type
      b. Laundry marks and other markings
         (1) Visible
         (2) Thermo-tabs
         (3) Ultraviolet markings
B. Trace evidence
   1. Fibers
   2. Weave pattern
   3. Physical matching of fabric
   4. Stains—identity and description; e.g., directional qualities
      a. Blood
      b. Semen
      c. Paint
      d. Other
      e. Defects and impressions in clothing
         (1) Bullet holes
         (2) Cuts, tears, and rips
         (3) Wear-holes, burns, and insect damage (moths, etc.)
         (4) Fabric prints
C. Clothing as a container for evidentiary materials
   1. Care and handling necessary
   2. Packing and transmittal procedures
   3. Pocket and cuff contents
      a. Identity materials (wallet, documents, keys)
      b. Occupational intelligence (metal filings, sawdust, hairs, powders, paint, and mortar, etc.)
      c. Connective evidence (with crimes or locations)
         (1) paint chips
         (2) glass
         (3) hairs and fibers
         (4) soils
         (5) others
D. Miscellaneous intelligence potential of clothing, etc.
   1. Jewelry, watches, ID bracelets and rings
   2. Scratch marks
   3. Extent of wear and indications of age or source
   4. Inscriptions

VI. Firearms and Toolmark Identification
A. Firearms, ammunition, and effects
   1. General descriptive terminology
   2. Trajectory and firepower
   3. Bullet holes in various materials
      a. Determination of course, direction and distance of shot(s)
         (1) Powder pattern
         (2) Acid tests
      b. Caliber determination
      c. Identifying bullet holes as such
      d. Wound characteristics
   4. Identification of firearm by comparison of test materials and markings with questioned materials and markings
      a. Spent bullets
         (1) Striations—visual and microscopic examinations.
         (2) Composition
      b. Cartridge cases
         (1) Firing pin markings
         (2) Ejector markings
         (3) Breech markings
   5. Use of forensic comparison microscope(s)

6. Exhibit preparation for court presentation of firearms evidence

B. Tools, toolmarks and effects
   1. General descriptive terminology
      a. Compression types
      b. Friction types
      c. Combination types
      d. Others
   2. Uses of various tools
      a. Normal, legitimate
      b. Criminal
         (1) Destructive crimes (burglaries, etc.)
         (2) As weapons in assaults
         (3) As stolen property
   3. Estimation for force and angle of attack with tools
   4. Toolmarks on various materials (portable and non-portable)
      a. Transfer of materials (paint, metal, wood, etc.)
      b. Identifying tool mark as such and determining type and size of tool(s) used
      c. Bearing material characteristics
         (1) Metal
         (2) Wood
         (3) Plastic
         (4) Painted surfaces
         (5) Other
   5. Identification of tool used by comparison of test materials and markings with questioned materials and markings
      a. Friction marks (striations)
      b. Compression marks (impressions; CX Document Examinations)
      c. Combination marks
      d. Other types of marks
   6. Use of microscopes, including forensic comparison microscope(s)
   7. Exhibit preparation for court presentation of tools and toolmark evidence

VII. Trace Evidence
   A. Paint as evidence
      1. General and descriptive terminology
      2. Sequence of layers, hue, intensity, etc.
      3. Paint in accident investigations
      4. Paint in destructive crimes
      5. Paint in other types of cases
      6. Search for, recognition of, and proper collection of paint evidence
      7. Methods of identification and comparison of paint
   B. Firebrick as evidence
      1. General and descriptive terminology
      2. In destructive crimes (safebreaks)
      3. Search for, recognition of and proper collection of firebrick evidence
      4. Methods of identification and comparison of firebrick
   C. Glass as evidence
      1. General and descriptive terminology
      2. Use of density gradients, refractive indices, and density determinations in identifying and comparing glass
      3. Review of potential intelligence value of glass fracture configurations
         a. Sequence of penetration
         b. Source direction of force
         c. Angle of attack and relative forces involved
      4. Type crimes and situations where glass is logically potential evidence
      5. Physical matching of edges of glass fragments
   D. Soil as evidence
      1. General and descriptive terminology
      2. Search for, recognition of, and proper collection of soil evidence
      3. Methods of identification and comparison of soils
         a. Density gradients
         b. Visual and microscopic examinations
         c. Use of standard sieves
         d. Soil tests, PH-nitrates, etc.
         e. Inclusive materials or contaminants
      4. Use of reference file of representative soils
      5. Type crimes and situations where soil is logically potential evidence
      6. Physical matching of soil conglomerates, especially in auto

cases (hit and run)
7. Soil as bearing material for impressions and casting of same

E. Hairs and fibers as evidence
1. General and descriptive terminology
2. Search for, recognition of, and proper collection of hair and fiber evidence
3. Methods of identification and comparison of hairs and fibers
a. Visual and microscopic examinations
b. Scale counts of hairs
c. Distinguishing animal and human hairs
d. Distinguishing animal, vegetable, mineral and synthetic fibers
e. Determining method of removal of hairs and body source of human hairs
f. Determining dyeing and bleaching of hairs and fibers
4. Type crime and situations where hairs and fibers are logically potential evidence

VIII. Document Examinations
A. General
B. Paper as evidence
1. Edge marks and physical matching
2. Watermarks
3. Composition and size
4. Specialty papers
a. NCR paper and carbon paper
b. Photographic paper
c. "Ashless" papers ("flask" paper)
d. Currency
5. Paper as bearing material for:
a. Latent impressions
b. Handwriting, printing, and marking
c. Typewriting
6. Ultraviolet and infrared examination of paper (erasures, overwriting, additions, and obliterations)
7. Examination of charred and/or chemically treated papers

C. Inks as evidence
1. Types and uses of inks
2. Identification and comparison of inks
a. Paper chromatography
b. Electrophoresis
c. Thin layer chromatography
d. Chemical tests to distinguish and identify types of inks
3. Sympathetic inks
a. Fruit juices
b. Milk
c. Urine
d. Other

D. Handwriting comparisons
1. Basis for use in criminal investigation
2. Methods of examination
3. Preparation of exhibits for court presentation

E. Typewriter comparisons
1. General and specific characteristics of type
2. Visual and microscopic examinations
3. Methods and techniques for comparison and identification of type exemplars and proof specific typewriter used to execute certain documents

IX. Instrumental Methods of Analysis
A. Electromagnetic wave spectrum in general
B. Instruments utilized and basic values
1. Spectrophotometry
a. Ultraviolet
b. Visible
c. Infrared
2. Spectrography
3. X-Rays
a. Soft X-rays
b. X-ray diffraction
4. Chromatography and electrophoresis
a. Paper
b. Thin layer chromotography
c. Gas chromotography
5. Density and refractive index determinations
a. Refractometry
b. Westphol balance
c. Density gradients
6. Miscellaneous equipment and techniques

X. Scientific Detection in Death Investigations
   A. Elements
      1. Scene—connected
         a. Type
         b. Limits
         c. Location and protection of scene
         d. Preservation, collection, and transportation of physical evidence
         e. Time, weather, and other factors
      2. Victim—connected
         a. Description and identification of position and condition
         b. Movement
         c. History
         d. Clothing and jewelry worn and items carried
      3. Vehicular connections
         a. Description and identification
         b. Position
         c. Condition
         d. Damage
         e. Evidence borne on or in vehicles
      4. Witness—connected
         a. Physical evidence which substantiates or discredits statements of witnesses or suspects
         b. Physical evidence which, when consolidated with witness or suspect information, provides leads or establishes connection between various elements
      5. The medico-legal examination (autopsy)
      6. Homicides, suicides, and other deaths by violence
   B. Correlating physical evidence with interrogative and other evidence

XI. Scientific Detection of Motor Vehicles
   A. Hit and run investigations
   B. Examination of motor vehicles
      1. Stolen
      2. Abandoned
      3. Destroyed
      4. Used in a crime

XII. Future Developments in Criminalistics
   A. Potentials of voice printing
   B. Potentials of neutron activation analysis
   C. Potentials of computerization
   D. New techniques toward personal identification
   E. Implementation of research developments

Texts and References

Kirk, *Crime Investigation*
Kirk and Bradford, *The Crime Laboratory*
O'Hara, *Fundamentals of Criminal Investigation*
Osterburg, *The Crime Laboratory*

POLICE COMMUNITY RELATIONS

Hours Required

Class, 3

Course Description

In light of the new significance of establishing good working relationships between the police and the public, this course is becoming increasingly popular. Law enforcement agencies, recognizing the importance and sensitivity of such relationships, are also realizing the valuable contribution a Community Relations course can make to their efforts toward offering the public improved professional services.

Basically, the course provides an understanding of the complex factors involved in human relations. The nature of prejudice and discrimination and its effects as well as the interactions of a changing society composed of diverse groups are analyzed. The philosophy of American law enforcement is examined, with emphasis on the social forces which create social change and lead to disturbances and riots.

Students are introduced to the rationale behind exposure to police-community relations. Discussions evolve around the balance between the requirements of peace and order and the requirements of individual rights. The police role and the nature, meaning, and implications of professionalism in policing are explored in order to provide a better understanding of the necessity for a successful police-citizen partnership. Upon completion of the course, [the] students should have developed a true appreciation of the need for improved police-community relations. They [He] should be able to better recognize the value of human relations and individual rights and should understand the motivations and concerns of various minority groups.

Major Divisions

	Class Hours
I. History and Significance of Human Relations	5
II. Relationship between Police and the Community	5
III. The Changing Role of the Police	5
IV. Factors Contributing to Community Tensions	8
V. Minority Groups and Civil Rights	6
VI. Early Indications and Warning Signals of Tensions in the Community	5
VII. Dealing with Disturbances	6
VIII. Community Relations and Its Impact on Crime Prevention	5
Total	45

Units of Instruction

I. History and Significance of Human Relations
- A. Social forces which create social change
- B. Inherent social rights
- C. Implications for professional police services and attitudes
  1. Law enforcement as a response-oriented agency
  2. Attitudes of enforcement officers
  3. Police role in maintaining law and order
- D. Objectives of the Supreme Court and their relationship to the objectives of the police
  1. Possibility of conflict between vigorous law enforcement and Supreme Court decisions
  2. Court decisions assisting police efforts
  3. Focusing attention on the difficulties of police work through court decisions
  4. The movement toward police professionalization and its relation to court decisions
- E. Communicating with overt symptoms of frustration in society
  1. Strengthening the crime-fighting role
  2. Not an indication of weakness or surrender

II. Relationship between Police and the Community
- A. Rationale for and objectives of police-community relations
  1. Acquainting citizens with their law and order responsibilities
  2. Increasing public cooperation
  3. Assisting crime prevention
  4. Identifying and meeting community needs

5. Improving communications
6. Reducing and preventing tensions, problems, and conflicts

B. Barriers to effective police-community relations
1. Apathy
2. Low priority with patrolmen and supervisors
3. Refusal to recognize or admit prejudice
4. Lack of personal appreciation for community problems

C. Police understanding of the community
1. Inter-group actions
2. Sophisticated approaches to the solution of community problems

D. Community understanding of police and enforcement efforts
1. Public expectations
2. Enforcing laws regulating public morals
3. Unreported crime and public cooperation

E. Including police in the decision-making process and the development of policies and procedures concerning police-community relations

F. Selective perception
1. Difficulty in understanding others
2. Development of stereotypes and methods of overcoming them
3. Influences affecting attitudes and behavior
a. Past and present influences
b. Accomplishments

G. Objective perception

H. Integrating community relations into a total community effort directed toward fair, impartial law enforcement

I. Difference between police-community relations and public relations
1. Public relations - a function attached to the department
2. Community relations - an action policy to which every officer must subscribe

III. The Changing Role of the Police

A. Movement toward professional status

B. Diverse influences which affect the performance of police officers in the community

C. Self-image of the law enforcement officer

D. Community support for law enforcement activities

E. Original motivations versus later experience

F. Anticipated accomplishments of future role changes

G. Policemen and stress
1. Putting stress to work
2. Inability to survive without stress
3. Finding healthy outlets
4. Causes (boredom and routine, tension, frustration)

H. Sources of police stress
1. Handling others' problems
2. Crisis intervention
3. Physical and mental fatigue
4. Hostility
5. Apathy and lack of support

IV. Factors Contributing to Community Tensions

A. Population, physical, and social changes affecting police work
1. Growth and movement of people
2. Socioeconomic areas related to crime
3. Tension and crime areas

B. Changing solutions to meet changing problems

C. Urban complications promoting the potential for tension and conflict

D. Current social conditions
1. General unrest
2. Greater aspirations and awareness
3. Weaker family structures
4. Population mobility
5. Emphasis on rights and representation

E. Breakdown of communications among people
1. Expanding population accompanied by impersonal attitudes
2. Lack of communications training

F. Human behavior and relations
1. Prejudice (facts, myths, and reasons underlying its definition and development)
2. Race and nationality differences
3. Concepts and resulting problems of beliefs in racial superiority and inferiority

4. Prejudicial patterns and trends
5. Recognizing, controlling, and changing overt expressions of prejudicial attitudes

V. Minority Groups and Civil Rights
- A. Recognition of individual rights
- B. Understanding motivations and concerns of minority groups
  1. History and present status of civil rights movements
  2. Specific civil rights laws and their implications for police
- C. Attitudes toward law enforcement
- D. Understanding motivations and concerns of minority groups
  1. Culturally learned racial and ethnic differences
  2. Myths and misconceptions
  3. Diversity within the black community
  4. Prejudice as an emotional (not rational) influence of perception and behavior
- E. Attitudes toward law enforcement
- F. Complaints made against police
  1. Verbal or physical brutality
  2. Differential treatment
  3. Overpolicing minority districts
  4. Improper policing of gatherings and demonstrations
  5. Lack of confidence in police
  6. Discriminatory personnel practices (hiring, assigning, promoting)
- G. Complaints made against minority groups
  1. Assaults on officers
  2. Verbal abuse and provocation
  3. Lack of respect
  4. False accusations
  5. Lack of authority to take preventive action
  6. Preferential treatment given minority groups
  7. Public apathy and lack of support
  8. Unfair news media treatment
  9. Court leniency
- H. Other groups (besides racial) presenting possible concerns for civil disorder
  1. Teenage gangs
  2. College students
  3. War objectors
  4. Demonstrators
  5. Militants
  6. Other local groups
- I. The police as a minority group
  1. Performance of common task with specific purposes
  2. Readily identified and easily stereotyped
  3. Minority of numbers
  4. Group identification

VI. Early Indications and Warning Signals of Tensions in the Community
- A. Recognizing community tensions
  1. Population factors in the tension structure
  2. Rumors and small consecutive incidents
  3. Increased civil rights complaints
  4. Hostile attitudes
  5. Weather factors (hot, humid temperatures)
  6. Influx of cars with out-of-state plates
- B. Action to be taken
  1. Notification of crowd control units
  2. Verifying information
  3. Quelling rumors
- C. Responsibility of the police officer in a tension area
- D. Situations in which the police *appear* to be involved in triggering a disturbance
- E. Methods of avoiding such situations
  1. Tact and diplomacy
  2. Change of police officer's image
  3. Education and training
  4. Greater objectivity
  5. Caution, alertness, and social understanding
  6. Removing police from scene as soon as possible

VII. Dealing with Disturbances
- A. Policy formulation
- B. Information dissemination
- C. Operational procedures
- D. Situations which naturally attract crowds
- E. Moving crowds
  1. People who fail to heed instructions
  2. The layman's unfamiliarity with

hazards and regulations
3. Use of discretion

F. Transition stages in development of mob action

G. Examination of causative factors of social explosions (riots) in the United States

VIII. Community Relations and Its Impact on Crime Prevention

A. Future directions of law enforcement in providing community leadership
1. Police training
2. Leadership with regard to community tensions
3. Police-citizen partnership
4. Improving communications and mutual understanding
5. Developing awareness of social forces and becoming responsive to social needs
6. Community planning efforts
7. Understanding underlying explanations for social problems and developing more tolerant attitudes toward rehabilitative programs
8. Explaining the police position to citizens

B. Legal and moral aspects of enforcement

C. Changing citizen expectations accompanying increased police sensitivity

D. Delivering more professional community services

E. Crime prevention versus providing called-for assistance

F. Research and surveys concerning nationwide police-community relations

G. National Center on Police-Community Relations

H. Police professionalism and the struggle for human rights

Texts and References

Brandstatter and Radelet, *Police and Community Relations: A Sourcebook*

Coffey, Eldefonso, and Hartinger, *Human Relations: Law Enforcement in a Changing Community*

International Association of Chiefs of Police, *Police and the Changing Community*

ORGANIZED CRIME AND VICE CONTROL

Hours Required

Class, 3

Course Description

Covers the historical origins of organized crime; the causal factors of organized crime in American society; the activities, organization, and economics of organized crime; the problems of corruption and graft and their relationship to vice activities; organized crime's influence in legitimate business; and strategies to control the activities of organized crime. Develops an appreciation of the problems of attempting to isolate, identify, and combat a form of deviant activity which has little public visibility.

Major Divisions

	Class Hours
I. The Functions and Structure of Organized Crime	15
II. The Politics of Corruption	12
III. Types of Criminal Activities	6
IV. Efforts and Strategy to Control Organized Crime	12
Total	45

Units of Instruction

I. The Functions and Structure of Organized Crime
- A. American organized crime and the Sicilian Mafia
- B. Determinants of national and local structures
  1. The structural skeleton
     - a. The "Commission" (ultimate authority on internal disputes)
     - b. The families and bosses
       - (1) Underboss (vice president)
       - (2) Counselor (adviser)
       - (3) Lieutenant
       - (4) Section chiefs (handle sections of operations)
       - (5) Soldiers (operate an enterprise)
  2. Origin of the structure
     - a. Americanization of the Sicilian-Italian Mafia
     - b. Organized along modern business lines during the prohibition
- C. The Code and its functions
  1. The Code is similar to that of prison inmates and is very strict
  2. Functions of the Code
     - a. Generates loyalty, respect, and honor
     - b. Promotes "honesty" among thieves (no intrusion in another's territory)
- D. Patterns of authority and recruitment
  1. Government is authoritarian
     - a. Rank governs
     - b. The authority of the expert rests on technical knowledge or skill
     - c. Intermingles both rank and expertise
  2. Recruitment
     - a. Inspiring aspiration for membership through a system of rewards and benefits
     - b. Training for membership
       - (1) Adherence to the Code
       - (2) Skill in crime

II. The Politics of Corruption
- A. Core of organized criminal activity is supplying illegal services and goods
- B. Accomplished through illegitimate methods—extortion, bribery, tax evasion, terrorism, monopolization, etc.
- C. Doesn't attempt to compete with lawful government, but does attempt to undermine it; corrupts officials in order to neutralize local law enforcement
- D. Development of official protection for illegal operations
- E. Official corruption
  1. Nonfeasance
  2. Malfeasance
- F. Public attitude toward organized crime
  1. Public awareness
  2. Public acceptance of many organized crime activities (such as gambling)

3. Public utilization of organized crime services

III. Types of Criminal Activities
   A. Primary goal is financial gain
   B. Affects the lives of millions of Americans
   C. A large amount of revenue comes from petty transactions, helping make it one of the most profitable industries
   D. Caters to public demand (gambling, narcotics traffic, etc.)
   E. Infiltrates legitimate business and labor interests
      1. Invests vice profits in legitimate business
      2. Employs labor racketeering
   F. Organization, and monopolization of illicit activities
      1. Gambling—presents greatest source of money
         a. Bookmaking
         b. Lotteries
            (1) Cards and dice
            (2) Sweepstakes
      2. Narcotics - thrives on the needs of addicts
         a. Statistics
         b. Classification
            (1) Opium
            (2) Heroin
            (3) LSD
         c. Current laws and procedures
      3. Dangerous drugs
         a. Statistics
         b. Classification
            (1) Hallucinogens
            (2) Barbiturates
            (3) Marijuana
         c. Current laws and procedures
      4. Loan sharking—forces high interest rates and quick repayment terms
      5. Bootlegging—helped original formation of the syndicate; not so important or profitable today
      6. Fencing—selling stolen goods serves as the direct link between organized crime and the criminal
      7. Prostitution—a major profit-making activity
      8. Obscenity and pornography—court decisions and their impact
      9. Infiltration of legitimate business—labor racketeering, extortion, murder, etc.

IV. Efforts and Strategy to Control Organized Crime
   A. Historical background of enforcement efforts
   B. Federal, state, and local law enforcement potential
   C. Limitations on control efforts
      1. Difficulty in obtaining proof
      2. Lack of resources and coordination
      3. Failure to develop strategic intelligence
      4. Failure to use legal sanctions available
      5. Lack of public and political commitments
      6. Inefficiency and lack of authority of enforcement units
      7. Organized crime leaders appear as respectable citizens and insulate themselves from criminal prosecutions
      8. Lack of effective leadership and too rapid acceptance of simple solutions
   D. Possible solutions
      1. Recognition as a national problem
      2. Coordination among all law enforcement agencies
      3. Employment of a comprehensive approach
      4. Sanctioned (legal) gambling and prostitution
      5. Wiretapping
      6. Protection of witnesses
      7. Assistance from news media

Texts and References

Cressey, *Theft of the Nation*
Pace and Styles, *Dynamics of Vice Control*
President's Commission on Law Enforcement and Administration of Justice, *Task Force Report: Organized Crime*
Tyler, *Organized Crime in America*

TRAFFIC ADMINISTRATION AND ENFORCEMENT

Hours Required

Class, 3

Course Description

Examines the history, development, and economics of the modern transportation system. The role of the federal, state, and local government in coping with the traffic problem in today's society is discussed. A description and evaluation is offered regarding the use of modern business methods and technology in traffic accident investigation and reporting, traffic accident records and data processing, and selective traffic enforcement. The relationship between the police and the court system as it relates to traffic enforcement is explored. A detailed examination is conducted of the police traffic administrator's functions and of planning, organizing, and executing recommended techniques in today's highly mobile community. The student is presented with a broad foundation in the four E's of traffic—engineering, education, enforcement, and enactment—as they relate to the police responsibilities of assisting in the safe and efficient movement of goods and services on streets and highways. In addition, the student is provided with a critical review and analysis of the police traffic responsibility.

Major Divisions

	Class Hours
I. Transportation	2
II. National Government Role	2
III. State Government Role, 10th Amendment to U.S. Constitution	3
IV. National and State Statistics on Traffic Accidents	2
V. Police Responsibility in Traffic	8
VI. Traffic Accident Records	8
VII. Background for Traffic Law Enforcement	6
VIII. Scientific Devices in Traffic Law Enforcement	4
IX. The Role of the Traffic Court, the Public Prosecutor, the Defense Attorney and their Impact on our "Traffic Problem"	4
X. Administration of the Police, Traffic Command	6
Total	45

Units of Instruction

I. Transportation
   - A. Impact on our culture
   - B. Economic impact—people employed, gross national effort

II. National Government Role
   - A. U.S. Constitution, Article I, Section 8
   - B. Department of Transportation (1966)
   - C. Federal road and highway legislation

III. State Government Role, 10th Amenment to U.S. Constitution
   - A. Police powers
   - B. License requirements, M.D., Teachers, etc.
   - C. Motor vehicle laws
   - D. Traffic Commission
   - E. Tax Commission
   - F. Public Service Commission

IV. National and State Statistics on Traffic Accidents
   - A. Fatal
   - B. Personal injury
   - C. Total accidents
   - D. Financial losses

V. Police Responsibility in Traffic
   - A. Accident investigation
     1. Why—three reasons
     2. How—difference between investigation and reporting
     3. When—procedures upon arrival at scene
     4. Four direct causes of accidents
     5. Diagrams—types
     6. Evidence at scene
     7. Skidmark evidence—types of skidmarks

8. Speed-skidmark—coefficient of friction formulas
9. Brake testing—satutory and decelerometer
10. Photographs—type required—angles—numbers
11. Safe-guarding valuables
12. Hit-and-Run

B. Traffic law enforcement
C. Traffic direction and control

VI. Traffic Accident Records
A. Need—state and local level
B. Types
C. Record systems—costs involved in hand tally, and mechanical tabulation
D. Computerized equipment
E. Location file—design, use of, how to create
F. Use of data, summaries, analysis
G. Accident Spot Maps
H. High accident experience bulletins, graphs, charts

VII. Background for Traffic Law Enforcement
A. Motor vehicle laws
B. Penal law
C. Commission of Motor Vehicles
D. Five major phases of traffic law enforcement
E. "Halo" effect—methods of deploying
F. "Line" and "Area" patrol—how to apply
G. Unmarked units—cycles, helicopters in traffic law enforcement—advantages, disadvantages, costs
H. Pursuit in traffic law enforcement
I. Officer-Violator relationships
J. Uniform traffic ticket
K. Use of the warning

VIII. Scientific devices in traffic law enforcement
A. Speed detection—radar and aircraft
B. Breathalyzer—drunken driving
C. Scales—excessive overloads
D. Signs and signals

IX. The role of the Traffic Court, the Public Prosecutor, the Defense Attorney and their Impact on our "Traffic Problem"

X. Administration of the Police Traffic Command
A. Organization
B. Personnel
C. Equipment
D. Deployment of resources
E. Analysis of results

Texts and References

Baker, *Traffic Accident Investigators Manual for Police*

Northwestern University Traffic Institute, *Background for Traffic Law Enforcement, Stopping and Approaching the Traffic Violator, Pursuit in Traffic Law Enforcement, Traffic Patrol for Traffic Law Enforcement, Citations in Traffic Law Enforcement* (pamphlets)

Weston, *The Police Traffic Control Function*

POLICE RECORDS AND COMMUNICATIONS

Hours Required

Class, 3

Course Description

Familiarizes the student with types and functions of police records, the role of research in the planning process, and establishment and administration of a record bureau in law enforcement and public safety agencies. Discussions of forms, records analysis, and report-writing are included. A basic understanding of electronic data processing and the computer's role in police planning is provided. The student is furnished with an understanding of the installation, operation, and use of a records system, especially as related to its usefullness in individual operations, in measuring accomplishments, in analyzing problems, and in directing police activities. The role and use of the uniform crime reporting system, the role of forms and the essential data required, and the principles and procedures of a police records system in both small and large departments are all identified. Overall, the student is provided with a comprehensive appreciation for the importance and extent of record systems.

Major Divisions

	Class Hours
I. Need for Police Records	2
II. Organization and Installation of a Police Records System	5
III. Recording Daily Police Activities	5
IV. Records of Persons Arrested	4
V. Personal Identification Records	6
VI. Records Work in the Operating Divisions	3
VII. Internal Business Management	4
VIII. Procedures with the Records Division	4
IX. Summarizing and Analyzing Police Records	6
X. Use of Records in Planning Operations	6
Total	45

Units of Instruction

I. The Need for Police Records
   - A. Directing police effort
   - B. The administration of criminal justice
   - C. Individual police operations
   - D. Other administrative uses

II. Organization and Installation of a Police Records System
   - A. Centralization of records work
     1. Evils of decentralization
     2. Advantages of a centralized records division
     3. The computer and its future
   - B. Organization of the records division
     1. Duties
     2. Police communications
     3. Criminal identification work
     4. Organization in departments of various sizes
   - C. Administration of the records division
     1. Relationships with other divisions
     2. The chief and administrative relationships
     3. Assistance of commanding officers
     4. The commanding officer of the records division
     5. Subordinate records personnel
     6. Assignment of records responsibilities
   - D. Arrangement of the records offices
     1. Location at headquarters
     2. Special problems of office layout
     3. Space requirements and arrangement of cabinets
     4. Physical aids to records distribution
   - E. The elements of the records system
     1. Size of forms
     2. Color of forms
     3. Paper stock; spacing; ordering
   - F. The installation of a records system
     1. Planning and installation
     2. Police training in records procedures
   - G. Recent technological advancements such as the National Crime Information Center

III. Recording Daily Police Activities
   - A. Uniform classes of cases
     1. Part I cases

2. Part II cases
3. Part III cases (lost and found)
4. Part IV cases (casualties)
5. Part V cases (miscellaneous)
6. Determining the classification

B. Case sheets
1. Incidents recorded
2. Complaint clerk
3. Time of preparing the case sheet
4. Methods of receiving information
5. Use of the complaint memo
6. Recording auto and bicycle thefts
7. The number of cases made
a. Offenses against the person
b. Offenses against property
(1) Robbery
(2) Burglary—breaking or entering
(3) Larceny—theft
(4) Auto theft
(5) General provisions
(6) Part II cases
(7) Part III cases (lost and found)
(8) Part IV cases (casualties)
(9) Part V cases (miscellaneous)
8. Number of copies of case sheet
9. Recording the incident
10. Assignment of officers
11. Numbering the cases
12. Use of "silent" cases
13. Designation of "no publicity"
14. Recording complaints from outside jurisdiction
15. Questions of jurisdiction

C. The daily bulletin
1. The typed bulletin
2. Printed or mimeographed bulletin
3. Notification to officer of assignment
4. The radio log

D. Reports by investigating officers
1. Preliminary report
2. Investigation report
a. Heading
b. Salutation
c. Body of the report
d. Ending
e. Preparation of the report
f. Number of copies

E. Persons wanted

F. Property control records
1. Property records
2. Physical evidence
3. Custody of automobiles
4. Release of property

G. Auxiliary reports
1. Correspondence
2. Photographs
3. Daily polygraph report
4. Polygram envelope
5. Laboratory report on the examination of evidence

H. The case
1. Hook-up
2. Index
3. Follow-up
4. File
5. The case file

I. Records of miscellaneous services
1. Special service reports
2. Store reports
3. Vacation home reports
4. Bicycle and property registration
5. License control

J. Departmental memos

K. Charge-out slips

IV. Records of Persons Arrested

A. Recording the arrest
1. Information to be recorded
2. Routing and filing the record

B. Records on police court cases
1. Notice of arrest and disposition
2. Notice to court clerk
3. Commitment and order for release

C. Records on cases for other courts
1. Prosecution report
2. Alcoholic influence report
3. Federal and state court disposition

D. Control of the individual prisoner
1. Held for investigation
2. Request for internment
3. Injured prisoner report
4. Daily jail sheet

E. The control of bail, fines, and prisoner's property
1. Prisoner's property receipt
2. Prisoner's personal property report
3. Cash receipt
4. Cash book

F. Court processes
   1. Routing of warrants
   2. Commitments
   3. Subpoenas and summonses
G. Traffic tickets
   1. Citations
   2. Parking violations
   3. Traffic warnings
H. The use of citations for other offenses

V. Personal Identification Records
A. Fingerprints and related records
   1. Fingerprinting prisoners
   2. Description sheet
   3. Fingerprint card
   4. Latent fingerprinting file
   5. Photographs of prisoners
   6. Criminal history file
B. Records in process of development
   1. *Modus operandi*
   2. Questionable character file
   3. Identification by personal description
   4. Handwriting file

VI. Records Work in the Operating Divisions
A. The role of division secretaries
B. Dispatcher's office
C. Patrol division
   1. Squad room
   2. Auto equipment
D. Traffic division
   1. Accident records
   2. Weekly traffic beat cards
   3. Special traffic records
   4. Traffic engineering records
E. Detective division (detective summary)
F. Juvenile division
G. Vice division
H. Subversive activities

VII. Internal Business Management
A. Budget and accounting procedure
   1. Preparation of departmental program
   2. Compilation of expenditure estimates
   3. Expenditure reports
   4. Accounting procedure
B. Personnel records
   1. Individual officer's folder
   2. Personnel roster and officer lists
   3. Beat assignments
   4. Attendance records
   5. Reports of officer's accomplishments
C. The purchase and control of police property
   1. Purchasing procedure
   2. Control over use of property
   3. Control of emergency equipment
D. Equipment and property maintenance records
   1. Motor vehicles
   2. Individual equipment records
   3. Radio maintenance
   4. Maintenance of other property
E. General correspondence

VIII. Procedures Within the Records Division
A. Outlining records operations
B. Recording additional information
   1. Correcting the classification
   2. Clearance by arrest
   3. Exceptional clearances
C. Arranging and indexing reports
   1. Gathering and arranging case material
   2. Filing items with the case
   3. Performing special operations on case reports
   4. Indexing the case reports
   5. Indexing and filing teletype and radio messages and foreign circulars
   6. Color of index cards
   7. Arranging index cards for filing
D. Filing index cards and other records
   1. General alphabetical index file
   2. Driver file
   3. Arrest and juvenile offender index files
   4. Classification index file
   5. Accident location file
   6. General location file
   7. Auto theft file
   8. Stolen property file
   9. Number file and inscription files
   10. Essential operations before filing other records
E. Follow-up control
   1. Relationship of follow-up officer to other officers
   2. General duties of the follow-up officer
   3. Follow-up file

4. Follow-up on cases
5. Follow-up on arrests
6. Follow-up indicators
7. Making the follow-up effective
8. Pitfalls to be avoided
9. Follow-up as an aid in evaluating personnel

IX. Summarizing and Analyzing Police Records
- A. Daily summary
- B. Monthly report
  1. Information to be included
  2. Monthly report table forms
  3. Procedures used in compiling the data
  4. Case records
  5. Arrests
  6. Traffic accidents and enforcement
  7. Juvenile crime control activities
  8. Vice control activities
  9. Laboratory services
  10. Personnel information
  11. Maintenance and expenditures
  12. License information
- C. Annual report
- D. Spot maps
  1. Traffic spot maps
  2. Crime spot maps
- E. Detecting and analyzing problems and evaluating accomplishments
  1. General administrative problems
  2. Interdivisional relationships and the measurement of accomplishments
  3. Patrol operations
  4. Detective operations
  5. Juvenile crime control
  6. Vice control
  7. Traffic control
     a. Arrest index
     b. Conviction index
     c. Enforcement index
     d. Severity index
     e. Compliance checks
     f. Miscellaneous measurements
  8. The individual officer
  9. Police training
  10. Records division activities
- F. Uniform crime reports
- G. Charts of accomplishment
- H. Public reporting
  1. Publications
  2. Speakers' bureau
  3. Miscellaneous procedures
  4. Record of public reporting activities

X. The Use of Records in Planning Operations
- A. Distributing the patrol force
  1. Analyzing police hazards
  2. Determination of shifts
  3. Distribution of force to shifts
  4. Determining beat layout
  5. Direction of patrol effort
- B. Meeting irregular needs
  1. Flexible reserve unit
  2. Determining the need
  3. Assigning the special detail
  4. Communication and transportation
- C. Plans for unusual events
  1. Disasters
  2. Community events
  3. Robberies
  4. Blockade plans
  5. Other plans

Texts and References

Federal Bureau of Investigation, *Uniform Crime Reporting Manual*

Leonard, *The Police Communications System*

Leonard, *The Police Records System*

Whisenand and Tamaru, *Police Information Systems*

POLICE SUPERVISION

Hours Required

Class, 3

Course Description

Fundamentals of human relations, personnel management, and supervisory techniques together with their application and development in law enforcement agencies. Emphasis on employee motivation, evaluation and promotion, disciplines, training, and welfare. Behavioral differences, leadership, communication, and problem-solving are also covered, and particular stress is placed on the continuing role of the police supervisor as a trainer.

Major Divisions

	Class Hours
I. Introduction to Supervision	5
II. Brief History of Management	5
III. Introduction to Leadership	3
IV. Police Leadership	8
V. Development of Leadership Traits	3
VI. Theory and Practice of Communications	3
VII. Planning	4
VIII. Selection and Training of Personnel	3
IX. Work (Production) Improvement Techniques	6
X. Morale and Discipline	5
Total	45

Units of Instruction

I. Introduction to Supervision
- A. Supervision defined
- B. Leadership defined
- C. Synonymity of leadership and supervision in the police service
- D. The three supervisory attitudes: Democratic, *laissez-faire*, and authoritarian

II. Brief History of Management
- A. The basis of administration
- B. Law enforcement as a profession
- C. Problems unique to the supervisor in civil service

III. Introduction to Leadership
- A. The police supervisor/leader
- B. Analysis of similarities in military and civilian leadership qualities which have produced outstanding leaders in both categories

IV. Police Leadership
- A. Supervisor—leader—commander
- B. Problems unique to the police supervisor
- C. The concept of leadership
- D. Objective of police leadership
- E. Characteristics of police leadership
  1. Traits
  2. Bearing
  3. Courage—moral and physical
  4. Decisiveness
  5. Dependability
  6. Endurance
  7. Enthusiasm
  8. Initiative
  9. Integrity
  10. Judgment
  11. Justice
  12. Knowledge
  13. Loyalty
  14. Tact
  15. Unselfishness

V. Development of Leadership Traits
- A. Necessity of leadership training for all
- B. Barriers to effective leadership in a police department
- C. "Moonlighting"

VI. Theory and Practice of Communications
- A. Importance of communications
- B. Methods of communications
- C. Motivation
  1. What do leaders expect of personnel?
  2. What do personnel expect of leaders?
- D. Techniques of conference leadership
- E. *Esprit de corps*

VII. Planning
- A. Necessity
- B. Inclusion of opinions, etc., of first line supervisors
- C. Organization of police
- D. Gratuities

VIII. Selection and Training of Personnel
- A. The selection process
- B. Probation and the supervisor
- C. Training of police personnel
- D. Analysis of current personnel evalu-

ation and efficiency report systems
E. Analysis of forms and/or systems in use

IX. Work (Production) Improvement Techniques
A. Application of leadership traits
B. Motivation techniques (application)
C. Analysis of problems affecting production
D. "The Caste System"
1. How aloof the supervisor?
2. Intimacy breeds contempt
3. Comparison of military and police department attitudes
E. Disciplinary powers/responsibilities of the first line supervisor
F. Alcoholism and promiscuity, problems for the supervisor
G. Case histories

X. Morale and Discipline
A. Counselling and interviewing
B. Internal groups
1. Fraternal organizations
a. Patrolmen's Benevolent Association
b. Fraternal Order of Police
2. Religious and nationalistic organizations
3. Effect on supervision
4. Effect on administration
5. Effect on policy

Texts and References

Iannone, *Supervision of Police Personnel*
International City Managers' Association, *Supervisory Methods in Municipal Administration*
Melnicoe and Mennig, *Elements of Police Supervision*
Whisenand, *Police Supervision: Theory and Practice*

POLICE DEFENSE TACTICS

Hours Required

Class, 1; Laboratory (Gymnasium), 2

Course Description

Thoroughly acquaints the student with methods of protection against persons armed with dangerous and deadly weapons and methods of restraining prisoners and mentally ill persons. Included are demonstrations and drills in a limited number of holds and come-alongs as well as training in the use of the baton and other defensive techniques. The student is prepared physically to cope with those defense tactics commonly required in police work, and is taught to use the safety techniques essential in handling and transporting potentially dangerous subjects. This is accomplished through a combination of lecture, films, and classroom demonstration, with heavy stress on class drills and application by physical contact. To conduct the course, a minimum amount of equipment is required; this includes a wrestling room with padded floor (and preferably padded walls), a baton dummy, batons, and other practice weapons.

Major Divisions

		Class Hours
I.	History of Police Arrest Techniques and the Art of Self-Defense	1
II.	Introduction - Safety and Legal Aspects; Warming-up Exercises	4
III.	Arrest Techniques	6
IV.	Transportation of Prisoners	6
V.	Weaponless Defense Techniques	4
VI.	Baton Techniques	4
VII.	Use of Other Specialized Police Equipment	3
VIII.	Riot and Crowd Control	2
	Total	30

Texts and References

Koga and Nelson, *The Koga Method Police Baton Techniques*

Koga and Nelson, *The Koga Method Police Weaponless Control and Defensive Tactics for Police*

Sylvain, *Defense and Control Tactics*

POLICE ARSENAL AND WEAPONS (FIREARMS)

Hours Required

Class, 2

Laboratory (Firing Range), 3

Course Description

Covers the handling, care, maintenance, use, and operation of firearms in police work to enable the policeman to cope with any situation where firearms are needed. Lectures are supplemented by an intensive range program in deliberate, point, and defense shooting. The practical work follows methods used by local, state and federal law enforcement agencies for instruction of their men in use of weapons. National Rifle Association safety precautions and courses of firing must be strictly adhered to and followed. Students will actually fire the various weapons under precision and combat shooting conditions. They are expected to demonstrate skill and safety in the handling and operation of these weapons. Throughout the course special emphasis is placed on safety in handling the weapons and there is no compromise on any safety factor or safety rule.

Some law enforcement agencies prefer to conduct their own firearms and weapons familiarization courses. In such cases, this course will probably not be offered by the college.

Major Divisions

	Class Hours
I. Introduction and Orientation	2
II. Safety Precautions	8
III. Nomenclature	4
IV. Mechanics of the Weapons	8
V. Ammunition	6
VI. Care of Weapons	4
VII. Precision Shooting	12
VIII. Combat Shooting	12
IX. Special Use Weapons	8
Total	64

Units of Instruction

I. Introduction and Orientation
- A. Introduction
  1. Objectives of course
  2. Methods of instruction
- B. Orientation
  1. Materials and equipment to be furnished by the school
  2. Materials to be furnished by the student
  3. Procedures to be followed in practical work

II. Safety Precautions
- A. Range Rules and Procedures
- B. On firing line
- C. Behind firing line.
- D. Target line

III. Nomenclature
- A. Revolver
- B. Pistol
- C. Shotgun
- D. Rifle

IV. Mechanics of the Weapons
- A. Revolver
  1. Operation
  2. Range
  3. Firepower
- B. Pistol
  1. Operation
  2. Range
  3. Firepower
  4. Mechanical problems
     a. Maintenance
     b. Jams
     c. Moving parts
     d. Safety features
- C. Shotgun
  1. Operation
     a. Pump
     b. Auto loading
  2. Range
  3. Firepower
     a. Rifled slug
     b. 00 buck
     c. Hunting and sporting loads
- D. Rifle
  1. Operation
     a. Bolt action
     b. Lever action
     c. Auto loading
  2. Range
  3. Firepower

V. Ammunition
- A. Rim - fire
- B. Center fire
  1. Corrosive primer
  2. Non-corrosive primer

C. Powder charges
   1. Black powder
   2. Smokeless powder
D. Projectile
   1. Jacketed
   2. Non-jacketed
      a. Target loads
      b. Service loads
      c. Special duty loads

VI. Care of Weapons
A. Cleaning
   1. Field stripping
   2. Complete takedown
B. Lubrication
C. Repairs
D. Storage

VII. Precision Shooting
A. Position or stance
B. Grip
C. Trigger finger and control
D. Sight alignment
E. Dry firing
F. Timing

VIII. Combat Shooting
A. The draw
B. Grip
C. Position or stance
   1. Hip shooting
   2. Point-shoulder shooting
D. Sighting
   1. Hip shooting
   2. Point-shoulder shooting
E. Double action squeeze
F. Weak hand shooting

IX. Special Use Weapons
A. Gas
   1. Projectiles
   2. Grenades
   3. Pressure dispensers
   4. Types
      a. Tear
      b. Sickening
B. Flares
   1. Signal
   2. Illumination
C. Smoke
D. Protective devices
   1. Gas masks
   2. Body armor
   3. Shields
   4. Helmets

Texts and References

Bristow and Roberts, *An Introduction to Modern Police Firearms*

FIRST AID I and II

Hours Required

Class, 1, Laboratory, 2

Course Description

Acquaints the student with the basic principles of first aid and the treatment of injuries in an emergency situation. Provides a working knowledge of the immediate and temporary care given in cases of accident, illness, emergency childbirth, or other situations frequently encountered by police. First Aid I qualifies the student for the standard Red Cross First Aid Certificate; the advanced Red Cross Certificate is awarded for completion of First Aid II, a continuation of First Aid I.

Major Divisions

	Class Hours
I. The Why and How of First Aid	1
II. Wounds	2
III. Shock	1
IV. Artificial Respiration	2
V. Poisoning by Mouth	1
VI. Injuries to Bones, Joints and Muscles	1
VII. Burns and III Effects of Heat and Cold	1
VIII. Common Emergencies	3
IX. Transportation	2
X. First Aid Skills for Standard Course	2
XI. The Human Body	1
XII. Special Wounds	1
XIII. Skeletal Injuries	1
XIV. First Aid Kits and Supplies	1
XV. First Aid Skills for Advanced Course	3
XVI. Emergency Childbirth	2
Total	25

Texts and References

American National Red Cross, *First Aid*

JUVENILE DELINQUENCY

Hours Required

Class, 3

Course Description

Analyzes the social, cultural, and psychological factors influencing individual delinquent behavior patterns. Includes a history of the juvenile court system in the United States and considers the relationship between delinquency and the family structure. The student studies methods of delinquency control, including the police function with juveniles and their families, preventive measures taken by adequate court processes and police enforcement, rehabilitative processes, and the philosophy and programs of the state industrial schools as well as detention homes. Emphasis is placed upon preventive and rehabilitative programs and the role of community agencies, such as social service agencies, juvenile courts, and youth authorities.

Major Divisions

	Class Hours
I. Delinquency in a Changing Society	6
II. Juvenile Court System in the United States	9
III. Causative Factors of Delinquency	9
IV. Delinquency Control	9
V. Detention and Legal Confinement	6
VI. Community Resources	6
Total	45

Units of Instruction

I. Delinquency in a Changing Society
- A. Juvenile delinquency as a social problem
  1. Background of the problem
  2. Changing attitudes toward delinquency
  3. Nature of delinquency
- B. Scope and distribution of delinquency
  1. Extent (recorded and unrecorded)
  2. Ecological distribution
  3. Composition of delinquent population
- C. Delinquency trends in contemporary society
  1. Economic
  2. Wartime
  3. National/international

II. Juvenile Court System in the United States
- A. History and rationale for the inception of a specific juvenile court
  1. Informal vs. adversary proceedings
  2. Rehabilitative rather than punitive goals
  3. Separation of criminals from wayward minors
  4. Standard Juvenile Court Act
- B. Juvenile Court Statutes as applicable to
  1. Delinquent children
  2. Dependent children
  3. Supreme Court decisions
- C. The court role of the police officer
  1. Cases preparation and presentation
  2. Court appearance and testimony
- D. The court role of the probation officer
  1. Coordinating each effort with the complainant police officer
  2. Preparing an adequate plan for rehabilitation after adjudication
- E. Juvenile and Domestic Relations Court procedures
  1. Intake Department
  2. Probation Services Division
  3. Domestic Relations Department
- F. Psychiatric services available through the Juvenile Court
  1. Aims and methods of treatment
  2. Group therapy in a court clinic and its effectiveness
- G. The Youth Correction Authority
  1. The Model Act
  2. Adoption of the Youth Authority Plan
  3. Alternatives for Youth Authority Services

III. Causative Factors of Delinquency
- A. Traditional theories of crime
  1. Theories stressing personality traits
  2. Theories stressing group and sociocultural influences
  3. Typological theories

B. Personality factors
   1. Biological
   2. Psychological
   3. Character traits
   4. Deviant behavior
   5. Maturation and social adjustment
C. Home and family conditions
   1. The broken home and delinquency
   2. Parent-child relationships
   3. Family maladjustments and inadequacies
   4. Delinquents and nondelinquents in the same home
D. Companionship and juvenile gangs
   1. Intimate associations and adolescent groups
   2. Prestige structure and social stratification
   3. Nature of gangs and street corner societies
   4. Community patterns and juvenile gangs
E. Population and cultural factors
   1. Effect of population characteristics and trends
   2. The changing role of culture
   3. Church affiliation and delinquency
   4. Ethnic groups and delinquency
F. Economic factors
G. Ecological and physical environmental factors

IV. Delinquency Control
A. Police function with juveniles
   1. Investigation at school, home, and neighborhood
   2. Techniques of interviewing
   3. Police-juvenile programs
B. Selective enforcement of delinquency laws
   1. Recognizing delinquency-prone neighborhoods, individuals, and groups
   2. Techniques of selective enforcement
C. Goals and effectiveness of juvenile probation
D. Prevention programs in the community and through mass media
   1. Leisure and recreation
   2. Church and school efforts
   3. Entertainment and communication (mass media)
   4. Impact of public and private community agencies
E. Role of government in delinquency prevention
F. Prevention through increased services to individuals

V. Detention and Legal Confinement
A. Local short-term detention facility
   1. Short-term confinement prior to appearance in court
   2. Custodial arrangement after adjudication
   3. Basic programs of the facility
B. The local detention home
   1. Length, reason, and type of confinement
   2. Training programs
      a. Agricultural
      b. Mechanical
      c. Educational
      d. Trade
C. Modern correctional concepts of rehabilitation
D. Community program planning
E. Research-treatment experiments

VI. Community resources
A. Protective services and child welfare
   1. Legal structure
   2. Responsibilities
B. Social welfare resources
   1. Community referral service
   2. Mental health clinics
C. Coordination of community programs
D. Social research into the problems of delinquency

Texts and References

Amos and Wellford, *Delinquency Prevention*

Eldefonso, *Law Enforcement and the Youthful Offender: Juvenile Procedures*

Giallombardo, *Juvenile Delinquency: A Book of Readings*

Kenney and Pursuit, *Police Work with Juveniles*

PSYCHOLOGY FOR LAW ENFORCEMENT OFFICERS

Hours Required

Class, 3

Course Description

In some areas of the country, there has been a movement to offer a psychology course specifically designed to meet the needs of police officers. Although based on the material contained in a general or basic psychology course, Psychology For Law Enforcement Officers goes beyond providing a fundamental knowledge of human behavior. Rather, it builds upon that knowledge and demonstrates the relationship between basic human behavior and the duties and responsibilities of the enforcement officer.

Upon completion of the course, students should be aware of individual personality differences and their relationship to crime, and should have developed an understanding of basic human emotions and psychological needs. Furthermore, and most important to enforcement officers, students are taught how to recognize and cope with mentally ill persons.

Field trips, case study examples, and pertinent supplements from current professional journals can be used effectively to enhance class lectures.

Major Divisions

	Class Hours
I. History and Scope of Psychology	6
II. Human Development	12
III. The Disturbed Personality and Its Relationship to Crime	15
IV. Human Relations	8
V. Applied Psychology	4
Total	45

Units of Instruction

I. History and Scope of Psychology
- A. Early development
  - 1. Historical systems of thought
    - a. Demons and witches
    - b. Hippocrates
    - c. Socrates and Aristotle
    - d. Beccaria (classical school)
    - e. Quetelet (cartographic school)
  - 2. Glandular explanations for growth, physiological development, and defects (Schlopp)
  - 3. Hereditary theories (versus environment)
  - 4. Phrenology (Gall)
  - 5. Constitutional school (Lombroso)
  - 6. Somatotypes (Sheldon)
- B. Modern psychology
  - 1. Terminology
  - 2. Tests and measurements
- C. Scientific procedures
  - 1. Causation theories useful in law enforcement
  - 2. Identifying the offender
    - a. Sex
    - b. Age
    - c. Socioeconomic status
    - d. Environment
  - 3. Formulating a theory in consideration of available data
- D. Physiology and psychology

II. Human Development
- A. The learning process
- B. Learning versus heredity and environment
- C. Ethnic and racial factors
- D. Motivation and criminal activity
  - 1. Underlying theories
    - a. Culture-conflict (Sellin)
    - b. Differential association (Sutherland)
    - c. Middle class vs. working class values (Cohen)
    - d. Self-conception (Reckless)
    - e. Response to stress (Merton)
  - 2. Factors affecting (*not* causing) crime
    - a. Cultural influences of television, radio, movies, newspapers, and pornography

b. Poverty
c. Social disorganization
d. Unmet needs and reaction to environmental stresses

III. The Disturbed Personality and Its Relationship to Crime
A. Mental deficiencies and retardation
1. Classifications
2. Testing procedures
B. Mental illness
1. Recognizing characteristics
2. Treatment
a. Psychological theories
(1) Defense mechanisms
(2) Irresistible impulse; uncontrollable urge
(3) Neurotic
(4) Psychotic
b. Psychoanalytic theories
(1) Freud
(2) Jenkins (adaptive and nonadaptive behavior)
(3) Unconscious motivation
3. Emotional immaturity, character disorders, and related problems
a. Alcoholism
b. Narcotic addiction
c. Juvenile delinquency
d. Compulsive gambling
e. Homosexualism
f. Sociopathic behavior (recidivism)
g. Sex offenses
h. Thrill seeking
i. Senility
j. Suicides, including attempts
4. Handling mentally disturbed persons
a. Mental health facilities
b. Administrative procedure
c. Psychiatric evaluation
d. Legal aspects (insanity)
e. Techniques

IV. Human Relations
A. Public relations
B. Techniques of interviewing
C. Group psychology
D. Traffic enforcement and citizen contact
E. Leadership

V. Applied Psychology
A. Courtroom procedures
B. Probation and parole
C. Selection of police officers
D. Correctional psychology

Texts and References

Dudycha, *Psychology For Law Enforcement Officers*
Reckless, *The Crime Problem*
Sykes, *Crime and Society*
Wolfgang, Savitz, and Johnson, *The Sociology of Crime and Delinquency*

INTRODUCTION TO PSYCHOLOGY

Hours Required

Class, 3

Course Description

Gives the student an overview of selected topics in the study of general psychology, providing an acquaintance with the nomenclature and fundamental concepts of contemporary psychological knowledge. Seeks to replace misconceptions about psychology with scientifically-derived facts and principles. Basic psychological processes are studied, with emphasis on the facts and theories emerging from the experimental analysis of sensation, conditioning, and perception. Principles of behavior operating in isolation are revealed in order to build a basis for understanding how these principles interact. Information received enables the development of a greater knowledge of self as well as environment.

Major Divisions

	Class Hours
I. Scope and Goals for Psychology	5
II. The Need for Statistics	5
III. Developmental Psychology	12
IV. Psychological Processes	10
V. The Development of Behavior	8
VI. Personality	5
Total	45

Units of Instruction

I. Scope and Goals of Psychology
- A. Definition of psychology
- B. Function of science
- C. Rules of language
  1. Operational meaning
  2. Factual meaning
- D. History of psychology
  1. Mystical speculation
  2. Ethical interpretations
  3. Reasonable interpretations
  4. Establishment of the science of psychology
  5. Modern psychological methodology

II. The Need for Statistics
- A. Descriptive statistics
  1. Frequency distribution
  2. Measures of central tendency
     a. Mode
     b. Median
     c. Mean
  3. Measures of variability
     a. Range
     b. Standard deviation
     c. Dispersion of scores
  4. Correlation
- B. Sampling statistics
  1. Distribution
  2. Null hypothesis

III. Developmental Psychology
- A. Physiology and psychology
- B. Physiological foundation of behavior
  1. Receptors
  2. Nerve cells
  3. Effectors
- C. Reacting mechanisms
  1. Muscles
  2. Glands
- D. Connecting mechanisms
  1. Central nervous system
  2. Peripheral nervous system
     a. Afferent nerves
     b. Efferent nerves
  3. Autonomic nervous system
- E. Neurons and neural impulses
  1. Dendrites
  2. Axon
  3. Resting potential
  4. All-or-none law
  5. Threshold of excitation
  6. Absolute refractory phase
  7. Relative refractory phase
- F. Synapses
- G. The brain
  1. Hindbrain
     a. Medulla
     b. Cerebellum
     c. Pons
  2. Midbrain
  3. Forebrain
     a. Thalamus
     b. Limbic system
     c. Hypothalamus
     d. Cerebrum
        (1) Central fissure
        (2) Frontal lobe
        (3) Parietal lobe
        (4) Lateral fissure

(5) Temporal lobe
(6) Occipital lobe
H. Autonomic nervous system
1. Sympathetic division
2. Parasympathetic division
I. Heredity
1. Genes
2. Maturation

IV. Psychological Processes
A. Sensation
1. Vision
2. Light
3. The eye
4. Optic nerve
5. Visibility
a. Absolute detection threshold
b. Dark adaptation
6. Visual acuity
7. Audition
8. Audibility
a. Pitch
b. Timbre
c. Loudness
9. Other senses
B. Perception
1. Figure and ground
2. Perceptual grouping
a. Nearness
b. Similarity
c. Continuity
3. Visual space perception
4. Visual depth perception
5. Auditory space perception
6. Perceptual constancy
7. Perceptual learning
8. Motivation and perception
9. Attention and perception
C. Conditioning
1. Classical
a. Unconditioned response
b. Unconditioned stimulus
c. Conditioned response
d. Conditioned stimulus
e. Acquisition stage
f. Amplitude
g. Latency
2. Reinforcement
a. Positive
b. Negative
3. Instrumental
a. Primary reinforcer
b. Generalized secondary reinforcers
4. Operant
a. Cumulative response curves
b. Schedule of reinforcement
c. Fixed ratio schedule
d. Variable ratio schedule
5. Influence of variables
6. Habit and drive
7. Inhibition
8. Conditioned behavior

V. The Development of Behavior
A. Methods of measuring behavior
1. Dependent variable
2. Independent variable
a. Stimulus
b. Organismic
c. Response
3. Empirical relationships
4. Theoretical constructs
B. Motivation
1. Goal-directed behavior
2. Homeostatic drives
a. Hunger
b. Thirst
c. Pain
d. Others
3. The sex drive
4. Instinct
a. Environment
b. Heredity
5. Learned drives
6. Intrinsically motivated behavior
7. Emotional drives
C. Learning
1. Punishment
2. Shaping behavior
3. Motor and verbal learning
a. Skills
b. Practice
c. Patterns
d. Associations
4. Probability learning
5. Transfer of training
6. Development and learning
D. Memory
1. Measures
a. Forgetting
b. Retention
2. Improving retention
a. Meaningfulness
b. Organization
c. Perception
3. Motivation and forgetting
a. Repression

b. Amnesia
4. Consolidation theory

E. Verbal behavior
1. Communication
a. Language
b. Stimulus and response properties of words
2. Language behavior

F. Cognitive processes
1. Symbolic behavior
2. Conceptual behavior
3. Problem-solving

G. Frustration and conflict
1. Definition
2. Analysis
a. Sources of frustration
(1) Physical
(2) Social
(3) Personal
b. Response to frustration
(1) Success
(2) Failure
(3) Persistence
3. Frustration-produced behavior
a. Aggression
b. Apathy
c. Rationalization
d. Fantasy
e. Compensation
f. Regression
g. Fixation
4. Nature of conflict
a. Approach-approach
b. Avoidance-avoidance
c. Approach-avoidance
d. Double approach-avoidance
5. Habit-breaking
6. Nature of stress
a. General adaption syndrome
b. Stressors
c. Alarm reaction
d. Stage of resistance
e. State of exhaustion

VI. Personality
A. Concept of personality
B. Psychoanalysis
C. Freudian theory of development
D. Psychological determinism
E. Unconscious determinants
F. Conflict behavior
G. Defense mechanisms
1. Repression
2. Phobia
H. Importance of motivation
I. Personality and learning
J. Measuring personality
1. Interview
2. Personality inventory
3. Concept of trait
4. Projective techniques
K. Constancy
L. Variables
1. Psychogenetics
2. Chemistry and behavior
3. Physique and personality

Texts and References

Morgan & King, *Introduction to Psychology*
McMahon, *Psychology, the Hybrid Science*
Silverman, *Psychology*

NATIONAL GOVERNMENT

Hours Required

Class, 3

Course Description

The background and basic principles of American democracy are reviewed. The Constitution and governmental institutions are analyzed and related to the total political system. Various components of the political system are examined and followed by an introductory analysis of public policy-making. Students become acquainted with the terminology and methodology of political science and current policies. The basis and continuing aspirations of the American political process are presented, and functional differences as well as operational interrelationships are explored. The ability of students to approach the responsibilities of participatory citizenship is enhanced through development of a practical concept of democracy in action.

Major Divisions

		Class Hours
I.	Origins and Foundations of American Government	9
II.	Principles of U.S. Constitutional Government	9
III.	Constitutional Rights and Obligations	6
IV.	Executive, Legislative, and Judicial Branches of American Government	9
V.	Politics	6
VI.	Public Policy Analysis	6
	Total	45

Units of Instruction

I. Origins and Foundations of American Government
- A. Orientation to political philosophy
  1. Nature of government
  2. Varying concepts of government
  3. Impact of political philosophers
- B. Historical background
  1. English government
  2. Separation of powers
  3. Representative government
- C. Mayflower Compact
- D. Development of government in the early colonies
  1. Church influence
  2. Concentration of powers
- E. Declaration of Independence
- F. Articles of Confederation
  1. Lack of national unity
  2. Limitations of Congress
  3. Requirements for approving amendments

II. Principles of U.S. Constitutional Government
- A. Constitutional Convention
  1. The Virginia (Large State) Plan
     a. Three branches of government
     b. Two-house legislature (elected according to population)
     c. Additions to congressional powers
  2. The New Jersey (Small State) Plan
     a. Three branches of government
     b. One-house legislature (equal representation)
     c. Additions to congressional powers
  3. Concept of strong national government
  4. State and federal division of functions
  5. Compromises
- B. Structure of the Constitution
  1. Separation of powers
  2. Check-and-balance system
  3. Judicial review
- C. The slave issue
- D. Establishing a federal union
- E. Constitutional ratification
  1. Federalists
  2. Anti-Federalists
- F. Changing the Constitution
  1. The Bill of Rights
  2. Systems of amendment and ratification

III. Constitutional Rights and Obligations
- A. Citizenship
  1. Qualifications
  2. Privileges
  3. Constitutional protection of citizens
- B. Civil rights
  1. Constitutional guarantees
     a. The Bill of Rights
     b. *Habeas corpus*
     c. *Ex post facto* laws
     d. Judicial process

2. Rules for determining treason
3. Religion and the state
4. Freedom of speech and press
   a. Balance-of-interest
   b. Restrictions
5. Security of the person
6. Rights of the accused
7. Life, liberty, and property
8. Current trends

C. Welfare of the citizen
   1. Federal government as guardian of health
   2. Health and old-age insurance
   3. Role of the government in education
   4. Federal aid for poverty

D. Universal suffrage
   1. Voting rights
   2. Voting restrictions
   3. Mechanics of voting
   4. Privilege versus obligation
   5. Electoral reforms

IV. Executive, Legislative, and Judicial Branches of American Government

A. Executive branch
   1. The President as chief executive
      a. Enforcement responsibilities
      b. Legislative powers
      c. Judicial powers
      d. Commander-in-Chief
      e. Differing powers in war and peace
      f. Power of the veto
      g. Curbs on presidential powers
      h. Impeachment
      i. Presidential succession
   2. Regulatory agencies
      a. Interstate Commerce Commission
      b. Civil Aeronautics Board
      c. Federal Communications Commissions
      d. Federal Power Commission
      e. Securities and Exchange Commission
      f. Federal Trade Commission
      g. Federal Maritime Commission
   3. Departments
      a. State Department
      b. Treasury Department
      c. Defense Department
      d. Justice Department
      e. Department of Interior
      f. Department of Agriculture
      g. Department of Commerce
      h. Department of Labor
      i. Department of Health, Education, and Welfare
      j. Department of Housing and Urban Development
      k. Department of Transportation
   4. Other agencies, boards, and commissions

B. Legislative branch—Congress
   1. House of Representatives
      a. Representation based on population
      b. Choosing candidates
      c. Electing members
      d. Legislative powers
      e. Expansion and limitation of powers
      f. Procedures
         (1) Union Calendar
         (2) House Calendar
         (3) Consent Calendar
         (4) Private Calendar
         (5) Rules Committee
         (6) Controls over debate
         (7) Voting
   2. The Senate
      a. Equal representation
      b. Choosing candidates
      c. Electing members
      d. Converting a "bill" into an "act"
         (1) Introducing a motion
         (2) Filibuster
         (3) Debate
         (4) Voting
   3. Standing committees
      a. Functions
      b. The seniority system

C. Judicial branch
   1. Supreme Court
      a. Interpretation of Constitution
      b. Determination of Constitutional validity
      c. Appointments
      d. Jurisdiction
      e. Ultimate source of political authority
   2. Federal courts
      a. Courts of appeals
         (1) Appointments

(2) Jurisdiction
b. District courts
(1) Appointments
(2) Jurisdiction

V. Politics
A. Rise of political parties in America
B. Basis of party membership
1. Influence of social and economic changes
2. Influence of foreign affairs on domestic policy
3. Others
C. Current major U.S. political parties
1. Characteristics
2. Organization
3. Objectives
4. Methods of operation
D. National conventions
1. Factors influencing nomination of candidates
2. Rules governing qualifications of candidates
a. Written
b. Unwritten
E. Pressure groups
1. Organizing for a common cause
2. Lobbying to influence legislation
3. Operation of pressure groups
a. Indirectly (public opinion)
b. Directly (Congress and government agencies)
F. Political response to public opinion
1. Voting behavior
2. Apathy and alienation
G. Power of the vote
1. Primary elections
2. General elections
3. The electoral college

VI. Public Policy Analysis
A. National security
B. Foreign and defense policy
C. Economic policy
D. Environmental policy

Texts and References

Dahl, Robert, *Democracy in the United States: Promise and Performance*

Watson, Richard., *Promise and Performance of American Democracy*

Irish, Marian D. and Prothro, James, *The Politics of American Democracy*

Burns, James M. and J.W. Peltason, *Government by the People*

Volkomer, Walter E., *American Government*

COMMUNICATIONS SKILLS

Hours Required

Class, 3

Course Description

This course places emphasis throughout on exercises in the development of communicative abilities—reading, writing, speaking, and listening. Analysis is made of each student's strengths and weaknesses. The pattern of instruction is geared principally to helping students improve skills in areas where common weaknesses are found. The time allotments for the various elements within major divisions will depend upon the background of the class in general. A brief consideration of technical reporting is included in the course if this is not offered in the curriculum as a separate subject.

Major Divisions

	Class Hours
I. Communication and the Enforcement Officer	2
II. Sentence Structure	6
III. Using Resource Materials	4
IV. Written Expression	18
V. Talking and Listening	9
VI. Improved Reading Efficiency	6
Total	45

Units of Instruction

I. Communication and the Enforcement Officer
- A. Rationale for the development of proficiency in the art of communication
- B. Rationale for the importance of written communication
  1. Statements of facts
  2. Expression of ideas
  3. Technical reporting
     a. Formal
     b. Informal
  4. Use of graphics to illustrate written communications
- C. Rationale for the importance of oral communication
  1. Person-to-person expression of ideas and thoughts
  2. Verbal reporting
- D. Diagnostic tests

II. Sentence Structure
- A. Review of the basic parts of speech
- B. Determination of the basics of a complete sentence
- C. Use and placement of modifiers, phrases, and clauses
- D. Sentence conciseness
- E. Exercises in sentence structure

III. Using Resource Materials
- A. Orientation to the use of the school library
  1. Location of reference materials, *Readers Guide*, etc.
  2. Mechanics for effective use
  3. Dewey Decimal System
- B. Dictionaries
  1. Types of dictionaries
  2. How to use dictionaries
  3. Diacritical marks and accent marks
- C. Other reference sources
  1. Technical manuals and pamphlets
  2. Bibliographies
  3. Periodicals
  4. Reference indices
- D. Exercises in using resource materials
  1. *Readers Guide*
  2. Atlas
  3. Encyclopedia
  4. Other

IV. Written Expression (emphasis on student exercises)
- A. Diagnostic test
- B. Paragraphs
  1. Development
  2. Topic sentence
  3. Unity of coherence
- C. Types of expression
  1. Inductive and deductive reasoning
  2. Figures of speech
  3. Analogies
  4. Syllogisms
  5. Cause and effect
  6. Other
- D. Written exercises in developing paragraphs
- E. Descriptive reporting
  1. Organization and planning
  2. Emphasis on sequence, continuity, and delimitation to pertinent data of information

F. Letter-writing
   1. Business letters
   2. Personal letters
G. Mechanics of writing
   1. Capitalization
   2. Punctuation—when to use
      a. Period, question mark, and exclamation point
      b. Comma
      c. Semicolon
      d. Colon
      e. Dash
      f. Parentheses
      g. Apostrophe
   3. Spelling
      a. Word division—syllabification
      b. Prefixes and suffixes
      c. Word analysis and meaning—context clues, phonetics, etc.
H. Exercises in the mechanics of written expression

V. Talking and Listening (emphasis on student exercises)
A. Diagnostic testing
B. Organization of topics or subject
C. Directness in speaking
D. Gesticulation and use of objects to illustrate
E. Conversation courtesies
F. Listening faults
G. Taking notes
H. Understanding words through context clues
I. Exercises in talking and listening

VI. Improving Reading Efficiency
A. Diagnostic test
B. Reading habits
   1. Correct reading posture
   2. Light sources and intensity
   3. Developing proper eye span and movement
   4. Scanning
   5. Topic sentence reading
C. Footnotes, index, bibliography, cross references, etc.
D. Techniques of summary
   1. Outline
   2. Digest or brief
   3. Critique
E. Exercise in reading improvement
   1. Reading for speed
   2. Reading for comprehension

Texts and References

Wylder/Johnson, *Writing Practical English*
Allan Kraus, *The Nature of Work: Reading for College Students*
Hodges/Whitten, *Hodges' Harbrace College Handbook*
Bell/Cohn, *Rhetoric In a Modern Mode*
Freedman/Freedman, *Into America: A Literary Introduction*

TECHNICAL REPORT WRITING

Hours Required

Class, 3

Course Description

This is an extension of the Communications Skills course and is intended to help the student achieve greater facility in his use of the language, both spoken and written. Using the basic skills previously acquired, the student is introduced to the practical aspects of preparing reports and communicating within groups. The use of graphs, charts, sketches, diagrams, and drawings to present ideas and significant points is an important part of this course.

Emphasis is placed upon techniques for collecting and presenting official data by means of formal and informal reports (e.g., incident reports, offense reports, accident reports), memoranda, and special types of technical papers. Forms and procedures for the preparation of such reports are studied, and a pattern is established for all forms to be submitted.

Much of the subject matter for this course may be necessary reports written for technical law enforcement courses.

Major Divisions

	Class Hours
I. Reporting	12
II. Writing Technical Reports	12
III. Illustrating Technical Reports	4
IV. The Research Paper	5
V. Oral Reporting	4
VI. Group Communication and Participation	8
Total	45

Units of Instruction

I. Reporting
- A. Nature and types of reports
- B. Objective reporting
- C. The problem concept
- D. The scientific method
  1. Meaning of the method
  2. Characteristics of the scientific method
  3. Essentials of scientific style
  4. Importance of accuracy and intellectual honesty in observation and recording
  5. Legal importance of recorded data and log books
- E. The techniques of exposition
  1. Definitions
  2. Progression
  3. Elements of style
  4. Analysis of examples
  5. Methods of slanting a report
- F. Critical evaluation of a report

II. Writing Technical Reports
- A. Characteristics of technical reports
- B. Report functions
- C. Informal reports
  1. Memorandum reports
  2. Business letter reports
  3. Progress reports
  4. Outline reports
- D. The formal report
  1. Arrangement
     a. Cover and title page
     b. Table of contents
     c. Summary of abstracts
     d. Body of the report
     e. Bibliography and appendix
     f. Graphs, drawings, or other illustrations
  2. Preparation
     a. Collecting, selecting, and arranging material
     b. Writing and revising the report
- E. Special types of papers
  1. The abstract
  2. Process explanations
  3. The case history
  4. The book review

III. Illustrating Technical Reports
- A. Illustrations as aids to brevity and clarity
- B. Use of technical sketching and drawings
- C. Use of pictorial drawings and sketches
- D. Use of diagrammatic representation
- E. Graphical presentation of data
  1. Types of graph paper
  2. Choice of scale for graphs
  3. Points and lines
  4. Use of data from graphs
- F. Use of photographs
- G. Selection of appropriate illustrations
  1. Availability
  2. Cost of preparation

3. Maximum brevity and clarity of presentation

IV. The Research Paper
- A. Subject and purpose
- B. Source materials
  1. Bibliographical tools
  2. Periodical indexes
  3. The library
- C. Organizing the paper
  1. A working bibliography
  2. Notes and the outline
  3. The rough draft
  4. Quoting and footnoting
  5. The final paper
- D. Oral and written presentation of the paper

V. Oral Reporting
- A. Organization of material for effective presentation
- B. Formal and informal reports
- C. Use of notes
- D. Use of slides and exhibits
- E. Proper use of the voice
- F. Elimination of objectionable mannerisms
- G. Introduction

VI. Group Communication and Participation
- A. The problem-solving approach
  1. Stating and analyzing the problem
  2. Proposing solutions
  3. Selecting and implementing a solution
- B. Participating in group communication
  1. The chairman (duties and qualifications)
  2. Rules of order
  3. The panel discussion and symposium
  4. Group investigation

Texts and References

Kenneth W. Houp, Thomas E. Pearshall, *Reporting Technical Information*

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ORAL COMMUNICATIONS

Hours Required

Class, 3

Course Description

Develops the student's ability to communicate effectively in professional, business, and social situations by making practical application of the fundamental principles of public speaking and listening. The course is designed to enhance the skills necessary to speak with interest and intelligence and to listen attentively. Every attempt is made to deal with the student on an individual basis by assessing specific deficiencies and working toward improving them.

Major Divisions

	Class Hours
I. Informal Communication	6
II. Formal Communication	6
III. Speaking to Inform and Listening to Understand	9
IV. Participating in Discussions	9
V. Speaking to Persuade and Listening to Evaluate	9
VI. Delivering a Speech	6
Total	45

Units of Instruction

I. Informal Communication
- A. The scope of oral communication
- B. Interrelationship among
  1. Speaker
  2. Listener
  3. Situation
- C. Applying speaking and listening principles to all oral communication situations
- D. Speaking in informal situations
  1. Introductory talks
  2. Impromptu talks
  3. Entertaining talks
  4. Informal discussions

II. Formal Communication
- A. Selection of a subject
  1. Criteria for subject selection
  2. Narrowing the range of topics
  3. Increasing knowledge of the subject
- B. Audience and occasion analysis
  1. Assessing the audience
     a. Determining who will be present
     b. Becoming aware of distinctive audience traits
     c. Developing the best approach
  2. Assessing the occasion
     a. Acknowledging the intent of the speech
     b. Determining mood
     c. Developing an appropriate tone
- C. Formulating a specific purpose
- D. Preparing the speech
  1. Selection of material
  2. Analysis of material
  3. Organization of material
  4. Development of material
- E. Using meaningful symbols
  1. Audible
  2. Visible
- F. Controlling and coordinating vocal and physical delivery
- G. Capturing and maintaining audience attention
- H. Developing a speaking style
- I. Ethical responsibility in oral communication

III. Speaking to Inform and Listening to Understand
- A. Nature of the informative speech
  1. Goals of informative speaking
  2. Distinctive qualifications of informative speeches
  3. Occasions for making the informative speech
- B. Preparing the informative speech
  1. Applying the basic principles
  2. Considerations to keep in mind
  3. Importance of authenticity
  4. Necessity for being well-prepared
- C. Delivering the informative speech
  1. Speech of demonstration
  2. Speech of research
- D. The nature of good listening
  1. Listening for comprehension
  2. Listening to promote understanding
  3. Techniques of good listening

IV. Participating in Discussions
- A. Objectives of discussions
  1. Transmitting knowledge
  2. Debating issues

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3. Offering opinions
4. Encouraging interaction

B. Differences between discussions and speeches

C. Becoming involved in discussions
1. Small group discussions
2. Panel
3. Symposium

D. Benefits of participation in discussions

V. Speaking to Persuade and Listening to Evaluate

A. The principles of persuasion

B. Nature of the persuasive speech
1. Goals of persuasive speaking
2. Distinctive qualifications of persuasive speeches
3. Occasions for making the persuasive speech

C. Preparing the persuasive speech
1. Applying the basic principles
2. Variations to be considered
3. Importance of factual knowledge
4. Techniques for convincing an audience of the validity of the speaker's viewpoint

D. Delivering the persuasive speech

E. Critical and evaluative listening

VI. Delivering a Speech

A. Applying the principles

B. Accepting valid criticism

C. Developing a style

D. Making modifications according to audience, mood, occasion, etc.

E. Varying the presentation
1. Humorous comments
a. Advantages
b. Disadvantages
2. Visual aids
3. Other variations

Texts and References

Milton Dickens, *Speech: Dynamic Communications*
Baird/Knower/Becker, *General Speech Communications*
Baird/Knower, *General Speech*

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STATE AND LOCAL GOVERNMENT

Hours Required

Class, 3

Course Description

Processes and institutions of state government are surveyed, with emphasis on functions and relevant problems. Units of local government, including their organization, politics, and functions, are studied, with emphasis on the problems which accompany urbanization. Students are provided with a working knowledge of the operations of state and local governmental bodies through the use of comparative analyses and case studies.

Major Divisions

	Class Hours
I. Overview of State and Local Government	5
II. American Federalism and Its Effects on State and Local Governments	3
III. State Politics and the Legislature	5
IV. State Administrators	3
V. State Judicial Processes	3
VI. State Functions and Policies	3
VII. Local Units of Government	6
VIII. Local Politics and the Legislative Process	6
IX. Municipal Executives and Administrators	3
X. Local Judicial Processes	3
XI. Current Issues in Municipal and County Government	5
Total	45

Units of Instruction

I. Overview of State and Local Government
- A. The nature of politics
  1. Influences of politics
  2. Patronage
  3. Stereotypes and misconceptions about politics
- B. Social determinants
- C. Government operating in an age of change
  1. Reasons for non-national government
  2. Challenges facing state and local governments
     a. Population increases
     b. Social instability and unrest
     c. Economics
     d. Politics
- D. Decentralization and distribution of powers
  1. Citizen interest
  2. General scope of activities at the federal, state, and local level
  3. Pros and cons of decentralization and revenue-sharing
- E. Structure of government as prescribed by the Constitution

II. American Federalism and Its Effects on State and Local Governments
- A. Basis of American federalism
  1. Union of states
  2. Central government
  3. Distribution of powers
  4. Central government-state relationships
- B. Provision of legal and political power barriers according to constitutional status
  1. Fear of an overpowerful executive
  2. Separation of powers
- C. Constitutional limitations to curb dishonesty in government
- D. State constitutions
  1. Problems (long and detailed)
  2. Constitutional restraint on legislatures
  3. Amendment procedures
  4. Politics and purposes
- E. Municipal constitutionalism
  1. Sources of local constitutional law
  2. Charters
  3. Federal regulations
  4. Special legislation
  5. General statutes
  6. Judicial rulings
  7. Others

III. State Politics and the Legislature
- A. Physical and social environment of state politics
- B. Fundamentals of state politics
  1. Participants
  2. Demands
  3. Support

4. Rules
5. Procedures
6. Boundaries

C. Participation in state politics
1. Clustering of political activity
2. Levels of participation
3. Amount of participatory political activity
4. Characteristics of political acts
5. Elections
a. Registration requirements
b. Residence requirements
c. Literacy test requirements
d. Absentee ballot

D. State political parties
1. Access to the ballot
2. Membership
3. Organization
4. Nominating procedures
5. Party finance

E. Party government in the states
1. Divided party control between governor and legislature
2. Divided party control within the executive branch
3. Party organization in state legislatures
4. Party cohesion in state legislatures
5. The governor as party leader

F. Changing electoral patterns in state politics

G. State interest groups and political lobbying

H. State legislatures
1. Functions
a. Enactment of statutory law
b. Passage of appropriations and tax measures
c. Formulation of public policy
2. Composition
a. Legislative districts
b. Social characteristics
c. Partisan affiliations
3. Structure of legislatures
a. Rules and procedures
b. Committees
c. Legislative roles
4. Decision-making
a. Legislative conflict
b. Influence of constituency
c. Organized group influence
d. Role of the governor

IV. State Administrators
A. Relative positions of governors
1. Status
2. Tenure potential
3. Power of appointment
4. Control over the budget
5. Veto power
6. Political impact

B. Necessary resources of a strong state leader
1. Personal
2. Party
3. Policy (publicity)
4. Legal-constitutional

C. Basic gubernatorial authority
1. Appointments and removals
2. Policy-making
3. Veto

D. Politics of state administrative operations
1. Corruption
2. Scope of bureaucracy
3. External and internal political relationships
4. Functional organization

V. State Judicial Processes
A. Structure and function of state courts
1. Appellate
a. Courts of last resort
b. Intermediate courts
2. Trial courts of general jurisdiction
a. District
b. Superior
c. Circuit
d. Others

B. The criminal prosecution process

C. General access to state courts

D. Court personnel
1. Selection systems
a. Partisan election
b. Non-partisan election
c. Election by the legislature
d. Appointment
e. The Missouri Plan
2. Interaction of elective and appointive procedures

E. Politics of decision-making
1. Conflict and consensus
2. Interests before state courts
3. Party influences
4. Characteristics of state courts
5. Social and economic influences

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F. Problems of state courts
   1. Court delays
   2. Fair trials
   3. Costs
   4. Judicial assignment
G. Judicial reform
   1. Simplification and unification
   2. Improved court administration
   3. Insulation from political influence
   4. Improvement of judicial competence

VI. State Functions and Policies
A. Taxation
   1. Patterns
   2. Levels
   3. Emphasis
   4. Political influence
   5. Relationship to state policies
B. Education
   1. State control
      a. State boards
      b. State school officers
   2. Expenditures
   3. Interest groups
      a. Basis of power
      b. Teachers associations
      c. Associated interests
   4. Public higher education
C. Welfare
   1. Federal-state programs
      a. Old-age assistance
      b. Aid to the blind
      c. Aid to dependent children
      d. Aid to the disabled
      e. Unemployment compensation
      f. Vocational rehabilitation
      g. Mental health services
      h. Crippled children's services
      i. Child welfare services
      j. Maternal and child health
      k. Others
   2. State and state-local programs
      a. Workmen's compensation
      b. Disability insurance
      c. General assistance
      d. Parole
      e. State and local prisons and reformatories
      f. Others
   3. Development of public welfare policies and programs
      a. Goals and objectives
      b. Structure
   4. Factors influencing the extent of state welfare
      a. Urbanization
      b. Industrialization
      c. Ethnic group origin
      d. Objective welfare needs
      e. Per capita income
      f. Inter-party competition
      g. Electoral participation
D. Transportation
   1. Growth and development of highways
   2. Highway systems
      a. Needs
      b. Classification
         (1) Rural
         (2) Urban
      c. Cost variations
      d. Location
      e. Rights-of-way
      f. Weight limits
   3. Organization of state highway departments
      a. Relationship to the governor
      b. Board representation
      c. State-local relations
   4. Highway finances
      a. Revenue sources
      b. Designating funds
      c. Expenditures
   5. Political conflicts
E. Health
F. Housing

VII. Local Units of Government
A. Structure
   1. Towns and townships
   2. Counties
   3. Special districts
   4. Cities
B. Evolution of the municipal charter
C. Local government reforms
D. Politics of charter-making
   1. Special legislation
   2. Classification system
   3. Optional charters
   4. Home rule
E. Control over local powers
F. Distribution of local governmental powers
   1. Office of the mayor
   2. City council
   3. Strong mayor; weak council
   4. Weak mayor; strong council

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5. City and county commissioners
6. City managers

VIII. Local Politics and the Legislative Process
- A. Municipal politics
  1. Characteristics
  2. Leadership
  3. Patronage
- B. Non-partisan politics
  1. Removing politics from local government
  2. Raising the caliber of candidates
  3. Adhering to local issues
  4. Elimination of straight ticket voting
- C. Patterns of local politics
  1. Consistent majority of one party
  2. Large city, suburban, and rural general affiliations
  3. Characteristics of local political campaigns
  4. Roles of political parties
     a. Strong political machine dominating politics
     b. Well-organized competitive parties
     c. Nominal non-partisanship
     d. Disorganized parties with little impact on local politics
     e. Division of communities along class-status lines
- D. Local interest groups
  1. Business
  2. Labor
  3. Economic and social
- E. Politics of direct democracy
- F. Local legislative processes
  1. Passing ordinances
  2. Factors affecting powers of local councils
     a. The form of government
     b. The political system
        (1) Effect on competitors
        (2) Outside domination of the council
        (3) Dispersed political leadership
  3. Legal authority
  4. Responsiveness of council members

IX. Municipal Executives and Administrators
- A. Mayors
  1. Characteristic types
  2. Powers of strong versus weak mayors
     a. Acquisition
     b. Use
     c. Retention
- B. City managers
  1. Description of tasks
  2. Administrative theory
  3. Operational patterns
- C. Collegial executives
- D. Politics of municipal administration

X. Local Judicial Processes
- A. Structure of local trial courts
  1. County
  2. Justice
  3. Magistrates
  4. Municipal
- B. Influences on the local judiciary
  1. Public pressure
  2. Private persuasion
  3. Political orientation
- C. Independence versus representativeness of judges
- D. Local prosecutors

XI. Current Issues in Municipal and County Governments
- A. Metropolitan problems
  1. Population expansion and concentration
  2. Transportation
  3. Water management
     a. Increasing demands and decreasing supplies
     b. Pollution
  4. Racial conflict
     a. Riots
     b. Alienation
     c. Accommodation
  5. Crime
- B. Solving metropolitan problems
  1. Annexation
  2. Metropolitan districts and public authorities
  3. Integrated metropolitan government

Texts and References

Lockard, Duane, *The Politics of State and Local Government*

Adrian, Charles R., *State and Local Governments*

INTRODUCTION TO SOCIOLOGY

Hours Required

Class, 3

Course Description

A basic familiarization with the general principles and fundamental concepts of sociology is presented. The course seeks to cultivate in the student the habit of scientific analysis of social data. The concepts included function as tools for identifying and understanding a process or idea. Various areas covered are the fields of research and sociology, the nature and meaning of culture, personality and socialization, role and status, and social control and social deviation.

Major Divisions

	Class Hours
I. Science and Society	3
II. Fields and Methods of Sociological Study	3
III. The Nature and Meaning of Culture	6
IV. Personality and Socialization	3
V. Role and Status	3
VI. Social Control and Social Deviation	6
VII. Social Institutions	3
VIII. Collective Behavior	6
IX. Social Processes	3
X. Social and Cultural Change	9
Total	45

Units of Instruction

I. Science and Society
- A. Scientific knowledge and observation
  1. Characteristics
  2. Sources
- B. Scientific research
  1. Cross-sectional
  2. Longitudinal
  3. *Ex post facto*
  4. Planned experiments
  5. Test-group
  6. Experimental group
  7. Dependent and independent variables
- C. Observational studies
  1. Impressionistic
  2. Statistical comparative
  3. Questionnaire and interview
  4. Participant observer
  5. Case study

II. Fields and Methods of Sociological Study
- A. Development of sociology
- B. Pure and applied sociology
- C. Various roles of the sociologist
- D. Difficulties in sociological research

III. The Nature and Meaning of Culture
- A. Cultural norm
  1. Folkways
  2. Mores
  3. Institutions
  4. Laws
- B. Nature of culture
  1. Structure of culture
  2. Cultural traits
  3. Cultural complexes
     a. Universals
     b. Alternatives
     c. Specialties
     d. Subcultures
     e. Contracultures
  4. Cultural integration
- C. Meaning of culture
  1. Function of culture
     a. Ethos
     b. Ethnocentrism
  2. Cultural relativism
     a. Real culture
     b. Ideal culture

IV. Personality and Socialization
- A. Factors in the development of personality
  1. Biological inheritance
  2. Physical environment
  3. Culture
  4. Group experience
  5. Unique experience
  6. Associations
- B. Socialization and personality
  1. "Looking-glass" self
  2. "Generalized other"
  3. Identity
     a. Self-respect
     b. Id
     c. Ego
     d. Superego

V. Role and Status
- A. Socialization through role and status
- B. Ascribed and achieved status
- C. Role conflict and personality

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1. Inadequate role preparation
2. Conflicting roles
3. Role failure
4. Role personality vs. true personality

VI. Social Control and Social Deviation
- A. Social order and social control
  1. Definitions
  2. Methods
  3. Influences
- B. Argot and its functions
- C. Groups and their influences
  1. Primary
  2. Secondary
- D. Social deviation
  1. Individual deviant
  2. Group deviance
  3. Norms of evasion
  4. Individual distinction
     a. Mesomorph
     b. Endomorph
     c. Ectomorph

VII. Social Institutions
- A. The family
  1. Classifications
  2. Structure
  3. Functions
  4. Changing American family
- B. Social classes (determinants, attitudes, significance)
  1. Strata bourgeoisie
  2. Proletariat
  3. Upper, middle, and lower classes
- C. Social institutions
  1. Development
  2. Characteristics
  3. Structures
  4. Functions
  5. Inter-relatedness
  6. Cycles of institutional change

VIII. Collective Behavior
- A. Groups and associations
  1. Major group classifications
  2. Group influence upon the individual
  3. Modern trends in group associations
  4. Voluntary associations
  5. Group dynamics
- B. Population
  1. Change
  2. Problems
  3. Solutions
- C. Social mobility
  1. Types
  2. Life cycle
  3. Techniques
  4. Costs
  5. Results

IX. Social Processes
- A. Nature of social processes
  1. Cooperation
  2. Competition
  3. Conflict
  4. Accommodation
  5. Assimilation
  6. Boundary maintenance
  7. Systematic linkage
  8. Opposition
- B. Social power
  1. Potential
  2. Reputed
  3. Actual
  4. Power elite

X. Social and Cultural Change
- A. Race and ethnic relations
  1. Differentiation between racial and ethnic groups
  2. Racist
  3. Equalitarian
  4. Genocide
  5. Segregation
  6. Amalgamation
  7. Oppression psychosis
  8. Enacted change
  9. Crescive change
- B. Collective behavior
  1. Structural conduciveness
  2. Structural strain
  3. Social contagion
     a. Crowd
     b. Mob
     c. Riot
  4. Public opinion
  5. Limitations
- C. Patterns of ethnic relationships
- D. Minority reactions to dominant groups
- E. Change in rural and urban communities
  1. Differentiation between social and cultural change
  2. Factors in the rate of change
     a. Concentration
     b. Centralization
     c. Decentralization

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d. Segregation
e. Invasion

3. Resistance to and acceptance of changes
4. Social and personal disorganization
5. Growth patterns
   a. Concentric zones
   b. Sector theory
   c. Multinuclear theory
6. Social planning

F. Social movements
1. Nature and definition
2. Social situations favoring social movements
3. Personal susceptibility to social movements
4. Types
5. Life cycles

Texts and References

DeFleur, Melvin L., et al., *Sociology: Man in Society*

Hodges, Harold M. *Conflict and Consensus: An Introduction to Sociology*

Bierstedt, Robert, *The Social Order*

Broom, Leonard, and Philip Selznick, *Sociology*

Caplow, Theodore, *Elementary Sociology*

Vander Zanden, James W., *Sociology: A Systematic Approach*

Berger, Peter L., and Brigette Berger, *Sociology: A Biographical Approach*

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SOCIAL PROBLEMS

Hours Required

Class, 3

Course Description

Social change and resulting social disorganization, the emergence of value conflicts, and the influences of personal deviation are brought to bear upon various social problems. Relevant data and its interpretation as it applies to each of the problems studied is provided. Through such practical application, the student's awareness of the significance of social disorganization, value conflicts, and personal deviation is developed throughout the course. The nature, origin, development, and possible solutions of current social problems are assessed, and sociological concepts related to the understanding of the problems under discussion are included. The study of each problem is projected a short distance into the future to briefly explore expected impact and future methods of coping with issues of social concern.

Major Divisions

	Class Hours
I. Orientation to and Rationale for the Study of Social Problems	3
II. The Interpretation of Data	3
III. An Overview of Major American Social Problems	4
IV. Crime and Delinquency	6
V. Race and Ethnic Differences	5
VI. Rural and Urban Communities	4
VII. Health and Medical Care	4
VIII. Personality Pathologies	5
IX. Communications and the Mass Media	4
X. Institutions in Transition	7
Total	45

Units of Instruction

I. Orientation to and Rationale for the Study of Social Problems
- A. Symptoms of social problems
  1. Significant number of people affected
  2. Considered undesirable
  3. Believed something can be done toward alleviation
  4. Collective social action necessary
- B. Fallacies of social problems
- C. Attitudes toward social problems
  1. Indifference
  2. Fatalistic resignation
  3. Cynicism
  4. Religious retribution
  5. Sentimentalism
  6. Social-scientific
- D. Objectives of study
  1. Developing awareness
  2. Gaining factual knowledge
  3. Understanding social problems
  4. Relating theory and practice
  5. Developing perspective

II. The Interpretation of Data
- A. Ways in which untruths are used
- B. Criteria of reliability in interpreting data
  1. Authorship
  2. Sponsorship
  3. Vested interest
  4. Factual content
  5. Verifiability
  6. Relevancy
  7. Style
  8. Consistency
  9. Plausibility
- C. Statistical data
  1. Use of averages
  2. Importance of the base
  3. Opinion measurement
  4. Association and causation

III. An Overview of Major American Social Problems
- A. Pressure groups
  1. Characteristics
  2. Vested interests
- B. Social disorganization
  1. Growth and concentration
  2. Separation of ownership and control
  3. Emergence of vested interests
- C. Value conflicts
- D. Personal deviation

IV. Crime and Delinquency
- A. Nature of the crime problem
  1. Amount of crime
  2. Predominate kinds of crime
  3. Trends in crime
  4. Variations in crime
- B. Fallacies about crime
- C. Classification of criminals
  1. Legalistic

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2. Moralistic
3. Sociopathic
4. Institutional
5. Situational
6. Habitual
7. Professional

D. Organized crime
E. Public attitudes about crime
F. Causes and treatment of crime
1. Approaches
2. Methods of treatment
a. Severe punishment
b. Better law enforcement
c. Education
d. Religion
3. Professional treatment efforts
a. Legal reforms
b. Penal reforms
c. Guidance and counseling
d. Social group work
e. Area rehabilitation

V. Race and Ethnic Differences
A. Scientific facts about race
B. Discrimination
C. Prejudice
1. Theories of causation
a. Economic
b. Symbolic
c. Psychological
2. Rationalizations
3. Minority adjustment
a. Acceptance
b. Accommodation
c. Aggression
d. Organized protest

D. Approaches to the race problem
E. Reducing prejudice
1. Education
2. Exhortation and propaganda
3. Personal and group therapy
4. Contact

F. Trends in race relations
1. Decline of regional variations in race attitudes
1. Application of scientific knowledge to race problems
3. Increasing sense of responsibility to act
4. Increasing attacks on segregation
5. Legal and administrative action
6. Fair employment practices legislation

VI. Rural and Urban Communities
A. Growth of cities
B. Problems of cities
1. Heterogeneity and anonymity
2. Slum areas
3. Congestion
4. Political and economic issues

C. Rural problems
1. Dependence on nature
2. Low living standards
3. Unfavorable age structure

D. Rural and urban disorganization

VII. Health and Medical Care
A. The quality of health in America
B. Adequacy of medical care in America
C. Definition of the health problem
D. Approaches to the health problem
E. Improving the administration of health services
1. Group practice
2. Voluntary health insurance
3. Comprehensive medical care plans
4. National health insurance
5. Special grants and categorical services

VIII. Personality Pathologies
A. Mental illness
1. Magnitude of the problem
2. Nature of mental illness
3. Treatment facilities and methods

B. Mental deficiencies
C. Alcoholism
1. Magnitude of the problem
2. The alcoholic pattern
3. Alcoholics Anonymous

D. Gambling
1. Nature and extent
2. Legal status
3. Personal demoralization

E. Drug addiction
1. Nature and costs
2. Addiction and demoralization

F. Prostitution
1. Nature of the problem
2. The pattern
3. Demoralization

G. Homosexuality
H. Personal deviation
I. Value conflicts
1. Legalization versus extermination
2. Punishment versus rehabilitation

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J. Social disorganization

IX. Communications and the Mass Media
- A. The communications revolution
- B. Problems of the mass media
  1. Monopoly
  2. Bias and responsibility
  3. Culture versus commerce
- C. Approaches to communication problems
- D. Current issues
  1. Antimonopoly action
  2. Censorship
  3. Noncommercial media
  4. Self-regulation
  5. Advisory councils and citizens organizations

X. Institutions in Transition
- A. Trends in American society
  1. Increased productivity and rising standards of living
  2. Increased leisure
  3. Democratization of comforts
  4. Increased economic security
  5. Growing power of pressure groups
  6. Growing international independence and vulnerability
- B. Current tensions
- C. Orientation of American society
- D. American value heritage

Texts and References

Horton, Paul B., and Gerald R. Leslie, *The Sociology of Social Problems*

Dentler, Robert A., *Major American Social Problems*

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Freeman, Howard E., and Wyatt C. Jones, *Social Problems: Causes and Controls*

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BASIC MATHEMATICS

Hours Required

Class, 3

Course Description

A fundamental program is offered, accenting the principal concepts in our number system, including whole numbers, decimals, and fractions. These concepts are carried through elementary algebra to develop the principles of algebra and the use of algebraic formulas. Basic ideas on the use of the slide rule are introduced, especially for the solution of problems involving ratio, proportion, and percentage.

The objective of this course is to develop a greater understanding of our number system and its practical application to the field of law enforcement. An effort is made to transcend the meaning of numbers to a practical use which students can apply and understand. By developing mathematical concepts within the comprehension of the students, it is believed that sufficient motivation and interest can be created so that they can carry on these concepts to necessary levels of sophistication. The course is more than a review of previous work and stresses the use of mathematics through pictorial and graphical representation and elementary statistics.

With the association of these mathematical concepts in practical problems and the "busy" work eliminated with the use of the slide rule and Mathematical Tables Handbook, students will have more incentive to use and strengthen their understanding of the mathematical approach to problems.

Major Divisions

	Class Hours
I. Review of Basic Mathematical Concepts	3
II. Introduction to and Use of the Slide Rule	3
III. Percentage Problems	3
IV. Units of Measure	9
V. Review of Algebra Fundamentals	3
VI. Linear Equations and Systems	9
VII. Algebraic Fractions and Fractional Equations	6
VIII. Elementary Statistics	6
IX. Applications in Law Enforcement	3
Total	45

Units of Instruction

I. Review of Basic Mathematical Concepts
- A. Fundamental operations (integers)
- B. Mixed numbers and fractions
- C. Decimal numbers

II. Introduction to and Use of the Slide Rule
- A. Fundamental operations
  1. Multiplication
  2. Division
  3. Square roots
  4. Cube roots
  5. Ratios and proportions
- B. Meaning of various scales
  1. C, D, CI, DI, A, B, K scales
  2. Relationship of scales to each other
- C. Use of various scales
- D. Ratio and proportion problems
- E. Square and cube roots
- F. Reciprocals

III. Percentage Problems
- A. Meaning and use of percentage
- B. Sales and costs
- C. Applications

IV. Units of Measure
- A. Lengths, areas, volumes
- B. Formulas for general plane figures and solids
- C. Ratio and proportion procedures
- D. Types of measuring instruments
- E. Problems involving measurement
- F. Use of metric system in length, area, volume, weight

V. Review of Algebra Fundamentals
- A. Use of directed numbers
- B. Use of parenthesis, brackets, braces, vinculum
- C. Transposing unknown in formulas
- D. Problems involving formulas
  1. Centigrade to Fahrenheit
  2. Laws of physics
  3. Laws of chemistry

VI. Linear Equations and Systems
- A. Equations
  1. Operations involved in solving equations
  2. The degree of an equation
  3. Transposing an equation

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B. Systems of linear equations
   1. Equations involving two or more unknowns
   2. Solutions by addition and subtraction
   3. Solutions by substitution
   4. Solutions by multiplication and division
   5. Use of determinants
      a. Matrix method
      b. Basket weave
   6. Graphical solutions

VII. Algebraic Fractions and Fractional Equations
   A. Algebraic fractions
      1. Review method of finding LCM
      2. Operations involving fractions
         a. Multiplication by prime factors
         b. Division by prime factors
   B. Fractional equations
      1. Multiplication
      2. Division
      3. Addition
      4. Finding prime factors in equations

VIII. Elementary Statistics
   A. Definition of terms
      1. Arithmetic and geometric progressions
      2. Mode
      3. Median
      4. Standard Deviation
      5. Harmonic mean
   B. Inequalities
   C. Summation techniques
   D. Analyzing grouped and ungrouped data
   E. Probability (binomial)
   F. Standard normal distribution
   G. Prediction from samples
   H. Correlation and regression
   I. Graphical representation
      1. Bar graphs
      2. Circle graphs
      3. Line graphs

II. Applications in Law Enforcement
   A. Solutions by mathematics
   B. Solutions by graphing
   C. Issues of concern
      1. Unreported crime
      2. Arrests, clearances, and convictions
      3. Use of the Crime Index

Texts and References

Newmyer and Klentos, *Intermediate Algebra*
Hildebrand and Johnson, *Finite Mathematics*

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PHYSICAL FACILITY NEEDS

GENERAL PLANNING

The scope, purpose, and objectives of the law enforcement program dictate the type and extent of supporting facilities that are needed. Many post-secondary institutions offer a rather general curriculum that requires no facilities beyond the regular classroom. Others offer a survey of scientific crime detection (usually referred to as Criminalistics) that requires a basic crime laboratory. In recent years, a number of schools initiated more extensive offerings in the scientific investigation of crime, necessitating more advanced laboratory facilities.

Because of the diversity of program approaches and objectives, it is impossible to specifically outline physical facility needs. Facility and equipment requirements must parallel the scope and depth of each school's law enforcement curriculum. This means a very modest outlay of funds for the general curriculum and a more substantial financial commitment for the advanced laboratory curriculum that is designed to prepare evidence technicians or even laboratory technicians.

A post-secondary institution which maintains a basic or advanced laboratory may receive requests from local police agencies for assistance in testing substances or analyzing suspected evidence. This, of course, can create a very positive relationship between the police community and the law enforcement program. However, if the school performs this service, care must be exercised to insure the security of any legal evidence, time devoted by the instructor to conducting such tests must be reimbursed, and definite policies must be established to balance the staff's laboratory case load with its instructional responsibilities. Naturally, college lab services would be provided on an administrative cost reimbursable basis.

The physical facility needs discussed herein are organized into the following categories: classrooms essential to all law enforcement programs, the basic crime laboratory needed for a curriculum offering a survey of scientific crime detection, advanced facilities to support an evidence technician curriculum, and lab equipment.

CLASSROOMS

The number and size of classrooms must be based on projected enrollments and instructional approaches to be utilized.. The technical law enforcement courses (for example, Introduction to Law Enforcement, Police Administration, and Criminal Law) normally include sessions involving audiovisual aids, lectures, and class discussions. In view of these instructional approaches, such courses can be held in the typical college classroom with normal classroom furnishings and accommodations for forty students.

Some law enforcement courses, such as Criminal Investigation or Criminalistics, require a classroom that has a rather large demonstration area. In Criminal Investigation, for example, sufficient space should be allocated for crime scene layouts in order to provide the students with practical exercises in protecting the crime scene, sketching the scene, and searching for evidence. A classroom used for demonstration purposes should seat no more than twenty-five students with appropriate space for student participation.

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Figure 8—A scene indicating the large demonstration area and blackboard space needed for instructional purposes.

Other law enforcement courses, such as a seminar on special police problems, would demand considerable dialogue between the instructor and the students as well as among the students themselves. For these courses, it is recommended that a seminar room be available that will accommodate no more than twenty students.

In summary, it is suggested that no lecture class involving considerable demonstration should hold more than twenty-five students, and no seminar class should include more than twenty students. Effective instruction and learning is difficult if classes are any larger. If physical facilities are constructed to impose these limitations, the likelihood of excessively large classes is minimized.

BASIC CRIME LABORATORY

In most two-year law enforcement programs the only course requiring a specialized laboratory is Introduction to Criminalistics. This course is usually intended to provide the student with an overview of the potential of physical evidence; it does not attempt to fully prepare the student for employment as an evidence technician or a laboratory technician. The laboratory can be quite modest and need not be expensive. In fact, existing laboratory facilities may be used to satisfactorily serve the needs of the course. For instance, the school may already have access to a dark room through the X-ray technology or dental hygiene program. Because of scheduling and other potential difficulties, however, it is suggested that a laboratory designed specifically for the law enforcement program be available.

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Figure 9—A scene in the basic laboratory showing the area used for developing photographic film and prints. In the far right-hand corner, the photo enlarger is shown.

The initial layout of the basic crime laboratory is very important and, because of expanded student interest in this field and the movement toward greater reliance on physical evidence, the lab should be planned with a view toward possible future expansion. Expansion may be accomplished merely by adding new equipment or by using partitions or movable walls. Planning for the lab should also include attention to such details as locating electrical outlets so that audio-visual machines and technical equipment can be set up and operated with maximum convenience.

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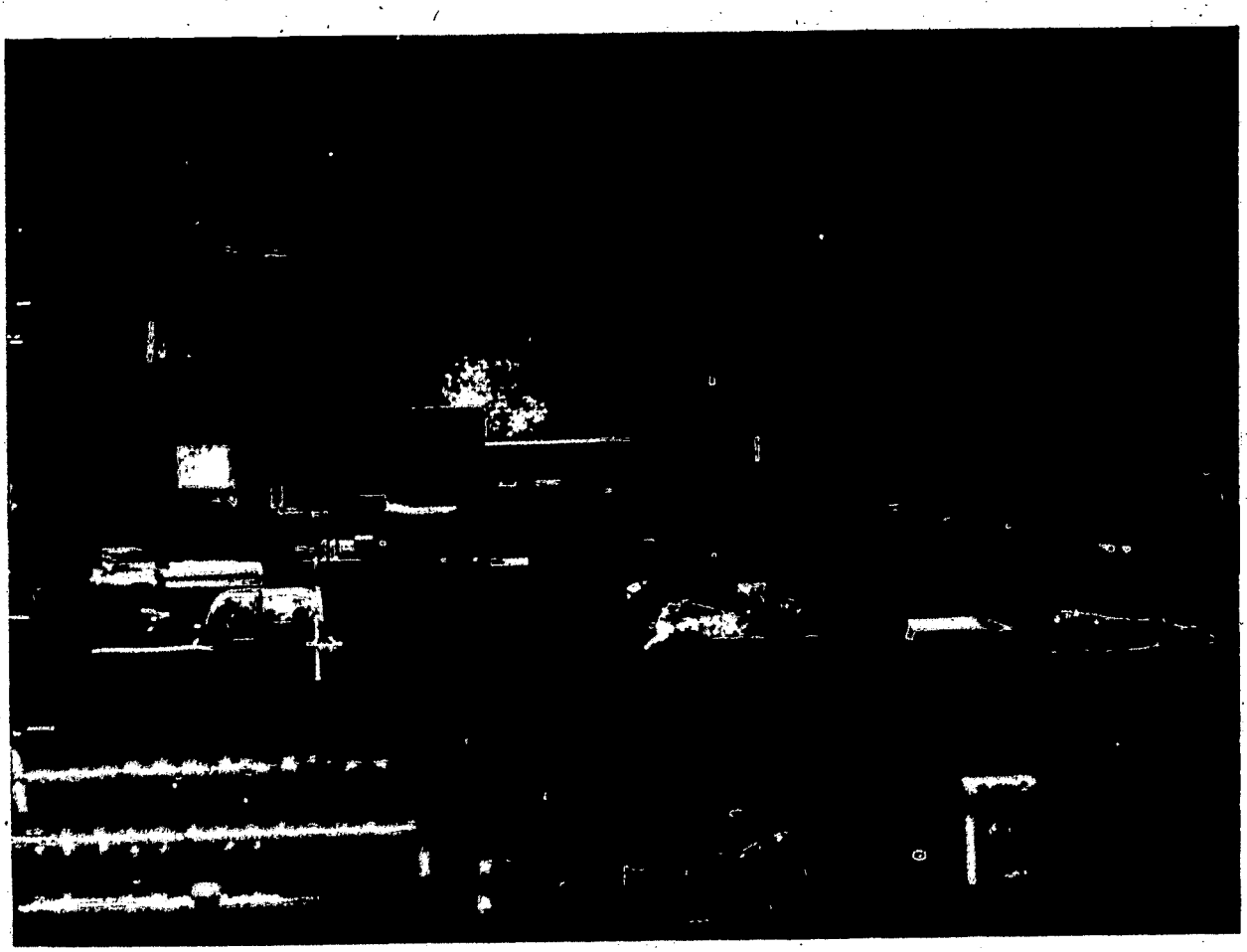

Figure 10—General scene in criminalistics showing the microprojector in the foreground. Illustrates the student stations and the desirable working space to be allotted for each student.

The basic crime laboratory should be equipped to classify and lift fingerprints; analyze hair, fibers, blood, paint, and tools; develop plaster casts; and conduct other simple scientific examinations of evidence. The laboratory should have no more than twenty-four student stations and should include a demonstration table and instructor's desk. Adequate working areas and storage cabinets should be situated around the perimeters of the room. Wall cabinets should also be installed in the laboratory so that adequate storage is available. There should be included at least two sinks, a table for mixing plaster, and a refrigerator (located in the storage room). One storage room should have an abundance of shelves and storage cabinets; the other should be open, to be used as a preparation room as well as for storage.

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Figure—11—Students receiving instruction in the use of the stereo-biocular microscope.

Figure 12 illustrates a layout for the Basic Crime Laboratory. A more detailed layout of this lab can be seen in Figure 14, which shows the basic laboratory along with expanded facilities. Non-fixed equipment necessary for both the basic and advanced laboratory is listed at the end of this section.

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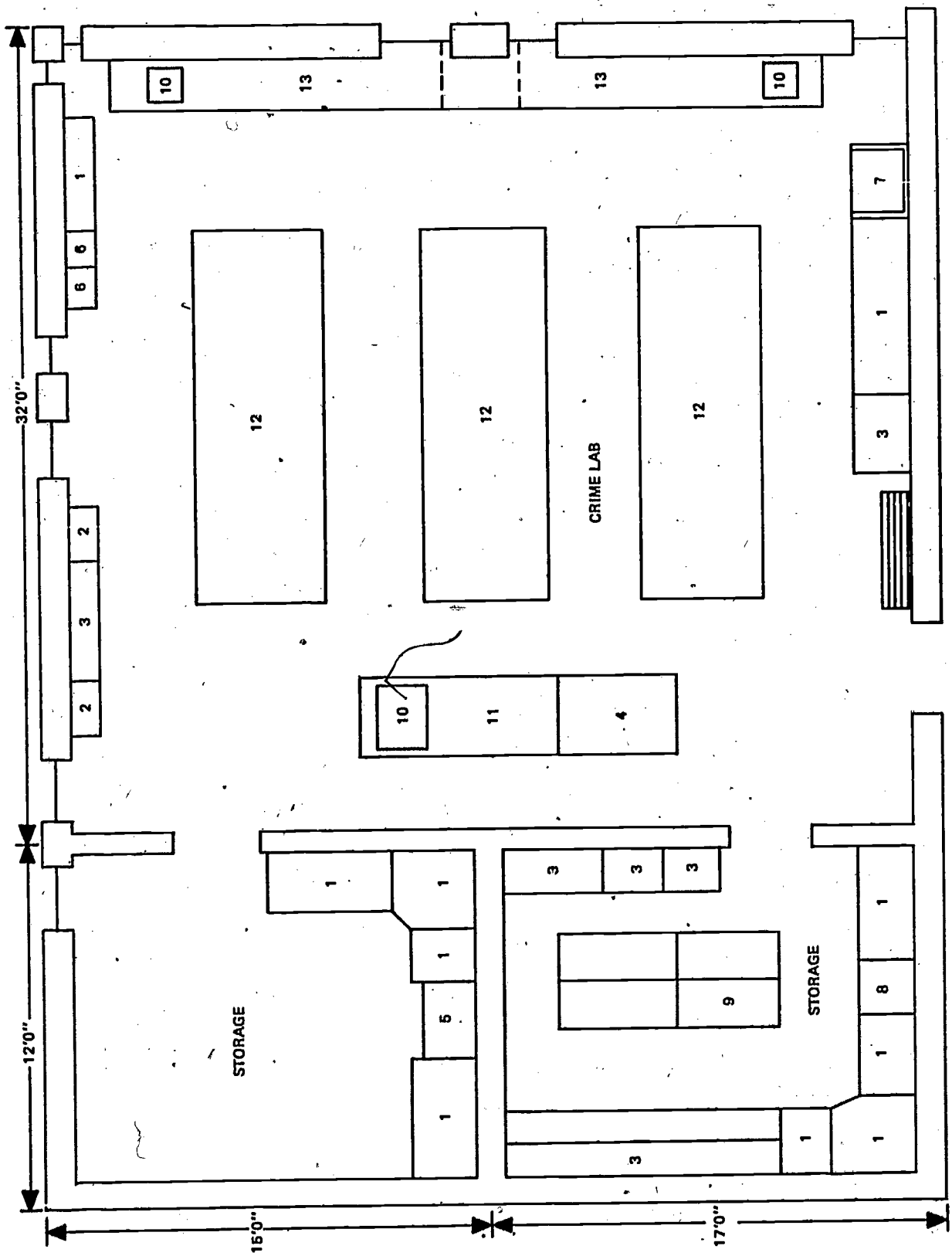

Figure 12—Basic Crime Laboratory Layout

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Fixed Furnishings And Equipment In Basic Crime Laboratory

Item number	Quantity	Description
1	10	Base units with counters
2	*	Cases, microscope
3	**	Cases, storage
4	1	Desk
5	1	Desk (height for forensic microscope)
6	*	Files, fingerprint
7	1	Fume hood
8	1	Refrigerator, under counter
9	**	Shelves, open storage
10	3	Sinks
11	1	Table, demonstration
12	3	Tables, 8-student laboratory
13	1	Work counter assembly

* To accommodate program needs
** To be determined by the amount of space available

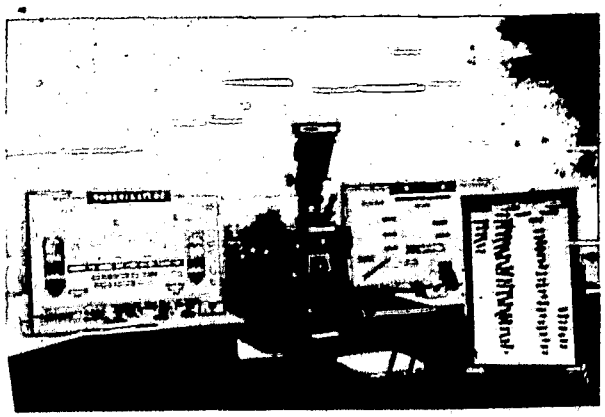

Figure 13—This forensic comparison microscope has many comparative analyses capabilities. It is set up here to be used in the identification of firearms.

ADVANCED FACILITIES

There is a trend developing among two-year schools to become more actively involved in the scientific aspects of criminal investigation and ultimately the establishment of curricula in the various technologies related to crime control. There is also a current trend for post-secondary institutions to *train* police officers in achieving specialized skills such as, police photography, the collection and preservation of evidence, and the operation of technical instruments in the field or in the lab. These advanced curricula naturally necessitate a more refined and sophisticated laboratory and other specialized facilities.

The following specifications for a lab complex could, with supporting classroom facilities, adequately serve most two-year law enforcement programs. Of course, these specifications are for illustrative purposes and may need to be amended to meet particular local needs.

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EDUCATIONAL SPECIFICATIONS FOR LAW ENFORCEMENT
[POLICE SCIENCE] LABORATORY (ADVANCED LAB) [COMPLEX]

Facility	No. of Rooms	Student Accommodations	Description	Special Facilities
Crime Laboratory	1	24	24 student stations for instructional laboratory work. Each station supplied with gas, hot and cold water, 110 AC-DC outlet, acid drain, storage space for equipment, and a space for a microscope which can be locked. Layout to provide for island benches and a completely equipped instructor's station. Closed shelving throughout room. Working surfaces to be heat and and corrosion resistant.	Bi, BB, C, D DF, E, ECO, G, L, LPS, Sh, V, Z
Ballistics Laboratory	1	10	Storage and working counter on two walls. Floor space for bullet retriever. A three foot section of one counter to be lowered for placement of comparison microscope.	AT, C, E
Lie Detection Laboratories	2	-	Office-type room with one-way view mirror which allows students to view polygraph from a classroom. Soundproof. Audio wiring between classroom and polygraph room. No windows.	AT, FO, E TA
Photography Laboratory	1	15	Dark room equipped with black/white and color developing. Light trap entrance. No windows. Printing room to include temperature-controlled sink, dryer, Polaroid copier, color enlarger, and Mug camera. Printing room for printing, drying, and enlargement of black/white and color pictures. Cabinets and working space. Light trap door. Additional exit.	Bi, C, D, E, ECO, Sh, DS

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* Schedule of abbreviations

AT	Acoustic treatment
BB	Blackboards
Bi	Hot and cold water with acid waste
C	Counters
D	Display or bulletin wall space
DF	Drinking fountain
DS	Electrically operated dark shades
E	Electric outlet - 110 volts (AC)
ECO	Electric clock outlet
FO	Electric outlet in floor
G	Gas
L	Windows for natural light
LPS	Light proof shades
Sh	Shelving
TA	Audio wiring
V	Vacuum outlet
Z	Hood ventilation

Figure 14 is a sketch of the Law Enforcement Laboratory (Advanced Lab) [complex] that complies with the previously listed specifications. It should be noted that this is an expansion of the Basic Crime Laboratory shown in Figure 12. The crime laboratory remains the same, but one of the storage rooms is converted into a ballistics laboratory. Due to the potential danger of firearms, it is advisable to house it in a separate room. Added to the complex are lie-detection demonstration rooms and a photography laboratory. All facilities should be grouped together, as one function relates to another. For example, after examination of evidence in the crime laboratory, it may be necessary to use the photography laboratory to develop pictorial representations. These facilities should, of course, be located near the classrooms that serve the law enforcement program.

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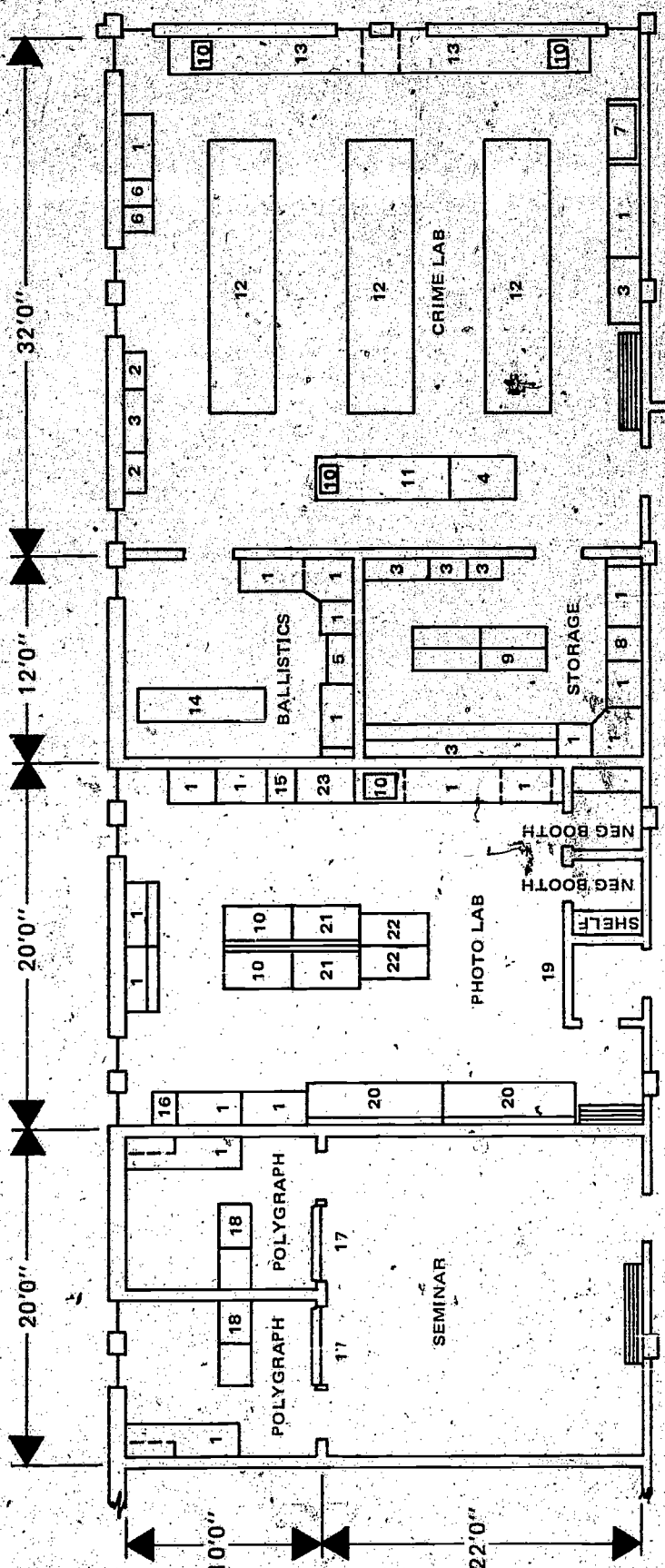

Figure 14—Law Enforcement Laboratory Complex (Advanced Lab)

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FIXED FURNISHINGS AND EQUIPMENT IN LAW ENFORCEMENT LABORATORY [COMPLEX] (ADVANCED LAB)

Item number*	Quantity	Description
1	20	Base units with counters
2-9		(Quantity and description same as appears in "Fixed Furnishings and Equipment in Basic Crime Laboratory", page 134).
10	6	Sinks
11-13		(Quantity and description same as appears in "Fixed Furnishings and Equipment in Basic Crime Laboratory", page 134).
14	1	Bullet retriever
15	1	Dryer, combination film and print
16	**	Files
17	2	Panels, one-way glass
18	2	Polygraphs, desk models (and chairs)
19	1	Screen, projection (and background for mug shots)
20	1	Table, enlarger and printing
21	2	Tables, developing
22	2	Tables, work
23	1	Unit, paper storage

* Item numbers are keyed to Figure 14.
** To accommodate program needs.

EQUIPMENT

The following list of equipment for the laboratories is rather extensive and is categorized into two groups: equipment necessary for basic crime laboratory, and equipment necessary to support evidence technician curriculum (advanced lab). The cost totals reflect one actual expenditure during the years 1965-1970. Since item costs fluctuate with bids and general rising prices, it seems advisable to list only the totals. Consumable supply needs (for example, fingerprint powder, photography developing chemicals, film, and plaster of paris) will vary according to instructional emphasis, but would range from $800 to $1,200 for the basic laboratory and $3,000 to $4,000 for the advanced facility.

Of course, before final commitments are determined, indepth studies should be made of the plans and potential suppliers of materials and services. The advisory committee, program faculty, and consultants who have had laboratory development responsibility at other institutions should all participate in the laboratory planning process. Varieties of equipment sources and arrangements should be explored, since suppliers may be willing to lend equipment to the school on a demonstration basis with the hope of interesting the school in purchasing or renting after the trial period. In this manner, the institution could become thoroughly acquainted with the quality of the equipment without purchasing it outright. Furthermore, it may be that the local police community would be amenable to a joint arrangement wherein the police agency would assume a percentage of the equipment cost in exchange for a campus-based program through which police employees could be trained to operate the instruments. Under such a plan, the institution and the department would then work out a schedule for the cooperative sharing of equipment.

NON-FIXED EQUIPMENT NECESSARY FOR BASIC AND ADVANCED CRIME LABORATORIES

Item	Basic lab	Advanced lab
Analyzer, spectrographic	-	1
Balance, analytical	1	1
Bath, electric water	1	1
Breathalyzer	-	1
Camera, 35 millimeter (with telescopic lens)	-	1
Cameras, evidence	2	6
Cameras, fingerprint	4	4
Centrifuge	-	1
Comparator, fingerprint	1	1
Deceptograph	1	1
Dryer, film	-	1
Dryer, print	-	1
Dummy, first-aid	-	1
Enlargers, photographic	-	5
Frames, casting	12	24
Fuming unit, iodine	1	1
Furnace	-	1
Kit, mimic-image maker	-	1
Kit, postmortem fingerprint	1	1
Kits, blood test	12	12
Kits, questioned document examining	-	12
Kits, scientific investigation	1	2
Magnifiers, fingerprint	12	24
Magnum, 357	-	1
Microprojector (and microscope)	1	1
Microscope, universal forensic (and camera)	-	1
Microscopes, monocular	4	12
Microscopes, stereo-biocular	4	12
Plate, hot (4-unit)	1	1
Polygraphs (4 channel)	-	2
Restorer, electronic metal number	-	1
Revolver,.38-caliber (2'' barrel)	-	1
Revolver,.38-caliber (4'' barrel)	-	1
Spectrograph, sound	-	1
Spectroscopy lab unit	-	1
Tables, fingerprint (portable)	6	6
Timer	-	1
Total estimated cost	$7,375	$54,344

Note: All costs are based on 1972 prices.

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Appendix A
STUDENT ASSISTANCE

The Law Enforcement Education Program (LEEP) of the U.S. Department of Justice provides financial aid for college studies by police, courts, and corrections employees, and students preparing for careers in those fields. When properly coordinated among the law enforcement agency, the post-secondary institution, and high school counselors, LEEP can become a useful catalyst for interesting potential students in the field. It has also been used effectively to upgrade police officers' job performance by financing their post-secondary studies.

In-service employees of police, courts, and corrections agencies enrolled in courses related to law enforcement can receive up to $200 per academic quarter or $300 per semester (not to exceed the cost of tuition and fees itemized in school catalog). Grant recipients must agree to remain in the service of their employing law enforcement agency for at least two years following completion of their courses.

Full-time students enrolled in degree programs directly related to law enforcement can receive up to $1,800 per academic year. Special consideration is given to criminal justice employees on academic leave from their jobs. Loan recipients must intend to pursue or resume full-time employment in the criminal justice field upon completing courses. The loan is then cancelled at the rate of 25% per year of full-time employment in law enforcement. Further details relating to LEEP can be obtained from the school's student financial aid officer.

In the absence of LEEP participation, or as a supplement to LEEP, local scholarship funds may be made available by industry, business, civic groups, or area chiefs' associations. Many institutions have discovered that police science advisory committee members can be very helpful in directing such funding sources to the school.

In addition, several states and numerous local communities enacted scholarship legislation prior to the federal government's LEEP effort. Notable among these were Virginia and Massachusetts, and it should be noted that their funding did not cease after the LEEP monies became available.

Appendix B
PROGRAM ASSISTANCE

Legislative amendments enacted in 1970 under the Omnibus Crime Control Act have authorized LEEP to assist institutions in planning, developing, and strengthening police science programs or implementing projects to improve law enforcement education methods. While these amendments may provide new federal aid, the possibility of securing program development funds through local contacts should not be overlooked. A number of institutions have initiated their law enforcement offerings through the modest financial support of private foundations that were formally related to major industries in the community.

Another possible approach to securing financial aid is through the State Vocational Education Program, which is designed to assist any career-oriented occupational program. Many post-secondary institutions rely heavily upon state vocational resources to pay major parts of their instructional costs. In fact, a number of police science courses originated through state vocational funds, under the auspices of State Vocational Education Department leadership. For some period of time, the National Defense Education Act has enabled large numbers of students to attend post-secondary institutions; it can be assumed that some of these students have entered criminal justice employment.

Specialized funding possibilities often exist for encouraging particular activities such as summer internships or work experience, police cadet, or disadvantaged youth programs. The specifics of these programs vary with federal legislation and funding allocations, and the school's staff member in charge of federal relations would have access to current information. Program details can also be obtained from occupational specialists in the State Vocational Education Department or from local representatives of the federal agency involved (Health, Education, and Welfare; Department of Labor; Housing and Urban Development; Department of Justice; etc.)

Consultants are available from several sources to assist institutions with planning, developing, and evaluating police programs or determining new directions which should be taken. One source of consulting assistance is through other post-secondary schools which have successful programs. (See Appendix D).

In order to obtain maximum objectivity, however, it is important to contact persons who have had experience with more than one program. In the past, several national associations have provided considerable technical assistance on such matters. Although their staffing and funding priorities frequently change, organizations that have been providing material and resources include:

Academy of Criminal Justice Sciences
c/o Police Administration Department
Georgia State College
33 Gilmer Street, S. E.
Atlanta, Georgia 30303

American Association of Junior Colleges
1 Dupont Circle, N.W.
Washington, D. C. 20036

International Association of Chiefs of Police
11 Firstfield Road
Gaithersburg, Maryland 20760

Law Enforcement Education Program
Law Enforcement Assistance Administration
U.S. Department of Justice
633 Indiana Avenue, N.W.
Washington, D. C. 20530

National Council on Crime and Delinquency
291 Route 17
Paramus, New Jersey 07652

National Sheriffs' Association
1250 Connecticut Avenue, N.W.
Washington, D. C. 20036

State Law Enforcement Training Commissions can also be of assistance in program development, since more and more of them are acquiring a staff person with responsibility for manpower upgrading. Also, a number of states can provide guidance through their law enforcement faculty member association.

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Appendix C
FILM SOURCES

Following is a list of sources known at the time of publication to maintain films pertaining to law enforcement education which can be purchased or rented by post-secondary institutions.

American Bar Association
American Bar Center
1155 East 60th Street
Chicago, Illinois 60637

Association Instructional Materials
600 Madison Avenue
New York, New York 10022

Bailey Film Associates
Educational Media
11559 Santa Monica Boulevard
Los Angeles, California 90025

Bailey Films
6509 DeLongpre Avenue
Hollywood, California 90028

Robert J. Brady Company
130 Que Street, N. E.
Washington, D. C. 20002

Briley Film Enterprises
3239 Cahuenga
Hollywood, California 90028

Charles Cahill and Associates
5746 Sunset Boulevard
Hollywood, California 90028

Capital Press
P. O. Box 68
Glendale, Maryland 20769

Carousel Films, Inc.
1501 Broadway
New York, New York 10036

Chicago Police Department
Training Division
720 West O'Brien Street
Chicago, Illinois 60628

Commission on Peace Officer
Standards and Training
700 Forum Building
Sacramento, California 95814

Sid Davis Productions
1046 South Robertson Boulevard
Los Angeles, California 90035

Eastman-Kodak
343 State Street
Rochester, New York 14650

Golden State Film Production
1032 Mariposa Avenue
Berkeley, California 94707

Holten International
305 East 47th Street
New York, New York 10017

Indiana University
Audio-visual Center
Bloomington, Indiana 47401

International Association of
Chiefs of Police
Information Services Division
11 Firstfield Road
Gaithersburg, Maryland 20760

Kent State University
Audio-visual Center
Kent, Ohio 44240

Michigan State University
Audio-visual Center
East Lansing, Michigan 48823

National Film Board
Canada House
680 Fifth Avenue
New York, New York 10011

National Rifle Association
1600 Rhode Island Avenue, N.W.
Washington, D. C. 20036

National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

National Sheriffs' Association
1250 Connecticut Avenue, N.W.
Washington, D. C. 20036

New York Police Department
Police Academy
240 Centre Street
New York, New York 10013

Norwood Films
926 New Jersey Avenue, N. W.
Washington, D. C. 20001

Osti Films
264 Third Street
Cambridge, Massachusetts 02142

Pennsylvania State University
Audio-visual Aids Library
6 Willard Building
University Park, Penna. 16802

Police Research Associates
Post Office Box 1103
Walteria, California 90505

Police Science Productions
5525 Wilshire Boulevard
Los Angeles, California 90036

Public Affairs Committee
381 Park Avenue, South
New York, New York 10016

Public Health Service
Audio-visual Facility
Communicable Disease Center
Atlanta, Georgia 30301

The American Red Cross
Washington, D. C. 20006

Rio Hondo College
Film Library
3600 Workman Mill Road
Whittier, California 90608

Roscoe Pound-American Trial
Lawyers Foundation
20 Garden Street
Cambridge, Massachusetts 02138

The Sears-Roebuck Foundation
Audio-visual Department
7435 Skokie Boulevard
Skokie, Illinois 60067

Southern Illinois University
Learning Resources Service
Carbondale, Illinois 62901

U. S. Air Force
Audio-visual Center
Norton AFB, California 92409

U. S. Army
Office of the Chief
Communications-Electronics
Washington, D. C. 28315 (or local army base)

U. S. Department of Justice
Federal Bureau of Investigation
Washington, D. C. 20535

U. S. Department of Justice
Federal Bureau of Narcotics and
Dangerous Drugs
1405 Eye Street, N. W.
Washington, D. C. 20537

University Extension
Public Film Rental Library
2272 Union Street
Berkeley, California 93305

University of Michigan
Audio-visual Education Center
416 Fourth Street
Ann Arbor, Michigan 48103

University of Minnesota
Audio-visual Extension Service
Minneapolis, Minnesota 55455

Appendix D

LIST OF POST-SECONDARY INSTITUTIONS WITH ASSOCIATE DEGREE AND/OR CERTIFICATE PROGRAMS IN POLICE SCIENCE (LAW ENFORCEMENT)

ALABAMA
- Jefferson State Junior College
- The Marion Institute

ALASKA
- Anchorage Community College
- University of Alaska

ARIZONA
- Cochise College
- Glendale Community College
- Phoenix College

CALIFORNIA
- Allan Hancock College
- Antelope Valley College
- Bakersfield College
- Barstow College
- Cabrillo College
- Cerritos College
- Chabot College
- Chaffey College
- Citrus College
- College of the Desert
- College of the Redwoods
- Compton College
- Contra Costa College
- De Anza College
- Diablo Valley College
- East Los Angeles College
- El Camino College
- Fresno City College
- Fullerton Junior College
- Gavilan College
- Glendale College
- Golden West College
- Grossmont College
- Hartnell College
- Imperial Valley College
- Long Beach City College
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Valley College
- Marin, College of
- Merrit College
- Mira Costa College
- Modesto Junior College
- Monterey Peninsula College
- Mount San Antonio College
- Napa College
- Palo Verde College
- Pasadena City College
- Peralta Colleges
- Rio Hondo College
- Riverside City College
- Sacramento City College
- Sacramento State College
- San Bernardino Valley College
- San Diego Junior College
- San Francisco, City College of
- San Joaquin Delta College
- San Jose City College
- San Mateo, College of
- Santa Ana College
- Santa Barbara City College
- Santa Monica City College
- Santa Rosa Junior College
- Sequoias, College of the
- Shasta College
- Sierra College
- Solano College
- Southwestern College
- Ventura College
- West Valley College
- Yuba College

COLORADO
- Arapahoe Junior College
- El Paso Community College
- Metropolitan State College
- Trinidad State Junior College

CONNECTICUT
- Eastern Connecticut State College
- Manchester Community College
- New Haven College
- Northwestern Community College
- Norwalk Community College
- University of Hartford

DELAWARE
- Brandywine College
- Delaware Technical and Community College
- Wilmington College

DISTRICT OF COLUMBIA
- American University
- Washington Technical Institute

FLORIDA
- Brevard Junior College
- Broward Junior College
- Central Florida Junior College
- Daytona Beach Junior College
- Florida Junior College at Jacksonville
- Florida Keys Junior College
- Lake-Sumter Junior College
- Manatee Junior College
- Miami-Dade Junior College
- Palm Beach Junior College
- Pensacola Junior College
- South Florida Junior College
- St. Petersburg Junior College
- Tallahassee Junior College
- Valencia Junior College

GEORGIA
- Albany Junior College
- Armstrong State College
- DeKalb College

Georgia State University
Kennesaw Junior College
Macon Junior College

HAWAII
Honolulu Community College

IDAHO
Boise College
College of Southern Idaho

ILLINOIS
Aurora College
Black Hawk College
Carl Sandburg College
College of Dupage
Danville Junior College
Illinois Central College
Illinois Valley Community College
Joliet Junior College
Loop College
Prairie State College
Rock Valley College
Southern Illinois University
Triton College
Waubonsee Community College
William Rainey Harper College

INDIANA
University of Evansville

IOWA
Iowa Central Community College
Iowa Western Community College
Kirkwood Community College
North Iowa Area Community College
Southeastern Iowa Area Community College
University of Iowa

KANSAS
Allen County Community Junior College
Barton County Community Junior College
Cloud County Community College
Colby Community College
Cowley County Community College
Garden City Community Junior College
Johnson County Community College
Kansas City Community Junior College
Neosho County Community Junior College
Wichita State University

KENTUCKY
Eastern Kentucky University

LOUISIANA
Loyola University

MAINE
Southern Maine Vocational Training Institute
University of Maine at Augusta
University of Maine at Bangor

MARYLAND
Anne Arundel Community College
Catonsville Community College
Cecil Community College
Community College of Baltimore
Essex Community College
Hagerstown Junior College
Montgomery College

MASSACHUSETTS
Berkshire Community College
Bristol Community College
Cape Cod Community College
Greenfield Community College
Holyoke Community College
Massachusetts Bay Community College
Massasoit Community College
Mount Wachusett Community College
North Shore Community College
Northeastern University
Northern Essex Community College
Quinsigamond Community College
Springfield Technical Community College

MICHIGAN
Delta College
Flint Community Junior College
Glen Oaks Community College
Grand Rapids Junior College
Henry Ford Community College
Jackson Community College
Kalamazoo Community College
Kellogg Community College
Lansing Community College
Macomb County Community College
Oakland Community College
St. Clair County Community College
Schoolcraft College

MINNESOTA
Hibbing State Junior College
Lakewood State Junior College
Metropolitan State Junior College
Normandale State Junior College
North Hennepin State Junior College
Northland State Junior College
Rochester State Junior College
University of Minnesota
Willmar State Junior College

MISSOURI
Florissant Valley Community College
Forest Park Community College
Meramec Community College
Missouri Southern College
Penn Valley Community College

MONTANA
Dawson College

NEBRASKA
University of Nebraska at Omaha

NEVADA
Nevada Technical Institute
University of Nevada

NEW HAMPSHIRE
St. Anselms College

NEW JERSEY
Atlantic Community College
Bergen County College
Essex County College
Ocean County College
Rider College
Rutgers, The State University

NEW MEXICO
New Mexico State University

NEW YORK
Auburn Community College
Dutchess Community College
Elmira College

Erie Community College
Hudson Valley Community College
Jamestown Community College
John Jay College of Criminal Justice
Mohawk Valley Community College
Monroe Community College
Nassau Community College
New York State University
Onondaga Community College
Orange County Community College
Rockland Community College
State University of New York at Farmingdale
Suffolk County Community College
Ulster County Community College
Westchester Community College

NORTH CAROLINA
Central Piedmont Community College
Davidson Community College
Durham Technical Institute
Forsyth Technical Institute
Gaston College
Pitt Technical Institute
Southwestern Technical Institute

NORTH DAKOTA
Minot State College

OHIO
Clark County Technical Institute
Cuyahoga Community College
Lakeland Community College
Lorain County Community College
Penta Technical Institute
Sinclair Community College
University of Akron
University of Cincinnati
University of Toledo, The
Youngstown State University

OKLAHOMA
Northern Oklahoma College
University of Oklahoma

OREGON
Blue Mountain Community College
Clackamas Community College
Clatsop Community College
Lane Community College
Portland Community College
Southwestern Oregon Community College
Treasure Valley Community College
Umpqua Community College

PENNSYLVANIA
Bucks County Community College
Butler Community College
Community College of Allegheny County
Community College of Beaver County
Community College of Delaware County
Community College of Philadelphia
Harrisburg Area Community College
Indiana University of Pennsylvania
Lehigh County Community College
Montgomery County Community College
Temple University
York College

RHODE ISLAND
Bryant College
Salve Regina

SOUTH CAROLINA
Palmer College
Spartanburg Junior College

TENNESSEE
Memphis State University

TEXAS
Amarillo College
Central Texas College
El Centro College of the Dallas Junior College District
Grayson County Junior College
Lee College
McLennan Community College
Odessa College
San Antonio College
San Jacinto College
South Texas Junior College
Tarrant County Junior College
Texarkana College
Tyler Junior College

UTAH
Brigham Young University
Weber State College

VIRGINIA
Blue Ridge Community College
Central Virginia Community College
Danville Community College
John Tyler Community College
Northern Virginia Community College
Old Dominion University
Virginia Commonwealth University
Virginia Western Community College

WASHINGTON
Bellevue Community College
Clark College
Everett Community College
Fort Steilacoom Community College
Green River Community College
Highline Community College
Madison Area Technical College
Olympic College
Seattle Community College
Shoreline Community College
Tacoma Community College
Yakima Valley College

WEST VIRGINIA
West Liberty State College
West Virginia State College

WISCONSIN
Kenosha Technical Institute
Madison Area Technical College
Marquette University
Milwaukee Area Technical College

WYOMING
Casper College

U.S. OUTLYING POSSESSIONS

GUAM
University of Guam

VIRGIN ISLANDS
College of the Virgin Islands

NOTE: Listing as of 1972