

RETURN TO PIO KEAR

118

Final Report

FINAL REPORT
OLEA GRANT NO. 118

PROJECT TO DEVELOP A TWO-YEAR POLICE SCIENCE
DEGREE PROGRAM AT WEBER STATE COLLEGE
Ogden, Utah

NCJ-00533

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I. ORIENTATION

Weber State College

Weber State College is a four-year College, fully accredited by Northwest Accrediting Association. It has a student body of approximately 9,500 students. Although there are students attending from various parts of the United States, the College primarily draws its students from the northern part of the State and more specifically from the greater Ogden metropolitan area which has a population estimated at approximately 123,000.

The College is located in Ogden, Utah. Ogden is the second largest city in the State with an estimated population of 80,000. Ogden is located approximately 40 miles north of the State capital, Salt Lake City, therefore, well within the population center of the State.

The College offers a variety of both academic and technical training programs. Classes in these programs are offered in both day and evening schedules in order to better accommodate the needs of general public, business, industry, government, etc.

Police Science Course Situation

At the time of the grant request (July, 1966), there was not a police science degree program in an institution of higher learning in Utah. Only one institution was offering an organized law enforcement program - College of Southern Utah at Cedar City. CSU had offered, since about 1960, a certificate program in Law Enforcement Technology.

Weber State College had in the past offered police science courses for law enforcement agencies in the surrounding area. A course of study would be prepared and offered at the specific request of an agency. The purpose of the courses apparently was to offer in-service training to officers already in the field. No attempt had been made to incorporate the courses offered into a regular associate or baccalaureate degree program.

It is important to note that the College Catalog carried a two-year police science program in the Technical Division section while in actuality the program was not being offered.

Grant Application Development

In June, 1966, the President of the Utah Chiefs of Police Association and a representative from the Utah Peace Officers Association contacted representatives of the College and supplied them with information regarding the Law Enforcement Assistance Act of 1966 and requested that the College administration consider applying to OLEA for a grant to develop a police science program at Weber State College.

A meeting was held at the College on June 17, 1966. Attending this meeting were representatives from the College administration and from the following Utah law enforcement agencies and associations:

Salt Lake City Police Department
Salt Lake County Sheriff's Department
Ogden City Police Department
Weber County Sheriff's Department
Bountiful City Police Department
Murray City Police Department
Springville City Police Department
Orem City Police Department
Washington Terrace Police Department
Utah County Sheriff's Department
Davis County Sheriff's Department
Utah State Highway Patrol
Burns Detective Agency
Utah Peace Officers Association
Utah Sheriffs and Deputies Association
Utah Chiefs of Police Association

Various problems were discussed, but the most significant item to come out of the discussion was that law enforcement wanted, and Weber State College was willing to develop and provide, an academic degree program in police science. The College administration decided to apply to OLEA for funds to develop such a program.

On July 19, 1966 application was submitted to OLEA for a grant in the amount of \$15,000 for the purpose of developing a police science degree program at Weber State College. On January 10, 1967 the application was approved.

II. PROJECT OBJECTIVES

The Office of Law Enforcement Assistance (OLEA) has established a special program of development grants to plan and initiate college degree programs in police science, police administration or law enforcement. This effort will focus on those states and areas which have no degree programs in existence and is primarily part of OLEA's total assistance program in support of new and experimental approaches to pre-entry, in-service, technical, managerial and college-level training for law enforcement officers. It is regarded as an important step in the establishment of law enforcement as a fully professionalized calling requiring appropriate educational preparation.

A limited number of "two-stage" development grants (about 50) will be made available to institutions of higher learning (accredited junior colleges, colleges, and universities) to design courses, develop curriculum, secure community and law enforcement support, and take other steps required for formal establishment of degree programs in police science. Emphasis will be on the two-year "associate" degrees, i.e., Associate in Arts or Associate in Science, but 4-year degree programs may also qualify. OLEA encourages all institutions, private or public, which are interested in this program and can meet the grant requisites set forth below to make application.¹

The specific objectives of the project were:

1. To assess the need for the offering of a police science degree program at Weber State College.
2. To develop a two-year degree program, based on the need, that would meet the requirements of law enforcement and college programs.
3. To evaluate the need for continued development of the program to a four-year degree program.

¹U.S. Department of Justice - Office of Law Enforcement Assistance, Guidelines - Special Program for Development of Degree Programs in Police Science, Rev. 9-21-66, (Washington, D.C.: Government Printing Office, 1966), p. 1.

Grant Requisites and Program Compliance

In this chapter we will state the grant requisites and follow each with a brief statement indicating the program compliance with that specific requisite.

1. Applicants must meet general requirements for grant eligibility under the Law Enforcement Assistance Act of 1965, including completion of OLEA's standard grant application (Form LEA-1).

Weber State College meets the general requirements for grant eligibility.

On July 19, 1966 a standard grant application (Form LEA-) was submitted to OLEA.

2. Applicants must be appropriately accredited junior colleges, colleges, or universities qualified to offer the proposed degree. Institutions must be accredited by the recognized state accrediting unit, and by a regional accrediting association. (Exceptions may be considered for institutions not in existence sufficiently long enough to meet accreditation requirements where that factor alone precludes accreditation.)

Weber State College is recognized by Utah State Council on Higher Education and is fully accredited by Northwestern Accrediting Association.

3. Any program and curriculum designed during the development phase must be approved by the appropriate State higher education authority and, in addition to courses directly relating to police science, should include whatever other basic courses are considered a prerequisite for the associate (or baccalaureate) degree at the applicant institution. It is anticipated that degree curricula will include required offerings in public administration, law and government, behavioral sciences, and liberal arts subjects in addition to specialized courses for the law enforcement officer. In programs leading to the Associate degree the suggested curriculum balance, following prevailing professional standards in this academic area, would be approximately one half of the courses in police science and one half of the courses in general academic subjects. In programs leading to the Bachelor's degree, the anticipated curriculum balance as between technical and general academic courses would be comparable to that prevailing for other degree program areas of study within the institution.

The Police Science program was approved by the College Curriculum Committee as meeting the requirements for an Associate degree. The program had been accepted by the appropriate State higher education authority previously and was listed in the yearly catalog of the College.

The degree curricula includes required general education offerings in various academic areas including the liberal arts, behavioral sciences and the sciences, in addition to the specific police science classes.

Further evidence of compliance with this requisite is presented in Chapter V.

4. For two-year degree programs, the application should indicate the extent to which credits earned are likely to be transferable to institutions offering Bachelor's degrees. While transferability is not a condition for receiving a grant, its feasibility should be considered in the proposal.

Credits earned in the two-year program are transferable to a four-year program at Weber State College at any of the other institutions of higher learning in the State.

5. The project director or coordinator selected by the applicant institution to develop or operate a police science degree program should (i) hold a Master's degree or, at least, a Bachelor's degree, (ii) have the rank of assistant professor or higher and (iii) devote full time to the program when it becomes operative and, in the planning phase, preferably full time but in no event less than half time.

The Program Coordinator held a Bachelor of Science degree in Sociology with emphasis on Criminology from the University of Utah. He was in the process of completing the requirements for a Master's degree in Public Administration at Brigham Young University, Provo, Utah.

He was appointed a member of the faculty of the Department of Political Science and Philosophy, had the rank of Instructor in Political Science and devoted 100 per cent of his time to the project. The appointment of the Program Coordinator at the rank of Instructor was made with the approval of OLEA.

6. The applicant institution must undertake contact and consultation with appropriate law enforcement organizations and agencies in the State to (i) determine professional preparation needs, (ii) secure acceptance, support, and participation in the program, and (iii) to the maximum extent possible, in its enforcement agencies in terms of internship work, duty scheduling that will permit course attendance, or employment and advancement opportunities for graduates of the program.

Compliance to this requisite is detailed in Chapter V.

7. First preference will be given to applicant institutions in States offering no police science degree programs. However, applications may also be submitted by institutions in States with colleges offering such programs (and will be evaluated on the basis of total State needs and the ability of existing programs to meet them).²

At the time of the submission of the grant application, there was not an institution of higher learning in the State offering a police science degree program.

Every effort was made throughout the project to be certain that grant requisites were complied with to the fullest extent possible.

²Ibid., p. 2.

III. SPECIAL GRANT CONDITIONS

In this chapter the special grant conditions will be stated. Following each special condition will be a statement describing program compliance with that specific grant condition.

Approval of the Weber State College application for a grant under the Law Enforcement Assistance Act of 1965, dated July 19, 1966, is contingent upon the grantee's compliance with the Department's current Conditions Governing Grants, its Guidelines for Special Program for Development of Degree Programs in Police Science, and the following Special Conditions.

(1) The grantee, as part of its development and planning studies, shall survey the student population potentially available to enroll in the program when it is established, including those persons already employed as law enforcement officers and those persons interested in pre-service education and based on this survey, shall present OLEA an estimate of the number of persons likely to enroll in the program if it is offered.

Compliance was reported regularly to OLEA in quarterly reports and in the grant application for second stage funds.

No standard practical method of research could be determined which would provide a valid assessment of all potential enrollees in the police science program. Compliance with this special condition is detailed including actual class enrollment figures and enrollment projections in Chapter V.

(2) At the conclusion of the grant period and as part of its final report for "first-stage" project activities, the grantee shall (i) advise OLEA as to whether the program has been finally approved and established and is ready for operation and (ii) submit a report to OLEA describing its accomplishments during the project period including a description of the curriculum developed, a statement regarding staff required for the operation of the program, cooperative arrangements worked out with law enforcement agencies, and an indication of expected first-year enrollment in any full and part-time program to be initiated (in accordance with Special Condition No. 1 above).

Compliance was reported regularly to OLEA in quarterly reports and is finally satisfied with submission of the final report of the project and is further detailed in Chapter V of this report.

(3) The period of this grant shall be January 1, 1967 through December 31, 1967.³

The termination date of grant No 118 was extended on June 2, 1967 on Grant Adjustment Notice No 1 from December 31, 1967 to May 15, 1968, with no change in the amount of the award.

³U.S. Department of Justice - Office of Law Enforcement Assistance, Special Conditions, (Washington, D.C.: Government Printing Office), p. 1.

IV. ORGANIZATION OF THE PROJECT

Staff and Staff Organization

The Program Coordinator was the only full-time member of the program. The time of a secretary was shared, on an equal basis, with the Division of Continuing Education. The offices of the Coordinator and the secretary were located in the Continuing Education building which was necessary for communications between the Coordinator and the secretary.

In actuality, the services of the secretary were available for program work at any time and she spent a great deal more than 50 per cent of her time on Police Science program work.

It is anticipated that beginning with the Fall Quarter of 1968 one additional instructor of police science will be hired and that the secretary will be retained on a half-time basis.

The organization of the program was somewhat awkward and certainly did not facilitate communications between the Program Coordinator and his supervisors in the chain of command. The Program Coordinator reported to two people - (1) the Project Director who was the Dean of Continuing Education, and (2) the Chairman of the Political Science Department as the Police Science program had been structurally located in that Department. It took a great deal of cooperation and understanding on the part of those involved for the program to operate well.

This organizational problem had been corrected by the end of the project period by appointing the Chairman of the Political Science Department the Project Director of the "Operational Stage Project."

The chain of command for the program is as follows: Program Coordinator to Chairman of the Political Science Department, to the Dean of the School of Arts, Letters and Science, to the Academic Vice President of the College, to the President of the College, to the Board of Trustees.

Advisory Board and Participating Agencies

It was realized early that the success of the program would be dependant, to a great extent, upon the cooperation and support of law enforcement agencies, associations, and related groups. A close working relationship with these groups was developed and cultivated throughout the project (detailed in Chapter V).

An Advisory Board to the Police Science program was created and was found to be of paramount importance to the program. The membership of the Board is as follows.

Dr. Paul G. Butterfield, Chairman of the Board
Dean of Continuing Education
Weber State College

Dr. Alten B. Davis, Chairman
Department of Political Science
Weber State College

Chief LeRoy A. Jacobsen
Ogden City Police Department

Chief Eli J. Drakulich
Logan City Police Department

Chief Dean O. Anderson
Bountiful City Police Department

Chief Dewey J. Fillis
Salt Lake City Police Department

Capt. Ed M. Pitcher
Utah Highway Patrol

Sheriff Kenneth Hammon
Davis County Sheriff

Judge E. F. Ziegler
Juvenile Court, Ogden

Commissioner Raymond A. Jackson
Commissioner of Public Safety
State of Utah

Walter C. Neville
Department of Sociology
Weber State College

The Utah Peace Officers Association, Utah Sheriffs and Deputies Association and Utah Chiefs of Police Association all played key roles in the development of the program. Numerous law enforcement officers, agencies, and committees provided much valuable assistance, guidance, and support to the program.

V. PROGRAM DEVELOPMENT AND ACTIVITIES

For the most part, the following narrative regarding program development and activities is arranged in a chronological sequence. It is obvious that some phases of program work are continually taking place, i.e., curriculum and textbook evaluation, cooperation and public relations, schedule evaluations, etc., and are not reported entirely in chronological reporting of program activities.

Early Phase of Development

The project period started on January 1, 1967. The College was unable to complete the hiring of a coordinator and secretary before May 15, 1967. During this interim period several important developments occurred.

The Dean of Continuing Education (Project Director) created the Police Science Advisory Committee referred to in Chapter IV. The Committee was created immediately because it was felt that they could be an important factor in the success of the program and that they should begin to function as soon as possible after the beginning of the project.

The first assignment given to the Committee was that of screening the applications for program coordinator, and recommending the most qualified applicant to the Dean of Faculty of Weber State College. This assignment they completed and the person recommended by the Committee was the person the College hired as program coordinator.

The Project Director also took the steps necessary to get the proposed Police Science Degree Program placed within the administrative structure of the Department of Political Science. It is important to note that it was felt by all concerned that this was the correct academic area for placement of the Police Science program. Information pertaining to the program was placed in the 1967-68 school catalog.

In an attempt to generate interest in the program and to determine possible enrollment in regularly scheduled classes it was decided to offer one class during both Winter and Spring Quarters. It was also decided to offer two off-campus classes through the Continuing Education program. These classes were offered in Salt Lake City and Provo, Utah. A complete schedule of all classes offered during the project period, including enrollments, will be presented later in this chapter. The classes offered were approved for credit and played an important role in generating interest in the program.

This first phase of the project was completed with the end of the Spring Quarter. The Program Coordinator and secretary was hired by May 15, 1957, and at this point curriculum development, textbook review and adoption, class scheduling, and other important phases of the project began.

Curriculum Development

The philosophy underlying the curriculum of the Police Science program was basically that (1) the program should be academically oriented rather than training oriented, and (2) the individual completing the program should have a broad base of courses in the liberal arts.

Several guides were used in evaluating the curriculum that was developed. The College requirements for an Associate Degree program had to be satisfied - this was given first consideration. The IACP "Guide for Police Science Curriculum Development" and the actual curriculum offered in various police science programs were used as guides for final evaluation.

The requirements of the degree program were as follows:

A total of 93 credit hours are required for the Associate Degree Program. This Program is made up of specific course requirements, area requirements and electives. These requirements are broken down as follows.

Specific Course Requirements:

English 1, 2, 3	9 hours
Orientation 1	2
Health Education 1	2
Physical Education	<u>3</u>
Total	16 hours

Area Requirements:

The area requirements are satisfied by successfully completing 40 credit hours in the four areas of Humanities, Life Science, Physical Sciences, and Social Sciences.

Specific Course Requirements	16
Area Requirements	40
Police Science Requirements	30
Electives	<u>7</u>
Total	93

The Police Science program is designed so that the student completing the degree program also completes the general education requirements for a Bachelor's Degree if he decides to continue his education beyond the Associate Degree level.

The program curriculum adopted was:

POLICE SCIENCE

The Police Science curriculum trains for public service in the various law enforcement agencies. The program of studies is designed for officers employed in the city, county, state and federal agencies, and also for other individuals interested in law enforcement. It offers practical, technical instruction to provide the student with the skills, knowledge and attitudes required for employment or advancement.

The curriculum, as outlined, provides for the first two years of lower division only; upper division courses are being considered.

Courses of Instruction

1. Criminal Justice--Purpose, function, and history of the agencies dealing with the administration of criminal justice; survey of criminal procedures; organization of law enforcement agencies; probation, pardon and parole. A (3).
2. Police Administration--Police systems and their relationship to government; crime, vice, and traffic as police problems; principles of police organization and administration; management and methods of meeting the police problem. W (3).
3. Criminal Law--Elements of crime against persons, property, and state; penal codes. S (3).
4. Traffic Law--Registration and driver's license; traffic laws; laws regulating equipment, size, weight and overloading; parties, procedures, evidence, and penalties. A (3).
5. Law of Evidence--Principles and rules applying to evidence; legal effect and weight of various types of evidence; special evidence. W (3).
6. Criminal Investigation--Duties and problems of investigating officers, use of records, preparing cases for court trial, investigating of major crimes. S (3).
7. Traffic Control--Traffic control procedures and techniques; traffic enforcement policies; educational engineering, and enforcement methods; traffic survey. A W S (3).
8. Police Patrol--Patrol procedures and techniques; safety, public relations, crime prevention. A W S (3).
50. Report Writing--Current practices in police report writing; tabulations and methods of reporting criminal statistics in police service. A W S (3).
51. Criminal Evidence--Handling of evidence in the field; transporting, marking, scientific development, and court presentations. Mechanics of fingerprinting; casts and similar evidence. A W S (3).

An example of a student program might be:

Freshman

<u>Course</u>	<u>Title</u>	<u>A</u>	<u>W</u>	<u>S</u>
Police Science 1	Criminal Justice	3		
Police Science 2	Police Administration		3	
Police Science 3	Criminal Law			3
English 1, 2, 3	Basic Communications	3	3	3
Life Science 1, 2	Principles of Biology	5	5	
Physical Science 1	Introduction to Physical Sciences			5
Health Education 1	Personal Health	2		
Speech 10	Speech for Everyday Use		3	
Humanities	Selected			3
Physical Education	Selected	1	1	
Elective		<u>2</u>	<u>2</u>	<u>2</u>
		16	17	16

Sophomore

Police Science 4	Traffic Law	3		
Police Science 5	Law of Evidence		3	
Police Science 6	Criminal Investigation			3
Police Science 7	Traffic Control	3		
Police Science 8	Police Patrol		3	
Physical Science 2	Introduction to Physical Sciences			5
Humanities	Selected	3	3	
English 32	Technical Reports			3
Psychology 1	General Psychology			5
Elective		<u>7</u>	<u>7</u>	<u>16</u>
		13	13	16

The above material was placed in the catalog and was also prepared on three handout sheets and sent out with a brief narrative concerning the program to all law enforcement agencies in Utah.

Syllabi were developed for each of the classes in the program. Following is an example.

**COURSE TITLE: Police Science 1
Criminal Justice**

COURSE DESCRIPTION:

Purpose, function and history of the agencies dealing with the administration of criminal justice; survey of criminal procedures; organization of law enforcement agencies, probation and parole.

OBJECTIVES

The main objective of this course will be to teach the student as much as he is willing to learn about the system of criminal justice in the United States. The instructor believes that any student willing to learn the material presented in this course will be a better citizen in his community and will have the tools necessary for intelligent decision making as he is confronted with problems of crime, law enforcement, and criminal justice in our society.

Hopefully the student will develop a historical appreciation of our system of criminal justice and of the important role that each of the agencies involved in that system plays in our modern society. The conscientious student will become familiar enough with the problems of crime and the administration of criminal justice to understand its impact on our society and will hopefully realize that he and every other citizen shoulders a share of the responsibility involved in attempting to solve these problems.

This course will provide the police science major with a basic foundation for the succeeding courses in the Police Science curriculum.

COURSE ORGANIZATION AND GENERAL INFORMATION

1. Required Reading

- a. Leonard, V. A. and More, H., The General Administration of Criminal Justice.
- b. Germann, Gallati, and Day, Introduction to Law Enforcement.

2. Special Reading

- a. Each student is expected to regularly consult one of the following law enforcement periodicals: The FBI Law Enforcement Bulletin; The Journal of Criminal Law; Criminology, and Police Science. Such a policy will keep the student well informed in respect to current developments in law enforcement. The periodicals are available in the College library.
- b. A selected bibliography is provided. Reading in those texts should tend to expand the student's knowledge in the field and make the classroom discussion more meaningful.

3. Organization

- a. There will be three examinations including the final exam.
- b. Grading--Grades will be based on the examinations. The corresponding values of the requirements are:

(1) Exams (2)	100 points
(2) Final Exam	<u>100</u>
TOTAL	200 points

OUTLINE

I. LAW ENFORCEMENT CAREER ORIENTATION

A. The selection process

1. Application--personal history

- a. Background investigation
- b. Submission of fingerprints

(1) Matters resulting in disqualification

c. Education requirements

2. Entrance examination

- a. Types to expect
- b. Preparation for examination

3. Medical examination

- a. Matters resulting in disqualification

4. Psychiatric examination

- a. Polygraph examination

5. Oral examination

B. Employment opportunities

1. Federal regulatory and law enforcement agencies

2. State law enforcement agencies, etc.

3. County

4. Municipal

5. Private and industrial security

C. Education in law enforcement

II. THE ANATOMY OF A SOCIAL PROBLEM (CRIMINAL BEHAVIOR)

- A. Social aspects of crime
- B. Extent and distribution of crime
- C. Crime statistics
 - 1. Uniform crime reports
 - 2. Problems confronting use of crime statistics

III. THE AMERICAN POLICE SYSTEM

- A. Historical background
 - 1. Ancient
 - 2. Medieval
 - 3. England
 - 4. Colonial America
 - 5. Later and present day America
- B. The municipal police
- C. The sheriff

IV. FEDERAL LAW ENFORCEMENT AGENCIES

- A. Historical development
- B. Extent of federal agencies with police powers
 - 1. Department of Justice
 - a. FBI
 - b. U.S. Marshal
 - c. Immigration and Naturalization Service
 - 2. Treasury Department
 - a. U.S. Coast Guard
 - b. Alcohol and Tobacco Tax-IRS
 - c. Intelligence Division-IRS
 - d. Inspection Division-IRS
 - e. Federal Narcotics Bureau
 - f. Customs Agency Service
 - g. Secret Service

3. Postal Inspection Service
4. Department of State
5. Department of Army
6. Department of Navy
7. Air Force
8. Independant Regulatory Agencies with police powers
9. International Criminal Police Organization (INTERPOL)

C. Reorganization and consolidation

V. STATE LAW ENFORCEMENT AGENCIES

- A. Historical background
- B. State agencies endowed with police powers
- C. State police
- D. Highway Patrol
- E. State crime labs
- F. State bureaus of criminal identification
- G. State training commissions
- H. State crime commissions

VI. POLICE ORGANIZATION AND MANAGEMENT

- A. General--refer to Police Science 2, Police Administration

VII. THE CRIMINAL LAW

- A. General--refer to Police Science 3, Criminal Law
- B. Instrument of social control and policy--case law
- C. Recent decision affecting law enforcement
 1. McNabb
 2. Mallory
 3. Massiah
 4. Escobedo
 5. Miranda
- D. What the future may hold

VIII. THE ADMINISTRATION OF JUSTICE

A. Judicial system

1. The establishment of courts

- a. Definition of a court
- b. Authority for establishment of a court system
 - (1) U.S. Constitution
 - (2) Utah State Constitution
 - (3) Chartered and general law cities
 - (4) Electorate
- c. Brief historical background of court situation
- d. How and why courts are established

2. Court organization and administration

- a. Federal court system
 - (1) Brief description
 - (2) Jurisdiction
- b. Different courts of Utah, their methods of operation and jurisdiction
 - (1) Senate sitting as a court of impeachment
 - (2) Supreme Court
 - (3) District courts
 - (4) Municipal courts
 - (5) Juvenile courts
 - (6) Justice of the peace courts
- c. Grand Jury
- d. Court sessions
 - (1) Location
 - (2) Time
- e. Officers of the courts
 - (1) Clerks
 - (2) Marshal
 - (3) Attorneys
 - (4) Police officers
 - (5) Sheriffs
- f. Judges
 - (1) Eligibility
 - (2) How selected
 - (3) Vacancies

3. Court system
 - a. Civil
 - b. Criminal
 - c. Trial system
- 4 Court procedures
 - a. Presenting information, obtaining complaints
 - b. Proper presentation and testimony
 - c. Relation of probation and parole

B. Bail

1. Own recognizance (O.R.)

C Extradition and Rendition

D. Voir dire, direct, cross, re-direct, re-cross examination, rebuttal

E. Judge's charge and instruction to jury

F. Writs

G. Motions

H. Appeals

I. Jeopardy

J. Clemency

K. Sentence

1. Probation

2. Parole

L. Step description of process from arrest to release

IX. POLICE ETHICS

A. Development of personal ethics

B. Efficiency, morality, legality

1. The U.S. and Utah Constitutions

C. Civil rights

D. Personal and official conduct

1. Grooming and poise

BIBLIOGRAPHY

<u>The Police Power</u> Black, H. C.	342.73 B56
<u>Police Practice and Procedure</u> Cahalane, C. F.	352.2 C11
<u>The Policeman's Guide</u> Cahalane, C. F.	351.74 C11p
<u>The Police</u> Cantor, N. F.	364. C16c
<u>A Guide to Modern Police Thinking</u> Clift, R. E.	350.74 C6399
<u>U.S. Secret Service</u> Crump, I.	332.9 C880
<u>Federal and State Police Power</u> Dykstra, G. O.	380.165 D995
<u>Inside the FBI</u> Floherty, J. J.	
<u>The Supreme Court on Trial</u> Hyneman	347.9973 H165a
<u>Criminology and Penology</u> Korn and McCorkle	
<u>American Legal System</u> Mayers, Lewis	347.9 M468a
<u>The Federal Investigation</u> Ottenberg, Meriam	364.12 O89f
<u>Justice Without Trial</u> Skolnick, J. H.	363.2 S628j
<u>Police Systems in the U.S.</u> Smith, Bruce	351.74 Sm50
<u>The Century of the Detective</u> Thorwald, Jurgen	364.12 T523c
<u>Organized Crime in America</u> Tyler, G., ed.	364.1 T9820

Textbook Adoption and Library Facilities

The Program Coordinator began an extensive review of textbooks in an attempt to assure adoption of the best texts available. Copies of the texts used in various police science programs were obtained and reviewed as well as the list of suggested texts for any law enforcement office's personal library which was developed by the IACP.

The texts finally adopted and used during the 1967-68 academic year were as follows:

Police Science 1 - Criminal Justice

Germann, A. C., Gallati and Day, Introduction to Law Enforcement.
Springfield: C. C. Thomas Co., 1962.

Leonard, V. A. and More, H. W., The General Administration of Criminal Justice. Brooklyn: Foundation Press, 1967.

Police Science 2 - Police Administration

Wilson, O. W., Police Administration, (2nd edition). New York:
McGraw-Hill Co., 1963.

Police Science 3 - Criminal Law

Criminal Law Casebook. St. Paul: West Publishing Co., 1958.

Utah State Penal Code Annotated. Indianapolis: Allen Smith Co., 1953.

Police Science 4 - Traffic Law

State of Utah, General Highway and Traffic Laws. Salt Lake: State
of Utah.

Automotive Safety Foundation, Traffic Control and Roadway Elements -
Their Relationship to Highway Safety. Washington: The Foundation,
1963.

Police Science 5 - Law of Evidence

Donigan, R. L. and Fisher, E. C., The Evidence Handbook. Evanston:
Northwestern University Traffic Institute, 1965.

Police Science 6 - Criminal Investigation

O'Hara, Charles E., Fundamentals of Criminal Investigation.
Springfield: C. C. Thomas Co., 1956.

Police Science 7 - Traffic Control - taught in conjunction with Police
Science 4.

Police Science 8 - Police Patrol

O'Connor, G. W. and Vanderbosch, C. G., The Patrol Operation.
Washington: International Association of Chiefs of Police, 1967.

Police Science 50 - Report Writing

No textbook required.

Police Science 51 - Criminal Evidence

O'Hara, Charles E. and Osterburg, J. W., An Introduction to Criminalistics.
New York: MacMillan Co., 1949.

A well developed library of police science materials was felt to be a must. An examination of the present police science holdings of the College library revealed that there were very few texts specifically related to the subject available. This problem was brought to the attention of the Dean of Continuing Education and the Chairman of the Political Science Department. With their cooperation, approximately 80 volumes were placed on immediate order and several other new publications were ordered before the year was over. Also placed on immediate order to the periodicals section of the library were the following law enforcement journals.

FBI Bulletin
Law and Order
Police
The Journal of Criminal Law,
Criminology and Police Science
The Police Chief
The Traffic Digest
Trial
Utah Peace Officer

The library is an integral part of any successful academic program. The fact that police science books were ordered and became available during the school year for student use was one of those important items in the overall success of the program.

The Brochure

A brochure describing the Weber State College Police Science Degree Program was developed. Copies of the brochure were sent to the following individuals and agencies in the State of Utah.

All high schools
All colleges
Universities
Trade-technical institutions
All law enforcement agencies
Legislators
Governor
Newspapers
Radio and TV stations

Copies of the brochure were also sent to the following agencies in the states of Idaho, Wyoming, Colorado, Nevada, Oregon and Montana.

Selected colleges and universities
Selected high schools
Selected law enforcement agencies

It is felt that this technique was successful as it placed information regarding the program in the hands of a large number of individuals. Requests for additional information were received from individuals in Utah, Idaho, Oregon, Wyoming and Montana. These requests added to the feeling that the brochure mailout was successful. Another direct indication of the success of the brochure mailout was that the Program Coordinator was asked to participate in two high school "Career Day" programs. In previous years in-service law enforcement officers from one of the local law enforcement agencies had received this assignment. However, due to the fact that so much emphasis is being placed on higher education in the law enforcement field, the sponsors of the school programs felt that a representative from the College Police Science program would be more in keeping with the goals of their programs. Both schools learned of the Police Science program through the brochure. The participation of Police Science program personnel in high school career day programs should not only be continued but developed in as many schools as possible.

Class Scheduling

It was felt that the program should be developed so that it would attract three groups of students.

- (1) The pre-service student desiring to receive a degree in police science and then move toward a career in law enforcement;
- (2) The in-service student, degree seeking or non-degree seeking; and
- (3) The college student or adult with a sincere desire to know more about law enforcement, its problems, role in society, etc.

Groups (1) and (3) could be satisfied by class offerings in the existing framework and policy of the College. Classes could be offered in the day school and also in the evening school.

The group that presented a special problem was group (2) and the problem was that of shift changes. Most of the law enforcement administrators in the area were very cooperative in terms of offering shift preference to those officers enrolling in the program. One problem was created in some agencies, however, that could not be solved in this way. In some agencies the majority of the officers wanted to enroll in classes in the program and they could not all be granted shift preference.

In an attempt to solve this problem the same class(es) were offered in the regular day school program and in the night school program. The same instructor taught both day and night school class(es). In-service officers enrolled in the class were allowed to move from a day to a night class (and vice versa) if necessitated because of shift change, court, etc.

This worked extremely well and gave a larger number of in-service officers the opportunity to participate in the program. The procedure seems to have another effect also although it is extremely hard to measure.

Many of the in-service officers have been out of a formal school program for years and are somewhat apprehensive about returning so they

start back with the idea of only taking a couple of law enforcement classes and not working toward a degree. Many of these officers, after being in the classroom and participating in the program, change their attitude and begin to work earnestly on a degree-seeking program. It would seem that the convenience of scheduling as outlined above has an effect on this change of attitude. It seems to have a tendency to help ease the officer back into the academic setting.

The same scheduling procedure was followed in the off-campus program.

Classes held on campus during the project period are shown below.

Enrollment figures for each class are broken down into pre-service and in-service students.

Day School - On Campus

<u>Quarter</u>	<u>Class(es)</u>	<u>In-service</u>	<u>No. Enrolled</u>		<u>Total</u>
			<u>Pre-service</u>		
Winter 1967	Criminal Investigation	17	1		18
Spring 1967	Physical Evidence	15	3		18
Fall 1967	Criminal Justice	10	32		42
	Police Administration	8	6		14
Winter 1968	Criminal Law	8	18		26
	Traffic Law	7	22		29
Spring 1968	Law of Evidence	9	22		31
	Police Patrol	8	16		24

Evening School - On Campus

<u>Quarter</u>	<u>Class(es)</u>	<u>In-service</u>	<u>No. Enrolled</u>		<u>Total</u>
			<u>Pre-service</u>		
Winter 1967	Criminal Investigation	21	2		23
Spring 1967	Physical Evidence	19	0		19
Fall 1967	Criminal Justice	18	11		29
	Police Administration	22	1		23
Winter 1968	Criminal Law	33	5		38
	Traffic Law	32	5		37
Spring 1968	Law of Evidence	20	5		25
	Police Patrol	14	6		20

It should be stressed that the figures reported are enrollments in the class, not total number of students enrolled in the program. Some students were enrolled in more than one police science class. However, this number was small, varying each quarter from seven to as high as a dozen. The enrollments shown are one indicator of potential enrollment during the first full year operation of the program.

Short Course, Workshop, and Seminar Program

It is felt that the development of short courses, i.e., workshops and seminars will be an important part of the overall program when development is completed. Such programs would appear to be of particular interest to those in the law enforcement field because of shift problems, etc.

During the project period plans were completed for two short courses to be conducted during the summer of 1968. Evaluations of those courses obviously will not be made in this report. Following, however, is a brief description of the plans for the two programs.

Police Photography Seminar - one week, classes 8 a.m. to 4:30 p.m., four credit hours, limited to in-service law enforcement personnel - will cover the camera, film, film processing problems unique to law enforcement, the crime scene, etc.

Juvenile Delinquency Seminar - one week, classes 8 a.m. to 4:30 p.m., three credit hours, open to personnel of law enforcement, juvenile court, school, employment and welfare, and other agencies working in or concerned with the delinquency problem - will cover concepts involved, police-school relationships, the juvenile court, etc.

The Off-Campus Program

There had been enough interest in the Police Science program in areas other than those immediately adjacent to the College that it was felt that some attempt should be made to offer classes in those areas. Information

was disseminated announcing that a police science class would be offered in any area where there was a minimum of ten individuals wanting to enroll in the class.

Two specific areas were almost immediately identified. Salt Lake City, Utah's capital city, located approximately 40 miles south of the College and Provo, Utah's third largest city, located approximately 40 miles south of Salt Lake. Classes were set up and offered in those cities which meant that the Police Science program was servicing an area consisting of the three largest cities in Utah and over half of the law enforcement population of the State.

From the very first class offering the off-campus class instructors were picked from the ranks of law enforcement, law, and other professional areas. They had to meet the academic requirements of the College as well as being an outstanding individual in their profession. Each tentative instructor filed an application with the Program Coordinator who forwarded it with his remarks to the Chairman of the Department of Political Science who forwarded it with his remarks to the Dean of the School of Arts, Letters and Science for final approval. Instructors were not given blanket approval to teach any subject but were approved for only specific subjects for which they were extremely well qualified.

A list of the titles of those persons approved would be indicative of the quality of individuals involved in the program.

Utah County Attorney
Provo City Attorney
Chief of Security, Brigham Young University
Chief of Police, Salt Lake City
U.S. Commissioner and member of faculty,
University of Utah Law School
Regional Director of Security, Safeway Stores, Inc.
Practicing Attorneys - outstanding in the field, Ogden
Chief of Detectives and Director of Mobile
Crime Lab, Ogden Police Department

Indicative of the support that the program has received is the fact that the College has yet to pay for facilities for the off-campus classes. Classes are being held, free of any charges, in the Training Room, Metropolitan Hall of Justice in Salt Lake, and in the courtroom of the District Court in Provo.

Class offerings in the off-campus program including enrollment figures follow.

<u>Quarter</u>	<u>Class</u>	<u>Provo</u>		<u>Total</u>
		<u>In-service</u>	<u>No. Enrolled Pre-service</u>	
Winter 1967	Criminal Investigation	35	2	37
Spring 1967	Criminal Law	32	2	34
Fall 1967	Law of Evidence	30	0	30
Winter 1968	Police Administration	22	0	22
Spring 1968	Criminal Justice	10	2	12

<u>Quarter</u>	<u>Class</u>	<u>Salt Lake</u>		<u>Total</u>
		<u>In-service</u>	<u>No. Enrolled Pre-service</u>	
Winter 1967	Police Administration	37	0	37
Spring 1967	Criminal Law	40	2	42
Fall 1967	Law of Evidence	43	6	49
Winter 1968	Criminal Investigation	44	3	47
Spring 1968	Criminal Justice	37	2	39

The Salt Lake class enrollment is remaining fairly constant and some officers are beginning to travel to Weber State College in order to enroll in more than one, three-credit hour class per quarter. The class enrollment in Provo has dropped, and it is felt that this class will eventually phase out. One of the factors involved was the initiation of a degree program in police science by Brigham Young University in Provo beginning with Fall Quarter 1967. The program there makes it easier for the officers to pick up all the classes necessary for the degree than if they had to commute to Weber State College.

As soon as the technicalities involved in offering an off-campus class were finalized, a notice was printed up and distributed to all law enforcement and related agencies in the area.

Copies of the announcements follow:

WEBER STATE COLLEGE
presents
THE LAW OF EVIDENCE
Fall Quarter 1967

COURSE DESCRIPTION

Police Science 5--The Law of Evidence

Principles and rules applying to evidence: legal effect and weight of various types of evidence; special evidence.
(3 credit hours)

IMPORTANT FACTS

1. The class may be taken for college credit, or for non-credit. The credit earned may be applied toward an Associate of Science Degree in Police Science, or as credits earned toward a Bachelor of Science Degree in another field.
2. Instructor: Ron Boyce, Associate Clinical Professor of Law and United States Commissioner.
3. The class will be taught in the Police Training Room, Metropolitan Hall of Justice, Salt Lake City, Utah.
4. Day of Instruction: Monday
5. Time of Instruction: 7-10 p.m
6. Class will begin on Monday, September 18, 1967.
7. Time and Place of Registration: You may register for this class beginning at 6:30 p.m., Monday, September 18 in the Police Training Room, Metropolitan Hall of Justice. The textbook for the course will also be sold at this time. Any person who desires to register after the above date will be required to pay a \$2.00 late fee.
8. Fee: \$22.50 plus textbook.

If you have any questions, contact Larry E. Lunnen, Director, Police Science Program, Weber State College, Telephone 393-7411.

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THE LAW OF EVIDENCE
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Principles and rules applying to evidence; legal effect and weight of various types of evidence; special evidence.
(3 credit hours)

IMPORTANT FACTS

1. The class may be taken for college credit, or for non-credit. The credit earned may be applied toward an Associate of Science Degree in Police Science or as credits earned toward a Bachelor of Science Degree in another field.
2. Instructor: Glen Ellis, Provo City Attorney.
3. This class will be taught at Orem High School. Directions to the classroom will be given at the main door of the high school on the first night of the class.
4. Day of Instruction: Wednesday
5. Time of Instruction: 7-10 p.m.
6. Class will begin Wednesday, September 20.*
7. Time and Place of Registration: You may register for the class beginning at 6:30 p.m., Wednesday, September 20 at the high school. The textbook for the course will also be sold at this time. Any person who desires to register after the above date will be required to pay a \$2.00 late fee.
8. Fee: \$22.50 plus textbook.

If you have any questions, contact Larry E. Lunnen, Director, Police Science Program, Weber State College, Telephone 393-7411.

*An a.m. section of this class will be scheduled for Saturday only if there is adequate demand for the additional session.

The Certificate Program for In-Service Officers

It was determined that there would be in-service law enforcement officers who would enroll in some or all of the police science course offerings for their own immediate enrichment with no plan of working toward the Associate Degree. It was felt that it would be important to attract and keep these officers in the program as it would have a tendency to upgrade the professional level of law enforcement in the State.

It was also felt that many of the officers in this category would change their plans and move into a degree-seeking program once they had been exposed to the police science courses and were reoriented to the classroom situation which many of them were fearing.

It was obvious that there should be a goal for this group of officers. After much research and many conferences it was decided to offer a specific "Certificate of Completion of Police Science Classes" through the Division of Continuing Education. This certificate is available only to in-service law enforcement officers successfully completing the ten police science classes presently being offered.

It should be stressed that this is not an official certificate of completion of course work offered by the College but simply a certificate verifying successful completion of the designated series of police science classes through Continuing Education.

It is early to attempt to evaluate the effectiveness of this technique in terms of the purposes for which it was designed. It is important to note, however, that one or two officers did enter the program as non-degree-seeking students and changed their status to degree-seeking by the end of the academic year. It is expected that this will continue to be the case.

Cooperation and Support Development

One of the most important responsibilities of the Program Coordinator was the development of support and cooperation with the program. This was accomplished through various methods such as (1) maintaining close personal contact with law enforcement administrators and departmental training officers; (2) offering assistance to departments and individual officers in form of research information, textbook information, library facilities, etc.; (3) assisting administrators with specific problems within their agency; (4) dissemination of program information to law enforcement and general public; and (5) public appearances.

It should be noted also that the support of College faculty, staff and administration is a necessary element for the success of such a program. Through short written announcements the College faculty were kept advised of program development and several faculty members used the Program Coordinator as a resource person in classes that they were teaching.

All faculty, staff, and administration personnel connected with the program in any way cooperated to the fullest extent possible. We have already noted in this report some ways in which some of these people went out of their way to cooperate with and support the program.

Some of the important elements in gaining this support would seem to be (1) identify the need for such a program and show that the College can serve by satisfying that need; (2) show that the College is playing a role in the professionalization of a group of people, thus being of unestimable value to the community; (3) show that the program is an academic program and has its place in the academic world; and (4) show that the program can offer something to the College and to the students.

Some of the outstanding indicators of cooperation and support from law enforcement should be identified. Not only are they important in the development stage of a program, but they are also important in the continuing phases of the program.

Shift Preference - Practically from the beginning some agencies gave shift preference to those officers desiring to enroll in the program. This practice spread so that by the end of the project period practically every agency in the area served by the program allowed shift preference for enrollment in the program. Some departments have to limit the number of officers who can have shift preference as there are so many applying that a practical schedule cannot be worked out which will meet the needs of both the department and the men.

Reimbursement of Expenses - A recent informal poll of the law enforcement agencies in the area revealed that 17 agencies out of 33 were reimbursing expenses of officers enrolled in the program. The extent of reimbursement varied from payment of tuition only to payment of tuition, books, travel (usually paid by allowing travel in an agency vehicle), and other fees. Six of the seventeen agencies started this procedure only after the Program Coordinator had contacted the administrator in reference to the need for such a procedure.

One agency, South Ogden Police Department, has developed a program, by ordinance, regarding advancement of police department personnel, both in terms of rank and in terms of yearly, in-step salary increments. This program ties in the reimbursement policy with a requirement that an officer must have "successfully completed" (means grade of C or better) one police science class within the past year or he is not eligible for salary step increase nor is he eligible to apply for promotion if an opening is available. This is the only department in Utah that actually requires the officers to attend the College program as opposed to simply encouraging.

At the present time there is not a law enforcement agency in the State which has approved a salary incentive program based on education. The Davis County Sheriff has, however, received permission from the County

Commission to develop such a program for the members of that department. The details of the program are being worked out at the present time.

Resource Persons - Several outstanding administrators and officers served in the role of resource persons and were very willing to meet with classes and discuss their area of specialty.

Close liaison was maintained with the law enforcement associations in the State, Utah Peace Officers Association, Utah Sheriffs and Deputies Association and Utah Chiefs of Police Association. The UPOA recently accepted a proposal from the Program Coordinator to give a \$150 per year scholarship to a worthy, in-service law enforcement officer. Details are being finalized at this time.

Liaison was also maintained with the State Director of Peace Officer Standard and Training. The Program Coordinator was a certified police training instructor under the certification powers of Peace Officers Standards and Training.

The State Division of Peace Officer Training maintains a permanent training file of each peace officer in the State. A procedure was adopted, at the suggestion of a member of the Police Science Advisory Committee, whereby a notice of successful completion of a class in the Weber State College Police Science Program is sent to the Director of Peace Officer Training. This notice is then made a part of the permanent file of that officer. It is important to note that the officer's letter grade in the class is not reported. The only thing reported is "successful completion" and this is based, as previously indicated, on the basis of a letter grade of C or better.

It should also be noted that a copy of this notice of successful completion is sent to the head of the law enforcement agency employing the officers successfully completing each class. This notice is then

included in the officer's personal file at the agency. This procedure has been an important and successful public relations technique.

VI. EVALUATION

Certainly we must accept the fact that the success of this "development phase" of the new Police Science program is extremely difficult to measure. There are, however, identifiable accomplishments which we can assume measure, in some degree, the success of this phase of the project.

The objectives of the project were met as was previously described. Procedures for operation, curriculum and other elements were developed so that the Associate Degree program is now operational. In continuing to meet the needs of law enforcement in Utah, assessments must be made, specialized courses must be added to the program, short course, workshop and seminar development must continue, development of correspondence courses must be undertaken, and development of a Baccalaureate Degree program must be finalized.

Enrollment of both pre-service and in-service persons far exceeded all expectations and there is every reason to expect that enrollment will increase during the first year operational phase of the project.

The support given to the program by law enforcement certainly must be accepted as some measure of program success and will tend to enhance the program in the future. The full extent of the effect of the program on the image and professionalization of law enforcement in Utah cannot yet be determined. It is, however, important to note that many of the leading law enforcement officials in the State are now expressing their optimism regarding this point and feel that such a program is an absolute necessity and will play a very important role in upgrading performance which will result in more professionalism in the field.

The positive experience of Federal, State and local law enforcement agencies in hiring graduates (A.A., B.A., B.S., etc.) of police science programs leads one to believe that the same will be true in Utah.

The people connected with the project would term the project a success in that objectives were met, the program is operational, it has an unexpected amount of acceptance and support by law enforcement, and future tasks have been identified and outlined.