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PROJECT SUMMARY  
(Developmental Stage)

Development and Standardization of a Two-year Police Science  
Curriculum in Iowa  
Grant No. 122  
Bureau of Police Science, University of Iowa  
Iowa City, Iowa

This program differs from others funded because it is a cooperative arrangement between the University and a number of junior colleges. This approach is based on the fact that it is almost impossible to secure instructors in police science subjects in Iowa. All of the cities and consequently, the law enforcement agencies, are relatively small. Fewer than fifteen law enforcement officers in the state have a four year degree. Most of them are in command positions and would not generally be available as instructors. There is another problem. Instructors in junior colleges in Iowa are required to have a Masters degree in the subject they teach and be certified as a teacher. While exceptions are made, these are limited.

Under the program now in operation, the junior college offers the course leading to an Associate of Arts degree and awards the degree. The students will take thirty-six hours of the usual liberal arts curriculum including such subjects as psychology, sociology, math, science, communication skills, and political science at the junior college. In addition, they will take twelve hours of law at the junior college. This will be made up of six hours of criminal law, three of the law of evidence, and three of arrest, search and seizure and criminal procedure. Then during the summer, the student will attend the University for a twelve-week summer session. There they will take four courses of three hours each; investigation procedures, traffic control, patrol techniques and a special course in criminology oriented toward juvenile problems. This will give them the sixty hours needed for a degree. The summer session may follow either the first or the second year at the junior college.

Programs were initiated in four junior colleges during the first year. A series of discussions have been held with the State Department of Public Instruction and it is believed that seven, or possibly eight programs will be sufficient to serve the state. One program beyond the present four is scheduled to start in the fall of 1968 and two more the following year, or possibly before if building facilities are completed. These programs are well scattered

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geographically so that all sections of the state will be served and are far enough apart so that there will not be competition for students with resulting small classes. The programs are now in operation in Cedar Rapids, Mason City, Clarinda, and Burlington. The fifth program will be in Ft. Dodge (fall of 1968). The sixth and seventh programs will be in Des Moines and probably Clinton, although approval has not been secured for Clinton. The program at Clarinda is in the smallest school of the group, but Clarinda is a part of the same junior college area as Council Bluffs, a much larger city, and the program will be moved there when their facilities are complete, but may also be continued in Clarinda.

#### Program Planning

Prior to the establishment of the program, the courses of study of a number of schools offering the Associate of Arts degree were reviewed, the program was discussed with University personnel involved and with a number of staff members of junior colleges. The State Department of Public Instruction was also consulted and a field trip was made to an operating program. A meeting was then held at the University involving all junior colleges, University staff, and an advisory group of law enforcement officers. Details for the total program were then worked out.

The Bureau of Police Science has continuing contacts with all law enforcement agencies in Iowa for the Bureau offers a series of short courses, gives entrance and promotional exams in well over half of the cities under civil service, and performs similar functions. In addition, the staff appeared at the annual meeting of the Iowa Association of Chiefs of Police and discussed the project. As a result, little formal advisory assistance from law enforcement was needed. However, prior to the initiation of a program, all heads of law enforcement agencies in the junior college areas met with staff and the program was outlined in detail. As a result, acceptance by law enforcement officers was excellent and complete cooperation has been secured from all agencies.

#### Implementation

This grant was not received until February, 1967. There was discussion as to whether or not it would be practical to attempt to start the course with the fall semester of that year. Approvals were necessary from local Boards, the State Department of Public Instruction and the Board of Regents of the University. Because of the interest shown in the program and the belief of the various organizations involved, it was held possible to establish this

program in the relatively short time available. The problem was further complicated by the fact that the Legislature was in session for a record time and as a result the junior colleges did not have their budgets until late July. No material was available for high school counselors in the spring as the courses had not yet been approved. However, because the experience of most police science programs has shown that original enrollment includes a high percentage of law enforcement officers, the position of an early start was fortified for law enforcement officers would not be difficult to inform of the program. Enrollment has shown that this judgment was correct. One school, Burlington, because of administrative load, did not start the program until the second semester.

This is not a difficult program for a junior college to establish under this plan. The only new instructor needed is for law. The State Department of Public Instruction will certify an attorney to teach these courses. All four of the schools were successful in securing excellent instructors in law. One instructor is a senior member of a major law firm and is teaching as a matter of interest. A second instructor has just resigned from the FBI. A third is an assistant county attorney and the fourth serves as a police court judge from time to time. The qualifications of the instructors have been discussed with the police members of the classes and all comments were highly favorable. All of these instructors were a little reluctant to take on this duty originally, but all of them now are very much enthused about their classes.

#### Enrollment

On February 1, 1968 there were 123 students enrolled in the law classes in the four operational programs. Fifty-six were full-time students and sixty-seven part-time. Fifty-one of the part-time students were law enforcement officers.

The smallest program had an enrollment of thirteen and the largest forty-one. It is believed that for the first year of operation, and especially since there was almost no advance announcement of the programs, this constitutes a good level of enrollment.

#### Summer Session Courses

This will be a twelve week session offering twelve semester hours of credit. There will be four courses of three hours each-- Criminal Investigation; Patrol Procedures; Traffic Control; and Criminology. Following is a brief summary of course content:

1. Criminal Investigation.

Fundamentals of investigation, crime scene search, and the collection and preservation of evidence; scientific aids to investigation; methods of interrogation and the securing of statements and confessions; methods of investigating specific types of crimes; follow-up and case preparation.

2. Patrol Procedures.

Planning patrol; proper use of police communications and equipment; the more frequent duties of the patrolman; the proper handling of the intoxicated and the mentally ill; basic police procedures, such as search of buildings; patrol for the prevention of certain sorts of offenses.

3. Traffic Control.

Traffic law enforcement; methods of traffic arrests; traffic control and direction; accident investigation; the part of the police in the total traffic problem; basic traffic law.

4. Criminology.

The application of sociology to law enforcement; the part of law enforcement in the total society; the causes of crime, especially juvenile delinquency; the law as applied to the juvenile offender; methods of treatment of the juvenile offender, and the adult; recent research in delinquency of interest to law enforcement.

Relationship Between the University and the Two-Year Colleges

The Board of Regents controls the University. The Regents also have a standing committee "to develop in cooperation with the State Department of Public Instruction approval standards for area and public community and junior colleges." In addition, the University has an office in the College of Education devoted exclusively to assisting junior colleges. This is an active, continuing program. The result is a close working relationship with the two-year colleges. Cooperation in course offering between the University and the two-year schools is not new. The Division of Health Services has over thirty programs in operation with two-year schools. While the University does not offer course work in conjunction with the two-year schools in this Health Service area, there is a great deal of cooperation and assistance in course planning, securing instructors and similar services.

### Eligibility for Upper Division Work at the University

This two-year program is intended primarily as a complete educational unit that would qualify participants well beyond present police entrance standards. There are no immediate plans for establishing a four-year degree in police science in Iowa. While there is little doubt that such a degree will be offered, it is believed that this present program is a major step forward and satisfies the present need. However, it is recognized that a number of the students will want to continue on to an advanced degree. Therefore, every effort was made to have as much of this program as possible carry credits that could be applied to a four-year degree. While the University will accept all credits earned, not all of them may be applied in filling the requirements for degrees in various areas. However, a student spending a full two years in the junior college plus the twelve week summer session at the University would have enough credits applicable to be in third-year standing in Liberal Arts with major work in sociology or related areas.

### Financial Assistance to Law Enforcement Officers

Because of the relatively short time involved in activating this program, it was not possible for cities to budget financial assistance for police officers attending the course. However, one city did use uncommitted funds to pay tuition and purchase books for officers attending the course. In another city, a local service club covered these costs. Conferences with city officials to date indicate that as far as possible, they will give some degree of financial support to officers registered in the program.

### Attracting Pre-Service Students

The usual methods of informing prospective students of the courses were used. Each of the schools has developed printed announcements. In addition, meetings have been held for interested persons and a staff member of the Bureau of Police Science and the junior college staff has been present to explain and discuss the course.

Law enforcement agencies in the vicinity of each of the programs were visited by the staff of the Bureau and the program discussed in detail. The staff of the Bureau has a continuing working relation with Iowa law enforcement agencies and all of the contacts have been used to promote the program.

FINAL PROJECT NARRATIVE REPORT  
(Developmental Stage)

Grant Number 122  
Development and Standardization of a Two-Year  
Police Science Curriculum in Iowa  
Bureau of Police Science  
University of Iowa  
Iowa City, Iowa

The purpose of this project is to develop and standardize two-year police science college credit programs leading to an Associate of Arts degree in Iowa. At the start of this program in March, 1967, there were no such programs in Iowa. It was believed then that several years might be required to establish a sufficient number of programs to meet the needs of the state. However, acceptance has been such that it is highly probable that the goal can be reached by the end of the second year and a sufficient number of programs located from both a geographic and population basis to serve the needs of the state.

This program differs from others funded in that it is a cooperative arrangement between The University of Iowa and selected public two-year colleges. This approach was selected because of the lack of qualified instructors in the police science subjects available to junior colleges in Iowa communities.

In explanation, the students will enroll initially in their local colleges and will complete thirty-four hours of liberal arts, and twelve of law including criminal law, the law of evidence, arrest, search and seizure, and criminal procedure. There will also be two one-hour courses in first-aid and defensive tactics. In addition, these students will attend a twelve-week summer session at the University and receive three semester hours of instruction each in criminology, criminal investigation, patrol methods, and traffic control. The degree will be given by the two-year college.

This plan of cooperation between the two-year schools and the University in offering curriculum where instructors are not readily available has attracted interest with the thought in mind of extending it to areas of study other than police science.

A brief discussion of the background is necessary to explain some of the administrative problems involved. In 1965, the State Legislature allowed for the establishment of area community colleges

and area vocational schools as integrated units. All public junior colleges were placed in an appropriate area. Within two years, the entire state was formed into sixteen such areas except for three counties. These areas have locally elected Boards, but the State Department of Public Instruction must approve such things as new course offerings and instructor qualifications. As a result, this state department occupies a key position and is able to give considerable assistance in establishing new programs because of the wide experience of the staff.

As soon as this grant was received, a series of conferences was started with the State Department of Public Instruction to select areas and schools so as to provide the best state-wide coverage with an optimum number of programs. When the grant was announced, a number of area schools requested that they be included in the program. However, the entire state was reviewed and seven areas were selected as the best combination of geographic and population distribution. These are shown on the map in Appendix 1. It will be noted that these give good coverage of the state except for the northeast corner. Population is low in that section of the state and there is no available area school.

From a population standpoint the cities selected rank as follows:

Des Moines	first
Cedar Rapids	second
Sioux City	third
Council Bluffs	seventh
Burlington	twelfth
Mason City	thirteenth
Fort Dodge	fourteenth

It will be noted that these locations include the three largest cities but go down as far as the fourteenth largest. Cities were not selected on the basis of population alone for a number of reasons including:

1. Two are in community college areas where a program would be established and within easy driving distance.
2. Two are in the same area and adjacent to areas where programs would be established. (If it appears after the entire program is operational that an additional location is needed, one of these two cities will be selected.)
3. One is not in a community college area.

4. One has a vocational program in police science established (the only one in the state).
5. One is too close to other programs and has a relatively small total area population to draw from.
6. All cities selected are the population centers for their area of the state.

#### Program Planning

Concurrent with the development of the plan to place the programs, a number of other activities were undertaken. Curriculum was discussed with University staff including the Department of Sociology and the section of the College of Education specializing in service to junior colleges. The curriculum was also discussed with police officers. The Bureau is in constant contact with local law enforcement agencies since it offers a series of police short courses in addition to regular field services. It was apparent from these discussions that the best program would be based on the California plan that developed from their discussions of curriculum standardization. A trip was made to St. Louis and an operating program inspected. Preliminary discussion was started with two-year college staff and area administrative personnel.

In March, 1967, a meeting was held at the University involving area community colleges selected to cooperate, representatives of the University administrative staff, and the Department of Sociology. Also present were law enforcement officers who had been formed into an advisory committee. This project had been discussed with each of the law enforcement officers in detail before the meeting. The Director of the Police Science Program in the St. Louis Junior College system, Bryce Hill was also present as a consultant. The discussion at this meeting included curriculum, qualification of students, transfer of credit, time in the schedule for offering the section of the program given by the University, University entrance procedure, certification of staff, sources of staff for local courses in law, and similar topics. At the completion of this meeting all of the two-year colleges attending agreed that they wished to offer this program and plans were developed to make a standardized presentation to the State Department of Public Instruction for their approval.

In April, 1967, the two-year schools presented the program to their local Boards and each was approved. The State Department of Public Instruction also approved the program and each school has been individually certified to offer this program.



### Program Development

Following the original meeting, follow-up trips were made to the junior colleges to discuss the program in detail and to talk to members of the staff not present at the meeting. Meetings were held during the same period with the Sociology Department of the University. The Bureau of Police Science is not a teaching department and cannot offer credit. As a result, it is necessary to have the courses listed with a teaching department. This worked out very well as the Sociology Department is offering a graduate program in law enforcement and has capable personnel in several areas of instruction. A somewhat detailed outline was made of each of the four courses to be offered by the University - Patrol, Traffic, Investigation, and Juveniles. In reviewing the course outlines, it was apparent that some of the foundation material in each course and a considerable part of the juvenile course was basically criminology. As a result, a course in criminology with a strong slant toward juvenile problems was substituted for the course in juvenile work. This has the advantage of allowing three additional hours of instruction with a higher degree of acceptability for transfer to many programs, while at the same time teaching the material outlined. (The entire problem of credit transfer will be discussed later.) This program was then presented to the University administration and then to the Board of Regents for approval. This approval was secured and the courses listed in the University catalog for the summer of 1968. (This catalog is not yet in print so a copy is not enclosed.)

### Implementation

A delay in formally installing the courses occurred from May until almost the end of July, however, planning continued. The Iowa legislature stayed in session longer than ever before and as a result, the area schools were not certain of their budgets until about the first of August. However, all of the schools assumed that they would be financially able to offer the programs, so planning did not stop, although it was not possible to make a formal announcement.

In addition to other problems, we were faced with regulations requiring an instructor in a junior college to have a Masters degree in the subject matter to be taught and a teachers certificate. However, the State Department of Public Instruction was very cooperative and allowed exceptions. As a result, all of the law enforcement instructors in the junior colleges have been temporarily certified on the basis that they each hold law degrees and are experienced in their field. One of them does have a teachers certificate so is permanently certified. There is every reason to believe that exceptions will be made for areas where a well-experienced person with education beyond a Bachelors

applies. The Director of the Bureau of Police Science was certified and the Assistant Director conditionally certified. (He is completing college work that will lead to a Masters degree.)

Prior to the start of the school year in the fall of 1967, three of the junior colleges announced this program; Cedar Rapids, Clarinda, and Mason City. The Bureau of Police Science visited with law enforcement officers in the vicinity of each program. No formal surveys were made as to the need for this program. The administration of each of these colleges have close connections with the area they serve and because of the visits with local departments, it was not considered necessary for such surveys. As a matter of fact, enthusiasm is a better word than interest. Enrollment data bears out this conclusion. Total enrollment was 93, with 49 full-time students, 44 part-time students including 28 law enforcement officers. Because of interest, the Cedar Rapids school (on a quarter basis) found it necessary to offer the introductory course the second quarter so total enrollment was over 100 as of December, 1967. In addition, as mentioned previously, the junior college at Burlington started the course with the second semester, having an initial enrollment of 24. As a result, total enrollment in this first year is 123.

Current enrollment is shown in Figure 1.

FIGURE 1

Enrollment in Law Enforcement Programs  
Iowa Junior Colleges  
February 1, 1968

<u>Location</u>	<u>Enrollment</u>	<u>Full-time Students</u>	<u>Part-time Students</u>	<u>Law Enforcement Officers*</u>
Mason City	45	27	18	6
Cedar Rapids	41	13	28	25
Clarinda**	13	10	3	3
Burlington	<u>24</u>	<u>6</u>	<u>18</u>	<u>17</u>
	123	56	67	51

\* All law enforcement officers are part-time students.

\*\* Clarinda is a town of 6,000. However, it is in the same area as Council Bluffs, a city of 56,000 and the population center of that area of the state. Construction of a campus is underway in Council Bluffs and the program will be transferred there upon completion of the facilities. This will definitely increase enrollment. A decision will be made at that time as to whether to continue the program in Clarinda.

At this time, these four programs are in operation. One additional program is definitely planned at Fort Dodge to open in the fall of 1968. Two additional programs are in the planning stage, one to be located in Des Moines and another in Sioux City. The start of these programs will depend upon the completion of suitable facilities. Both should be in operation no later than the fall of 1969, with a definite possibility of being activated earlier. It is possible that temporary facilities will be used for a short time to make the program operational at the earliest possible date because of the high degree of interest. An eighth program is possible at Clinton, Iowa, and there have been tentative discussions.

#### Résumé of Instructors Backgrounds in Two-Year Colleges

All instructors in liberal arts courses have a minimum of a Masters degree in the subjects they teach and a teachers certificate.

Of the four instructors now teaching law, all are practicing attorneys. One has just resigned as a Special Agent of the Federal Bureau of Investigation and has a teachers certificate, one is an assistant county attorney (this is the prosecutors office in Iowa), one is a lower court judge, and one is a former assistant county attorney. All are members of reputable law firms and their abilities were discussed with law enforcement officers previous to employment.

#### Résumé of Instructors Background in the University

There will be four courses taught at the University; Traffic Control, Patrol Methods, Investigational Procedure, and Criminology.

The instructor with the primary responsibility in Traffic Control is a graduate of the year long course at Northwestern University, was a member of the staff there as an instructor for three years; a Lieutenant and assistant director of the police academy of the Kansas City, Missouri, Police Department; has taught traffic courses at the University for twenty-two years; is qualified as an expert in court in accident reconstruction and intoxication; has written two texts for patrolmen (both in the sixth printing); was a polygraph examiner for eighteen years and president for two terms of the American Academy of Polygraph Examiners; been qualified as an expert in lie detection in court; has headed two forces that included investigators; and has taught a course in investigation at the University for twenty-two years. He has an M.A. degree and a teachers certificate.

The instructor with the primary responsibility for the Investigation course has six years experience as a deputy sheriff including full-time assignment to major crime investigation; has taught investigation courses in an adult education program for two years and at the University for one

year; has taken course work for college credit in investigation; holds a teachers certificate; is completing course work for a Masters degree; and has had three and a half years of teaching experience in social sciences in a public school system.

The instructor with the primary responsibility for the Criminology course holds a Ph.D. and has practiced as an attorney; is the author of a widely used text on criminology; has taught classes of police officers; has wide experience in, and direct contact with correctional institutions; and has a firm background in research. He has over thirty years of teaching experience on all levels.

The term "primary responsibility" is used because the instructor in a class will from time to time call in another staff member or another person with unusual ability in a specific area to teach individual class periods dealing with their specialty.

### Curriculum

A. The following courses in the Liberal Arts area are taught at the junior colleges. Course titles and description may show minor variations from school to school, but equivalent material will be taught at all schools.

1. Introduction to Sociology - 3 semester hours

A critical examination of the scientific method as applied to the study of the social process; a study of social psychology, emphasizing personality and collective behavior; a study of comparative human cultures with stress upon American culture.

2. Introduction to Psychology - 3 semester hours

The study of general psychology and the use of the scientific method in studying human behavior through lecture, reading, and experimental work. It is expected that the student will gain insight into self and develop an objective viewpoint toward all human behavior.

3. English - 3 semester hours

This may also be entitled "Communication Skills," "Composition and Rhetoric," or similarly. The primary desire is to improve the ability of the student to express himself clearly.

4. Speech - 3 semester hours

This may be included in an expanded course in Communication

Skills, but in most cases will be a separate course designed to study and practice the fundamental skills of public speaking, discussion, and argumentation.

5. Mathematics - 3 semester hours

The level of this course will depend upon the ability of the student in mathematics as determined by testing. Those with low ability will take a more basic course while those with considerable skill will be admitted to college level math. (In one school, mathematics is used as an elective.)

6. Science - 3 semester hours

Latitude is allowed the student and he may choose between a general science course covering several areas or more specialized courses depending upon his ability, interest, and previous study.

7. American Government - 3 semester hours for each of two semesters

This is a comprehensive course of all levels of American Government including an analysis of the constitutional structure, the operations of the various divisions of government, and historical changes.

8. Electives - 10 semester hours

In most cases these will be limited to a second semester course in the above subjects. However, students with a particular interest or ability may choose subject matter out of this area.

B. The following courses in Law Enforcement are taught at the junior colleges.

1. Criminal Law I and II - 3 semester hours each

The philosophy and basis for law; the historical development of criminal law; the structure, definitions and study of the most used sections with emphasis on Iowa criminal law where offenses are widely different from those usually defined.

2. Criminal Evidence - 3 semester hours

The kinds and degrees of evidence and the rules governing the admissibility of evidence in court with special emphasis on the problems of evidence encountered by law enforcement.

3. Administration of Justice - 3 semester hours

Criminal procedure from arrest through trial including the various court systems and their jurisdictions; the law of arrest, search, and seizure; principles of constitutional law as they affect law enforcement with emphasis on current decisions and legislation.

4. Defensive Tactics - 1 semester hour

Protection against persons armed with dangerous and deadly weapons; demonstration and drill in a limited number of holds and come-alongs. Restraint of the mentally ill.

5. First Aid - 1 semester hour

The immediate and temporary care given in the case of accident, illness and emergency childbirth. The course can qualify students for a Red Cross First Aid certificate.

C. Courses to be taught at the University during a twelve-week summer session.

1. Criminal Investigation - 3 semester hours

Fundamentals of investigation crime scene search and the collection and preservation of evidence; scientific aids to investigation; methods of interrogation and the securing of statements and confessions; methods of investigating specific kinds of crimes; sources of information; follow-up and case preparation.

2. Patrol Procedures - 3 semester hours

Planning patrol; proper use of police communications and equipment; the more frequent duties of the patrolman; the proper handling of intoxicated and mentally ill persons; basic police procedures such as search of buildings; patrol for the prevention of specific sorts of offenses.

3. Traffic Control - 3 semester hours

Traffic law enforcement; methods of traffic arrests; traffic control and direction; accident investigation; the part of police in the total accident problem; basic traffic law.

4. Criminology - 3 semester hours

The application of sociology to law enforcement; the part