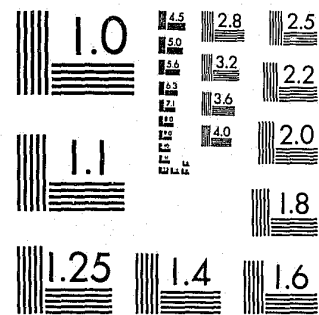


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**OLEA-181**

FINAL PROJECT REPORT

Two and Four-Year Degree Programs  
in Police Science

APPLICATION GRANT NO. 181

Under the Law Enforcement Assistance Act  
of 1965 (PL 89-197) for the period of  
July 1, 1967 through October 31, 1967

Submitted by

METROPOLITAN STATE COLLEGE  
DIVISION OF PUBLIC SERVICES  
DEPARTMENT OF LAW ENFORCEMENT & CRIMINOLOGY

72022

January 1968

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INTRODUCTION AND BACKGROUND

I. INTRODUCTION AND BACKGROUND

Metropolitan State College, Denver, Colorado, is a new institution - - the latest to be funded in the State College System. The original enrollment of approximately 1200 students in October 1965 increased to a 1967 fall quarter figure of over 3500.

Since Metropolitan State College as yet has no permanent campus, the College has provided rental facilities in which all classes are conducted. At the present time, the classroom (and laboratory) leases include five separate building properties, all of which are within a three or four-block radius. Latest information from the office of the Administrative Dean indicates that it will be some four years before the College can look forward to operations on a permanent campus. Preliminary building plans and architectural design provide for more than adequate accommodations for the Law Enforcement and Police Science Program, including laboratory facilities for criminalistics and provision for scientific crime analysis equipment.

While the final site selection for the new campus has not been made, possibilities have been narrowed to three prime locations, all located in the general downtown urban area. This core area choice of location has been determined to be essential to the basic concept of Metropolitan State College as a community oriented, urban affairs directed institution whose primary purpose is to serve as a focal point for educational endeavors in an increasingly technical and industrial age.

It is of major importance to note that the City of Denver has recently been chosen as one of some sixty cities to be funded for planning and organization purposes under the Model City Program of the federal government. Included in Denver's award-winning presentation is confirmation of the fact that Metropolitan State College has accepted a major role in the proposed program and was selected by the official City Planning Committee to coordinate all current program areas - - potential and actual - - connected with education. The Law Enforcement and Police Science Program will be counted upon for major contributions in the community action area and Professor Reed, Director, has been appointed to the Model City Executive Planning Committee. Inter-action with City of Denver authorities and other public and private agencies is contemplated in the areas of juvenile delinquency control; crime prevention; ethnic minority community relations; education and training of Denver Police Department and Denver County Sheriffs personnel; and narcotics education and control.

Inauguration and Continued Growth of the Law Enforcement Program

The Law Enforcement and Police Science Program was officially inaugurated in September 1966 and entered upon its second year in September 1967. The Colorado State Assembly granted authorization in its 1967 Session for the College to move to a full-fledged, four-year Baccalaureate Degree granting State College. In view of this action, the Law Enforcement Program was prepared to offer junior year courses this fall quarter (September 1967) and has already completed one upper-division course and has scheduled an additional three (3)

courses in this category. The Director will be prepared to offer senior courses in 1968, thus providing for full implementation of the four-year program. Third year courses are, therefore, now being taught in this current (1967-1968) academic year although it was not possible to include them in the current College catalog (see appendix) prior to its printing. The appendix to this report includes complete catalog descriptions of all Law Enforcement courses.

It should be noted that provision is made in the course curriculum for courses dealing with probation and parole, and penology in anticipation of programs to run concurrent with the now primarily police science and police administration curriculum and specializing in these two other closely allied areas. Present thinking contemplates all three areas, i.e., Police Administration, Probation and Parole, and Institutional Corrections courses incorporated under Metropolitan State College Department of Law Enforcement and Criminal Justice (or some very similar title).

It is important to emphasize that the two-year Associate in Applied Sciences terminal degree program will be continued and will be conducted simultaneously with the four-year Baccalaureate Degree program. Current information indicates that, although a considerable number of students (who originally intended to complete only a two-year degree program) have changed their objective and indicate a desire to go on to the four-year Bachelor's Degree. A sufficient number of candidates continue to specifically want the two-year program to provide them entry level employment.

### Accreditation

Metropolitan State College has made more-than-satisfactory progress toward final accreditation by the North Central Association of Accreditation. We have been informed that the performance of the College to date is exceeding expectations. (see appendix). The Administration has been advised that the quality of the faculty, the teaching program, the curriculum and the facilities, together with other basic elements of a successful collegiate institution, are meeting all requirements. The one exception to the above affirmation is a present inability to comply with every requirement pertaining to Library acquisitions on a College-wide basis. The Law Enforcement and Police Science Program, however, has been able to acquire more than sufficient library materials to meet present requirements. Final accreditation, of course, can not be granted until the College has graduated its first four-year degree students.

### College Policy and Continuing Contributions of the College to the Law Enforcement Program

In summary, the College has announced its full intention of continuing to maintain and support the Law Enforcement and Police Science Program as a major component of the Division of Public Services and the Section of Applied Sciences. Major elements of support and services to this program are outlined below:

- a. The services of the Director and other faculty, as determined by available funds and demand.

- b. Since Metropolitan State College does not as yet have a permanent campus, the College will continue to provide for the rental of facilities in which classes are conducted.
- c. The College will also provide for student recruitment screening, evaluation and reporting.
- d. Overall administration of the program will be under the Chairman of the Division of Public Services and the Dean of Applied Sciences.
- e. General office supplies, telephone, secretarial services, and maintenance are provided.
- f. Student counseling and guidance services will continue to be furnished.
- g. Indirect costs of equipment, office facilities and employee benefits will be borne by the College.

MAJOR   PURPOSE   AND   GOALS

## II. MAJOR PURPOSE AND GOALS

Prior to the establishment of Metropolitan State College, there was only one Law Enforcement program in the State, in a junior college over 200 miles from Denver. Of great significance is the fact that over one-half of the population of the entire State resides within the four counties making up the metropolitan area of Denver.

In establishing Metropolitan State College, the Colorado State Legislature gave specific direction to the College for its purpose and function, that being to meet the trained manpower needs of the area at the semi-professional and professional level. In short, to direct a major share of its efforts to career and occupational preparation.

Shortly after its opening, local law enforcement leaders contacted the College to determine if and when a collegiate program in Law Enforcement might be available.

The College contacted leading colleges in several states, including California, New York, and Michigan for guidelines, curriculum and pertinent information. From the advice of local law enforcement specialists, research material gathered, and information from the Peace Officers Standards for Training (P.O.S.T.), a beginning program was developed.

Two primary groups are now being served -- the student who is interested in entering the law enforcement field, and the employed peace officer seeking to upgrade himself through pursuit of either a two or a four-year degree, or taking one or two courses per quarter in either day or night classes, and occasionally at both times where shift conditions permit.

Implicit in the request of local law enforcement authorities was not only their desire that any program to be established contribute to the further professionalization of the law enforcement field, but that the curriculum and courses to be offered provide the student with a broad and comprehensive basic liberal arts education. The original Advisory Committee organized to counsel the College in its initial attempts at program organization emphasized their unanimous belief that a college based degree program could and should successfully merge and commingle the practical and applied aspects of law enforcement work with the theoretical concepts of law, criminology, psychology and the other social sciences to produce a more suitable future candidate for law enforcement positions and a more knowledgeable and efficient professional officer with increased motivation for advancement in his chosen profession.

It has been the continuous goal of this program to carry out this express philosophy and to implement the Advisory Committee's suggested guidelines wherever such suggestions were in conformity with overall State College policy and academic requirements. It is gratifying to be able to report that in no instance of significant importance has there been any conflict between the ideas and recommendations of the Advisory-Liaison group and the implementation of either the two-year or the four-year College program.

The immediate goals were (1) to meet a somewhat surprising response to the Director's first announcements to area lawmen of the availability of college level, college credit training, and (2) to provide a central focal point around which both formal education and the strictly police "training" programs of several local



enforcement agencies might unify their efforts in mutual support.

That these primary objectives have been realized substantially is apparent from the fact that of approximately 167 current class enrollments, nearly one-half are professional law enforcement officers (municipal police, county sheriffs officers, probation and parole officers, public defender personnel, state patrol, etc.) and that they represent officers from a five county area surrounding the City and County of Denver, including every major city within said counties. Enrollments of non-professional, (primarily recent high school graduates), have also increased steadily from the inception of the program.

It is our considered opinion that nearly all original objectives and goals have been reached in the one year and one quarter existence of this program. Enrollment has increased not only nearly four times its original expectation, but has shown a steady increase with each succeeding quarter of the school year. This is contrary, in general, to the usual college enrollment figures which tend, in many cases, to show a slight drop-off from fall to winter quarter and often a substantial drop-off in the spring. While this apparent reversal of the normal trend can not be expected to continue indefinitely, there is strong indication that Metropolitan State College should proceed with its plans to enlarge and expand course offerings and fields of specialized interest within the law enforcement area to accommodate a minimum of 300 students in the very near future.

Progress toward one of the original goals, that of attracting and enlisting the interest of high caliber students, both recent high school graduates and professionally employed officers, is evidenced by consistently good overall grade averages in every course offered in the curriculum, and a remarkably low record of failures and drop-outs. Not typical, of course, but illustrative of the generally proficient kind of student being enrolled is the fact that in the Narcotics and Drugs course offered in the latter part of 1967, the average score in a class of thirty-eight was 87 of a possible 100, based upon quizzes, mid-term examination and a final examination of a highly demanding nature. It is true that law enforcement agencies obviously are sending their best officers and those who have demonstrated potential leadership qualities, but a large number of professional personnel have enrolled for courses entirely on their own, and the College feels justified in believing that the supply of better-than-average students will continue. More information concerning younger students will be developed in this report under the Section Student Profile.

METHODS EMPLOYED  
AND  
TECHNIQUES OF DEVELOPMENT

III. METHODS EMPLOYED AND TECHNIQUES OF DEVELOPMENT

At the outset, it was determined that the time of the Director of the Law Enforcement Program would have to be devoted at least as much to program development and the building of resources as to teaching, administrative work, and faculty obligations. Inasmuch as it was not possible to employ more than one individual at the time of the program's inception, a limited course offering was contemplated for the first year of existence. Indication has already been given in earlier parts of this report of the sharp interest aroused by announcement that the College was preparing to offer Law Enforcement subjects in the fall quarter 1966. Although members of the Advisory Committee had returned to their own departments and agencies with this news, it soon became apparent that only a handful of the non-command level law enforcement officers throughout the metropolitan area were more than vaguely aware of a collegiate program in the making. It was obvious that face-to-face contact with all echelons of various law enforcement units was necessary in order to effectively convey essential information.

Quite naturally, Advisory Liaison Committee members for the most part were unfamiliar with College scholastic requirements and the mechanics of matriculation, enrollment and student advisement. It was necessary, therefore, for the Director to visit personally a large number of police departments, sheriffs offices and parole and probation sources to speak directly to assembled staff personnel and explain the "red tape" formalities of admission to collegiate institutions; the mysteries of high school transcripts; G.E.D. equivalencies;



placement tests, etc. Every effort was made to minimize these mechanical requirements by the College's Admissions and Records Department and when fall quarter registration days arrived, most of those interested in the Law Enforcement curriculum were sufficiently counseled to matriculate without undue difficulty.

Upon reflection a year and one-half later, we consider the time spent in this initial information and orientation work well spent, and believe that the effort, while strenuous and time-consuming, had much to do with an enrollment which resulted in an initial class of nearly twice as many students as originally anticipated.

It had also been determined that classes would have to be scheduled on both a day and a night basis. With only one qualified instructor (the Director) available during the first quarter of the program's existence, identical classes were offered for day and night attendance. This, of course, made it necessary that administrative work be sandwiched in between classes and program development obligations. Since a large part of what has been called "administrative work" involved curriculum planning for both a two-year and a four-year program, curriculum development, course descriptions, and individual course syllabi were somewhat delayed. Difficulties and slow progress in this key element of any collegiate program were substantially solved through the method of Expert Consultation.

Dr. Joseph P. Lohman, Dean of the School of Criminology, University of California, Berkeley, California, responded to our request for his aid, and devoted several days (August 18-21, 1967) working closely with Professor Reed, ranking Deans of the Faculty,

the President of the College, and key faculty personnel from other departments. Dean Lohman's assistance provided the necessary technical expertise and academic experience to immediately plan and phase in acceptable third and fourth year (upper division) course curriculum, subject matter and course content. It is believed that the timing of the call for his services was felicitous in that one full year had elapsed and the experience gained through three quarters (each of which showed an increase in student body and complexity of course offerings) provided the necessary information with which to proceed toward the crystallizing of curriculum and course content.

Dean Lohman confirmed what was becoming increasingly apparent to the Deans of the College and to several members of the Liberal Arts Faculty - - that the Law Enforcement Program had the potential of a more complete integration with the Liberal Arts Section of the College and its disciplines than most known Police Science programs. The favorable reception accorded Dean Lohman's remarks to this effect indicated a degree of acceptance by the academic disciplines which, we understand, is somewhat rare in other collegiate programs of this type. This should not be construed to mean, however, that Applied Science and Technology courses in general or this Law Enforcement Program, in particular, are not continually faced with the battle for acceptance, status and understanding of objectives. The vocational image persists and though the climate of approval at Metropolitan State College is perhaps more favorable than at most institutions, much remains to be done

to establish the claims of the law enforcement field to professional consideration.

Methods used to inform other College departments of the goals and objectives of this program consisted in the main of attempting to familiarize as many liberal arts faculty members as possible with examples of the actual material contained in the Law Enforcement courses, as well as constant reminders that every Law Enforcement student is required to complete as many credit hours of diversified liberal arts courses as any degree-seeking student in traditional departments. It is thought that this effort to achieve "respectability" is both a necessity and a continuing responsibility, and faculty involved in Law Enforcement Programs everywhere should be cognizant at all times of the need for intra-faculty communication.

The primary result of the curriculum consultation previously detailed was a decision to place the Law Enforcement Program on a distinctly demanding level - - comparable in every respect to requirements prevalent in traditional disciplines such as sociology, psychology, political science, etc. In other words, it was determined that the Law Enforcement "major" and the law enforcement and police science subjects would be offered on an academic level which would stand comparison with liberal arts departments. This, of course, meant reducing to a hard-core essential minimum all "nuts and bolts" police science courses - - which were already subordinate to the more comprehensive academic approach prior to this re-evaluation and modification.

Although such subjects as Self-Defense and Firearms are retained in both the two and four-year curriculum, they are now electives rather than required of degree candidates. It has been our experience that in this geographical area at least even the smallest law enforcement agencies have access to firing ranges and instruction in judo and/or similar defense measures. These subjects have been retained in the curriculum largely because of their strong appeal to students and because of their value in attracting students. In like manner, highly specialized Police Science subjects such as "Traffic Accident Investigation and Interrogation" are included in basic investigation courses. Other traditional college police science course offerings have been replaced by in depth concept courses such as Criminal Justice and the Social Structure; The Criminal Self, Criminal Careers, and Law Enforcement; Criminal Gangs, Organized Crime and the Political Process. These modifications have been made in the firm belief that the law enforcement officer of the future must be equipped to grapple with the social, economic and political implications of his profession fully as much as he must be able to follow police department procedural regulations.

FACULTY - STAFFING - RESOURCES

PARTICIPATING AGENCIES

IV. FACULTY - STAFFING - RESOURCES, PARTICIPATING AGENCIES

The continuing need for a full-time Assistant Director - Instructor has been and is the major staffing problem. With over 160 enrollments in the Program and some 90 students majoring in Law Enforcement, it is obvious that this position should be filled as soon as possible.

Difficulties in recruitment have prevented hiring a qualified individual up to this date. Sheer lack of time to properly pursue the steps necessary to search out, exchange necessary correspondence, interview candidates, evaluate and secure the approval of other faculty and administrative deans concerned has been a stumbling block. Partly because of this time problem, the Director has found it advisable to offer the summer-school schedule in a double-time, 5-week session in order to be able to devote the remainder of the summer, including vacation time if necessary, to search for a qualified person.

No funds are provided by the College for out-of-state interviews and since it is probable that personal conferences will be necessary before a candidate can be employed, it is proposed that the Director use Grant Travel Funds, when and if necessary, so as to effectuate this appointment. Personal conversations and correspondence with directors of Law Enforcement programs in other states indicate that Metropolitan State College is by no means unique in its difficulty in implementing existing staff positions, but the situation with respect to our program is compounded by the inability of the College to offer sufficient salary inducement to attract the caliber of man deemed essential to continued growth. Salary and wage scales in the Rocky

Mountain area are notoriously low in comparison with other parts of the country, and educational salary levels in the State College System of Colorado have not yet reached the level of institutions ranked in the university system. It is fully expected, however, that with the aid of other universities and colleges who have established Law Enforcement programs, this crucial need will be met within the next few months and in time for opening of the Fall Quarter (September 1968).

#### DIVISION OF TIME

Currently, the Director is carrying a less than full time teaching load and devoting the remainder of his time to departmental administration and additional faculty duties and assignments connected with the total development of the College. As is the case with any new college, these duties incumbent upon all faculty members have demanded significant amounts of time not usually required in an "older" institution where structural and operational patterns have become routinely established.

Due in large measure to the firm endorsement of this program by the Denver Police Department, it has been possible not only to provide instructional staff for a substantial second year curriculum, but also to initiate instruction at the upper division (3d and 4th year) level. The attached appendix includes data with respect to the experience and achievements of part-time faculty personnel, including newspaper notations of the recent promotion of two of our instructors to top level command (Divisional Chief).

Part-time instructors have been used primarily for courses in which professional police experience is advisable, if not mandatory,

viz., Introduction to Law Enforcement; Administration of Justice; Police Patrol and Procedures; Narcotics and Drugs; Police Administrative Functions, etc. Upper division courses in Police Administration are also being taught by qualified police personnel from the Denver Police Department. It is difficult to avoid superlatives in assessing the contribution of officers, not only with respect to their skill as instructors, but for their enthusiastic dedication to the program in all phases of development.

All part-time instructors are either college graduates, (three of whom have an appreciable amount of graduate work), or are highly qualified through a combination of university education plus experience sufficient to constitute equivalency of the Baccalaureate Degree. Courses requiring legal knowledge and experience are staffed with attorneys at law who in every case have had previous teaching experience either in law schools or at the university level. Both public commendation and approval from the professional law enforcement and judicial fields have accompanied the selection of faculty.

In the Denver, Colorado system of City-County government, the Chief of Police is operational head of all police functions but policy determination rests in the hands of a mayor-appointed Manager of Safety. The lately resigned Manager, Mr. Hugh McLearn, fully endorsed the Metropolitan State Program and provided support and cooperation. Through his endeavors, the Denver City Council unanimously voted to reimburse every Denver officer attending Metropolitan State College courses to the extent of 90% of his tuition and fee costs upon satisfactory completion of up to six quarter hours. This policy was originally voted for a period of six months and was extended in September 1967 for a period of a full year - - despite the slashing

of City budgets in nearly every other department of City government.

Mr. Howard K. Phillips, newly appointed Manager of Safety and Excise, (January 1, 1968), has confirmed his intention of continuing the policies of his predecessor, and has already taken action to enlarge their scope.

As a result of this program's close cooperation with the Training Academy of the Denver Police Department, Manager of Safety Phillips has requested that, in addition to the present college-level course curriculum and degree program being offered, that the Metropolitan State College Law Enforcement Program make preparations to conduct all Police Academy training in Human Relations and Police-Community Relations for the Denver Police Department on the college-level and for college credit. An additional section of the regular Human Relations and the Community course has been scheduled to commence on March 25, 1968 to accomplish this purpose. The Director will personally teach this course, traveling to the Police Academy location.

Further expansion of Denver Police training plans include a request to the College to (1) assist in the preparation of and instruct in special in-service training courses for all Denver Police officers and (2) plan for the installation of command level training courses for those of the rank of sergeant, lieutenant and above. The latter in all probability will be organized in cooperation with such institutions as: The University of Colorado; The University of Denver; Regis College and others.

At the present writing, the Director is engaged in formulating specifications for the employment and college-level education of 20 "Community Aides" who will be recruited entirely from minority racial and ethnic groups in this metropolitan area to be trained as Police-Community Assistants for service in predominately minority culture neighborhood areas. A curriculum in specific courses at the College is in the process of completion and it is contemplated that some phases of the college-level education of these Community Aide candidates will be undertaken in the Spring or Summer Quarter of 1968.

While in no sense does this program contemplate any intrusion upon the proper training functions of the Police Academy - either recruit preparation or in-service refreshers, every possible assistance will continue to be given to professional police agencies who see the need for types of instruction which are within the capacities of a collegiate institution to provide.

Staffing and instructional resources are not limited to police departments per se. Qualified personnel recommended by state, county and local agencies in the fields of probation, parole, and institutional corrections are also available to supplement the College's program. Therefore, no dearth of qualified instructors is foreseen when a curriculum orientated toward parole, probation and institutional corrections is inaugurated.

Ample resources are available in legal and judicial fields and the program enjoys the cooperation of members of the Colorado Supreme Court, the District Judges of the metropolitan area, various

District Attorneys and their staffs, and practicing members of the bar in the Denver metropolitan area. Ranking members of the bench and bar have appeared as guest lecturers (unpaid) in various courses and have indicated their willingness to serve whenever schedules will permit.

The utilization of all of the above-mentioned resources as elements in our practical field-training (work experience) courses has already begun. In the first year of the program, four under age 21 students were employed in county sheriff's departments, smaller adjoining city and town departments, or in probation agencies. The Denver Police Department currently plans to employ part-time two additional students for summer supervised activity and is seriously considering a "police cadet" (under 21) program for early inauguration which, if it materializes, will provide work experience for a large number of our Law Enforcement majors. The work-experience-college credit program is obviously still in its infancy but the College has every expectation that this part of the Law Enforcement curriculum will become a major instructional instrument.

STUDENT      PROFILE



V. STUDENT PROFILE

A questionnaire was circulated to all students enrolled in law enforcement classes to determine the ages, the educational backgrounds, areas of employment, and the marital status of the students.

From the current class enrollments of 167 (several are taking more than one course), we have by actual account 114 individual students. There were 93 who responded to the attached questionnaire. In analyzing the responses, the following information is shown:

Chronological age differentials are: 28 males are in the 18-21 age bracket; 18 males are in the 22-30 age bracket, and 14 males are in the 31-42 age bracket; 21 males did not list any age!

There are 8 females in the 20-22 age bracket and 4 females in the 29-37 age bracket. A majority of these have indicated an interest in probation and/or parole work.

The average age of the male student is 23.5.

The average age of the female student is 24.1.

There are 81 students who are high school graduates and 10 students have G.E.D. Certificates. The questionnaire reveals that 10 of the 93 listed had 1 year previous college experience; 7 listed have had two years of previous college experience, and 9 students have had over 2 years.

Employment presents an interesting picture. We have 26 students currently employed in the law enforcement field and 34 non-professional students are currently employed full time.

The marital status of the students is as follows:

37 males are married, 38 males are single; 3 females are married and 9 females are single. There were 18 males who did not answer the question. Out of a total of 88 law enforcement majors, 76 responded to the questionnaire. The questionnaire showed that of the 76 law enforcement majors, 31 had previously chosen other fields of education.

A more refined analysis of the professionally employed law enforcement majors (all male) reflects the additional information we have outlined:

There are 9 from age 22-30; 9 are from age 31-36; 4 are from age 37-42. The average age of the law enforcement officer is 31.9 years.

We have 19 professionally employed students who are high school graduates; 7 students have G.E.D. Certificates. There are 5 who had 1 year previous college and 4 had 1½ years.

The employment analysis shows that 13 students are employed in the Denver Police Department. They include 1 lieutenant, 1 sergeant, 4 detectives and 7 patrolmen; in addition, a student who is a chief in the Denver Police Department has indicated he intends to take other courses. The other 13 students are employed in nearby municipal departments, sheriffs offices, parole and probation agencies, Colorado State Patrol, etc.

Division of Public Services  
Department of Law Enforcement and Criminology

TO: STUDENTS IN LAW ENFORCEMENT COURSES

You are among the first students to be enrolled in the law enforcement program. We need your help in evaluating our program and determining the success of those who complete the program.

In order that we may develop and maintain a complete file on students in the law enforcement program, won't you please provide us with the following information:

FOR LAW ENFORCEMENT MAJORS

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_ Zip \_\_\_\_\_

Male \_\_\_\_\_ Female \_\_\_\_\_ Age \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ Divorced \_\_\_\_\_

Number of Quarters at M.S.C.: 1 \_\_\_\_\_, 2 \_\_\_\_\_, 3 \_\_\_\_\_, 4 \_\_\_\_\_, 5 \_\_\_\_\_, over 5 \_\_\_\_\_

High School Graduate? \_\_\_\_\_ Other \_\_\_\_\_

College other than M.S.C.: Less than 1 yr. \_\_\_ 1 yr. \_\_\_ 1½ yrs. \_\_\_ 2 yrs. \_\_\_ Over 2 yrs. \_\_\_

Was the first major you chose in college Law Enforcement? Yes \_\_\_\_\_ No \_\_\_\_\_  
If no, what was your major? \_\_\_\_\_

Are you currently employed in a law enforcement position? Yes \_\_\_\_\_ No \_\_\_\_\_  
In what position? \_\_\_\_\_ How long? \_\_\_\_\_

If you are not currently employed in a law enforcement position, but were at one time, in what position? \_\_\_\_\_

If you are now employed in a non-law enforcement position, what position? \_\_\_\_\_

What particular field of law enforcement would you like to enter? \_\_\_\_\_

FOR NON-MAJORS

Including this course, how many law enforcement courses have you taken? \_\_\_\_\_  
Which courses? \_\_\_\_\_

What is your reason for taking law enforcement course (s)? \_\_\_\_\_

Your cooperation is appreciated. We sincerely hope you will respond to our inquiries after you leave Metropolitan State College, for it is only by such follow-up that we can determine the success of our graduates.

CURRICULUM

LAW ENFORCEMENT  
ASSOCIATE IN APPLIED SCIENCES DEGREE

FIRST YEAR

| 1ST QUARTER |     |                       |    | 2ND QUARTER |     |                                      |    | 3RD QUARTER |     |   |    |
|-------------|-----|-----------------------|----|-------------|-----|--------------------------------------|----|-------------|-----|---|----|
| ENG         | 101 | Basic Communica. I    | 3  | ENG         | 102 | Basic Communica. II                  | 3  | ENG         | 103 | Basic Communica. III                          | 3  |
| SOC         | 101 | Introduc to Sociology | 3  | SOC         | 102 | Introduc to Sociology                | 3  | BIOL        | 101 | General Biology                               | 4  |
| LE          | 101 | Introduc to Law Enf.  | 3  | LE          | 106 | Police Patrol and<br>Procedures      | 3  | LE          | 104 | Juvenile Delinquency &<br>Juvenile Procedures | 4  |
| LE          | 110 | Admin. of Justice I   | 3  | LE          | 111 | Admin. of Justice II                 | 3  | LE          | 114 | Narcotics and Drugs                           | 3  |
| --          | --- | Elective              | 3  | LE          | 115 | Human Relations and<br>the Community | 3  | HPER        | 100 | Phys. Education                               | 1  |
| HPER        | 100 | Phys. Education       | 1  | HPER        | 100 | Phys. Education                      | 1  |             |     |   |    |
|             |     |                       |    |             |     |                                      |    |             |     |   |    |
|             |     | TOTAL HOURS           | 16 |             |     | TOTAL HOURS                          | 16 |             |     | TOTAL HOURS                                   | 15 |

SECOND YEAR

| 1ST QUARTER |     |                       |       | 2ND QUARTER |     |   |       | 3RD QUARTER |     |                         |       |
|-------------|-----|-----------------------|-------|-------------|-----|---|-------|-------------|-----|-------------------------|-------|
| --          | --- | Humanities            | 3     | --          | --- | Humanities                                  | 3     | --          | --- | Humanities              | 3     |
| MATH        | 100 | Basic Math            | 5     | LE          | 105 | Criminal Law                                | 5     | SOC         | 110 | Marriage and the Family | 3     |
| LE          | 204 | Constitutional Law    | 2     | LE          | 201 | Evidence                                    | 3     | Pub.Serv.   | 299 | Field Experience        | 6-8   |
| LE          | 205 | Police Administration | 4     | LE          | 202 | Criminal Investigation<br>and Interrogation | 3     | --          | --- | Elective                | 2-3   |
| --          | --- | Elective              | 2-3   | --          | --- | Elective                                    | 2-3   |             |     |                         |       |
|             |     | TOTAL HOURS           | 16-17 |             |     | TOTAL HOURS                                 | 16-17 |             |     | TOTAL HOURS             | 14-17 |

LAW ENFORCEMENT MAJOR  
LEADING TO A BACHELOR OF SCIENCE  
(180 Credit Hours Plus Physical Education)

| FRESHMAN YEAR |                                 |             |          |                                   |                 |             |  |             |         |             |            |     |            |             |         |   |
|---------------|---------------------------------|-------------|----------|-----------------------------------|-----------------|-------------|--|-------------|---------|-------------|------------|-----|------------|-------------|---------|---|
| 1ST QUARTER   |                                 |             |          | 2ND QUARTER                       |                 |             |  | 3RD QUARTER |         |             |            |     |            |             |         |   |
| ENG 101       | Basic Communication I           | 3           | ENG 102  | Basic Communication II            | 3               | ENG 103     | Basic Communication III                    | 3           | ---     | ---         | Humanities | 3   |            |             |         |   |
| ---           | ---                             | Humanities  | 3        | BIQL 101                          | General Biology | 4           | ---  | ---         | Minor * | 3           | ---        | --- | Humanities | 3           |         |   |
| ---           | ---                             | Minor *     | 3        | ---                               | ---             | Minor *     | 3  | ---         | ---     | Minor *     | 3          | --- | ---        | Minor *     | 3       |   |
| LE 101        | Introduction to Law Enforcement | 3           | LE 115   | Human Relations and the Community | 3               | LE 104      | Juvenile Delinquency & Juvenile Procedures | 4           | ---     | ---         | Humanities | 3   | ---        | ---         | Minor * | 3 |
| LE 110        | Administration of Justice I     | 3           | LE 111   | Administration of Justice II      | 3               | LE 106      | Police Patrol and Procedures               | 3           | ---     | ---         | Humanities | 3   | ---        | ---         | Minor * | 3 |
| HPER 100      | Physical Education              | 1           | HPER 100 | Physical Education                | 1               | HPER 100    | Physical Education                         | 1           | ---     | ---         | Humanities | 3   | ---        | ---         | Minor * | 3 |
|               |                                 | TOTAL HOURS | 16       |                                   |                 | TOTAL HOURS | 17   |             |         | TOTAL HOURS | 17         |     |            | TOTAL HOURS | 17      |   |

| SOPHOMORE YEAR |                     |               |        |              |         |               |          |  |     |               |            |            |     |               |         |         |   |
|----------------|---------------------|---------------|--------|--------------|---------|---------------|----------|--|-----|---------------|------------|------------|-----|---------------|---------|---------|---|
| 1ST QUARTER    |                     |               |        | 2ND QUARTER  |         |               |          | 3RD QUARTER                              |     |               |            |            |     |               |         |         |   |
| ---            | ---                 | Humanities    | 3      | ---          | ---     | Humanities    | 3        | ---                                      | --- | Humanities    | 3          | ---        | --- | Humanities    | 3       |         |   |
| ---            | ---                 | Math/Sciences | 3-5    | ---          | ---     | Math/Sciences | 3-5      | ---                                      | --- | Math/Sciences | 3-5        | ---        | --- | Math/Sciences | 3-5     |         |   |
| ---            | ---                 | Minor *       | 3      | ---          | ---     | Minor *       | 3        | ---                                      | --- | Minor *       | 3          | ---        | --- | Minor *       | 3       |         |   |
| LE 204         | Constitutional Law  | 2             | LE 105 | Criminal Law | 5       | LE 201        | Evidence | 3  | --- | ---           | Humanities | 3          | --- | ---           | Minor * | 3       |   |
| LE 114         | Narcotics and Drugs | 3             | ---    | ---          | Minor * | 3             | LE 202   | Criminal Investigation and Interrogation | 3   | ---           | ---        | Humanities | 3   | ---           | ---     | Minor * | 3 |
|                |                     | TOTAL HOURS   | 14-16  |              |         | TOTAL HOURS   | 14-16    |  |     | TOTAL HOURS   | 15-17      |            |     | TOTAL HOURS   | 15-17   |         |   |

| JUNIOR YEAR |                                 |             |        |   |     |             |  |             |     |             |            |     |     |             |         |   |
|-------------|---------------------------------|-------------|--------|---|-----|-------------|--|-------------|-----|-------------|------------|-----|-----|-------------|---------|---|
| 1ST QUARTER |                                 |             |        | 2ND QUARTER                               |     |             |  | 3RD QUARTER |     |             |            |     |     |             |         |   |
| ---         | ---                             | Minor *     | 3      | ---                                       | --- | Minor *     | 3  | ---         | --- | Minor *     | 3          | --- | --- | Minor *     | 3       |   |
| ---         | ---                             | Elective    | 4-6    | ---                                       | --- | Elective    | 4-6  | ---         | --- | Elective    | 4-6        | --- | --- | Elective    | 4-6     |   |
| LE 301      | Police Administrative Functions | 4           | LE 406 | Police Personnel Administration           | 4   | LE 407      | Police Command Supervision                               | 4           | --- | ---         | Humanities | 3   | --- | ---         | Minor * | 3 |
| LE 308      | Principles of Criminology       | 3           | LE 309 | Criminal Justice and the Social Structure | 3   | LE 302      | The Criminal Self, Criminal Careers, and Law Enforcement | 4           | --- | ---         | Humanities | 3   | --- | ---         | Minor * | 3 |
|             |                                 | TOTAL HOURS | 14-16  |   |     | TOTAL HOURS | 14-16  |             |     | TOTAL HOURS | 15-17      |     |     | TOTAL HOURS | 15-17   |   |

| SENIOR YEAR |  |             |        |   |     |             |   |             |     |             |            |     |     |             |         |   |
|-------------|--|-------------|--------|---|-----|-------------|---|-------------|-----|-------------|------------|-----|-----|-------------|---------|---|
| 1ST QUARTER |  |             |        | 2ND QUARTER   |     |             |   | 3RD QUARTER |     |             |            |     |     |             |         |   |
| ---         | ---  | Minor *     | 3      | ---   | --- | Minor *     | 3   | ---         | --- | Minor *     | 3          | --- | --- | Minor *     | 3       |   |
| ---         | ---  | Elective    | 4-6    | ---   | --- | Elective    | 4-6   | ---         | --- | Elective    | 4-6        | --- | --- | Elective    | 4-6     |   |
| LE 307      | Principles of Probation and Parole and Individual Counseling | 5           | LE 411 | Prevention and Control of Crime                           | 3   | LE 415      | Tutorial Seminar-Contemporary Police Problems | 1-2         | --- | ---         | Humanities | 3   | --- | ---         | Minor * | 3 |
| LE 409      | Penology and Correctional Policies and the Prison Community  | 4           | LE 410 | Criminal Gangs, Organized Crime and the Political Process | 4   | LE 416      | Research Monograph                            | 5           | --- | ---         | Humanities | 3   | --- | ---         | Minor * | 3 |
|             |  | TOTAL HOURS | 16-18  |   |     | TOTAL HOURS | 14-16   |             |     | TOTAL HOURS | 18         |     |     | TOTAL HOURS | 18      |   |

\* All students are required to complete one minor (either Sociology, Psychology, Political Science, or History) totalling 27 credit hours. Furthermore, all students must take an additional 9 hours from the courses offered in the related fields listed on the reverse side. Students are not permitted to take courses more than one year above or below their class ranking. (e.g., juniors may not take 100 level courses, etc.)

SUGGESTED MINORS

PSYCHOLOGY

|   | <u>Quarter<br/>Hours</u> |
|---|--------------------------|
| PSYCH 101 General Psychology I . . . . .                | 3                        |
| PSYCH 102 General Psychology II . . . . .               | 3                        |
| PSYCH 231 Mental Hygiene . . . . .                      | 3                        |
| PSYCH 241 Social Psychology . . . . .                   | 3                        |
| PSYCH 326 The Psychology of Adolescence . . . . .       | 3                        |
| PSYCH 345 Industrial Psychology . . . . .               | 3                        |
| PSYCH 400 Psychology of Personality . . . . .           | 3                        |
| PSYCH 461 Introduction to Psychopathology . . . . .     | 3                        |
| PSYCH 463 Introduction to Clinical Psychology . . . . . | 3                        |
|   | <u>27</u>                |

SOCIOLOGY

|   |           |
|---|-----------|
| SOC 101 Introduction to Sociology . . . . .     | 3         |
| SOC 102 Introduction to Sociology . . . . .     | 3         |
| SOC 103 Introduction to Sociology . . . . .     | 3         |
| SOC 201 Social Problems . . . . .               | 3         |
| SOC 202 Social Problems . . . . .               | 3         |
| SOC 210 Urban Sociology . . . . .               | 3         |
| SOC 301 Ethnic and Minority Groups . . . . .    | 3         |
| SOC 311 Crime and Delinquency . . . . .         | 3         |
| SOC 321 Comparative Social Structures . . . . . | 3         |
|   | <u>27</u> |

POLITICAL SCIENCE

|  |           |
|--|-----------|
| POL. SCI. 101 Introduction to Political Science I . . . . .        | 3         |
| POL. SCI. 102 Introduction to Political Science II . . . . .       | 3         |
| POL. SCI. 111 American National Government I . . . . .             | 3         |
| POL. SCI. 251 Comparative Government . . . . .                     | 5         |
| POL. SCI. 331 American Political Parties . . . . .                 | 4         |
| POL. SCI. 341 Introduction to International Relations I . . . . .  | 3         |
| POL. SCI. 342 Introduction to International Relations II . . . . . | 3         |
| POL. SCI. 361 Political Theory . . . . .                           | 4         |
|  | <u>28</u> |

SUMMARY

PROJECT SUMMARY

A brand new collegiate institution with a specific mandate to respond to community needs for occupational education provided the setting for this project supported from funds from the Office of Law Enforcement Assistance.

Concurrent with development of the O.L.E.A. funded program was the identification by the Federal government of Denver as a designated Model City. This produced an increased awareness of the role of Metropolitan State College in urban and "target area" problems. The director of the Metropolitan State College law enforcement and police science program has been appointed to the Model City Executive Planning Committee.

During the academic year 1965-66, preliminary study was undertaken to ascertain the feasibility of a police science program at Metropolitan State College. It was concluded that a direct and comprehensive review should be initiated. An advisory liaison committee was formulated with the following representation:

Denver Police Department  
Colorado State Highway Patrol  
Federal Bureau of Investigation  
Jefferson County Sheriff's Department  
Colorado National Guard  
Fort Collins Police Department  
Colorado Board for Occupational Education  
Metropolitan State College Personnel

There was immediate encouragement to embark upon a two-year career degree program in police science. Analysis was made of similar curricula throughout the country. The program developed was then submitted to, and received approval by, the Trustees of the State Colleges of Colorado and the Colorado Commission on Higher Education.

Program director, Carleton "Pat" Reed, was employed in August of 1966 and the first offerings were available in the fall quarter of 1966.

Very shortly after the start of the program, interest was expressed in a baccalaureate degree program. At about this same time, a newly formed small junior college opened in an adjacent county.

This new institution, Arapahoe Junior College, developed a comparable two-year associate degree program. Two hundred miles to the south, Trinidad State Junior College also had a two-year program. These two curricula were compared with the one developed by Metropolitan State College. A baccalaureate degree program was developed, giving particular attention to articulation between two and four-year curricula.

Now that the program is in its second year, it seemed advisable to make an analysis of the type of students who enrolled in the police science courses.

|            |    |                   |
|------------|----|-------------------|
| Majors     | 76 | (68 men, 8 women) |
| Non-Majors | 17 | (13 men, 4 women) |

Of the seventy-six majors, twenty-eight were currently working in law enforcement (all men). The age range was from eighteen to forty-two. A more complete student profile is provided in the project report.



During the first year of the program, considerable time and effort was expended by college personnel to acquaint high school students with the availability of a career in law enforcement. The effectiveness of this effort in producing students at Metropolitan State College will not be significantly evident for at least a couple of years.

Recruitment of faculty proved to be a more difficult task. Even though a nationwide inquiry was conducted, only a few qualified individuals were considered. The most serious handicap to employment was the seriously low salary prevalent in the State of Colorado. The only instructional personnel used in addition to the program director were professional law enforcement personnel and judicial personnel on a part-time basis.

The following persons provided instructional services:

|                     |  |
|---------------------|--|
| Dishlacoff, Leon    | Chief, Administration Division<br>Denver Police Department     |
| Hanson, C. Y.       | Captain, Vice Bureau<br>Denver Police Department               |
| Kennedy, C. Jerome  | Lieutenant, Vice Bureau<br>Denver Police Department            |
| Smedley, Robert W.  | Attorney & Counselor at Law<br>Phelps, Hall & Smedley (Denver) |
| Stallins, Donald O. | Chief, Technical Services Division<br>Denver Police Department |

In an institution a little over two years old, an impressive sequence and variety of course offerings were provided. Those directly related to the program included:

PS 101 Introduction to Law Enforcement  
PS 104 Juvenile Delinquency and Juvenile Procedures  
PS 105 Criminal Law

PS 106 Police Patrol and Procedures  
PS 110 Administration of Justice I  
PS 111 Administration of Justice II  
PS 114 Narcotics and Drugs  
PS 115 Human Relations and the Community  
PS 204 Constitutional Law  
PS 301 Police Administrative Functions  
\* PS has been changed to LE, Law Enforcement.

Other courses required to complete the major will be offered in the ensuing quarters.

A review of the grant expenditures during the grant period by category revealed:

|           |            |
|-----------|------------|
| Personnel | \$ 6,853   |
| Travel    | 276        |
| Supplies  | 89         |
| Other     | <u>288</u> |
| Total     | \$ 7,506   |

During the second year of the program, considerable interest was expressed by professional people in closely allied fields. Individual and small group meetings were initiated with persons from the fields of probation, parole, corrections, welfare, and mental health. The complexity of this diversification prompted the College to seek a consultant knowledgeable in these fields. Dr. Joseph P. Lohman of the University of California provided insight and suggestions while serving as a consultant.

At the termination of the OLEA grant covering the period from July 1, 1967 to October 31, 1967, a second grant was sought to extend support to November 1968.

Efforts during the time of the second stage grant will be expended in the following areas:

Recruitment of competent faculty.

Greater involvement of non-police agencies, particularly those closely related to law enforcement.

Development of comprehensive program with "options" for specialization.

Coordination with junior colleges in the state with police science programs.

Attached to this summary are copies of the two-year associate in applied sciences degree program and the four-year bachelor in science degree program.

Further information may be obtained from:

Carleton ("Pat") Reed, Director  
Law Enforcement and Criminology  
Metropolitan State College  
250 West Fourteenth Avenue  
Denver, Colorado 80204

#### CONCLUSIONS

## CONCLUSIONS

1. In an area where there has been a dearth of college related programs in law enforcement, an even slight indication of interest may be expected to produce a large number of students.
2. Intense interest in the program may be anticipated from not only the professional lawman but his superiors and top level governmental administrative personnel become aware of the need for professionalizing law enforcement.
3. The awareness of such a program stimulates governmental officials to expand the kinds of personnel used in the broad field of law enforcement.
4. Closely allied occupations may be expected to seek out the institutions to see how they relate to the program and what may be made available to them.
5. The support provided by the O.L.E.A. Grant did in fact enable the College to respond to the need several years earlier than would probably have been the case. It is impossible to determine the positive effect this had on police-community relations. The best judgment of those

involved indicates that it had, and continues to have a major impact on improved communications between law enforcement and the public.

6. Law enforcement has achieved a high level of acceptance within the College community.
7. There is a need for more uniform usage of terminology with specific designation of such titles as police science, law enforcement, criminology, etc.
8. Experience at Metropolitan State College and indications from other institutions suggest the need for a planned program to encourage articulation between colleges. This is particularly important between two-year and four-year colleges.
9. The value of an advisory liaison committee can not be overstressed. It should be formulated very early in the planning stage. In addition to the obvious law enforcement agencies, there should be judicial representation.
10. The College was correct in interpreting early inquiries as reflections of an urgent need and a second stage grant should be sought to refine and expand the offerings.

RECOMMENDATIONS

RECOMMENDATIONS

The recommendations made herein are confined to those pertinent to O.L.E.A. as it relates to the support of this program, and its contribution to other institutions.

1. When programs in law enforcement are being developed, impetus be given to starting with a narrow scope, such as police science for entry level employment.
2. During even the preliminary planning, an awareness of potential breadth be anticipated and flexibility be considered in curriculum development.
3. It is essential that a broadly representative advisory committee be utilized early in the planning. Representation from the judicial field be included.
4. Related disciplines within the College should be active participants in the development and implementation of programs in law enforcement.

5. The institution be aware of the high probability that students who have an initial associate degree objective may be expected to express the desire to pursue a baccalaureate degree in the same field.
6. Metropolitan State College seek a second stage grant to further develop and refine the program developed under this grant.
7. Qualified full-time faculty are scarce and a concerted recruitment should be undertaken as soon as positions are identified.
8. The Office of Law Enforcement Assistance make a concerted effort to publicize the nature and type of programs that have been funded. That these projects and programs be made available to all institutions that have a valid need and request them.

APPENDICES

APPENDIX A

LAW ENFORCEMENT COURSE DESCRIPTIONS

LE 101-3 Introduction to Law Enforcement. History and philosophy of law enforcement and the development of modern American police systems; jurisdiction of local, state and federal law enforcement agencies; fundamentals of criminal behavior in the social order; and an introduction to social pathology and current police problems.

LE 104-4 Juvenile Delinquency and Juvenile Procedures. A study of the origin and development of juvenile agencies; organization, functions and jurisdiction of juvenile courts; juvenile statutes, detention, court procedure and case disposition. The nature and causes of juvenile delinquency and crime; juvenile sub-cultures in contemporary society; custody and treatment of the juvenile offender.

LE 105-5 Criminal Law. An analysis of origin and structure of common law crimes and procedures; statutory crimes--felonies and misdemeanors. Definitions and distinctions between criminal and civil law; criminal court procedures; assigned criminal law case book readings; Federal and State reports; Colorado criminal code sections; the law enforcement officer as a witness; principles and techniques of direct and cross-examination.  
Prerequisite: LE 110.

LE 106-3. Police Patrol and Procedures. Responsibilities, techniques and methods of boot and cruiser patrol. Elements of property protection, routine inquiry. The laws of arrest, search and seizure.  
Prerequisite: LE 101.

LE 110-3. Administration of Justice I. Origin, history and development of the common law of England and the U.S. from Roman, Anglo-Saxon and Norman sources; fundamentals of constitutional and criminal law concepts; elements of local, state, and federal jurisdiction and procedure as they apply to law enforcement.  
Prerequisite: LE 101, or acceptable law enforcement experience.

LE 111-3. Administration of Justice II. An intensive study of major U.S. Supreme Court decisions affecting criminal law and procedure; analysis of civil rights legislation as it affects police procedures.  
Prerequisite: LE 110, or equivalent.

LE 112-2. Firearms. Legal provisions and restrictions of the use of firearms; safety precautions and techniques, range firing of side arms and special weapons.  
Prerequisite: LE 101.



LE 113-2. Defensive Tactics. Techniques and special methods of self defense against dangerous weapons. Come-alongs and approved methods of minimizing resistance to arrest. Demonstration and drill in non-injurious restraint of prisoners and the mentally ill. Elementary Judo.

LE 114-3. Narcotics and Drugs. Description, chemical properties and results of the use of narcotic and other dangerous drugs. The discovery and investigation of narcotics peddlers and users; behavior and treatment of the addict; prevention techniques; cooperation with federal agencies.  
Prerequisite: LE 110.

LE 115-3. Human Relations and the Community. The law enforcement officer in the minority culture milieu. An exploration of cultural and ethnic backgrounds of American Negro, Spanish-American, Puerto Rican and Oriental minority peoples. Elements of social classes, status and stratification.

LE 117-3. Traffic Control and Investigation. The regulation, control and enforcement of Colorado traffic law and municipal ordinances. Fundamentals of traffic accident investigation, traffic courts and driver's schools, safety campaigns and public information.

LE 201-3. Evidence. A study of the nature, types and degrees of criminal evidence; rules governing admissibility, competency and relevancy; presentation of physical and other material evidence; direct and circumstantial evidence; hearsay rules and exceptions.  
Prerequisite: LE 110.

LE 202-3. Criminal Investigation and Interrogation. Fundamentals of investigation; duties and responsibilities of the detective; standard and approved procedures of crime scene search, collection and preservation of evidence; recording of data of major and minor crimes. Modus operandi systems; scientific aids and other sources of information; inquiries, interviews, and interrogation methods and techniques; preparation for court action and case follow-up.  
Prerequisite: LE 101 or LE 110.

LE 203-3. Introduction to Criminalistics and Laboratory Analysis. Basic techniques of scientific identification of evidence; inorganic and organic analysis; ultra-violet and infra-red examination; elementary ballistics and microscopy.  
Prerequisite: Permission of instructor.

LE 204-2. Constitutional Law. An introduction to the application of U.S. Supreme Court ruling which affect law enforcement. Assigned case book briefings of major constitutional decisions; analysis of federal statutes, interstate rulings and cases involving constitutional amendments affecting law enforcement jurisdiction and civil liberties.  
Prerequisite: LE 110.

LE 205-4. Police Administration. The problems of police administration and principles of management and functional organization. Fundamentals of police planning; budget analysis; recruitment, training, and assignment; disciplinary methods; cooperation with other agencies.  
Prerequisites: LE 106, LE 110, LE 202 (may be taken concurrently).

LE 299-1 to 10. Field Experience. Supervised work experience with a cooperating employer. Students are assigned according to their field of concentration. Credit and hours to be arranged with Chairman of the Division of Public Services.  
Prerequisite: Approval of Chairman of the Division of Public Services.

LE 301-4. Police Administrative Functions. An intensive examination of the functional concepts of the administrative process, with special attention to command functions as they derive from traditional police organizational structure and how command functions are changing with new police organization methods.  
Prerequisites: LE 106, 110 and 202.

LE 302-4. The Criminal Self, Criminal Careers, and Law Enforcement. The development of criminal self-conceptions; social-psychological process of group alienation and individual estrangement; the minority criminal as a special social problem; maturation and professionalization in the development of criminal careers; selected case studies.  
Prerequisites: Psychology 101 or Sociology 101.

LE 307-5. Principles of Probation and Parole and Individual Counseling. Study of principles and procedures of probation and parole, with pertinent legal principles; techniques of evaluating and/or predicting results and success; use of interviews, interrogations and behavior control methods; case study preparation and analysis. Standard individual and personal counseling principles and methods are demonstrated. Emphasis is placed on special methods and techniques with reference to the emotionally disturbed and mentally deficient, and upon economic problems and job counseling.  
Prerequisite: LE 110.

LE 308-3. Principles of Criminology. Major criminological theories are considered. Covers the incidence and characteristics of criminal behavior; biological, psychological, social and cultural causes of deviant and anti-social behavioral patterns; crime as a legal concept; adjudication and theories of punishment and rehabilitation processes, institution and process of law enforcement; basic crime prevention techniques.  
Prerequisite: Sociology 101.

LE 309-3. Criminal Justice and the Social Structure. Examines law enforcement systems in relation to the incidence and distribution of economies and social power, class structure, ecological patterns, sub-cultural developments in the community and in the police structures and problems of professionalization; ambivalences in the social process of the law, the courts, and corrections evaluated.

Prerequisites: LE 104 and 111.

LE 406-4. Police Personnel Administration. Considers essentials of personnel management and fundamentals of leadership as applied to police administration. Principles of job classification, salary standardization, promotion methods and rating of employee performance are discussed, and then applied to problems peculiar to a large law enforcement agency.

Prerequisite: LE 301.

LE 407-4. Police Command Supervision. Considers supervisory problems within a police organization and equating of sound principles of human relations and supervisory techniques to effective police performance. Course includes such topics as negative and positive discipline, leadership, motivation, conference leadership, instruction and training and discussion of other tools and devices available to the supervisor in achieving departmental aims and objectives.

Prerequisite: LE 301.

LE 409-4. Penology and Correctional Policies and the Prison Community. Investigates theories of punishment and incarceration; organization and management of the modern prison; discipline, security and custody measures; effects of informal inmate social interaction, latent effects of inmate culture and prisonization, antithetical processes of socialization; types of group controls, authoritarian and permissive; rehabilitation and prisoner education programs; handling of juvenile and female prisoners.

Prerequisites: Sociology 101 and LE 110.

LE 410-4. Criminal Gangs, Organized Crime and the Political Process. Systematic analysis of criminal associations in their various manifestations; informal types of cliques, fighting gangs, syndicate criminal organizations and area-wide rackets; the professional criminal as a social type; varieties and modus operandi of professional criminals; nature and sources of criminal political power; ecological aspects of criminal-political organization, reciprocal relations of organized crime and political parties, political functions of criminal groups, political crimes.

Prerequisites: Sociology 101 or Psychology 101 or LE 101, and LE 105, 106 and 115.

LE 411-3. Prevention and Control of Crime. Studies crime in relation to the development of metropolitan areas, incongruent patterns of criminal activity and police organization, demographic and ecological factors in the incidence and distribution of crime and delinquency; legal, social, psychological and moral problems associated with sexual and character disorders; comparative survey of the police, the courts, and correctional systems. Examines cross-cultural and cross-national uniformities and diversities as they give rise to and sustain crime, and their effect on law enforcement policy and planning.

Prerequisites: Sociology 101 or Psychology 101 or LE 101, and LE 114 and 115.

LE 415-1 to 2. Tutorial Seminar-Contemporary Police Problems. Examines selected problems affecting various law enforcement agencies by group and/or individual research projects; special emphasis given to effects which education, ethnic groups, minorities, and socio-economic pressures have on incidence of crime in U.S. Students are encouraged to explore in depth, seeking understanding of currently critical police problems and their relationship to the area of knowledge. Seminar techniques are used to stimulate student capacities in comprehensive reading, observation and logical problem solving.

LE 416-5. Research Monograph. Each student submits thesis-type research monograph on some significant phase of law enforcement; student assisted in selection of thesis topic by faculty, who will supervise techniques and methods of research and the writing of the monograph, which should make a positive contribution to field of law enforcement and police science.

LE 490-5. Special Study. An examination of the total field of law enforcement with emphasis upon the special roles of related agencies. The interest and objectives of the students enrolled are considered.

Prerequisite: Senior standing.

Public Services 499-1 to 13. Field Experience. A pre-planned sequence of actual on-the-job experiences related to the students' occupational goal. Through the College work experience coordinator, carefully selected employers will provide a variety of experiences of increasing complexity that will be of significant educational value. Careful planning of the sequence of experiences will be done with each employer and for each occupational field. Class meetings will be held to include all students in related occupations within one division.

Prerequisite: Permission of instructor.

JUL 31 1967

**INTER-OFFICE CORRESPONDENCE**

TO ALL INTERESTED PARTIES

FROM Hugh J. McClearn, Manager of Safety and Excise

DATE 7-26-67

SUBJECT Reimbursement of Tuition Expense for Police Officers  
Attending Courses at Metropolitan State College

At the Mayor-Council meeting held July 24, 1967, the question of reimbursing police officers for tuition expenses for attending Police Science courses at Metropolitan State College was discussed. I presented the case on behalf of the Police Department and was reinforced by comments from Professor Reed of Metropolitan State College and Chief Dill. I indicated that the Police Department wanted to reimburse its officers for 90% of the cost of up to six hours of instruction in Police Science courses at Metropolitan State. Each quarter hour will cost \$10. We agreed that no more than 100 officers would be allowed to attend and take these courses under this plan because of the space limitations of Metropolitan's program and, therefore, that the total expense to the City would not exceed \$5,400 for this coming Fall quarter. Councilmen DeTemple, Keating, MacIntosh, Marranzino, Burke and Kelly all indicated approval of the program and authorized the Police Department to commit to make the reimbursement and then come back for a supplemental appropriation to cover it when we know just what is needed.

HJM:jay

cc: Mayor Thomas G. Currigan  
Councilman Carl N. DeTemple  
Councilman Edward F. Burke, Jr.  
Councilman Elvin R. Caldwell  
Councilman Paul A. Hentzell  
Councilman Irving S. Hook  
Councilman Robert B. Keating  
Councilman John F. Kelly  
Councilman Kenneth M. MacIntosh  
Councilman Ernest P. Marranzino  
Charles Byrne, Auditor  
Elmer A. Johnson  
Dr. Kenneth Phillips  
Dean Gail J. Phares  
✓ Professor Carleton H. Reed  
Chief Harold A. Dill  
Division Chief Ralph D. Potter  
Lieutenant Arthur Dill



## CITY AND COUNTY OF DENVER

DEPARTMENT OF SAFETY AND EXCISE

December 12, 1967

OFFICE OF MANAGER  
810 FOURTEENTH STREET  
DENVER, COLORADO 80202

Mr. Ted Bach  
Mr. Arthur S. Bowman  
Mr. Larry J. Perry  
Civil Service Commission  
810 - 14th Street  
Denver, Colorado

Gentlemen:

I appreciated the opportunity you gave me to discuss some of the developments taking place in the police department with respect to recruitment and training.

We are hopeful that future recruiting efforts will be more professional and productive with the help and guidance of Mr. Philip Karsh and his Denver Ad Club group who are now working to design a meaningful publicity campaign aimed at attracting good applicants for the Denver Police Department.

The Denver Police Department now intends to schedule two recruit training classes per year, one to start approximately March 25 and the other to start approximately September 25. The commencement dates will coincide with the beginning of the spring and fall quarters at Metropolitan State College because some recruit training will be conducted at Metropolitan State College.

As you know, it has been the practice to wait until the Commission certified several eligible men before starting a recruit training class and actually hiring the men you certified. The police department, however, requires all the qualified candidates it can get and, therefore, would

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like to hire all individuals just as soon as you designate them as qualified. This procedure would obviate the time lag that has existed between the time you establish their eligibility and the time they actually were hired by the police department and by hiring the man as soon as he is found to be eligible the police department hopes to hold those few additional people who might otherwise have gone on to other jobs between the time you certified them and the time they were brought onto the job under the old system.

I also told you about efforts being made by the Department of Defense and other organizations to get good applicants for police service and I will send you copies of my letters to these agencies.

Hopefully the work Division Chief Jamerson has been doing with you on efficiency reports will be brought to fruition in the very near future. The idea of two efficiency reports, one to measure the man's actual job performance in the rank that he presently holds and the other to indicate the police department's evaluation of his promotional potential, is one that appears to have gained real acceptance in the department. It also appears to be one that has real promise for making more meaningful the written evaluation submitted by the supervisors on the individual men. Your work on improving the efficiency reports also fits in with the recommendations submitted by Jacque K. Boyer in his Memorandum on the Police Examination Policies and Procedures, September, 1967.

Finally, the consensus of the literature on police service and the people close to it, is that formal educational experience is becoming very important in police

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service. Statistically it seems to have been to establish that policemen with college experience do a better job and 70% of the high school graduates are going on to college so that police service must attempt to recruit people with more than high school level educational qualifications if it is not to limit itself to the bottom 30% of the available manpower. In addition, the police service must raise the educational level of the officers who do not already possess post high school qualifications. In order to get enough qualified applicants for police service, you will have to permit people to apply for the department who only have a high school diploma. But in view of the fact that the city will pay 90% of the tuition costs of attending institutions of higher education, it seems appropriate to encourage police officers to broaden their educational backgrounds. A sure fire way to do this is to establish an educational requirement for promotional examinations. This can take the form of a requirement that a person applying to take a promotional examination have so many hours of acceptable work at a college or university accredited by a recognized accreditation association. Another incentive would be to permit a person with higher educational qualifications to take promotional examinations with less time on the job than one who does not have such qualifications. Both of these techniques have been used in many areas. See, The Police Chief, P. 39 (August, 1966). Permitting people with college backgrounds to take promotional examinations quicker than those without college credit should also encourage those who already have a college background to enter police service since they would have this small advantage over those with no college background. The requirement that an

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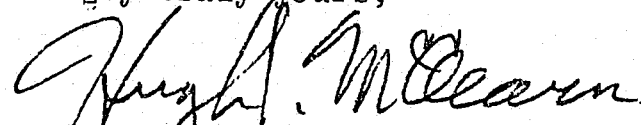
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officer must have so much college work before he can take promotional examinations should be established now, to take effect in the future, so that people now on the force will have a chance to qualify.

It has indeed been a pleasure for me to work with you gentlemen. I will hope that there will be occasions in the future when I may be of service to you.

Very truly yours,

  
HUGH J. McCLEARN  
Manager of Safety and Excise

HJM:jay  
Enclosures

cc: Mayor Thomas G. Currigan  
Professor Carlton H. Reed ✓  
Mr. Philip Karsh  
Chief Harold A. Dill  
Div. Chief Ralph D. Potter  
Div. Chief L. A. Jamerson  
Mr. Brian H. Goral,  
Asst. City Attorney

REPORT OF THE ASSOCIATION

March 27, 1968

The Commission recommends that the following member institution, whose accreditation had formerly been extended to include preliminary accreditation for some programs at the doctoral level, be granted full and preliminary accreditation of doctoral programs as indicated:

University of South Dakota, Vermillion, South Dakota  
Full accreditation of Ph.D. degree in Biochemistry,  
Microbiology and Physiology-Pharmacology.

Preliminary accreditation for Ph.D. degree in  
Anatomy and in Psychology.

The Commission reports that the following institutions have been granted the status indicated:

RECOGNIZED CANDIDATES FOR ACCREDITATION

Junior Colleges

Arapahoe Junior College, Littleton, Colorado  
Butler County Community Junior College,  
El Dorado, Kansas  
Immaculata College, Bartlett, Illinois  
New Mexico Junior College, Hobbs, New Mexico  
North Central Michigan College, Petoskey,  
Michigan  
Oakland Community College, Bloomfield Hills,  
Michigan  
3 campuses as follows:  
Auburn Hills Campus  
Highland Lakes Campus, and  
Orchard Ridge Campus  
Southwestern Michigan College, Dowagiac,  
Michigan

Bachelor's Degree-granting Institutions

Divine Word College, Epworth, Iowa  
METROPOLITAN STATE COLLEGE, DENVER, COLORADO  
Saginaw Valley College, University Center,  
Michigan

REPORT OF THE ASSOCIATION (continued)

CORRESPONDENTS (Pre-candidacy status)

Junior Colleges

Central Arizona College, Coolidge, Arizona  
Kankakee Community College, Kankakee, Illinois  
Kishwaukee College, Rochelle, Illinois  
Lake Land College, Mattoon, Illinois  
Lakeland Community College, Mentor, Ohio  
McHenry County College, Crystal Lake, Illinois  
Platte Junior College, Columbus, Nebraska  
Rainy River State Junior College,  
International Falls, Minnesota  
Yavapai College, Prescott, Arizona

APPENDIX B



# Police Shakeup Is Announced by Seaton

**By MICHAEL ROUNDS**  
*Rocky Mountain News Police Reporter*  
Sweeping changes in organization, command and policy in the Denver Police Department were announced by Police Chief George L. Seaton during his second day in office Wednesday.

Creation of two new police divisions, technical services and delinquency control, changes in three of the previous four division chiefs and reassignment of more than a dozen command officers highlighted the shakeup.

Other changes of command in various bureaus and patrol districts are anticipated but were not made public Wednesday by Seaton.

Lloyd J. Jamerson, 50, appointed Detective Division chief by former Police Chief Harold Dill in July of 1963, was the only holdover from the ousted chief's division level command officers. He had been Seaton's boss.

### Five New Division Chiefs

The other five new division chiefs appointed by Seaton:

- Lt. Stan Cayou, 48, chief of the Patrol division, formerly commander of the Vice Bureau.
- Capt. William E. Hallman, 45, chief of the new Delinquency Control Division created to meet rising juvenile crime. He was formerly assigned to City Jail.
- Capt. Leonard I. Johnson, 51, formerly commander of the Southeast Denver patrol district, chief of the Community Relations Division.
- Lt. Leon Dishlaccoff, 40, head of the new Administration Division, formerly head of the Detective Bureau's bunco, fugitive and check details.
- Capt. Donald O. Stallins, 45, chief of the new Technical Services Division, formerly commander of the downtown patrol district.

Seaton said the name of the juvenile unit was changed to conform with national titles and philosophies regarding youthful crime. He said the unit is being elevated to division status "because we are having more and more problems with youngsters and increasing crime."

### To Be Doubled in Size

Formerly called the Juvenile Bureau and staffed by 19 officers commanded by Detective Sgt. John C. Leavitt, the new division will be at least doubled in size to provide "prevention" and better control of juvenile crime, Seaton said.

Hallman, a policeman since February 1950 who was promoted to captain in March of 1966, has more than a year of college credits under his belt in general and specialized studies.

The new administration branch under Dishlaccoff, Seaton said, is necessary for any police department this size . . . "for efficient administration."

Functions of the new unit, which take over many of those under the former Staff Services Division, include operations of the personnel, training and education, records, budget, property, planning and research, data processing and intelligence bureaus.

Seaton stressed that the Intelligence Bureau will be under the new division in name only.

"They will, in effect, be right under me and work out of my office," he said.

### For More Critical Duty

He said civilian employees will be employed in the new units wherever possible, to release policemen for more critical duty. He pledged no reduction of patrol and investigative functions to staff the new units.

In the areas of planning, research and data processing, the new chief said, changes can be expected in a lot of procedures, orders and policies.

Extensive screening of personnel going into the training and education unit will be adopted. He said new equipment is hoped for, particularly a computer for extensive programming and study of criminal trends.

Extensive in-service education of officers, in areas ranging from the impact of U.S. Supreme Court decisions on search and seizure on police work to the legal and personal conduct of policemen, is planned.

"It's just possible many officers don't know how to interpret . . . (these) . . . decisions," Seaton noted.

"We can't tell an officer just how to approach every situation but we can give him some good approaches and guidelines so he will have a better knowledge of how to conduct himself legally and personally."

"We are aiming at human relations, with everyone we serve, and legalities and trying to dispel any suspicion and hostility that may exist among them."

"Policemen are going to have to get smart," Seaton declared, noting he believes the key lies in "personal contact with the citizens. Many times, by what he says, a police officer gets himself into trouble."

Seaton plans to bring in outside educators to conduct training in the grass roots of crime and hostility toward police.

Key man in the division is Dishlaccoff, a 1949 graduate of Syracuse University who once studied medicine. Dishlaccoff also has served as one of the department's two polygraph (lie detector) operators. He became a policeman in April 1951.

Cayou, a Denver officer since May 1947, replaces Division Chief Clifford V. Stanley, 57, a policeman for nearly 30 years who resigned when faced with demotion Tuesday.

The new head of the 550-man patrol unit was one of the original K-9 Corps commanders, one of the organizers of the first narcotics squads, and in the traffic investigation unit.

Seaton said in three or four years "we should have 1000 men on the street or at least in the department itself."

### If We Can Get It

He said he plans to have two policemen per 1000 population in the city "if we can get it." Denver now has 1.5 officers per 1000 residents, compared to 2.5 or 2.9 in most other major cities, he added.

"This is our main strength. We have to have men on the street. I hope we can pick up 40 or 50 new men this year and I hope to release men from less critical areas for community relations and delinquency control."

The chief said narcotics officers currently assigned to the 17-man Intelligence Bureau will be moved to the Vice Bureau, where narcotics investigation was conducted in the late 1950s.

Seaton announced reassignments of 11 other command officers, including removal of two key Intelligence Bureau supervisors and changes in two patrol district commands.

Detective Lt. Duane L. (Red) Borden, long-time Intelligence Bureau investigator and a specialist in organized crime and gambling, has been transferred to uniform patrol duty in Southwest Denver.

Intelligence Bureau Detective Sgt. C. Jerry Kennedy was transferred to the new Delinquency Control Division because of his extensive knowledge of juvenile narcotics, which Seaton termed a serious problem.

One of the department's youngest captains, Charles W. Miller, was transferred from command of the northeast patrol district to command of patrol in Southwest Denver. Capt. Doral E. Smith, former head of records, identification and communications, replaces Miller in the northeast district.

### To Command Records Unit

Capt. John G. (Jack) Haefliger, former head of the southwest area, will assume command of the records unit vacated by Smith. Lt. Jerry R. Carroccia, previously assigned to the northeast district, will become Patrol Chief Cayou's assistant.

Detective Lt. C. Y. Hanson, chief of the Internal Affairs Bureau (IAB) under Dill, will command the Vice Bureau.

Detective Sgt. Robert E. Shaughnessy, Detective Bureau polygraph operator, will replace Hanson in the Internal Affairs unit. Auto Theft Detective Stanley Q. Myers also will begin duty in the IAB.

Downtown Patrol Lt. Glenn L. Reichert, a former Dill aide, has been reassigned to the northeast district and Lt. Joseph W. Pilling has been moved from the southwest to the downtown patrol area.

Lt. William J. Maddock, formerly in the old Staff Services Division, has been transferred to patrol duty in the downtown district.

Seaton declared Jamerson "has done a good job in the Detective Bureau and will continue to do a top job. We have no intention of changing him."

Seaton said the community relations unit will be moved from its present offices in the Northwest Denver patrol substation, W.

22d ave. and Decatur st., to the downtown Police Bldg. "just as soon as we can arrange for the space."

(Continued)

(Continued)

### Served in World War II

Capt. Robert L. Jevnager, 41, former head of the services unit, has been assigned to command the downtown patrol district.

All of Seaton's division chiefs served in the military during World War II and are regarded in the department as intelligent and open minded.

Seaton said he will take a "long look" at officers occupying desk and non-critical jobs that could be filled by civilians.

Seaton also revived the old practice of having a police captain on duty around the clock in the city.

Two captains have been assigned to night duty and will work out of the downtown patrol office in the Police Bldg. The "roving captains" will cover the entire city.

Traditionally, the highest-ranking officer in the downtown district has been regarded at the "acting police chief" at night.

Assigned by Seaton to the new duty were:  
• Capt. Thomas R. Branch, 56, former assistant to Patrol Division Chief Stanley and a policeman since April 1941.

• Capt. Daniel R. Levering, 57, a policeman since May 1942 who was previously head of the auto theft section of the Detective Bureau. Command of the auto theft unit is being assigned temporarily to Detective Sgt. Donald L. McKelvy.

Most of the key appointments appear in line with Seaton's previously stated intent to emphasize improvement of community relations, particularly with minority groups, and a heavily accelerated war on juvenile crime, plus stepped up training in these and other areas.

### 'Will Be Beefed Up'

He said the division, headed by Johnson, "will be beefed up. We will have to do some screening to get the right personnel in there."

Johnson, former director of traffic who assumed command of the southeast patrol area in the summer of 1963, is active in a number of civic associations and activities. He became a captain in October 1960.

Seaton said he was appointed "because of his approach to this assignment, his beliefs and his personality."

Seaton and Johnson Wednesday were already discussing a meeting they hoped to hold this week with minority leaders.

Johnson replaces Lt. Ralph D. Potter, 52, a 26-year plus police veteran who was appointed to head the unit last year following removal of Capt. Frank A. Donovan from command. Potter will stay in the unit long enough to familiarize Johnson with its operation, then take another assignment.

Stallins, a 19-year policeman who has attended Northwestern University, is former secretary of police and was made a captain in March of 1966.

He will head the new Technical Services Division, another part of the old Staff Services unit, which will be made up of the crime and photo laboratories, the identification bureau, radio and telephone communications, police fleet vehicle maintenance and the pistol range.

Combining these services into one division, Seaton said, will delineate "support functions for line divisions."

Thursday, 4 Jan. 1968

EDITORIAL PAGE: SO THE PEOPLE MAY KNOW\*

## THE DENVER POST\*

### Chief Seaton Off to a Good Start

**A** NEW chief of police—in Denver or any other city—invariably needs a new set of command officers to carry out his policies and bring his department the imprint of a new administration.

Denver's new chief, George L. Seaton, has chosen his new aides quickly—on his second day in office—and we believe he has chosen well. His choices for division chiefs indicate his regard for police professionalism, for education and for younger men who are not afraid of new ideas.

Seaton's new administrative chief, the college-educated Lt. Leon Dishlaccoff, is only 40. He is not only a student of police work, but he has been teaching courses in police administration and criminal investigation at Metropolitan State College. He has been on the force 16 years.

The oldest of the new men, Capt. Leonard I. Johnson, is only 51. He has been assigned the difficult and sensitive job of chief of the community relations division.

Johnson has had special training in police-community relations at Michigan State University. He has an excellent reputation and is reported to be well-suited in temperament and attitude for the new job that has been assigned to him.

His assignment may prove to be the most

crucial in the department. In Denver, as in other cities, there is a long tradition of hostility to the police among minority groups. Johnson must help the department to overcome that hostility, while the police enforce the law fairly and impartially at the same time.

**H**E WILL need strong support from Chief Seaton and the men in the department and a good deal of help and understanding from the leaders of minority groups.

He will need time and a good deal of patience. His task cannot be accomplished overnight. Before there are any definite results, however, he can still take steps to convince the community that the police are trying, that they are willing to experiment with new approaches and that they will give grievances full attention and a fair hearing.

At the same time, he will want to make clear to all members of the community the department's determination to see that laws are obeyed and that lawbreakers are punished, regardless of who they are.

Johnson, Dishlaccoff and the others named on Wednesday should provide powerful assistance to Chief Seaton in his efforts to improve the department. The appointments are a hopeful sign. The chief's first significant act seems to us a good one.

# Seaton Shifts Police Commands

## Chief Creates New Division For Juveniles

By HARRY GESSING  
Denver Post Staff Writer

Police Chief George L. Seaton announced widespread changes Wednesday — his second day in office — in the operation and organization of the Denver Police Department.

He increased the number of divisions from four, which has been customary, to six, the maximum allowed under City Charter.

The move gave increased status to the juvenile bureau, which becomes a division under a new name, and to personnel, training, education and planning, which come under the new division called administration.

### Jamerson Only Holdover

The only holdover as a division chief from the administration of Harold A. Dill, Seaton's predecessor, was Lloyd Jamerson as chief of the investigative division. However, the crime and photo laboratories were moved from his division to the technical services division, up to now called staff services.

Sgt. Robert G. Shaughnessy was named head of the internal affairs and inspections bureau, which has been called simply "internal affairs" and has been headed by Lt. C. Y. Hanson. Seaton named Hanson head of the vice bureau, a section in the investigative division. The internal affairs and inspections bureau comes directly under Seaton.

Named as chief of the patrol division, replacing Clifford V. Stanley, was Lt. Marvin S. (Stan) Cayou, who has headed the vice bureau. Stanley resigned from the police force effective last Monday as a captain, his Civil Service rank.

### Capt. Johnson Moved

Capt. Leonard I. Johnson, who has been in charge of District 3 (south Denver), was named chief of the community relations division. Seaton said Lt. Ralph D. Potter, head of the division under Dill, has requested a transfer but will remain temporarily in the division.

Selected to head the delinquency control division, which will take over duties of the old juvenile bureau, was Capt. William E. Hallman, warden of City Jail.

Seaton said the name was changed to conform with the general term across the country and he plans to add to the division's duties and staff.

The juvenile bureau has been headed by a sergeant.

### Stallins, Jevnager Trade

Capt. Don O. Stallins, District 1 (downtown Denver) captain, was named head of the technical services division. Capt. Robert Jevnager, who headed its predecessor, the staff services division, will take over Stallins' job in District 1.

Named to head the newly created administrative division was Lt. Leon Dishla-coff, who, Seaton said, becomes his "right hand" in the reorganization.

In other changes, narcotics control was moved from the intelligence bureau to the vice bureau and the intelligence bureau, which Seaton said, will be revamped, was moved from the investigative division to administration.

Seaton also assigned two captains to roving night duty "to keep on top of the crime situation."

He said Capts. Thomas Branch, formerly an aide to Stanley, and Dan Levering, who has headed the auto theft bureau, will be based downtown but will cover the entire city.

Other changes are forthcoming, the new chief said, but he hasn't had time to formulate them.

# Denver Studies Plan for 20 Civilian Police Aides

By CHARLES WIGLE  
Denver Post Staff Writer

Law enforcement officials Friday were studying ways of adding 20 civilian community service aides to the Denver Police Department.

Hugh McClearn, Denver manager of safety, presided at a meeting Friday in his office to discuss the plan with Levi

Beall, director of the Neighborhood Youth Corps; Division Chief Ralph Potter, head of the Police Community Relations Division, and Capt. Warner Reeser, police department director of personnel.

McClearn said the proposed aides "would not be policemen under any stretch of the imagination, but civilian

employees who would work with the police department.

"At no time has there been any thought of these people becoming policemen without passing the police civil service qualifying examination," McClearn said.

He said the aim is to establish a permanent program. After the initial phase, financed through

a federal grant from the Department of Labor, the city would continue to have police community aides.

"We're still very much in the talking stage, though we're going to have to do something soon, because application for the federal grant must be made before the end of the year," he said.

He said it has been suggested that the police department shouldn't have just aides but that the program be set up to help these people meet qualifications to take the police civil service exam after a "raining period."

Estimated cost of the program, he said, is \$80,000 with application for funds to the

Labor Department being made through the Neighborhood Youth Corps. Trainees would get a beginning salary of \$366 a month. They would receive 11 months of on-the-job training in the manager of safety's office.

Many civil rights groups have recommended that community service aides be added to police forces as a means of achieving

minority group representation. President Johnson's Commission on Law Enforcement and Administration of Justice also has recommended that police departments establish such program.

The aides, McClearn said, would perform semiprofessional community relations and police aide work under the supervision of a police community relations officer. They would have no supervisory capacities.

Among other things, they

would assist officers at various levels in establishing closer contact with local neighborhood groups, serve as a liaison between neighborhood residents and social-welfare agencies in the community, perform routine clerical and related duties at the department's various stations, and accompany policemen to emergency calls and assist in explaining actions of the officers to persons directly involved and to residents of the neighborhood.

PROGRAMS IN THE APPLIED SCIENCES  
METROPOLITAN STATE COLLEGE  
APRIL 1966

"First of all, Metropolitan State College must provide two-year terminal occupational curriculums. As pointed out in other sections of this report, it is the purpose of these courses to provide a relatively complete preparation for an occupation in curriculums of less than Bachelors degree length."<sup>1</sup>

Metropolitan State College, in accepting the mandate to serve the needs for higher education in the metropolitan Denver area, is perfecting a broad spectrum of offerings. The faculty and administration of the college have developed the programs herein described. They are the result of careful study of the needs of business and industry. At the same time, the college continues to be sensitive to the interests and abilities of the students it serves.

Three concepts were involved in the development of the programs included here. (1) Colorado with its changing economy has created a rapidly increasing need for college trained personnel not now available in the state. (2) The population growth of the State and the related services has developed a serious shortage of qualified persons in certain fields. Programs in these areas may, in some instances, be offered at other collegiate institutions but the critical need in the metropolitan area can best be met through the local institutions. (3) Technological advances, scientific discoveries, as well as new industry and business, may dictate changes in specific curriculum. In all probability many new curricula will be needed in the near future.

In developing these programs, uniform and well established study and research procedures were followed. Rather than repeat the background and methods used in developing each curriculum, the procedures are briefly described here. Any unique characteristics are described in that particular curriculum.

<sup>1</sup> Trustees' Report on the Plan of Operation 1963

### Selection of Programs

Starting with meetings of interested groups, a general "feel" for trained manpower needs in a particular field was acquired. Contact was made with the Colorado State Department of Employment to further explore critical shortage areas, actual demand and availability of potential employees. In those occupations where it was reasonably evident that a need existed, an ad hoc liaison committee was called together.

An attempt was made to have each liaison committee as broad in its representation as possible. In general, the committees had representation as follows:

- Management
- Personnel director
- Person in the actual occupation
- Organized labor
- Major employer in the particular occupation
- Colorado State Board for Vocational Education
- Colorado State Department of Employment

As background information for the meeting with the liaison committee, letters were written to colleges throughout the country that had programs similar to those being studied. Well over one hundred such contacts were made. The information acquired was of considerable value in further curriculum development. Offerings in Colorado colleges and universities were also analyzed.

When the need for a program was verified it then was determined whether it was within the scope and function of an institution such as Metropolitan State College. The Trustees' Report on the Plan of Operation in describing the purposes of the college recommends:

Two-year, and ultimately, three and four-year terminal and technical education for those who are preparing for careers as technicians. The planning at this stage anticipates only two-year terminal programs. Continuous study is, however, to be given to the need for three and four-year technologies.

Four-year curriculums in such fields as business, industry, governmental services, and social welfare. Curriculums in these fields will attempt to combine the findings of research and the knowledges and principles of the related arts and sciences with specific job skills in such a way that the college graduate knows why he does things as well as how to do them.

Those studies that met all of the criteria were then considered from the point of view of the students. Factors given attention included:

What are the employment opportunities, locally and regionally?

What is the salary and earning potential?

What is the "image" of the occupation?

What is the future growth; is it on the increase or decrease?

How rigorous is the preparation?

How long does it take to complete the program?

What is the total cost to the student?

The programs were developed with careful study given to their relationship to the total college. Serious consideration was given to the offerings of the other state colleges and the implications were evaluated in terms of duplication and specialization. Recognition was given to the concern that some institutions may be best for a particular program or for a particular field.

Each curriculum has some inherent concepts and problems that are unique, yet all of them have been carefully analyzed in the following manner:

Facilities, space required, cost, location and usage, laboratory and classrooms.

Curriculum, the content, the options and specializations, texts and course outlines.

Equipment and supplies, cost, availability, community resources, rental or lease, contributions.

Instructional personnel, qualifications, availability, full-time and part-time, competence and degrees, administration.

Accreditation agencies, North Central, professional, regional, certification, approval agencies.



It should be noted that programs in the Applied Sciences generally require specialized instructional material, laboratories and smaller than usual student-faculty ratio. Accreditation agencies and sound educational practices require an effective teaching situation. The facilities, equipment and other instructional items make the cost per student considerably higher than the traditional college course.

The following terms have been uniformly applied in all of the curricula and are described hereto:

Terminal:

Programs approximately two years in length that generally lead to an Associate in Applied Science degree. They are developed to provide the student with both a basic general education and a high degree of occupational competence so that he may enter employment immediately upon graduation. It should be noted that terminal programs are an entity in themselves and are not the same as the lower division of a four-year program. They are designed to serve students, who for any reason may not wish to pursue a four-year program.

Basic Studies:

To insure that each graduate has certain skills in communication, computation and an understanding and appreciation of his responsibilities in society he must satisfactorily complete the following to satisfy the general education requirements.

|                    |           |                  |
|--------------------|-----------|------------------|
| English            | 9         | Credit Hours     |
| Mathematics        | 5         |                  |
| Humanities         | 3         |                  |
| Social Science     | 3         |                  |
| Physical Education | 3         |                  |
| Laboratory Science | 4-5       |                  |
| <br>TOTAL          | <br>27-28 | <br>Credit Hours |

Occupational Competence:

The primary objective of a student in a terminal program is to become employable in his chosen occupation. Placing the program within the framework of a college meets an expressed need of employers. By devoting nearly two-thirds of the student's program to developing occupational competence, his entry into the world of work is at a much higher level. Raising the entry level of employment, coupled with the basic studies, enhances the student's promotional opportunities. This, too, has been verified by employers.

Work Experience:

Most programs that effectively prepare students for employment recognize the desirability of true on-the-job experience. Traditionally, nursing, x-ray technology, and similar fields have required clinical experience to supplement classroom instruction. This same concept is an inherent part of most programs in the Applied Sciences. Work experience or field experience is a program carefully developed jointly between employers and the college. Its purpose is to provide the student with a selected variety of experiences closely related to his field of preparation. Close supervision by the college must be provided. In some instances, the student may receive pay for his work; in other cases, pay may not be appropriate. The extent and amount of work experience will vary with the occupation. In some situations it may be full-time, eight hours a day, for a quarter at a time. Other programs may better serve students through two or three hours a day. Recommendations of the liaison committees provides guidance in this area.

In implementing the programs described herein, two concepts will guide the college. These principles are flexibility and excellence. The flexibility to best meet the needs of the greater Denver area, as well as the State of Colorado. Excellence, to guarantee that the student is assured of quality programs from which he may embark upon a satisfying career.

Recent approval of an extensive educational support program for those who have served in the armed forces (new GI Bill) will greatly add to the number of students in the Applied Sciences.

The purposes and objectives of Metropolitan State College, as stated in Chapter 249, S. L. 1963, indicates that the college is to be a multipurpose institution offering a wide variety of undergraduate curricula to meet the needs of a large student body with a wide range of abilities and interests. The college is to be particularly responsive to the educational needs of the people of the Denver metropolitan area. But, because of the mobility of the population in Colorado, it is also necessary that the plan anticipate students from other parts of the State.

Concurrent with the studies for needed terminal occupational programs has come an awareness of an urgent need for four-year baccalaureate degree programs. These needs have been identified and curricula have been developed in the following fields:

Two-Year Associate in Applied Science Degree Programs

- Aerospace Engineering Technology
- Culinary Arts
- Ornamental Horticulture
- Police Science
- Registered Nurse
- X-Ray Technology

Four-Year Baccalaureate Degree Programs

Business Administration  
Engineering Technology  
Police Science

POLICE SCIENCE

Introduction

Public apathy, coupled with a rapidly expanding urban population, has brought into sharp focus the problems faced by law enforcement officers. There is a trend nationwide to offer both the two-year terminal program in police science and the four-year baccalaureate degree program in police administration.

The International Association of Chiefs of Police in a recent issue of their journal, The Police Chief, made reference to programs in the nation:

"Since many of these two-year colleges are situated in population centers, they are ideally located to offer an academic program to the majority of present police personnel. Any existing academic curriculum whether at the two-year or the four-year college level, has the framework into which the police administration courses are placed."

Further study into the desirability of Metropolitan State College offering programs in Police Science revealed the position of the police profession. This is clearly defined by Quinn Tamm in an editorial in The Police Chief.

"As men responsible for public safety, police executives must be dedicated and committed to seeing the day when no officer feels the need to deny his educational achievements for fear of ridicule. On that day, law enforcement will, in turn, offer an even more meaningful career to those who are college graduates. Such is the price and the reward of a profession."

It is in the light of the need as identified by recognized leaders in the profession that Metropolitan State College has developed a Police Science program.

Program

Need:

Leaders in the field agree that there is a great need for dedicated men and women to enlist in the war against crime. An estimated 300,000 persons are now working in some 40,000 enforcement and security organizations, but the demand for trained personnel still exceeds the supply and continues to grow.

Need: (Continued)

For the trained and qualified person, and this more and more means the college graduate, there are unlimited career opportunities with police and sheriffs' departments, highway patrols, U.S. Border Patrol, U.S. Immigration and Naturalization Service, Federal security and intelligence agencies, the Treasury Department, industrial security departments, crime laboratories and departments of correction.

Development:

Local law enforcement leaders contacted Metropolitan State College inquiring if it was within the realm of possibility for the college to offer a police science program. Realizing that this was precisely in conformity of the function of Metropolitan State College, a liaison advisory committee was established and brought together. The liaison committee was composed of the following persons:

|                     |  |
|---------------------|--|
| Mr. Roy I. Mischke  | F.B.I., Special Agent                        |
| Capt. Roy Tangye    | Denver Police Department                     |
| Sheriff Harold Bray | Jefferson County                             |
| Chief Harold Dill   | Denver Police Department                     |
| Capt. Byron Orr     | Colorado State Highway Patrol                |
| General Moffitt     | Colorado National Guard                      |
| Chief Roy Hollady   | Ft. Collins Police Department                |
| Mr. Harold Bowlds   | State Department for Vocational<br>Education |

An analysis was made of numerous curricula from throughout the country, including the Trinidad State Junior College. The guidance provided by the liaison committee and the cooperation of law enforcement agencies and professional groups has enabled Metropolitan State College to develop both a two-year and four-year curriculum.

The approved curricula are as follows, showing typical two and four-year programs, and the course descriptions as printed in the 1967-68 College Catalog. Also included are the general requirements for any of the Applied Science degrees, of which this program is part.



LAW ENFORCEMENT AND POLICE SCIENCE

FRESHMAN YEAR

| <u>Fall Quarter</u> |                             |    | <u>Winter Quarter</u> |                            |    | <u>Spring Quarter</u> |                                   |    |
|---------------------|-----------------------------|----|-----------------------|----------------------------|----|-----------------------|-----------------------------------|----|
| MTH 100             | Basic Math                  | 5  | BIO 101               | General Biology            | 4  | ENG 103               | Basic Communication               | 3  |
| ENG 101             | Basic Communication         | 3  | ENG 102               | Basic Comm.                | 3  | SPE 101               | Public Speaking                   | 3  |
| PLS 111             | Am. Nat'l. Gov't.           | 3  | PLS 112               | Am. Nat'l. Gov't.          | 3  | PLS 121               | Am. State and Local<br>Government | 4  |
| PS 101              | Intro to Law<br>Enforcement | 3  | ANT 101               | Intro to Anthro-<br>pology | 5  | PSY 101               | Intro to Psychology               | 3  |
| HPER 101            | Physical Education          | 1  | HPER 102              | Physical Educ.             | 1  | HPER 103              | Physical Education                | 1  |
|                     |                             | —  |                       |                            | —  |                       |                                   | —  |
|                     |                             | 15 |                       |                            | 16 |                       |                                   | 14 |

SOPHOMORE YEAR \*

| <u>Fall Quarter</u> |                            |    | <u>Winter Quarter</u> |   |       | <u>Spring Quarter</u> |  |    |
|---------------------|----------------------------|----|-----------------------|---|-------|-----------------------|--|----|
| SOC 101             | Intro to Sociology         | 3  | SOC 102               | Intro to Socio.                           | 3     | SOC 201               | Social Problems                                    | 3  |
| PS 210              | Admn. of Justice I         | 3  | PS 211                | Admn. of Justice<br>II                    | 3     | SOC 210               | Urban Sociology                                    | 3  |
| SOC 110             | Marriage and the<br>Family | 3  | PS 215                | Human Relations<br>and the Com-<br>munity | 3     | PS 216                | Juvenile Delinquency<br>and Juvenile<br>Procedures | 4  |
| SPE 230             | Voice & Diction            | 3  | PSY 200               | Personality and<br>Adjustment             | 3     | SPE 211               | Discussion Methods                                 | 3  |
| HIST 123            | US & The Modern<br>World   | 3  | HPER 202              | Physical Educ.                            | 1     | PS 212                | Firearms   | 2  |
| HPER 201            | Physical Education         | 1  |                       | Electives                                 | 2-3   |                       |  |    |
|                     |                            | —  |                       |   | —     |                       |  | —  |
|                     |                            | 16 |                       |   | 15-16 |                       |  | 15 |

\* Students intending to take PS 402, Introduction to Criminalistics and Lab Analysis, should take Chemistry 100, Introduction to Chemistry.

LAW ENFORCEMENT AND POLICE SCIENCE

JUNIOR YEAR

Fall Quarter

|        |                              |    |
|--------|------------------------------|----|
| PS 306 | Police Patrol and Procedures | 3  |
| PS 314 | Narcotics and Drugs          | 3  |
| PS 308 | Principles of Criminology    | 3  |
| PS 305 | Criminal Law                 | 3  |
| PS 313 | Defensive Tactics            | 2  |
|        |                              | —  |
|        |                              | 14 |

Winter Quarter

|        |  |       |
|--------|--|-------|
| PS 301 | The Law of Evidence                      | 3     |
| PS 302 | Criminal Investigation and Interrogation | 3     |
| PS 307 | Principles of Probation and Parole       | 3     |
| PSY —  | Abnormal Psychology and Psychopathology  | 3     |
|        |  | —     |
|        |  | 15-16 |

Spring Quarter

|        |                                   |       |
|--------|-----------------------------------|-------|
| PS 304 | Constitutional Law                | 3     |
| PS 309 | Probation and Parole Counseling   | 3     |
| PS 310 | Police Communications             | 3     |
| PS 317 | Traffic Control and Investigation | 3     |
| — —    | Electives                         | 4-5   |
|        |                                   | —     |
|        |                                   | 16-17 |

SENIOR YEAR

Fall Quarter

|        |  |    |
|--------|--|----|
| SS 101 | Typewriting                              | 3  |
| PS 402 | Intro to Criminalistics and Lab Analysis | 3  |
| PS 405 | Police Admn. I                           | 4  |
| PS 411 | Crime Prevention                         | 3  |
| PS 499 | Field Problems                           | 3  |
|        |  | —  |
|        |  | 16 |

Winter Quarter

|        |                          |    |
|--------|--------------------------|----|
| SS 102 | Typewriting              | 3  |
| PS 406 | Police Admn. II          | 4  |
| PS 409 | Penology and Corrections | 3  |
| PS 499 | Field Problems           | 5  |
|        |                          | —  |
|        |                          | 15 |

Spring Quarter

|        |                                     |    |
|--------|-------------------------------------|----|
| PS 499 | Field Problems                      | 5  |
| PS 407 | Tutorial Seminar in Police Problems | 5  |
| PS 410 | Research Monograph                  | 5  |
|        |                                     | —  |
|        |                                     | 15 |

TOTAL CREDIT HOURS: 182-184

February 1967

**APPLIED SCIENCES SECTION**

This section implements an important function stipulated in the act which created Metropolitan State College — to provide training to qualify individuals for employment or to operate their own businesses. The programs emphasize broadening the individual's general education, teaching knowledge and understanding of basic principles, and developing the competence required for success in an occupation. Supervised on-the-job training through work or field experience supplements classroom instruction.

Since the purpose is to prepare students for occupations, programs are developed on the basis of detailed study of existing and potential needs of business, industry and government. Industry liaison committees are formed to aid in determining what trained personnel are needed in a particular occupational field and to assist in planning programs of study and training.

The Section of Applied Sciences is an integral and unified part of the college. Basic studies, which form the foundation for courses of an applied nature, are provided through courses offered in the Arts and Sciences Section of the college. The emphasis in the Applied Sciences courses is preparing students to enter an occupation immediately upon completion of a program of study rather than to continue college attendance, and some courses may not be accepted by other colleges and universities to meet baccalaureate or other degree requirements.

A variety of vocational-technical programs from two to four years in length has been developed. Others will be added as needs are verified and the necessary approvals obtained. Those authorized to date are listed under the associate and bachelor's degree headings. The extent to which these programs can be implemented in 1967-68 will depend upon student demand, facilities and available funds.

**Requirements for the Associate in Applied Sciences Degree**

Students elect one of the curricula listed below as an area of major specialization for an associate degree.

|                              |                               |
|------------------------------|-------------------------------|
| Business                     | Technology                    |
| Accounting                   | Electrical/Electronic         |
| Business Data Processing     | Engineering Technology        |
| Management                   | Mechanical Engineering        |
| Marketing                    | Technology                    |
| Office Management            | Quality Assurance Engineering |
| Secretarial                  | Technology                    |
| Technology                   | Health Services               |
| Aerospace Technology         | Medical Assistant             |
| Professional Pilot           | Nursing                       |
| Airframe and Powerplant      | X-ray Technology              |
| Civil Engineering Technology | Public Services               |
| Drafting Engineering         | Culinary Arts                 |
| Technology                   | Police Science                |

Candidates for the Associate in Applied Sciences degree are required to meet the basic studies minimum listed below in addition to satisfying all other requirements for an associate degree stipulated earlier in this catalog. Curricula listed under the Applied Sciences division may specify basic studies courses to be taken, but if not, any courses listed under the Divisions of Mathematics and Science, Humanities, or Social Sciences may be used to satisfy basic studies requirements. Also, a degree candidate must complete one of the programs for specialization listed under the Divisions of Business, Health Services, Public Services, and Technology, or some other program planned with a definite educational

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objective, including an area of emphasis consisting of not less than 30 quarter hours within any single division, which has been approved by his advisor.

**Basic Studies and Other Course Requirements for an Associate in Applied Science Degree**

|   | Quarter Hours    |
|---|------------------|
| English   | 9                |
| English 101-102. Basic Communication and English 103. Basic Communication or English 253. Technical Writing or Business 200. (English 254). Business Communications | 6<br>3<br>3<br>3 |
| Mathematics   | 5                |
| Laboratory Science  | 4-5              |
| Humanities  | 3                |
| Social Sciences   | 3                |
|   | 24-25            |
| Other courses, either required under a curriculum or as approved electives  | 66-65            |
|   | 90               |
| Health, Physical Education and Recreation 100. Physical Education Activities  | 3                |
|   | 93               |

**Requirements for Bachelor of Science**

Candidates for the Bachelor of Science degree are required to meet the basic studies minimums listed below in addition to satisfying all other requirements for a bachelor's degree stipulated earlier in this catalog. Since the purpose of the basic studies program is to help students develop understanding and appreciation of broad fields of basic knowledge, a degree candidate must complete the three-quarter course in basic communications and 15 quarter hours of courses in each of the three Arts and Sciences divisions as per the listing below. Curricula under the Applied Sciences divisions may specify required courses in the various basic studies areas. Not more than 10 quarter hours taken in any one of the sub-disciplines listed under the Divisions of Mathematics and Science, Humanities or Social Sciences will be counted toward meeting the basic studies requirements.

|                                       | Quarter Hours |
|---------------------------------------|---------------|
| English 101-103. Basic Communication  | 9             |
| Mathematics and Science               | 15            |
| Biological Science                    |               |
| Earth Science (geology)               |               |
| Physical Science (chemistry, physics) |               |
| Mathematics                           |               |
| Humanities                            | 15            |
| Fine Arts (art, music, theater)       |               |
| Language (foreign, English)           |               |
| Literature                            |               |
| Philosophy                            |               |
| Speech                                |               |
| Social Sciences                       | 15            |
| Anthropology and Sociology            |               |
| Economics and Geography               |               |
| History and Political Science         |               |
| Psychology                            |               |

**Police Science and Law Enforcement**

The college offers both an Associate in Applied Sciences and a Bachelor of Science degree in police science.

Students under the two-year degree program must complete the basic studies and other general requirements for the Associate in Applied Sciences, plus the sequence of police science courses necessary for a field of emphasis. Specific information on the course requirements may be obtained from the Division of Public Services.

The police science and law enforcement program offers the Bachelor of Science degree for the man or woman seeking comprehensive and specialized training for a professional career in federal, state and municipal law enforcement agencies, and the allied fields of probation, parole, correction and juvenile agencies.

The baccalaureate major is designed to provide both professional courses and broad general education in the liberal arts. The curriculum is structured for the student seeking either pre-service or in-service training. Recognizing that many interested in such training are already employed in some form of law enforcement work and may have completed course work at the college level, the pattern for the major provides comprehensive fundamental subjects in the lower division and emphasizes subjects of an advanced, specialized and administrative nature in the upper division. A program of courses at the upper division level is being finalized and a list of these courses, plus advice on which police science courses should be taken and information on other requirements for the bachelor's degree in this field, may be obtained from the Division of Public Services.

This curriculum was developed because of the need for college-trained personnel in an increasingly professional service. There is a rapidly growing demand for more students to train for this field at the entry level and for those already in it at all levels—line duty, supervisory officers and directors of law enforcement agencies—to upgrade their education. These agencies are interested primarily in graduates of collegiate programs who have the potential for supervisory or administrative positions.

**PS 101-3. Introduction to Law Enforcement.** History and philosophy of law enforcement and the development of modern American police systems; jurisdiction of local, state and federal law enforcement agencies; fundamentals of criminal behavior in the social order; and an introduction to social pathology and current police problems.

**PS 104-4. Juvenile Delinquency and Juvenile Procedures.** A study of the origin and development of juvenile agencies; organization, functions and jurisdiction of juvenile courts; juvenile statutes, detention, court procedure and case disposition. The nature and causes of juvenile delinquency and crime; juvenile sub-cultures in contemporary society; custody and treatment of the juvenile offender.

**PS 105-5. Criminal Law.** An analysis of origin and structure of common law crimes and procedures; statutory crimes—felonies and misdemeanors. Definitions and distinctions between criminal and civil law; criminal court procedures; assigned criminal law case book readings; Federal and State reports; Colorado criminal code sections; the law enforcement officer as a witness; principles and techniques of direct and cross-examination.  
Prerequisite: PS 110.

**PS 106-3. Police Patrol and Procedures.** Responsibilities, techniques and methods of foot and cruiser patrol. Elements of property protection, routine inquiry. The laws of arrest, search and seizure.  
Prerequisite: PS 101.

**PS 110-3. Administration of Justice I.** Origin, history, and development of the common law of England and the U.S. from Roman, Anglo-Saxon and Norman sources; fundamentals of constitutional and criminal law

concepts; elements of local, state, and federal jurisdiction and procedure as they apply to law enforcement.

Prerequisite: PS 101, or acceptable law enforcement experience.

**PS 111-3. Administration of Justice II.** An intensive study of major U.S. Supreme Court decisions affecting criminal law and procedure; analysis of civil rights legislation as it affects police procedures.

Prerequisite: PS 110, or equivalent.

**PS 112-2. Firearms.** Legal provisions and restrictions on the use of firearms; safety precautions and techniques, range firing of side arms and special weapons.

Prerequisite: PS 101.

**PS 113-2. Defensive Tactics.** Techniques and special methods of self defense against dangerous weapons. Come-alongs and approved methods of minimizing resistance to arrest. Demonstration and drill in non-injurious restraint of prisoners and the mentally ill. Elementary Judo.

**PS 114-3. Narcotics and Drugs.** Description, chemical properties and results of the use of narcotic and other dangerous drugs. The discovery and investigation of narcotics peddlers and users; behavior and treatment of the addict; prevention techniques; cooperation with federal agencies.  
Prerequisite: PS 110.

**PS 115-3. Human Relations and the Community.** The law enforcement officer in the minority culture milieu. An exploration of cultural and ethnic backgrounds of American Negro, Spanish-American, Puerto Rican and Oriental minority peoples. Elements of social classes, status and stratification.

**PS 117-3. Traffic Control and Investigation.** The regulation, control and enforcement of Colorado traffic law and municipal ordinances. Fundamentals of traffic accident investigation, traffic courts and driver's schools, safety campaigns and public information.

**PS 201-3. Evidence.** A study of the nature, types and degrees of criminal evidence; rules governing admissibility, competency and relevancy; presentation of physical and other material evidence; direct and circumstantial evidence; hearsay rules and exceptions.  
Prerequisite: PS 110.

**PS 202-3. Criminal Investigation and Interrogation.** Fundamentals of investigation; duties and responsibilities of the detective; standard and approved procedures of crime scene search, collection and preservation of evidence; recording of data of major and minor crimes. Modus operandi systems; scientific aids and other sources of information; inquiries, interviews, and interrogation methods and techniques; preparation for court action and case follow-up.  
Prerequisite: PS 101 or PS 110.

**PS 203-3. Introduction to Criminalistics and Laboratory Analysis.** Basic techniques of scientific identification of evidence; inorganic and organic analysis; ultra-violet and infra-red examination; elementary ballistics and microscopy.  
Prerequisite: Permission of instructor.

**PS 204-2. Constitutional Law.** An introduction to the application of U.S. Supreme Court ruling which affect law enforcement. Assigned case book briefings of major constitutional decisions; analysis of federal statutes, interstate rulings and cases involving constitutional amendments affecting law enforcement jurisdiction and civil liberties.  
Prerequisite: PS 110.

**PS 205-4. Police Administration.** The problems of police administration and principles of management and functional organization. Fundamentals of police planning; budget analysis; recruitment, training, and assignment; disciplinary methods; cooperation with other agencies.  
Prerequisites: PS 106, PS 110, PS 202 (may be taken concurrently).

APPENDIX D

THE FOLLOWING FIVE SHEETS ARE EXTRACTS  
FROM THE REPORT ON STUDENT POPULATION  
PREPARED BY THE METROPOLITAN STATE  
COLLEGE FOR THE NORTH CENTRAL ASSOCIA-  
TION OF ACCREDITATION

III. A.1.

Basic Institutional Data

DATA FORM A

**NOTE:** An institutional document or report which provides comparable data may be substituted for this data form.

ENROLLMENT TRENDS

1. Total number of students (excluding duplicates) enrolled during the regular academic year for the last five years, full-time and part-time as defined by the institution.

|  | 19 63- 64  | 19 64- 65 | 19 65- 66 | 19 66- 67 | 19 67- 68 |
|--|--|-----------|-----------|-----------|-----------|
| <b>FULL-TIME STUDENTS</b>  |  |           |           |           |           |
| Freshmen   | Not applicable since the college was not in existence. |           | 745       | 1,437     | 1,725     |
| Sophomores   |  |           | 24        | 71        | 398       |
| Juniors  |  |           | 3         | 6         | 58        |
| Seniors  |  |           | 2         | 1         | 3         |
| Graduate Students  | --   | --        | --        | --        | --        |
| Students in the Professional Schools (list by school)                          | --   | --        | --        | --        | --        |
| 1.   |  |           |           |           |           |
| 2.   |  |           |           |           |           |
| 3.   |  |           |           |           |           |
| 4.   |  |           |           |           |           |
| <b>TOTAL FULL-TIME STUDENTS</b>  | --   | --        | 774       | 1,515     | 2,184     |
| <b>Part-Time Students (carrying less than full-time load)</b>                  | --   | --        | 415       | 869       | 1,389     |
| <b>Special Students (non-degree students-- include post-graduate students)</b> | --   | --        | --        | 59        | 18        |
| <b><u>TOTAL ALL CATEGORIES</u></b>   | --   | --        | 1,189     | 2,443     | 3,591     |

Basic Institutional Data

DATA FORM A (cont.)

ENROLLMENT TRENDS

2. Total number of students (excluding duplicates) enrolled for each of the last five summer sessions

|                                       | 19 63- 64 | 19 64- 65 | 19 65- 66 | 19 66- 67 | 19 67- 68         |
|---------------------------------------|-----------|-----------|-----------|-----------|-------------------|
| Total summer undergraduate enrollment | NA        | NA        | 476       | 783       | 1,200 (Projected) |
| Total summer graduate enrollment      | NA        | NA        | --        | --        | --                |

3. Full-time equivalent student enrollment for the current term (as computed by the institution): Fall 1967

- A. Undergraduate 2,659  
 B. Graduate --  
 C. Total 2,659

III. A. 2.

METROPOLITAN STATE COLLEGE  
 FALL QUARTER 1967  
 STUDENT STATISTICS

| <u>States</u>        | <u>Total</u> | <u>Female</u> | <u>Male</u> |      |
|----------------------|--------------|---------------|-------------|------|
| ALABAMA              | 14           | 7             | 7           |      |
| ARIZONA              | 1            | 1             |             |      |
| ARKANSAS             | 1            |               | 1           |      |
| CALIFORNIA           | 3            | 2             | 1           |      |
| COLORADO             | 3553         | 980           | 2573        |      |
| CONNECTICUT          | 2            |               | 2           |      |
| DISTRICT OF COLUMBIA | 1            | 1             |             |      |
| IOWA                 | 1            | 1             |             |      |
| KANSAS               | 1            |               | 1           |      |
| MASSACHUSETTS        | 1            | 1             |             |      |
| MICHIGAN             | 1            |               | 1           |      |
| MISSOURI             | 3            | 2             | 1           |      |
| NEBRASKA             | 5            | 1             | 4           |      |
| OHIO                 | 1            |               | 1           |      |
| OREGON               | 1            | 1             |             |      |
| WASHINGTON           | 2            | 1             | 1           |      |
|                      | 3591         | 998           | 2593        | 3591 |

III. A.6.

Basic Institutional Data

DATA FORM B

**NOTE:** An institutional document or report which provides comparable data may be substituted for this data form.

STUDENT ADMISSIONS

Provide as much of the following information as is available about applicants for admission in the last three years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

|   | Fall, 19 <u>65</u> | Fall, 19 <u>66</u> | Fall, 19 <u>67</u> |
|---|--------------------|--------------------|--------------------|
| Number of applications with complete credentials for admission to the Freshman class  | 1,440              | 2,286              | 2,042              |
| Number of Freshman applicants accepted  | 1,202              | 1,707              | 2,002              |
| Number of Freshman applicants actually enrolled                                       | 1,145              | 1,403              | 1,524              |
| Number of applications with complete credentials for admission with advanced standing | 194                | 462                | 970                |
| Number of advanced-standing undergraduate applicants accepted                         | 148                | 352                | 691                |
| Number of advanced-standing undergraduate applicants actually enrolled                | 44                 | 125                | 547                |
| Number of applicants with complete credentials for admission to graduate program      | --                 | --                 | --                 |
| Number of applicants accepted for graduate program                                    | --                 | --                 | --                 |
| Number of applicants actually enrolled in graduate program                            | --                 | --                 | --                 |
| Number of students enrolled in non-degree classification                              | 0                  | 59                 | 18                 |



APPENDIX III B.4.

METROPOLITAN STATE COLLEGE  
 Denver, Colorado  
 Fall Quarter Enrollment Profile

|                            | 1965  | % of Tot. | 1966  | % of Tot. | 1967  | % of Tot. |
|----------------------------|-------|-----------|-------|-----------|-------|-----------|
| <b>Head Count</b>          |       |           |       |           |       |           |
| Enrollment                 | 1,189 | 100.0     | 2,443 | 100.0     | 3,591 | 100.0     |
| <b>Full-time Equiv.</b>    |       |           |       |           |       |           |
| Enrollment                 | 909   | 100.0     | 1,768 | 100.0     | 2,659 | 100.0     |
| <b>Sex</b>                 |       |           |       |           |       |           |
| Men Students               | 939   | 79.0      | 1,832 | 74.9      | 2,593 | 72.2      |
| Women Students             | 250   | 21.0      | 611   | 25.1      | 998   | 27.8      |
| <b>Residency</b>           |       |           |       |           |       |           |
| Adams County               | 127   | 10.7      | 280   | 11.5      | 456   | 12.7      |
| Arapahoe Co.               | 146   | 12.3      | 288   | 11.7      | 407   | 11.3      |
| Denver Co.                 | 637   | 53.6      | 1,250 | 51.2      | 1,873 | 52.2      |
| Jefferson Co.              | 199   | 16.7      | 417   | 17.1      | 596   | 16.5      |
| Other Colo. Co.            | 49    | 4.1       | 120   | 4.9       | 221   | 6.2       |
| Out of State               | 31    | 2.6       | 88    | 3.6       | 38    | 1.1       |
| <b>Classification</b>      |       |           |       |           |       |           |
| Freshman                   | 1,145 | 96.3      | 2,250 | 92.1      | 2,911 | 81.1      |
| Sophomore                  | 37    | 3.1       | 181   | 7.4       | 565   | 15.8      |
| Junior                     | 5     | .4        | 10    | .4        | 90    | 2.5       |
| Senior                     | 2     | .2        | 2     | .1        | 7     | .1        |
| Unclassified               | --    | --        | --    | --        | 18    | .5        |
| <b>Admission Type</b>      |       |           |       |           |       |           |
| First Time Fr.             | 1,054 | 88.6      | 1,403 | 57.4      | 1,524 | 42.4      |
| Former Students            | 0     | --        | 731   | 29.9      | 1,520 | 42.3      |
| Transfer Students          | 135   | 11.4      | 282   | 11.5      | 547   | 15.3      |
| Special Students           | 0     | --        | 27    | 1.2       | --    | --        |
| <b>Section Enrollment</b>  |       |           |       |           |       |           |
| Arts and Sciences          | 867   | 72.9      | 1,828 | 74.8      | 2,441 | 68.0      |
| Applied Sciences           | 322   | 27.1      | 615   | 25.2      | 1,150 | 32.0      |
| <b>Age</b>                 |       |           |       |           |       |           |
| Average Age                | 19    | --        | 22.8  | --        | 23.1  | --        |
| Range                      | 17-73 | --        | 17-66 | --        | 16-64 | --        |
| <b>Marital Status</b>      |       |           |       |           |       |           |
| Single                     | 993   | 83.5      | 1,784 | 73.0      | 2,538 | 70.7      |
| Married                    | 196   | 16.5      | 659   | 27.0      | 1,053 | 29.3      |
| <b>Rank in High School</b> |       |           |       |           |       |           |
| Upper Third                | --    | 10.0      | --    | 14.2      | --    | 16.0      |
| Middle Third               | --    | 28.5      | --    | 32.1      | --    | 36.3      |
| Lower Third                | --    | 61.5      | --    | 53.7      | --    | 47.7      |

END