

EVALUATION, RECOMMENDATIONS
AND CONCLUSIONS ON THE RESEARCH
AND DEVELOPMENT PROJECT NO. 121
FOR ESTABLISHING A DEGREE PROGRAM
IN LAW ENFORCEMENT
TARRANT COUNTY JUNIOR COLLEGE DISTRICT
FORT WORTH, TEXAS

This Research and Development Project in law enforcement has culminated after a nine-month feasibility study by staff members of Tarrant County Junior College District. As a result, the program has been approved as a two-year degree program by appropriate state agencies. An operational curriculum has been developed and 102 students are in attendance in 144 class positions in law enforcement courses. Of this number twenty-eight are pre-law enforcement students, two are police cadets, twenty-seven are in industrial security and forty-five are local law enforcement officers. There are thirty-seven full-time students and sixty-five part-time students in the program. As near as can be determined at this time, thirty-seven students are taking twelve or more semester hours, sixteen are taking nine or more semester hours, thirty-one are taking six or more semester hours and eighteen are taking less than six semester hours.

The college district has created a community college that is both technical-vocational and academically oriented. To fully utilize this dual-track system, the Law Enforcement Program through its curriculum design has incorporated the best features of both systems.

In the technical-vocational curriculum the two-year graduate will receive an Associate of Applied Science Degree. In the regular Associate of Arts Degree Program the student, through individual counseling, will select his electives for transfer to a four-year college program.

The administrative structure of the college places the Law Enforcement Program in the Division of Social Sciences. Thus, the program is in an ideal position to utilize allied departments in the Division to study critical social problems involving law enforcement.

Since the junior college is an entirely new educational concept in this section of the country it has been necessary to outline to law enforcement officers each educational process in detail. Several of the law enforcement personnel contacted during the summer could not see the value of the American College Test as a pre-entry requirement for non-degree students. Many prospective students in full daytime employment did not enroll in the limited

42824

evening periods set aside for them, and as a result must wait until the spring semester. Many are waiting to see if the program is going to relate to their needs. Most of the Problems in this area will be resolved through a better understanding of the educational processes on the part of local police personnel and through incidental changes on the part of the college district.

Initial Goals of the Department. The initial Research Proposal established challenging goals for developing the program. These goals have been satisfactorily met during the development period. For a new school district program, the student population has met expectations. Equipment needs have been well provided for and community cooperation has been excellent.

If our planning has been adequate in the development phase, and we believe it has been, the following goals of the Research Project will result in an exceptional instructional program. The goals of the development period have been to accomplish the following:

1. To develop superior course content, enlightened methods of presentation and a good teacher-student relationship.
2. To assist the law enforcement agencies of Tarrant County in gathering current training and instructional materials. These materials are being disseminated through the classroom, seminars, and personal contacts.
3. To present facts, concepts and ideologies that will influence students toward a better understanding and appreciation of our democratic system of government.
4. To develop skills in techniques of law enforcement that will give the student greater self confidence in the conduct of intricate legal-social work situations.
5. To stress moral integrity in the law enforcement service so that it will act as a feedback to citizens of the community.
6. To upgrade law enforcement services within the framework of educational capability.
7. To plan for the ultimate success of the student through counseling, proper academic course work and job placement.
8. To retain a degree of flexibility within the curriculum so that new information, new courses and new instructional techniques may be rapidly absorbed into the program.

Securing a coordinator was delayed until June. By that time curriculum guides had been established, course descriptions written and a tentative program of courses in the two-year program was adopted. Since its initial inception the curriculum has undergone minor revisions to assimilate new information. For example, at the suggestion of visiting consultants and upon recommendation of local police chiefs, a course in Community Relations was added.

With the creation of the Governor's Commission on Law Enforcement Officers Standards and Education and the planned opening of a new Council of Governments Police Training Academy, changes in the

original planning for short courses have been made. With a three level police education hierarchy in the state the junior college role must be altered to accommodate the changes.

Advisory Committee. The initial effort in the development of the Law Enforcement Program was to appoint an advisory committee. Leading law enforcement officials of Tarrant County, Fort Worth, nearby communities, the Department of Public Safety, and representatives from the two major industrial organizations were selected for the committee. The committee, through written suggestions and personal contact with program personnel, has been instrumental in establishing the philosophy for the district Law Enforcement Program. The committeemen developed broad guidelines for the program and have left the implementation to the coordinator. In October, the yearly anniversary date, all committee members were asked to serve another year. The individual committee members have been an important guide in the formulation of the program curriculum. Their continued support will be instrumental to the future success of the new program.

Curriculum Development. The curriculum, in a program designed primarily for working law enforcement personnel, deals almost exclusively with the construction and design of the academic offerings and short courses that may ultimately be offered. Academic courses specializing in law enforcement will be offered in fifteen different subjects. These courses are considered the core courses and will be offered on a continuing basis. Nine courses are offered as required courses with six being electives in areas of specialization. Heavy emphasis will be placed upon the student taking a minimum number of law enforcement courses so that he may obtain a good general academic background.

The college has a strong Basic Studies Program and students who have been out of school for many years or who have not performed well on college entrance tests will be counseled into necessary preparatory courses.

In developing the curriculum many factors were considered. Briefly some of the most important are cited.

1. The curriculum was designed to be both Social Science and Management-Administration oriented.
2. The courses were designed to cover basic theories and concepts of a subject yet, practically oriented so it would relate to reality.
3. Law enforcement courses were arranged in a sequence for logical learning. In this way the reinforced learning principle would apply.
4. Course offerings were balanced between technical-vocational and academic courses with thirty-six semester hours in the academic area and thirty semester hours of law enforcement.

5. Courses requiring technical equipment, such as Basic Criminalistics, were scheduled for later semesters.
6. Needs of the community have been considered in providing educational experiences leading to greater civic responsibilities.

The Research and Development Project, with a three-month extension ending on December 31, 1967, includes a major portion of a semester. An academic profile will be included as an attachment to the Continuation Project. It gives a comprehensive review of the academic quality of the students being attracted to the program. This profile is a pilot study in a long range plan to measure the job success of the graduating students. At this time it is too soon to evaluate or appraise the effectiveness of the curriculum design.

Scheduling. Scheduling of classes on an identical and interchangeable basis has presented the program with its major problem. Students have been offered law enforcement courses on an identical-interchangeable basis but no other courses were so scheduled. Many working officers wishing to attend a minimum number of semester hours to qualify for G.I. Benefits were unable to do so.

Scheduling is a vital part of this program since most prospective officers are on a twenty-eight day rotation schedule in local departments. The program, in an effort to enroll law enforcement students in academic classes has been unable to do so, because of the standard class hour offerings.

Local departments make exception to the rotation policy for officers attending school. This, however, is not a good alternative since personnel ratings are a part of the officers promotional examinations. A man who does not rotate with his watch is at a disadvantage. Thus, it is incumbent upon the school to make slight administrative adjustments in class offerings. This problem is one of administrative mechanics and will no doubt be resolved before the next semester.

Recruitment for the Law Enforcement Program. An important phase of the program has been the recruitment of students from local police departments. The approach in recruiting students has been a subdued approach. There is a great deal of suspicion regarding education in the local departments and only a positive program and time will tend to change these feelings. The approach has been to offer the advantages of education, make our program known and let the program speak for itself in future semesters.

There has been no mass enrollment in our program from the major departments of the county. These agencies have been paying the tuition for their students for a number of years. Consequently, the officers who have been most desirous of education are already enrolled in some type of college program.

Those students who are interested in becoming educated in law enforcement will gradually change to the junior college program if it provides a quality program at a time that is convenient for them to attend. The students who are recent graduates from high school furnish outstanding prospects for local police agencies and the Law Enforcement Program.

Assistance Awards. Another important accomplishment in the development stage was to secure Assistance Awards for police officers who would not have been able to attend classes without the \$50 per semester grant. Ten officers from low-paying departments were issued grants to cover tuition and books for the academic year. These officers have limited education and little or no training in law enforcement. The very test of the value of education in law enforcement will be reflected in the performance of these officers in future years.

Additional recruitment will serve to direct good high school graduates into a law enforcement career. With a good cadet program in operation at the Fort Worth Police Department, it is possible for the student to gain field experience with his education.

Classes presently offered at General Dynamics will ultimately help local departments in recruiting men with some experience. Many members of the Industrial Security Force may return to the ranks of municipal law enforcement.

Specialized Courses. A limited number of seminars and institutes have been planned as a means of bringing law enforcement personnel into homogeneous groups to work on critical law enforcement problems. For example, two seminars have already been held. The first, a seminar on Curriculum Development was conducted for law enforcement administrators and curriculum specialists from state colleges. In that seminar a number of issues concerning curriculum content, academic versus technical education, scheduling and course content were discussed. Also, the issue of junior college credits transferring to four-year institutions was satisfactorily resolved. As a result of this seminar, course design and content were revised to conform to recommendations made by consultants.

A second seminar was presented in which problems in crime prevention were cited. The critical issues in handling civil disturbances were outlined by local and state police agencies. The role of the state educational agencies in crime prevention was presented by the Executive Director, Texas Commission of Law Enforcement Officers Standards and Education. The training programs to be given through the North Central Texas Council of Governments were outlined. Through the discussions conducted at the two seminars a number of critical problems were resolved with respect to state-wide education. By having persons from the police field present their ideas, it has enabled us to evaluate the philosophy of the police service and relate the curricula offerings to the needs of pre- and in-service law enforcement officers.

The special courses such as seminars, workshops, and institutes are felt to complement the regular academic program. The seminars have been successful in bringing regional experts together. There is a need for workshops in the area of Resource Materials Development and other short courses that will assist the officer in gaining a promotion.

Plans are being prepared for holding seminars in traffic and community relations. These seminars will bring the latest developments in the police field to regional chiefs and administrators. Short courses are an excellent supplement to the educational program and will be held two or three times yearly.

Publications. In addition to the recruitment of students and development of a curriculum several guides have been published to serve the district needs.

1. An Internship Guide has been developed that will constitute a syllabus for the course Police Internship. A basis for the guide has been taken from information published in the Department of Criminology, California State College at Long Beach and other publications in the basics of administrative analysis.
2. A curriculum booklet listing course descriptions, a suggested curriculum outline, course outlines, short bibliographies and projected short courses has been developed and is attached to the final report.
3. An Academic Inventory has been developed which gives a limited profile of each student and will be a part of the Continuation Project.

There is a need for a booklet such as that listed in Item 2. If a similar booklet had been available for this project much time would have been saved in writing course descriptions to cover the broad spectrum of law enforcement, yet limit duplication in the courses. This booklet contains only broad suggestions and a limited bibliography, thus changes to fit a given program would be necessary.

A model curriculum, with provisions for minor modifications, would be of great assistance to the four-year colleges accepting junior college courses into their program.

The college recommends that the instructor develops a syllabus on the courses being taught. These syllabi will be a part of the Continuation Project.

Special Contributions to the Office of Law Enforcement Assistance. A strong contribution to the success of the program, if it may be measured in terms of enlightenment, has been the financial support offered for the researchers to attend meetings with other law enforcement educators from throughout the United States. The discussion of common problems with experts at the University of Maryland meeting in June and the Conference of the International Association of Chiefs of Police in Kansas City in September has allowed the district program to assimilate the latest information and techniques known to the law enforcement profession.

The limited consulting services have been of value and should be a part of the Continuation Project. These consultants should be shared with local enforcement agencies through brief presentations at seminars, institutes, etc.

Staffing. There are two approaches in staffing a specialized program such as law enforcement. The one advocated by the Office of Law Enforcement Assistance is to have full-time instructors for all courses in the program. This is, of course, the best approach if fully qualified instructors are available. In the alternate approach the program would use part-time instructors in their field of specialization. By utilizing qualified part-time instructors the program retains a direct contact with the law enforcement community. The question of instructor source will be a problem to resolve in the near future.

The Research and Development Project has taken this program only to the classroom door. The ultimate test of its effectiveness will not be known for many years. The validation of a successful program is with the classroom instructor. If there is a single criterion for making this an exceptional program it must be with the selection of a competent, highly qualified instructional staff.

In conclusion, there are few problems that have not been resolved in the normal course of program development. There are many tasks that have remained unfinished that will be resolved in future studies. The program, in the initial development, has gone smoothly because of the financial and technical assistance offered by the Office of Law Enforcement Assistance. If a Continuation Grant is forthcoming it will permit expansion of the program based upon a sound staffing and development plan. This plan will fully utilize staff assistants, consultative services and funds that will make a state-wide coordination effort possible.

There are many agencies and individuals who have assisted in making the program operational. The same individuals who have assisted in the development phase must ultimately be called upon to evaluate its success. With the cooperation of these agencies, the information transmitted to their officers can only help them in becoming more proficient in handling complex situations of modern day law enforcement.