

FINAL PROJECT NARRATIVE REPORT  
(Developmental Stage)

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

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

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

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

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

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

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

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

From a population standpoint the cities selected rank as follows:

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

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

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

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

#### Program Planning

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

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

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

### Program Development

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

### Implementation

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

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

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

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

Current enrollment is shown in Figure 1.

FIGURE 1

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

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

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

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

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

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

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

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

#### Résumé of Instructors Background in the University

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

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

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

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

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

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

#### Curriculum

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

1. Introduction to Sociology - 3 semester hours

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

2. Introduction to Psychology - 3 semester hours

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

3. English - 3 semester hours

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

4. Speech - 3 semester hours

This may be included in an expanded course in Communication

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

5. Mathematics - 3 semester hours

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

6. Science - 3 semester hours

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

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

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

8. Electives - 10 semester hours

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

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

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

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

2. Criminal Evidence - 3 semester hours

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



3. Administration of Justice - 3 semester hours

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

4. Defensive Tactics - 1 semester hour

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

5. First Aid - 1 semester hour

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

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

1. Criminal Investigation - 3 semester hours

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

2. Patrol Procedures - 3 semester hours

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

3. Traffic Control - 3 semester hours

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

4. Criminology - 3 semester hours

The application of sociology to law enforcement; the part

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

#### D. Curriculum Summary

Courses in Liberal Arts taught in the junior colleges	34 semester hours
Courses in Law Enforcement taught in the junior colleges	14 semester hours
Courses in Law Enforcement taught at the University (summer session)	12 semester hours
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	60 semester hours

#### Relationship Between the University and the Two-Year Colleges

There are two phases of the University's relation to the two-year colleges. In the official phase, the Board of Regents has established a standing committee "to develop in cooperation with the State Department of Public Instruction approval standards for area and public community colleges and junior colleges." On September 23, 1966, this committee formally approved this program, well in advance of the request for initial funding.

In the unofficial phase, the University has a section of the College of Education devoted exclusively to assisting two-year colleges. This is an active, continuing program. For example, administrative short course and conferences for two-year college personnel have been held on the campus for thirty years. At the last two, this law enforcement program was presented for discussion and definite support was received from those in attendance as well as suggestions for administration of the program. As a part of this phase, the University officers specific course work for credit in junior college administration. Since we are the major institution graduating school administrators, many of these administrators are our alumni and with the continuing programs offered, including field service, the relationship is quite close.

University cooperation with the two-year schools is not new. The Division of Health Sciences has over thirty programs in operation with two-year schools. While the University does not offer a part of the instruction as in the law enforcement program, there is much assistance in course development, securing of instructors and similar services.

As a result, because of both the official and unofficial relationships, the University has very close and cordial cooperation with two-year schools.

#### Eligibility for Upper Division Work at the University

This two-year program is intended primarily as a complete educational unit that would qualify the participants well beyond present police entrance standards. Police administrators would be most happy to have a pool of men with two-year degrees to draw from in this state because up until now almost 100 per cent of the applicants have only high school graduation. As a result, only tentative plans for a four-year degree in police science have been formulated. There are two basic reasons for this. The first is because we feel that we should go a step at a time and introduce and stabilize the two-year program before we introduce a four-year program. The second reason is based upon the experience of four-year degree programs in placement of graduates. Data seems to show that only about 20 per cent of the graduates of such programs enter state or local police agencies with the remainder entering federal law enforcement agencies or industrial security organizations. It is our belief that in a relatively short time employment in state and local police agencies of four-year degree holders will increase because of improved opportunities for advancement and more competitive salaries. At this time it is our opinion that there are enough schools offering four-year degrees to satisfy the demand. However, in the long-range view, there is little doubt that the University will develop a four-year program in law enforcement.

Since the University of Iowa does not offer a four-year program in law enforcement, students who receive the Associate of Arts degree in Law Enforcement with the minimum sixty hours will not be able to transfer all of their credits with full application toward any four-year degree offered. At the same time, the University will accept all credits earned in this program, even though they may not be directly applicable to a four-year degree. This policy has been specifically stated over a period of years in relation to a variety of programs and no question as to transfer of credits from public junior colleges to the University and vice versa has been raised.

This discussion does not mean that a student completing this law enforcement program over a two-year period plus the twelve-week summer session would not be able to apply a full sixty semester hours of credit to a four-year degree. In explanation, during four semesters at the junior college the student must complete thirty-four hours of a standard liberal arts program plus twelve hours of law and one hour each of defensive tactics and first aid for a total of forty-eight hours in four semesters, or twelve hours a semester. A full load for a student is fifteen or sixteen hours a semester, so a student who was considering a

four-year program could, over four semesters, complete sixteen hours in addition to the subjects required for the law enforcement program and still carry only the regular schedule. If properly chosen, these sixteen hours plus the thirty-four of the standard liberal arts subjects would give him a total of fifty. In addition, the two hours of defensive tactics and first aid will satisfy the physical education requirement, so are transferable to any program. This would be for a total of fifty-two hours. Then the three hour course in criminology taught as a part of the summer session at the University would be highly transferable for a total of fifty-five hours, leaving only five hours to complete a two-year status in any field requiring a liberal arts background. Of the twenty-one hours of credit such a student would have in law enforcement subjects, there is no doubt that at least five of these would be acceptable as electives for they would constitute less than 10 per cent of his total transferable hours. In the case of certain majors in social sciences, it is likely that even a greater number of hours would be applicable toward a four-year degree.

#### Financial Assistance to Law Enforcement Officers

Because of the relatively short time taken to initiate this program, it was not possible to secure local financial assistance for police officers enrolling for law enforcement courses in the junior colleges. Budgets for the cities are planned well in advance and at least a one-year lead time is necessary. However, there has been discussion with various city councils and it is hoped that they will make tuition and book grants to officers successfully completing any course hours.

In the case of Burlington, Iowa, a service club volunteered to pay the tuition of ten police officers. It is believed that a number of service clubs will be willing to undertake a similar program. However, this should only be considered as a temporary measure because it is believed that the local governmental units will support officers enrolled in junior college programs. Further, federal assistance to individual officers seems likely because of the number of bills now in Congress on this subject. The application for second year funding for this project will include a request for funds to at least pay tuition expenses during the summer session to be held at the University.

#### Cooperation of Local Law Enforcement Agencies in the Program

Local law enforcement agencies were informed of this program in several ways. First, one hundred and thirty-five commanding officers have attended Police Command Schools at the University during this period and the program was discussed in detail. Second, the program was presented to the State Convention of the Iowa Association of Chiefs of Police and discussed with them. Third, the program was discussed individually with Chiefs of Police in the areas where

programs were to be established. Fourth, the program was discussed with the commanding officers of the major state law enforcement agencies. Fifth, an advisory committee of four well recognized law enforcement officers was formed.

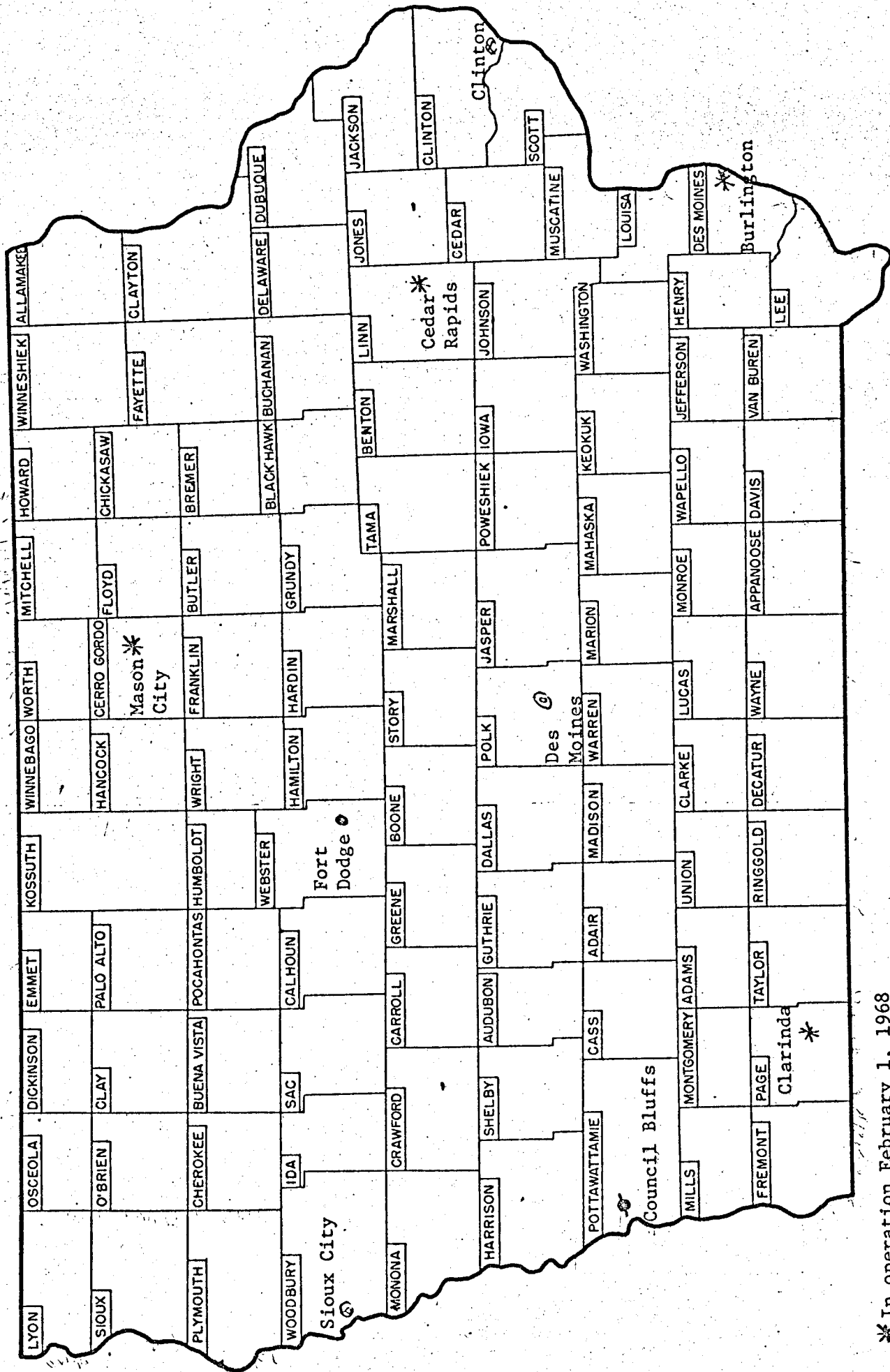
As a result, the cooperation with local law enforcement agencies has been excellent in all phases of the program. The only criticism has been entirely constructive in nature and very helpful in working out details of the program. Commanding officers have explained the program to their police officers and encouraged them to attend. In many cases officers have been allowed to change their work schedules to fit in with class time. There is every reason to believe that this level of support will continue.

#### Attracting Pre-Service Students

This has been the weakest phase of the program and resulted from the fact that the legislature was so long in session that the junior colleges, who depend to a great extent on the legislature for their budgets, did not receive a firm budget until early August. As a result, except for one school, there was no material on this program in the hands of guidance counselors at the end of the prior school year. These materials will follow the usual format for introducing a new course. (A sample announcement is in the Appendix.) Recruitment of the pre-service students was based on consultation with the junior college counselors at the start of the school year.

However, there are definite plans well underway and in some cases completed to have the high school counselors well informed for the next school year.

In spite of these obstructions, eighty pre-service students are enrolled in the four junior colleges. This is believed to be a satisfactory first-year enrollment, especially in view of the delays encountered.



- \* In operation February 1, 1968
- o In operation September, 1968
- ⊙ In planning stage, possibly in operation in September, 1968
- ⊕ Planned for 1969
- ⊗ Under consideration