

NCJ 000064  
COPY 2



# DEGREE PROGRAMS

## GEORGIA COLLEGES

J. P. MORGAN, JR.

PROJECT DIRECTOR

POLICE SCIENCE DEGREE PROGRAMS  
IN GEORGIA COLLEGES

FINAL PROJECT REPORT

INSTITUTE OF GOVERNMENT, UNIVERSITY OF GEORGIA  
in cooperation with

THE BOARD OF REGENTS  
UNIVERSITY SYSTEM OF GEORGIA

Financed by

THE OFFICE OF LAW ENFORCEMENT ASSISTANCE,  
U.S. DEPARTMENT OF JUSTICE  
Grant 245-(058)

## INTRODUCTION

The education of law enforcement officers has for many years aroused much debate. Some have felt that this effort should be considered as part of the vocational arena- hence the development of programs similar to those in the State of California. Others have suggested that law enforcement education is in fact a liberal arts function. The President's Commission on Crime and the Administration of Justice in its report recommended the liberal arts thrust.

More recently, Congress, through the Omnibus Crime Control and Safe Streets Act of 1968, re-emphasized the need for law enforcement education and broadened the educational scope to include the Criminal Justice system. The field of law enforcement education is in a constant state of flux and appears destined to continue so until it has achieved both academic legitimacy and pragmatic acceptance.

The University System of Georgia, in September of 1967, received an award of \$75,000 from the Office of Law Enforcement Assistance to implement police science degree programs. At the time of this award such programs were non-existent in the state. In September of 1969, there are 7 two year degree programs, 3 baccalaureates, and 1 graduate program available in the State of Georgia. The following report traces these two years of progress.

The initial chapter concerns itself with the preliminary research and planning that were involved in selection of schools for degree

programs, and the curriculum for these programs.

The second portion of the report is devoted to a general summary of the programs developed, including their purpose, student enrollment and the assistance available from the University of Georgia.

The next section introduces the Directors of the various grant-supported programs. It also includes a summary of their quarterly reports.

Chapter IV presents a review of the position of Police Development Specialist and its role in the overall development of educational programs in the State.

The final chapter discusses the state-wide plan for educational development of law enforcement officials. Included are those goals already achieved, those presently being pursued, and those which will hopefully be accomplished in the future.

The Appendices, while presenting several charts on student enrollment, and Loan and Grant requests and appropriations, also includes materials prepared for distribution to institutions contemplating a law enforcement degree program.

In view of the turnover in the positions of Police Development Specialist, and Administrator, Police Science Division, much of the data presented here was obtained from quarterly reports and correspondence with those involved in the various stages of the project.

J. P. Morgan, Jr.  
Administrator  
Police Science Division

December 1969

ii

## ACKNOWLEDGEMENTS

This report represents a joint effort on the part of many individuals within the University System of Georgia. Any value derived from this work should be attributed to all those who participated in this team project. At the risk of omitting any names, only titles will be acknowledged, but behind each title there stands a dedicated person.

This project could not have even been attempted without the cooperation of the Board of Regents, University System of Georgia. Through their office of Assistance Vice Chancellor such cooperation was always present through all phases of the study.

Certainly the past and present Directors of the programs summarized in this report are to be congratulated for their accomplishments in their respective institutions, but for purposes of the report itself, their cooperation has played a vital part in collecting the necessary data presented in the pages that follow.

The inspiration of the Director of the Institute of Government, and the assistance of his administrative staff including in particular the Publications Specialist, deserve our sincere appreciation.

The entire staff of the Police Science Division, Institute of Government, at one time or another provided valuable assistance in the completion of this project. To the entire staff in general, and in particular to those who held the position of Degree Development Specialist, we acknowledge their contributions. It goes without saying that such a report could

not be produced without many long hours of typing and re-typing  
Our sincerest thanks to the dedicated secretaries of the Police  
Science Division.

The Corrections Division, Institute of Government, also provided  
valuable assistance throughout the entire study.

Finally, sincere thanks to the patient officials of the Law  
Enforcement Assistance Administration who were willing to extend  
this project to allow for a more complete analysis of the impact of  
this grant on Law Enforcement Education in Georgia.

J. P. Morgan, Jr.  
Project Director

## TABLE OF CONTENTS

	Page
INTRODUCTION .....	i
ACKNOWLEDGEMENTS.....	iii
SUMMARY OF PROJECT .....	viii
CHAPTER I	
PRE-PROGRAM ACTIVITIES	
Curriculum.....	1
Advisory Activities.....	4
CHAPTER II	
GENERAL SUMMARY	
Programs Developed.....	6
Purpose of Two Year Police Science Program.....	6
Curriculum .....	6
Student Enrollment.....	7
Police Development Specialist....	7
Directors of Police Science.....	8
General Problems.....	8
CHAPTER III	
PROGRAMS AND PERSONNEL	
A. First Quarter Report	
Armstrong State College and Brunswick Jr. College...	13
DeKalb College.....	15
Georgia State College.....	15
Albany Junior College. and South Georgia .....	17
University of Georgia.....	18
B. Second Quarter Report	
Armstrong State.....	19
DeKalb Junior College.....	19
Georgia State College.....	20
Albany Junior College.....	21
University of Georgia.....	21
C. Third Quarter Report.....	22

D. Final Reporting Period	
Armstrong State College.....	23
DeKalb College.....	23
Georgia State College.....	24
Albany Junior College.....	24
South Georgia College.....	25
Columbus College.....	25
University of Georgia.....	25
E. Summary of Problems.....	27

CHAPTER IV

POLICE DEVELOPMENT SPECIALIST

Initial Phase.....	32
Need and Demand Reassessment.....	34
Results of Reassessment.....	35
Law Enforcement Library and other Activities.....	36
Priority of Activities.....	36
Past Program Activities.....	37
Development Material.....	38

CHAPTER V

PROJECT GOALS· SUMMARY AND  
CONCLUSION

Goal Actualization.....	41
Potentials of Law Enforcement	
Education in the State of Georgia...	43
Future Goals	
Remedial Education Program...	44
Two Year Degree Programs....	47
Four Year Degree Programs....	48
Graduate Programs.....	49



## APPENDICES

I	Summary: A Study of the Need and Demand for Police Science Degree Programs in the Colleges of Georgia. .52
II	International Association of Chiefs of Police Recommended Curriculum. . 56
III	Recommended Police Science Curriculum For School on Quarter System. . . . .58
IV	Members of Police Advisory Committees. .59
V	Degree Programs in Georgia. . . . .61
VI	Omnibus Crime Control and Safe Streets Act of 1968, Student Loan and Grant Funds Winter-Spring Quarters 1969. . 62
VII	1970 Requests and Recommendation For Participation in LEEP Program By Georgia Colleges. . . . . 63
VIII	Final Reports From Each Institution. . . . . 64
IX	Master of Public Administration (MPA) Law Enforcement Concentration, University of Georgia. . . . . 92
X	Recommended Criminal Justice Curriculum For Schools On A Quarter System. . . .93
XI	Implementation of Criminal Justice Degree Programs. . . . .98
XII	General Information- College Admission. . 105
XIII	Grant Request For Law Enforcement Education Programs. . . . .112
XIV	Students Participating in LEEP Programs in Georgia. . . . . 115

## PROJECT SUMMARY

### Pre-Program Activities

A study of the need and demand for Police Science degree programs in the colleges of Georgia was undertaken from September 1966 through March 1967. The Institute of Government at the University of Georgia applied for, and received, a grant for this study from the Office of Law Enforcement Assistance of the U.S. Department of Justice, Washington, D. C.

An outgrowth of this study was the design of recommended curriculum for police science programs, including transferable and nontransferable junior college programs.

### Initiation of Program

Copies of the International Association of Chiefs of Polices' proposed curriculum for two year terminal and two year transferable degree programs in police science were forwarded to 14 junior and senior colleges servicing the areas identified as having a need and demand for police science programs.

Representatives from all 14 institutions advised that they would offer both a two year terminal degree and a two year transferable degree. However they agreed that they would place more emphasis on academic courses for those students who indicated that they planned to transfer to a four year college.

As a means of facilitating the transferability of credits from one unit of the University System to another, a recommendation was made that a standard core of basic courses be required of all students. The recommended core would include: 20 hours of humanities, 20 hours of mathematics and natural sciences, 20 hours of social sciences, and 30 hours of elective courses relative to the student's major.

There were strong expressions of support by the police of the state. The Georgia Association of Chiefs of Police, the Peace Officer's Association, and Sheriff's Association all expressed full support of the development of college degree programs. Each of the Chiefs in the immediately affected departments of DeKalb County, Atlanta, Savannah, and Douglas, stated that he would support the program in his area, and that provisions would be made by his department to develop incentives for graduates and officers who attended the program.

A Police Advisory Committee was formed in order to assure maximum participation from representatives of various disciplines concerned with this effort. The Office of Law Enforcement Assistance (OLEA) and the International Association of Chiefs of Police (IACP) provided staff assistance and consultative aid.

In addition to the above advisory activities, the Institute of Government, University of Georgia under the direction of Dr. Morris W.H. Collins, Jr., actively participated in the development of all programs as did the Administrator of the Police Science Division and his staff.

### Degree Development

Pursuant to the guidelines established in the Law Enforcement Assistance Act of 1965, and with financial aid therefrom, the Board of Regents for the University System of Georgia approved five two-year Police Science Degree Programs. Those schools that received OLEA Grants for the programs included Albany Junior College, Armstrong State College, DeKalb College, Georgia State College, and South Georgia College. In addition to, and in conjunction with the above programs, a program was developed at Columbus without a grant.

The purpose of these two-year Police Science Programs was twofold. The first purpose was to upgrade local law enforcement through the educational capabilities of local colleges. The second purpose was to prepare students for transfer to four-year colleges or universities where they could continue their studies in law enforcement.

As the Police Science degree programs developed, the curriculum included both general education and law enforcement courses. The purpose of this was to enable the graduate to be useful at the line level of employment and also be qualified for later advanced study if they so desired.

A total of 173 students were enrolled in the five police science programs in September of 1967 of which 104 were law enforcement officers. By spring quarter of 1969 this enrollment had increased to 478 students and one school had been added. (By September of 1969, 4 additional degree programs were available.) Students for the programs were recruited primarily from local and area law enforcement agencies. Now greater emphasis is being placed upon recruitment in high schools in order to create more enthusiasm for the law enforcement profession.

The curriculum in these programs has changed considerably since 1967. The emphasis is now on non-terminal degrees in Criminal Justice.

Since Criminal Justice includes the police, the courts, and corrections, the recruiting base of potential students for such a program is considerably expanded. Thus this type curriculum has more pre-service student potential than a "pure" police science program. More important is the fact that it serves the needs of interested practitioners in all the components of the Criminal Justice system.

#### Degree Development Specialist

The position of Police Development Specialist was established within the Institute of Government, University of Georgia, to develop Police Science Degree programs in the State of Georgia. This position was initially funded through the O. L. E. A. Grant.

Although the grant has expired, this position has been continued by the Institute of Government as a budgeted position. In this way, the Institute continues to offer assistance and support to those colleges which have developed programs under the Institute's guidance, as well as to assist in the development of additional programs throughout the state.

#### Problems Encountered

The overall law enforcement education effort in the State of Georgia has, in general, been exemplary. As with any major effort, problems have arisen which have been identified as being common to all of the institutions participating in this project.

The directors felt that other mandatory activities such as class preparation and practitioner recruitment were such that they were prevented from actively recruiting at the high school level. In most cases, budgetary limitations prevented the hiring of assistants. This would have made it possible for the directors to conduct the necessary high school recruiting.

Many of the programs expanded to the point where additional faculty personnel were employed; however, the demands upon the time of the directors and these additional people were such that only minimum high school recruiting efforts could be achieved.

Another problem was the poor image of the local police. This greatly interfered with sincere attempts to recruit persons into the police science programs. Many efforts are currently directed at correcting this situation. Since the present day policeman is advancing in his formal education, it is believed that this problem will be corrected in the future.

Long working hours and frequently changing shifts prohibited some law enforcement officers from enrolling in police science courses. Many of the local police departments are inadequately staffed and have a difficult time achieving normal shift coverage. Additionally, some of the chiefs have felt that it would be unfair to give shift advantages to those desiring to pursue an educational endeavor while not giving the same advantages to the non-college candidates.

Few Chiefs of Police in the State of Georgia hold baccalaureate degrees and many are non-high school graduates. This makes it difficult to convince a Chief of the need for higher education in law enforcement. A common attitude seems to be that a man can pursue a degree if he is desirous, but on his own time, and as long as it does not inconvenience the police department. Through the encouragement of the Institute of Government and the Area Planning and Development Commissions, many of the chiefs are slowly reversing this attitude. The change did not come about until quite recently and has not, to date, been significantly reflected in personnel reassignments.

The last, but not least, problem reported by the Directors, was that inadequate wages received by many police officers prohibited their enrollment in the police programs. The advent of the Omnibus Crime Control Bill, and its loan and grant section, eliminated much of this problem.

These problems are being corrected and as such additional Police Science and/or Criminal Justice programs will continue to develop throughout the State of Georgia, and those already functioning should become stronger.

#### Future Goals

In order to assure that all law enforcement officials are eligible for college, remedial education programs should be established where they are lacking and expanded where they exist. This can be accomplished through coordination with the Adult Basic Education Program of the Georgia State Department of Education.

Two year degree programs should be developed with course options for the various components of the Criminal Justice System. These programs should be oriented toward non-terminal degrees with specific attention to lower division requirements of four-year institutions which might attract the type student who pursues an AA

degree in Criminal Justice or Police Science.

Four year degree programs should be structured around a problem rather than a discipline. This would better prepare the student conceptually for his chosen field. Electives can provide specific foundations in the student's area of concentration.

In the graduate field, additional Master's degrees will be developed, and a Doctor of Public Administration degree, with law enforcement as an area of concentration, is anticipated.

The overall impact of education, much of which has been stimulated by the Law Enforcement Education Programs of LEAA, will be evaluated by broadening the responsibilities of the Degree Development position at the Institute of Government.

I  
PRE - PROGRAM ACTIVITIES

A Study of the Need and Demand for Police Science Degree Programs in the Colleges of Georgia was undertaken from September, 1966 through March, 1967. This survey was premised on an earlier survey conducted by the Board of Regents in which interest was expressed in a state wide study. The Institute of Government at the University of Georgia applied for and received a grant for the study from the Office of Law Enforcement Assistance of the United States Department of Justice, Washington, D. C. (Appendix I).

Curriculum

An outgrowth of this study was the design of recommended curriculum for police science programs, including transferable and nontransferable junior college programs.

Copies of the International Association of Chiefs of Police's proposed curricula for two year terminal degree programs and two year transferable degree programs in police science were forwarded to 14 junior and four year colleges on November 22, 1966 (Appendix II). These served as the basis for the curriculum discussion during a December 9, 1966 meeting.

During these discussions, representatives from all 14 colleges advised that they would offer both a two year terminal degree and a two year transfer degree, and that they would place more emphasis on academic courses for the students who indicated that they planned to transfer to a four year college. They stated that they would use the proposed curriculum

as a guide in determining their own programs if their school were to initiate a police science degree program. Inasmuch as the University System of Georgia is on the quarter system, a proposed curriculum for two year terminal degree was developed that presents an alternative course of study on a quarterly basis. This curriculum was forwarded to all study members and their suggestions were requested (Appendix III).

Cost questionnaires distributed at a second college advisory meeting included a question on what per cent of the courses in a police science degree program should be academic and what per cent professional. Answers of those present, on what per cent of the programs should include academic course, varied from 50% to 80%, with answers regarding the per cent of professional courses ranging from 20% to 50%. It should be noted that representatives of the four year colleges generally recommended that the per cent of academic courses be from 70% to 80% while representatives of the two year colleges suggested that the academic per cent be from 50% to 65%.

Faculty members from five schools stated they would house this program in a separate department while another three stated they would include it in an existing department. All agreed that they would be willing to consider giving credit for certain professional training courses to transferees from police academies.

Dr. Harry S. Downs, Assistant Vice Chancellor, Board of Regents, University System of Georgia, advised that the transferability of police



science courses would be a problem but that he felt this could be worked out with little difficulty. There was some disagreement at the meeting as to whether these courses could be transferred to a four year college. The main points of disagreement involved the transfer of senior college courses offered in the second year of two year programs. The four year college felt that a phase should be established in order for a senior college course to be offered, and thus they doubted that these courses would transfer.

Four of the programs planned were implemented pursuant to the above curriculum during the first quarter of grant operation. During the second quarter of grant operation, however, the problem of transferability arose. As a means of facilitating the transferability of credits from one unit of the University System to another, a recommendation was made that a standard core of basic courses be required of all students. The adoption of the recommended core was to be effectuated in the fall of 1968 and would include 20 hours of humanities, 20 hours of mathematics and natural sciences, 20 hours of social sciences, and 30 hours of elective courses relative to the student's major. The curricula of the five police science administration programs were to be designed to accommodate the recommended core. All necessary curriculum adjustments were to be made prior to the fall quarter, 1968.

The anticipated date for the effectuation of the curriculum alteration did not culminate. It was not until the later portion of the fall quarter that the curriculum alteration actually began. Many of the schools did incorporate

the liberal arts concept. However, it was not until several months later that the majority of the schools had effected the change. At this writing all of the schools have successfully altered their curriculum along the above guidelines.

### Advisory Activities

The colleges in which degree programs were initiated pledged full support and cooperation to the venture. The Georgia Municipal Association and the Association of County Commissioners of Georgia were also strongly in favor of the approach.

There were strong expressions of support by the police of the state. The Georgia Association of Chiefs of Police, the Peace Officers Association, and Sheriffs' Association all expressed full support of the development of college degree programs. Each of the chiefs in the immediately affected departments, including Atlanta, Savannah, Douglas, DeKalb County, Albany and Brunswick, voiced overwhelming support. Each chief stated that he would support the program in his area and that provisions would be made by his department to develop incentives for graduates and for officers who attended the program.

A Police Advisory Committee was formed in order to assure maximum participation from representatives of various disciplines concerned with this effort (Appendix IV).

In addition to OLEA staff assistance, arrangements were made with the International Association of Chiefs of Police for limited consultative aid. That organization, under a private foundation grant, had been conducting a program designed to foster a variety of programs collaborative of police

education and training efforts in institutions of higher learning. They additionally have qualified staff which can provide information concerning curriculum formats, features of programs established elsewhere, and problems experienced in developing degree programs in law enforcement. Requests for this assistance were to be directed to OLEA.

At a meeting held in Savannah on November 17, 1967, police educators from Georgia colleges and universities adopted a constitution of an association to be known as the Georgia Association of Police Educators. The Association was intended to promote education and training in the field of law enforcement; bring together those persons involved in police education and training; enhance cooperation between police educators and the training practitioners; disseminate research materials and information in the criminal justice field; and further develop law enforcement education at the college and university level.

In addition to the above advisory activities, the Institute of Government, University of Georgia, under the direction of Dr. Morris W.H. Collins, Jr. actively participated in the development of all programs as did the Administrator of the Police Science Division and his staff.

## II GENERAL SUMMARY

### Programs Developed

Pursuant to the guidelines established in the Law Enforcement Act of 1965, and with financial aid therefrom, the Board of Regents for the University System of Georgia established five (5) two year Police Science Degree Programs. These programs were funded with \$75,000 through OLEA. Those schools receiving OLEA Grants for the programs include Albany Junior College, Armstrong State College, DeKalb College, Georgia State College and South Georgia College. In addition to and in conjunction with the above programs, a program was developed at Columbus without a grant.

### Purpose of Two Year Police Science Program

The purpose of the two year Police Science program is primarily to serve the needs of the local area in the realm of law enforcement within the overall philosophy of the college. It is additionally designed to prepare students for transfer to four year colleges or universities where they may continue their studies in law enforcement.

### Curriculum

In the Police Science Degree programs, the curriculum includes both general education and law enforcement courses. This dual thrust is maintained in order that the graduates will be useful at the line level of employment and also be qualified for later advanced study if they so desire.

### Student Enrollment

A total of 173 students were enrolled in the five (5) police science programs in September of 1967, of which 104 were law enforcement officers. By spring quarter, 1969, this enrollment had increased to 478 students and one school had been added (Appendix V). Students for the program have been recruited primarily from local and area law enforcement agencies, but now greater emphasis is being placed upon recruitment in high school in order to create more enthusiasm for the law enforcement profession.

### Police Development Specialist

The position of Police Development Specialist was established within the Institute of Government, University of Georgia to develop Police Science Degree programs in the State of Georgia. This position, as well as the development of these programs, was initially funded through an OLEA Grant.

Although the grant has expired, this position has been continued by the Institute of Government as a budgeted position. In this way, the Institute continues to offer assistance and support to those colleges which have developed programs under the Institute's guidance, as well as to assist in the development of additional programs throughout the state.

The units of the University System are also assisted by the Institute of Government in the preparation of requests for student aid funds under the Omnibus Crime Bill. In the fiscal year 1969, the State of Georgia's schools requested proportionately more student aid funds than any other Southern state, and received \$256,200 (Appendix VI). The

previous requests incorporated only two quarters although the funds were used through December 31, 1969--- Fiscal year 1970 resulted in requests for \$1,062,917 (Appendix VII).

The staff of the Institute of Government worked closely with all of the schools, providing them with continuous information as it was received from LEAA. The liaison maintained by the Institute of Government and LEAA has proved to be quite valuable when problems have arisen.

#### Directors of Police Science

The Directors are responsible for developing the curriculum within the guidelines established by the college, teaching many of the courses offered, recruiting students into the program, and preparing the necessary reports.

#### General Problems

The police science directors mentioned several common problems which confront them in their programs. They are as follows:

- (1) High school students and recent high school graduates have not been informed of potential careers in the law enforcement field. Due to budgetary problems, many of the police science directors are unable to hire enough assistants to free them to do the necessary recruiting in the high schools. The directors note that it is difficult to prepare for and teach classes while attempting to expand the program, recruit students and involve themselves in numerous duties mandated as program director.

- (2) The existing image of the police, although changing, still interferes with sincere attempts to recruit persons into the police science programs.
- (3) Long working hours and frequently changing shifts prohibit some law enforcement officers from enrolling in police science courses.
- (4) Inadequate wages received by many police officers prohibits their enrollment in college.

### III PROGRAMS AND PERSONNEL

It is important to note that here, as has seemed to be consistent throughout the rest of the United States, the first years of the program's success or failure is contingent upon the background and personality of the individual director. The director's energy, ability and rapport with the local police community appear to be crucial to the program's short range development.

Initially, it was determined that each director would have at least a degree beyond the baccalaureate and some form of practical experience in law enforcement. Specifically, the grant application stated that the project director or coordinator selected by the applicant institution to develop or operate a police science degree program should: (1) hold a Masters degree or at least a Bachelors degree; (2) have the rank of assistant professor or higher ; and (3) devote full time to the program when it becomes operative, and no less than half time in the planning phase.

There would be full time administrator-professors in charge of the two year programs at Georgia State College and at DeKalb College. Each would be responsible for teaching, coordinating and administering the program in his institution.

Two other administrator-professors would be jointly staffed, spending two-thirds time at one institution and one-third time at another engaged in advanced planning. The administrator-professor at Armstrong State College



would work with Brunswick Junior College (about 85 miles away ) in planning for its September, 1968, program. The administrator - professor at Albany Junior College would work with South Georgia College (about 85 miles away) in planning for a program to begin in September of 1968. The anticipated teaching load, would only constitute part (approximately 1/3) of the administrator - professor's work load since many of the classes would be taught by regular and part-time faculty members.

It was further proposed that a Police Development Specialist be employed by the Institute of Government, University of Georgia to work with the remaining colleges of the state to develop degree programs and college credit courses in police science. This specialist would concentrate particular effort on developing programs in metropolitan areas of the state (Atlanta, Augusta, Macon and Columbus). He would also work to develop a program at all colleges where there was sufficient interest and demand. According to the study these findings would include: Abraham Baldwin Agricultural College; Augusta College; Columbus College; Dalton Junior College; Gainseville Junior College; Georgia Southern College; Georgia Southwestern College; Kennesaw Junior College; Middle Georgia College; North Georgia College; Valdosta State College; West Georgia College and the junior colleges being established in Macon and South Atlanta (Clayton Junior College).

This staff member would work to develop programs at the colleges of the University System where programs were not initially established. He might also serve as a roving instructor of police science courses at some of these colleges, but his main function would be to develop police science degree programs and to develop elective courses at colleges where the

demand was not great enough to warrant a full scale program.

This staff member would also work with other professional staff members of the Police Science Division, Institute of Government, University of Georgia in a program of professional and technical assistance and support to established programs. It was anticipated that they would devote 25% of their time working in this program offering assistance and support throughout the state.

This assistance and support was to take such forms as: assistance in finding and arranging for part-time faculty members to teach technical police science courses; consultation on such matters as the development of curriculum and adequate library resources; the arrangement of work-study programs in appropriate law enforcement agencies; and student recruitment programs. Working with the officials of the Chancellors Office of the University System and with the colleges concerned, it was expected that these staff members would also engage in a continuous and comprehensive evaluation of the programs.

Responsibility for this program was centered in the office of the Assistant Vice Chancellor for Instruction, Dr. Harry S. Downs. Prior to assuming this position, Dr. Downs had the responsibility for all of the public junior colleges in the state. Dr. Downs was closely involved in the department of the original police science degree need and demand survey and had attended all of the advisory meetings while the study was being conducted.

Assistant Vice Chancellor Downs was to be aided in the administration of the program by the treasurer and other management personnel of the Board of Regents

who would actually handle the disbursement and accounting of grant funds. It was contemplated that the grant funds would be disbursed in lump sums to the colleges based on budget submissions in accordance with the allocation to each college outlined in the original proposal. Budget amendments would be approved by the Board of Regents with the approval of the Office of Law Enforcement Assistance where changes were of the nature to require such approval.

#### A. First Quarter Report

At the end of the first quarterly reporting period, the above plan had been implemented. Albany Junior College had joint staffed Mr. Harry Bruno with South Georgia College. Armstrong State College had joint staffed Mr. Bryce Hill with Brunswick Junior College. Georgia State had employed Mr. William Mathias and DeKalb Junior College had employed Mr. P. Kreutzer Garman.

#### Armstrong State College and Brunswick Junior College

During the first few months of operations, Mr. Hill appeared on each of Savannah's two television stations and one radio station announcing the formation of the police administration program. Numerous other speaking engagements were made. All of the Savannah high schools were contacted and he participated in two college day programs and one career night.

The program presented at Groves High School raised a particular area of concern, relating to a four year program leading to the bachelor of science

degree in police administration. Mr. Hill found that many of the high school students desired to obtain a four year college education or more.

Mr. Hill obtained funds from Title I of the Higher Education Act to provide three seminars on police management and community relations. He anticipated implementing these programs during the winter quarter, 1968.

Several local citizens in the Savannah area provided funds for scholarships and program support. These citizens also expressed a desire to participate in building a crime laboratory at Armstrong State College. Mr. Hill felt at the time, that the public had been most responsive and they were working on several projects with the local police agencies regarding a program correlated with National Crime Week during that month of February.

During this time, Mr. Hill initiated contact with Brunswick Junior College and the local police agencies. These first contacts bore little fruit as did future meetings. Brunswick Junior College, although subsequently assisted by Mr. Harry Bruno, was not to start a program during the tenure of the project. There were several reasons for this failure which are reflected in the final project report of Armstrong State College (Appendix VIII) written by Mr. Hill.

Mr. Hill holds the AB degree in Sociology, an AB degree in Criminology and had completed the requirements for a Masters degree in Sociology. He had been chairman of the Department of Law Enforcement at Forest Park Community College in St. Louis Missouri and research assistant in the office of planning and research for the St. Louis Metropolitan Police Department. Prior to

that, he had been a police officer with the Tulsa Police Department, Tulsa, Oklahoma.

#### DeKalb College

During the first quarter reporting period, Mr. Garman, the director of the DeKalb College program, conducted meetings and discussions concerning the school program with the chiefs of police in his area. He spoke to several booster groups and in-service policemen at local police stations, prepared and distributed program material for in-service policemen and acted as student advisor at the school. Additionally, he conducted intensive searches for scholarship aid for the students and developed a preliminary police advisory board for the college.

Mr. Garman holds a Masters degree in Social Science from Sacramento State College and a BA degree in Public Administration with a specialization in police administration from the same school. He has attended several military and FBI training courses.

He was employed, prior to his present position, by the State of California Department of Justice, Bureau of Criminal Identification and Investigation. He also has experience as a special investigator for the United States Department of Defense and has served in the United States Army Military Police Corps, Criminal Investigation Division.

#### Georgia State College

During the first quarter, an extensive mailing of information concerning the program was made to area police departments and city officials. Press

releases were issued by the college and the information appeared in the Atlanta Constitution, Atlanta Journal and the smaller daily and weekly newspapers throughout the metropolitan area. Several speeches were made by the program director to various civic and professional groups. Meetings were held with the Mayor, Police Chief and other officials of the city of Atlanta as well as several of the other municipalities of greater Atlanta. Mailings were also made to Georgia State College students who had not declared a major and all Georgia State College students who had not been enrolled for the past three quarters.

The program director established liaison with the various professional law enforcement organizations within the state. He also attended the Annual Convention of the Georgia Municipal Association and participated in the establishment of its law enforcement section. Because of time limitations, the program director devoted most of his liaison efforts to Atlanta Metropol, Georgia Police Academy and the Atlanta Police Department. However, a presentation was delivered to professional groups of Georgia high school counselors, meeting at Jekyll Island.

The program director was instrumental in organizing, and served as host for, the Southern Association of Police Professors and was appointed to the steering committee to formalize that organization. He served in the same capacity for the Georgia Association of Police Educators and was elected its first president. Mr. Mathias wrote several articles during this time and developed several proposals relating to his program under Title

I and Title IV of the Higher Education Act of 1965. Additionally, at the request of the students in the program, efforts were initiated to establish a local chapter of Alpha Phi Sigma, a national honorary law enforcement society.

Mr. Mathias holds an Associate of Arts Degree from Wilmington College in North Carolina, a Baccalaureate of Arts Degree from the University of Georgia and a Masters of Science Degree in Psychology from the same school.

Mr. Mathias was director of Traffic and Security at the University of Georgia, and at one time, assistant law enforcement coordinator for the Institute of Government.

#### Albany Junior College and South Georgia College

Mr. Harry Bruno, the coordinator for both of these programs, conducted some 25 different speaking appearances for publicity and recruiting purposes during the first quarter of the reporting period. Appearances were also made at several career day programs in high schools within the college's service area.

A scholarship fund project was also organized during the first quarter of operations. Many civic leaders were contacted by telephone, letter and in person to appraise them of the need for funds to assist in the upgrading of the police profession.

Mr. Bruno holds a Masters of Science Degree in Public Service with an option in Police Administration from California State College at Los Angeles, and has several years of local and military police experience.

## The University of Georgia

Mr. Arnold W. Wiles was appointed Police Development Specialist in October of 1967. Mr. Wiles is a former Detective Commander of the Michigan State University Department of Public Safety and holds a Masters Degree from the same institution. During the first quarterly reporting period, the staff members of the Institute of Government attended numerous meetings with colleges and police representatives across the state of Georgia. At these meetings, the need and feasibility of college education in the field of law enforcement was stressed. As staff members traveled about the state, they presented the merits of law enforcement education to the community and police administrators.

In September of 1967, two assistantships were granted to the law enforcement staff of the Institute of Government. The assistantships were to be awarded January 1 and March 1 of 1968 respectively. Recruitment commenced in late October and a total of 12 applications were received. Since none of the applications met the stringent requirements as agreed upon by the law enforcement staff, the assistantship to have been awarded in January was forfeited but was to be regained at a later time. Applicants for the second assistantship were of a higher academic quality and it was anticipated that the award of this position would be made on March 1 as planned.

In October of 1967, a meeting was held with the faculty of the department of Political Science at the University of Georgia which resulted in the development of a curriculum for graduate students interested in law enforce-



ment field. Subsequently, a Public Administration core was incorporated through a schedule of recommended law enforcement oriented courses. The graduate student would be permitted to select from among these specialized courses or could select, with the permission of his major professor, courses not specifically recommended.

## B. Second Quarter Report

### Armstrong State

During the second quarter reporting period, the above directors' activities were continued and expanded. At Armstrong State College, Mr. Hill made arrangements with the local radio station for spot announcements telling of their program. An arrangement was made with the Savannah Morning News to prepare a layout and pictures showing a police officer in uniform and his relation to campus activities. The article and pictures appeared in the Sunday supplement section. An agreement was worked out with the University of Georgia system for Armstrong State College to conduct a 64 hour non-credit training course for security officers and campus police. This was a service to be provided to any college in the University System which desired to participate free of charge.

### DeKalb Junior College

Mr. Garman conducted continuous activities relating to speech making and school career days, as well as other activities with local law enforcement agencies. Introductory Sociology students at DeKalb Junior Colleges were shown movies relating to law enforcement with an introduction by the director. On

other occasions, talks were given to Sociology students of the college by the director related to law enforcement programs.

During this period, Mr. Garman began collecting data from other colleges and universities throughout the United States as this data related to law enforcement programs. With this information, the director gained additional direction, ideas and thoughts for the development and expansion of his program. In cooperation with Mr. Mathias of Georgia State College, Mr. Garman structured the greater Atlanta Law Enforcement Career Day which was held during April.

#### Georgia State

Mr. Mathias of Georgia State College co-sponsored a four session police community relations program with Kennesaw Junior College. As mentioned, Mr. Mathias and Mr. Garman organized the first annual Greater Atlanta Law Enforcement Career Day to be held in a major shopping center on April 4. Cooperating in this program was the University of Georgia's Institute of Government and local law enforcement agencies. Participating in the program with the above institutions was the metropolitan Atlanta Commission on Crime and Juvenile Delinquency and Atlanta Metropol.

Mr. Mathias published several additional articles and assisted the Board of Regents of the University of Georgia in developing a one day workshop for campus security personnel. These workshops were to be hosted at Georgia State College, and Mr. Mathias participated on a panel.

A preliminary planning session for two Title I workshops in police supervision and management was held by Mr. Mathias, Atlanta Metropol, the Georgia Police Academy, the Federal Bureau of Investigation and the Metropolitan Commission on Crime and Juvenile Delinquency. In addition to the above activities, Mr. Mathias participated in several consulting

activities. Such things as the development of law enforcement questionnaires and speeches or presentations to area law enforcement agencies concerning law enforcement education were conducted as well as preliminary talks about the possibility of police cadet programs.

#### Albany Junior College

Mr. Harry Bruno expanded all of his recruitment activities and began offering direct assistance to South Georgia College.

#### University of Georgia

In early December, 1967, Mr. Wiles of the Institute of Government communicated with Colonel Leonard McNut, Training Bureau, Dade County Public Safety Department, Miami, Florida. He was advised of the availability of graduate assistantship positions at the University of Georgia for persons interested in the Master of Public Administration degree with a specialization in law enforcement administration. Colonel McNut named Sergeant Robert Michie, Officer in Charge of the Inspections and Internal Affairs Section of that department, as being a potential candidate for one of the positions. Mr. Wiles contacted Mr. Michie who advised that he was interested and ultimately made appropriate application for admission to the University of Georgia graduate school. Sgt. Michie was accepted in the graduate school and enrolled during the second quarterly reporting period under the assistantship.

Other applications were received from persons interested in acquiring the second assistantship. Of approximately 20 such applications six were from persons possessing outstanding academic and professional backgrounds. The person to whom the second position was to be awarded would be selected during the summer months of 1968 and would begin work on his degree in law

enforcement.

In addition to the correspondence from persons interested in acquiring an assistantship, Mr. Wiles received approximately 25 inquiries from persons interested in enrolling in the Master of Public Administration program with its law enforcement oriented courses. A majority of these inquiries were from persons who had not yet completed their undergraduate degree but hoped to enroll in the Public Administration program at a later date. Some of the inquiries were pre-service people, but most had law enforcement experience.

The Police Development Specialist assisted throughout all of the quarterly periods in recruiting efforts and most of those other activities initiated by the directors of the various programs.

#### C. Third Quarter Report

The third quarterly reporting period reflected continued program acceptance. There were, however, several significant personnel changes. Mr. Harry Bruno of Albany Junior College and South Georgia College resigned his position to go with the Agency for International Development effective October 1, 1968. Mr. Marvin Pash was employed by South Georgia College as a full-time director of this program. Mr. Pash holds an advanced degree in law and is a retired agent of the Federal Bureau of Investigation in addition to possessing some local law enforcement experience.

At Albany Junior College, the Dean of Social Sciences, Dr. David Hewitt, was relieved of some of his other administrative duties and given the responsibility for directing the law enforcement program. It was also immediately following

the third reporting period that Mr. Arnold Wiles, Police Development Specialist, University of Georgia, resigned his position. Mr. Edward L. Morgan was appointed to this position in September of 1968. Mr. Morgan holds a Baccalaureate Degree in Police Science and a Masters Degree in Public Service from California State College at Los Angeles. In addition, Mr. Morgan had experience in local law enforcement.

#### D. Final Reporting Period

( For Final Reports From Each Institution  
See Appendix VIII)

##### Armstrong State College

Although its growth has been slow, police cooperation and public acceptance has made this a strong, completely transferable degree program.

By offering the same course, day and night, Armstrong has made available to interested police officers, regardless of their watch, the opportunity to attend classes.

The first five students are scheduled to graduate in 1969.

##### DeKalb College

DeKalb College has made curriculum adjustments in police subjects as follows:

- 1) Combined Police Science 102 and 103, Principles of Police Organization and Administration, and Principles of Management into Police Science 102, Police Organization and Administration.
- 2) Combined Crime and Delinquent Behavior (Police Science 206) and Juvenile Delinquency (Police Science 210) into Juvenile Delinquency (Police Science 103).

They have also added: Corrections (Police Science 206) and Criminology (Police Science 205).

These changes were made to strengthen the program and to offer some courses for non-police Criminal Justice personnel.

The college is in the process of establishing a certificate program which would serve as a "feeder" for the regular degree program.

#### Georgia State College

Georgia State College, servicing the largest student potential in the state, has begun to draw from this base. After remaining almost constant from Fall of 67 to Fall of 68, they were able to almost double their student enrollment in the Spring Quarter of 69 (Appendix V).

Georgia State has maintained their general education approach in their curriculum. Of the eighteen courses required to complete the Associate of Arts degree, only six carry Police Administration designation, the remainder are in areas such as humanities, mathematics, science and social science. In further support of this academic approach no consideration has been given to the establishment of certificate programs.

#### Albany Junior College

Dr. David Hewitt has been serving as Director since the resignation of Mr. Harry Bruno. Active recruiting is being carried on to find a Director for the Fall of 69 quarter.

The present curriculum reflects the efforts of Albany Junior College to depart from their initial skill-type courses. The theory-type courses now offered help to the officer to understand the implications of their work in the community.

The skill-type courses are also met by the College through a series of non-credit certificate -type courses.

### South Georgia College

South Georgia College continues to be a dynamic institution for law enforcement education.

Their program has been changed from Police Administration to Criminal Justice in order to meet the community needs and to attract personnel from all the components of the Criminal Justice system.

Marvin Pash, the Director of the South Georgia program instituted a satellite program at Valdosta which has been attended by 16 of Valdosta's 45 member police department.

### Columbus College

As mentioned in previous reports, Columbus College did not participate in this project, but continues to serve the educational needs of its area law enforcement personnel.

In addition Columbus College presented four programs in a "Suburban Police School" which was well attended by law enforcement officials in the Columbus area.

### University of Georgia

Although the University of Georgia neither received funds to develop degree programs nor offers a degree in the Criminal Justice area as such, it continues to serve the educational and training needs of law enforcement agencies.

In the Fall quarter of 1968, 91 undergraduates and graduate students received financial aid from the Law Enforcement Education Program

of the Law Enforcement Assistance Administration. The estimate for 1969 is for 211 undergraduate and graduate students to participate in the program.

These students are served by being directed into the various "directly related" courses offered by the University as well as the "related" courses.

In addition, the University of Georgia initiated credit extension classes specifically for law enforcement personnel. There are currently four courses being offered through the Georgia Center for Continuing Education. They are: Criminology; Juvenile Delinquency; Anthropology; and Public Administration.

In order to further serve Criminal Justice personnel, and interested pre-service students, the University offered Criminology at Macon Junior College, Communication Skill classes in Waycross, and a counseling course in Atlanta.

The University is in the process of developing a four year program which will offer a concentration in Criminal Justice. This is being correlated with two year programs being initiated throughout the state so that course credit will be transferable to the University.

The Master of Public Administration program with a concentration in law enforcement, has already graduated its first students and the program continues to grow (Appendix IX). A Doctor of Public Administration is now being developed along these same guidelines.



## E. Summary of Problems

There were several problems reflected by all of the directors of the new police science programs. Although each school faced unique problems as defined by the individual environment, several issues did emerge which would appear to be common to all of the institutions.

High school students and recent high school graduates did not seem to have been informed of the potential careers in law enforcement. The directors felt that other mandatory activities such as: class preparation; program expansion; and practitioner recruitment were such that they were prevented from actively recruiting at the high school level. In most cases, budgetary limitations prevented the hiring of assistants. This could have made it possible for the directors to conduct the necessary high school recruiting.

As the programs progressed, this problem seemed to be somewhat mitigated. Many of the programs had expanded to the point where additional faculty personnel were employed; however, the demands upon the time of the directors and these additional people were such that only minimum high school recruiting efforts could be achieved.

The high school offers a potential student enrollment that has heretofore been relatively untapped. Due to age limits for employment in a law enforcement agency, a high school student interested in law enforcement could well be encouraged to enroll in one of these programs. In so

doing, local law enforcement agencies could then be encouraged to recruit their new patrolmen from the educational institutions.

Efforts were made through the Institute of Government to alleviate this communication problem, not only with students, but also with the general public. A significant number of public appearances were made by the Police Development Specialist and other members of the Institute staff. In addition, publicity releases were made to local newspapers, magazines and other periodicals. At the Georgia Association of Chiefs of Police and the Georgia Peace Officers Association annual meetings, police science directors and members of the Institute staff publicized the various programs.

A great deal of attention was stimulated with the advent of the Omnibus Crime Bill. Each of the local Area Planning and Development Commissions was informed as to the locations of the various police educational programs. These commissions were charged with the responsibility of doing the local planning under the Bill, and in many instances directly involved themselves with the local programs.

A second problem was the poor image of the local police. This greatly interfered with sincere attempts to recruit persons into the police science programs. Many efforts are currently directed at correcting this situation.

The increase in training programs, coupled with the availability of Federal funds, is affording the opportunity for more police to increase their technical skills. This increased proficiency is readily visible to and applauded by the public.

Although the effects of education are not immediately visible, the fact that many police are attending institutions of higher learning creates a positive image for the police. As the educational opportunities for police expand and are publicized, the general public will more readily accept the policeman as being professionally oriented. This should eventually stimulate some of this same "public" to explore the possibility of joining the ranks of the police.

Long working hours and frequently changing shifts prohibited some law enforcement officers from enrolling in the police science courses. Many of the local chiefs were contacted and encouraged to devise shift schedules so that they would complement the program. In most areas, the chiefs have not been able to do so because of personnel limitations.

Many of the local police departments are inadequately staffed and have a difficult time achieving normal shift coverage. Additionally, some of the chiefs have felt that it would be unfair to give shift advantages to those desiring to pursue an educational endeavor while not giving the same advantages to the non-college candidates.

Few chiefs of police in the State of Georgia hold baccalaureate degrees and many are non-high school graduates. Therefore, it is difficult to convince a chief of the need for higher education in law enforcement. A common attitude seems to be that a man can pursue a degree if he so

desires, but on his own time, and as long as it does not inconvenience the police department. Through the encouragement of the Institute of Government and the Area Planning and Development Commissions, many of the chiefs are slowly reversing this attitude. This change, however, did not come about until quite recently and has not, to date, been reflected in personnel reassignments.

The classes in the various program are scheduled, within limits, so as to be as compatible with shift assignments as possible. The matter of running duplicate courses during a day session and an evening session has been discussed with various institutions. This would enable the practitioners to attend either class depending upon his shift. So far this suggestion has not met with a great deal of favor from the educational institutions. It is, however, a possible solution, but would seem to require additional consideration.

The last, but not least, problem reported by the Directors was that inadequate wages received by many police officers prohibited their enrollment in the police programs. The advent of the Omnibus Crime Control Bill, and its loan and grant section eliminated much of this problem. In addition, at least one city, Waycross, Georgia, has initiated a program of adding one dollar per month to a man's pay for each college credit earned. In this respect a man completing a five unit course would have added an additional five dollars to his paycheck each month. A complete two year degree being accomplished would add approximately \$95 per month to the man's pay for the rest of his tenure with that department.

Many of the other local agencies and the Area Planning and Development Commissions have been encouraged to develop similar policies. Although several favorable responses have been received, none have, to date, actually implemented a program of this nature.

IV  
POLICE DEVELOPMENT SPECIALIST

The position of Police Development Specialist was incorporated in the original grant application and funded as a portion of that grant. On October 1, 1967, the position was filled with the appointment of Mr. Arnold W. Wiles. In addition to assisting the implemented two year police degree programs, Mr. Wiles was responsible for the development of additional programs at other Georgia colleges. He was also responsible for the compilation of materials to be included in the LEAA Grant reports.

Initial Phase

Upon his arrival, the first of Mr. Wiles responsibilities was to acquaint himself with the Police Science programs, which were inaugurated in 1967 at the five participating colleges. To further enhance his familiarization with these programs, Mr. Wiles made personal contact with the Police Science directors, and comptrollers of each participating college, and explained the requirements for the submission of fiscal and progress report materials to the Office of Law Enforcement Assistance. While conferring with the personnel of each participating college, Mr. Wiles extended an invitation to those present to forward any questions to him and to call upon him in the event that he could be of assistance in solving present or future problems.

Early in the fall academic quarter, 1967, Mr. Wiles recognized that open communication was necessary between the colleges (program directors and the Police Development Specialist) if maximum awareness of new ideas and professional activities was to be achieved. In addition to frequent telephone and written communication with the law enforcement educators, a procedure

was devised which called for the circulation of written and printed materials possessing common interest. The pre-arranged routing of these items resulted in the return of all materials to the original sender after being available to all law enforcement education colleges.

Periodic conferences and meetings involving the program directors and the Police Development Specialist facilitated the airing of mutual problems and stimulated suggestions regarding the advancement of law enforcement education in Georgia. To minimize travel expenses, these conferences were scheduled in conjunction with the Georgia Association of Police Educators and other organizations of which all were members.

A major responsibility of the Police Development Specialist was the development of additional police science degree programs in other Georgia colleges with a capability of maintaining them. Colleges investigated were Brunswick Junior College, Columbus College, Macon Junior College, Augusta College, the University of Georgia, Gainesville Junior College, Berry College, Kennesaw Junior College, and Georgia Southern College.

While investigating potential sites for new programs, it was necessary that the Police Development Specialist consider the intensity of interest among administrators of the college in question; of surrounding law enforcement personnel; and of the pre-law enforcement people in the area. No college person with whom Mr. Wiles conferred was critical of law enforcement education at the college level, although some questioned its validity in their particular educational environment. During discussions of proposed police programs, the college administrators were most concerned

with the quality of proposed curriculum, the capability of the program to maintain an adequate enrollment, the academic ability of law enforcement population and the academic and professional credentials of persons to be employed by the institution. They were also interested in the other police administration programs in Georgia and the problems associated with them.

#### Need and Demand Reassessment

A second phase of the new program involved an extension of Need and Demand for Police Science Degree Programs in the Colleges of Georgia. The extension included a careful evaluation of the attitudes and interest of law enforcement people in the general geographic area. This evaluation resulted from conferences with law enforcement administrators regarding the availability of college enrollees, compensation for college enrollment expenses, the academic ability of officers, etc.

The majority of law enforcement administrators recognized the need of law enforcement education. It was suggested that officers having the desire to enroll in college classes should be afforded every opportunity within reasonable limits to do so. Mr. Wiles also had been favorably impressed with the responsiveness of police administrators to suggestions that the respective organizations financially compensate their officers to enroll in college classes and to arrange workshifts to ally with college class periods.

Since compensation of the cost of college enrollment of the police officer requires an expenditure of public funds, Mr. Wiles found it desirable to describe proposed law enforcement courses to mayors, city and county managers, county commissioners, and other public officials. Most of



these officials recognized a need for such programs but were reluctant to offer monetary support.

Speaking engagements before civic groups were also suggested as a reasonable activity for the Police Development Specialist. The memberships of such groups often represent the community power structure and possess considerable influence in matters calling for the expenditure of public funds and the improvement of public services.

A final phase of the new program investigation required contact with young adults to encourage them to enroll in the proposed college program in preparation for a career in law enforcement. While there had not been a concerted effort toward the enrollment of pre-service students, the reservoir of young non-police people was felt to be the source of major portion of future enrollment.

#### Results of Reassessment

The geographical area which appeared to possess the greatest demand for a new police administration program was Macon. Law enforcement people in Macon, and the surrounding area, had displayed impressive interest in the establishment of the program in Macon Junior College. Administrators in nearly all Macon area law enforcement agencies had suggested that a police science or administration program in that city would be met with enthusiasm by police personnel and would soon boast a high enrollment. They also advised that they would fully support such a program if developed.

### Law Enforcement Library and other Activities

Another activity of the Police Development Specialist was the development of a law enforcement library at the University of Georgia. This task, which was mentioned in the University of Georgia's progress report, pointed up the need for a current bibliography of law enforcement material.

The Police Development Specialist also began collecting resumes of qualified professional people in the field of law enforcement education. This was to the end that it might prove useful in selecting personnel for anticipated future positions in Georgia.

### Priority of Activities

Of the above activities, much of the Police Development Specialist's time was devoted to an updating of the survey of the Need and Demand for Police Science Degree Programs in the Colleges of Georgia. The administrators of all colleges except Berry, a privately financed school, displayed interest in sponsoring or co-sponsoring educational activities for the law enforcement officers of their respective areas. The college communities surveyed were Carrollton (West Georgia College), Dahlonega (North Georgia College), Cochran (Middle Georgia College), Americus (Georgia Southwestern College), Dalton (Dalton Junior College), Milledgeville (Georgia College at Milledgeville), and Rome (Berry College). The president of Berry College offered facilities for short courses and training seminars, but suggested that a law enforcement curriculum would not fit.

Within the disciplines and frameworks of the institutions, the administrators of the colleges mentioned above offered their facilities for training courses, but were reluctant to pledge support for an academic course with

a law enforcement oriented curriculum. This reluctance was primarily based on the relatively few officers in the area of the respective college, and on the perceived short life of academic interest on the part of these available officers.

#### Past Program Activities

The Police Development Specialist recruited a second person for the graduate assistantship at the University of Georgia-- Mr. A. Lee McGehee. In addition, letters were sent to the coordinators of all law enforcement baccalaureate programs in the nation in an attempt to interest students in competing for other available assistantship positions.

A bibliography was provided for the library of the University of Georgia which began purchasing the volumes. At this time books valued at approximately \$1,550 were selected. An unknown number of volumes had been purchased previously by the University Library and the Law Library at the University.

Mr. Wiles resigned his position as Police Development Specialist, Institute of Government, University of Georgia, in the latter part of 1968. Mr. Edward L. Morgan assumed the responsibilities of the position on September 1, 1968.

About this time, the Omnibus Crime Control and Safe Streets Act of 1968 culminated and it was incumbent upon the University to submit an application for loan and grant moneys to law enforcement students. The Police Science Division assisted the University of Georgia in developing their proposal as well as any of the units of the University system who requested similar assistance. As a result of the application submitted, the

University of Georgia received an award of \$45,200, while the state received \$256,200 (Appendix VI). For 1970, Georgia colleges have requested \$1,062,917 (Appendix VII). The responsibilities of the Police Development Specialist have been expanded to incorporate participation in the administration of the loan and grant funds at the University.

The passage of this Crime bill also required each state through its State Planning Agency to develop a Master Plan for Law Enforcement. The Police Development Specialist assisted in the preparation of the education section which, along with other sections prepared by the University of Georgia, was forwarded to the State Planning Bureau.

#### Development Material

In order to assist institutions in developing degree programs, a Recommended Criminal Justice Curriculum For Schools On A Quarter System was developed (Appendix X).

This curriculum reflects the Criminal Justice approach. Thus, not only are the needs of the police met, but also in-service personnel in courts and corrections are adequately serviced. This thrust coincides with the philosophy of the Omnibus Crime Control and Safe Streets Act of 1968 that all the components of the system must be upgraded since they are interrelated and overlap.

A paper was prepared for distribution to institutions considering development of law enforcement degrees (Appendix XI). In addition to explaining the Criminal Justice approach, it answers some anticipated questions from interested schools.

In addition to material developed to aid interested institutions, a pamphlet was prepared for the potential student. The information contained in General Information- College Admissions (Appendix XII) was designed to answer many of the questions raised concerning not only what schools offer law enforcement courses, but also more specific questions relating to how to apply for college admission; transferring from one college to another; and choosing a course of study.

## PROJECT GOALS: SUMMARY AND CONCLUSION

While a college degree, for at least all supervisory police personnel, is considered a basic necessity in the fight against crime by the President's Crime Commission, not one degree program in police science existed in the State of Georgia at the time this project was instituted.

There were courses and disciplines related to police science in some Georgia colleges and Georgia had, in recent years, instituted many basic and advanced non-academic police training programs for its officers. But, one of the great needs in law enforcement is to provide leaders with the depth and understanding that can be gained only through higher education-- through an academic college level course in police science for on the job police personnel and for those planning to enter the law enforcement profession.

The project under discussion was designed to show that a master plan for an entire state can be implemented within a sound framework of study and planning.

First year implementation of the state-wide master plan aimed toward: (1) establishing four two year associate degree programs in police science in September, 1967 with provisions for permitting students to obtain a four year degree by transferring to another school in the case of the junior colleges; (2) planning for two other two year associate degree programs to be initiated in September, 1968, at South Georgia College and Brunswick Junior College; (3) planning for four year degree programs at the University of Georgia and Georgia State College; (4) setting up a

concentration in police administration at the University of Georgia's Master degree program in police administration and (5) employing a Police Science Development Specialist in the Institute of Government at the University of Georgia to work with colleges throughout the state helping to plan and implement credit programs in police science, particularly in metropolitan areas.

#### A. Goal Actualization

The four two year associate degree programs in police science as outlined in goal number one were established as anticipated. It was not, however, until winter 1969 that a four year degree was made available for the AA student. It was only at this time that curriculum revision was made which would allow a full or nearly full transferability of course credits.

Goal number two stresses planning for two other two year degree programs at South Georgia College and Brunswick Junior College. South Georgia became a reality and in fact became one of the more successful programs in the state. This program is currently in the process of being revised to incorporate the Criminal Justice concept and afford full transferability of course credit.

The Brunswick Junior College program was planned, however, significant problems in recruiting students and faculty developed. It therefore never enrolled its first student. Brunswick Junior College did participate in a remedial education program in cooperation with the University of Georgia and their television training project.

The Police Administration program at Georgia State College, housed in the Urban Life Center, announced in January of 1969 the Criminal Justice option within the Urban Life degree. This was the first four year option open to those who were transferring from the two year or junior college level. Although a great deal of discussion has been held relating to the four year degree at the University of Georgia, this did not in fact culminate. Other schools currently in the process of preparing four year Criminal Justice or Police Science degrees are Georgia Southern College at Statesboro and Savannah State College at Savannah. In addition to the new four year degrees being proposed, several new two year programs have or are being implemented. New two year programs are being developed at: Kennesaw Jr. College, Macon Jr. College, Abraham Baldwin Agricultural College, and Brunswick Jr. College.

The last two goals, four and five, were both achieved. The University of Georgia, Department of Political Science, is presently offering a concentration within their Masters of Public Administration degree for law enforcement officers (Appendix IX). In addition, the department of Political Science is presently preparing a proposal for the Doctorate of Public Administration degree. Within the proposal and within the degree, an option in police administration will be made available.

The position of Police Development Specialist has become a budgeted position in the Institute of Government, University of Georgia. Thus interested educational institutions can avail themselves of the services of the individual



serving in this capacity.

#### B. Law Enforcement Educational Potentials in Georgia

The State of Georgia stands upon the threshold of accomplishing its overall goal. That is, the development of a state-wide system of law enforcement education that can be used as a pattern for other states attempting to end the highly fragmented efforts common in the past. The programs that have already been established are dynamic and ever responding to changing demands and needs.

The new programs being established throughout the state are incorporating the Criminal Justice concept as identified and mandated through the recent Omnibus Crime Control and Safe Streets Act of 1968. This concept not only affords police officers the opportunity for education, but also provides an avenue whereby all the components of the Criminal Justice system have available educational opportunities. Through the efforts of the University System of Georgia many problems have been resolved and many potential difficulties avoided through the medium of cooperative efforts among all involved in this state.

The potentials of law enforcement education in the State of Georgia can be perceived, then, as one educational effort directed toward a unified Criminal Justice system throughout the state. It is through the cooperative efforts of the Police Science Directors at the individual schools, the Chancellor's office and the Institute of Government,

University of Georgia that complementary programs can be developed throughout the state, each common in its overall thrust, yet each unique to its own area's needs and demands. Through this cooperative endeavor, as opposed to the frequent competitive atmosphere present in other areas of the country, the greatest benefit can be derived while significantly minimizing the problems faced by our sister states.

By following the Criminal Justice approach, the University System of Georgia has significantly broadened the law enforcement educational thrust. Incorporating all of the Criminal Justice system affords a truer picture, and the end is far more relevant to participation on a pragmatic level in the community by members of that system. In addition, the potential student reservoir for an educational program in Criminal Justice can readily be seen as not only larger, but more supportive, in nature.

#### C. Future Goals

The concentration of interest in law enforcement education has been directed toward establishing or improving college and junior college degree programs in police science. This rapidly growing movement is essential if the quality of service is to significantly improve. It does however make the assumption that there exists a current educational level which will support advanced programs. This assumption is not valid in all cases.

#### Remedial Education Program

In 1966, the U.S. Department of Health, Education and Welfare reported that the median educational level of sworn police officers in the United

States was 12.4 years. This was a slight increase from the 12.2 years reported by the Bureau of the Census in 1960. Custodial personnel fall into similar categories.

A survey completed in 1968 for the Georgia Governors Crime Commission reported that the median educational level for all sworn police officers in the state was 11.4 years. Approximately 37 percent of the law enforcement officers do not possess a high school diploma.

Recommendations were made by the Interim Subcommittee of the Crime Commission to enact legislation requiring a minimum educational requirement for any "officer-applicant" of a high school diploma or a General Educational Development certificate.

This recommendation, if accepted, will aid in providing for better qualified police applicants. It does not, however, consider that 37 percent of the officers presently employed do not possess such minimum educational attainment.

The Institute of Government in the above mentioned demographic study felt that poorly trained staffs still characterize adult corrections within Georgia and that this "mitigated against recruitment of trained, motivated personnel, while at the same time preserving the status quo of the employee who has not been motivated toward change or offered any incentives toward self-improvement or career advancement." The findings were particularly significant in that the mean educational level was 11.0 years and, more importantly, there was no noticeable trend to predict the employment of better educated personnel in the future.

It is proposed that the first phase of a law enforcement education program provide a means by which all with demonstrated need could achieve a State Department of Education Certificate of High School Equivalency. This improvement in educational attainment would increase the potential college enrollment in degree programs. And, it would hopefully stimulate interest in pursuing college programs by those officers who may feel educationally inadequate. The remedial program would also provide a better foundation for officers to compete in competitive promotional examinations for advancement in rank within their agencies.

Organizational and administrative aspects of the remedial program are not presented in this paper, but several guidelines should be noted. This program should be funded in such a manner that no individual would be prohibited from participating because of financial reasons.

Education techniques which are employed in this program should be flexible so as to be effective in dealing with the needs of the individual and content material should be related to the field.

A low percentage of college graduates or persons having at least two years of college work was obvious throughout the management and "professional" levels of the system.

Minimum educational standards for some of the independent systems, particularly Fulton County, are higher, but still are not at the level to provide the services required.

While the educational level of personnel in Georgia agencies concerned with the juvenile offender is felt to be higher in comparison

to adult corrections, the overall perspective is not good in comparison to a number of recent national studies of manpower needs. It was recommended that a minimum of an A. B. degree be established for a majority of the personnel. This is particularly felt to be pressing in the treatment personnel and childcare staffs.

In adult and juvenile corrections in Georgia, there exists acute shortages of qualified manpower, especially in positions charged with responsibility for treatment and rehabilitation. Additional staff are required now to achieve minimum standards for effective treatment and control. It can be projected that the needs will continue to increase within the next decade.

This program should be coordinated with the Adult Basic Education Program of the Georgia State Department of Education. They have an established organizational structure and program, and are charged with the responsibility of adult education within the state.

#### Two Year Degree Programs

The junior colleges offering associate degree programs not only meet the long -range career needs of the different professions, but they can also provide opportunities for in -service employees to enroll in one or more professional courses to meet specific job objectives such as promotion or work-related background knowledge.

Although there are no programs presently in existence at the associate degree level to meet the needs of corrections within the state, the Criminal

Justice approach does alleviate, to a degree, this void.

The State of Georgia should continue to establish police science programs at junior colleges as specific demands are determined. Whenever the need arises to service non-police law enforcement components, consideration should be given to establishing criminal justice programs within the same colleges. It therefore follows that criminal justice programs should be established with options for police and corrections.

In developing curriculum content, for both areas of study, the program should be balanced so that it provides a firm background in professional courses reinforced and supported by a number of carefully selected general educational offerings. The general education curriculum should provide the student with a broad foundation in the liberal arts.

The junior college programs should be oriented toward "transferable" credit programs, which meet the lower-division course requirements of the institution of the student's choice. Even those students who do not contemplate transferring to a college or university should be placed in this program as the liberal arts concentration is essential to the development of a person employed in our criminal justice system.

#### Four Year Degree Programs:

At the college and university level, a criminal justice program could be developed. This program would be unique as it relates to law enforcement in that it would be structured around a problem rather than a discipline. It would span the entire criminal justice system. Because of this wide

spectrum of instruction, the faculty should, of necessity, be composed from a wide range of disciplines.

A criminal justice program would provide instruction and development so that the graduate could function in any of a wide variety of governmental capacities in his field. He would be qualified to enter the entire system not only to practice and administer, but to evaluate, to analyze and to change. Emerging from such a program, the graduate could enter his chosen area of concentration with a better awareness of the entire criminal justice system; its problems and possible directions for improvement.

Based on the student's interested area of concentration he would select his elective courses from those areas which would provide additional foundations (public administration, sociology, psychology, etc.).

#### Graduate Programs:

The University of Georgia presently offers a program leading to the Master of Public Administration degree. It is possible to concentrate in police administration by selection of appropriate research topics and careful selection of elective courses. A limited number of graduate assistantships are available in the Institute of Government. This is currently the only program in the State of Georgia offering graduate opportunities of this nature.

Three programs are presently in existence within the state which immediately meet the needs of correctional treatment and rehabilitation staff. The University of Georgia offers a Masters of Education in Rehabilitation Counseling with an elective concentration and clinical experience in corrections.

The Masters of Social Work is offered at the University of Georgia and Atlanta University, with optional work experience in a correctional setting.

For short-range benefits, it is recommended that these programs be strengthened to allow more emphasis in the areas of criminal justice. Qualified faculty, by both education and experience, could be provided to serve in this expanded program.

A long-range goal for the graduate level, however, should be the development of a program leading to various specific graduate degrees. Such a graduate program would reflect the same interdisciplinary approach as was recommended in the undergraduate area. It is felt, however, that the graduate program should have a strong research emphasis on all aspects of criminal justice administration. As envisioned, this program would accept liberally educated young men and women, provide them with sound foundations in the criminal justice area, and release them to careers in research, teaching, or administration of criminal justice agencies. The program would train a high caliber scientific and action oriented student body.

In addition to the above Masters programs, the Department of Political Science, University of Georgia, anticipates offering a Doctor Public Administration, and the University currently offers a doctorate degree in Rehabilitation Counseling. Until such time as a School of Criminal Justice or its equivalent could be established, these could be utilized for people completing the Masters programs and desiring



to go on for the advanced degree. However, consistent with the purposes and educational philosophy outlined above, long-range goals should include a doctorate degree.

In order to continue the progress already accomplished in developing quality law enforcement education throughout the state, a proposal has been presented to the State Planning Bureau for LEAA funds which would insure maximum utilization of the Degree Development position already in existence (Appendix XIII). The "seed" money provided by this OLEA grant in 1967 to establish a Police Development Specialist position has resulted in the approval of a similar but expanded position on a budgeted basis in 1969. The current request would provide the funds for the field work and research efforts which are vital to continued success in the area of law enforcement education.

The first phase of this project has already been implemented by gathering biographical data on students participating in the Law Enforcement Education Program of LEAA. Those students participating have been separated into Pre-service and In-service (Appendix XIV), so that a longitudinal evaluation research project can determine if LEEP is achieving its goal of the professionalization of law enforcement personnel.

APPENDICES

APPENDIX I

SUMMARY: A STUDY OF THE NEED AND DEMAND FOR POLICE  
SCIENCE DEGREE PROGRAMS IN THE COLLEGES  
OF GEORGIA

(pp. 52-55)

## APPENDIX I

### Summary: A Study of the Need and Demand for Police Science Degree Programs in the Colleges of Georgia

The study for the need and demand for police science degree programs in the colleges of Georgia was undertaken from September, 1966, through March, 1967. This survey was premised on an earlier survey conducted by the Board of Regents in which interest was expressed in a state-wide study. The Institute of Government at the University of Georgia applied for and received a grant for the study from the Office of Law Enforcement Assistance of the United States Department of Justice, Washington, D. C

Questionnaires were distributed in the areas surrounding the 14 participating colleges. These colleges were: Georgia State College, DeKalb Junior College, Georgia Southern College, Armstrong State College, Middle Georgia College, Columbus College, Albany Junior College, Abraham Baldwin Agricultural College, South Georgia College, Brunswick College, Gainseville Junior College, North Georgia College, Dalton Junior College, and the University of Georgia.

In general, the study demonstrated that the greatest demand in Georgia was for a two year associate degree in Police Science with the possibility open for transferring to a four year degree program. A total of 5,763 police officers, college freshmen, and high school seniors were surveyed. It should be noted that the figures obtained from the high school and college students are considered to be optimistic, while the results obtained from the police officers are thought to be conservative. Of the total number of questionnaires returned, 1,081 were from police

officers, 3,606 were from high school students, and 1,076 were from college freshmen.

These figures may be further broken down in the following manner: 872 of the 1,081 police officers were interested in police science courses, and 756 of the 872 interested officers were educationally qualified to participate in a college program. The survey of high school students indicated that 331 of the 3,606 participants would be interested in majoring in Police Science and 1,150 would consider police science courses as electives. 63 college freshmen expressed a desire to major in police science, while 435 said that they would take these courses as electives.

In compilation of answers in which data from the Augusta and Macon areas were deleted, 901 police officers were surveyed: 737 were interested in a degree in police science, 661 were educationally qualified to participate in a college degree program and 453 would pay the costs of undertaking such a program if other funds were not made available. The largest number of qualified police (116) preferred Columbus College. DeKalb Junior College was second in the list of preferences; 91 officers expressed a preference for this institution. 70 officers selected Georgia State College.

DeKalb Junior College services the area in which the expressed demand by 701 qualified police officers and students was the greatest. Georgia State College was second in demand with 521 police officers and students, and the University of Georgia was third with 448 officers and students.

After questioning interested high school students, college freshmen and qualified police officers, it was learned that 659 listed the University of Georgia as their first choice. 260 selected Georgia State.

The areas with the largest number of police officers, a factor which should be considered in estimating the potential reservoir of students and staff, is that served by Georgia State College with 1,350 officers in the area. Second with 350 officers was DeKalb Junior College. Armstrong State College was third with 320 officers in the area.

The total reservoir of potential students represented by the combined total figures for students and police officers in the area served by the various colleges is again highest at Georgia State, with 13,346 students and officers in the area. DeKalb Junior College was again second with 12,358 students and officers. The University of Georgia was listed third with 6,115 students and officers.

All of the 1,100 potential majors in police science (including police officers, college freshmen, and high school students) were polled as to their preference for full or part time study. A full time degree program was preferred by 33.6%. Part time degree programs were preferred by the remaining 66.3%. This same group was asked to express their preferences as to the type of degree program desired. The following results were obtained: 209 preferred a two year terminal degree; 559 wanted a two year degree that could be transferred to a four year degree program;

115 desired a four year degree program; and 217 supported a graduate degree program. Surveying the 716 police officers separately, 125 preferred the two year terminal degree; 423 wanted a two year transfer degree; 50 wanted a four year degree; and 119 preferred a graduate degree.

If each school surveyed were to develop police science programs, a full time staff member would have to be hired at each institution as well as two to three part time instructors. Costs for personnel were estimated at between \$14,000 to \$25,000 for the first year and between \$16,000 to \$40,000 for the second year. The use of circuit riding instructors based in the Atlanta, Athens, Savannah, and Columbus areas is also a possible solution. (Additionally, the joint staffing of the instructors at the institution between 2 or more departments depending on the instructor's qualifications is a possible solution.)<sup>1</sup>

As stated previously, the majority of those polled preferred a two year degree program with the option to transfer to a four year program if desired. The Athens-Atlanta area, with its large reservoir of police officers and students, provides the area of greatest potential for growth of college programs. The Columbus area also has a growing number of potential candidates for a degree program.

---

<sup>1</sup> Reviewer's comment.

APPENDIX II

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE  
RECOMMENDED CURRICULUM

(pp 56-57.



APPENDIX II

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE  
RECOMMENDED CURRICULUM

PROPOSED 2-YEAR (ASSOCIATE) DEGREE PROGRAM  
IN LAW ENFORCEMENT

TERMINAL

64 semester credits required.

FIRST YEAR

SECOND YEAR

<u>Course</u>	<u>Sem. Credits</u>	<u>Course</u>	<u>Sem. Credits</u>
English	6	Adolescent Psychology	3
Govt. (Natl. State Local)	6	Fundamentals of Speech	3
General Psychology	3	Business Math or Logic	3
Intro. Sociology	3	Principles of Management	3
Intro. to Law Enforce.	3	Criminal Investigation	6
Police Org. & Admin.	6	Criminal Law	6
Crim. & Delinq.	3	Specialized Courses (such	30
Behavior	30	as: Vehicle Code-	
		Traffic; Records, Com-	
		munications and other	
		Staff Services; Police	
		Laboratory)	

Total : 60

(Physical Education requirements may be met by specialized courses in Defensive Tactics, Swimming and Life Saving, and First Aid.)

(Proficiency in typing skills should also be included in degree requirements if student has not obtained this previously.)

PROPOSED 2-YEAR (ASSOCIATE) DEGREE PROGRAM  
IN LAW ENFORCEMENT

TRANSFER

64 semester credits required.

<u>FIRST YEAR</u>		<u>SECOND YEAR</u>	
<u>Course</u>	<u>Sem. Credits</u>	<u>Course</u>	<u>Sem. Credits</u>
English	6	Intro. Soc.	3
Govt. (natl. State-Local)	6	Math or Logic	6
General Psychology	3	History (Ancient)	3
Humanities	6	Biol. and/or Phy. Science.	9
Intro. to Law Enforce.	3	Criminal Invest.	6
Police Org. & Admin.	6	Criminal Law	6
Criminal & Delinq. Behavior	<hr style="width: 50%; margin: 0 auto;"/> 33		<hr style="width: 50%; margin: 0 auto;"/> 33

Total : 66

(Physical Education requirement will add four additional credits to this program.)

APPENDIX III

RECOMMENDED POLICE SCIENCE CURRICULUM FOR SCHOOL ON QUARTER SYSTEM

( p 58)

APPENDIX III

RECOMMENDED POLICE SCIENCE CURRICULUM FOR SCHOOL ON QUARTER SYSTEM

1ST YEAR

1st Quarter	2nd Quarter	3rd Quarter
English -5 hrs.	English -5 hrs.	Introduction to Sociology -5 hrs.
Political Science -5 hrs.	Introduction to Human Behavior -5 hrs.	American History -5 hrs.
Introduction to Administration of Justice -5 hrs.	Principles of Police Organization and Administration -5 hrs.	Principles of Management -5 hrs.
(/ Physical Education)	(/ Physical Education)	(/ Physical Education)

2ND YEAR

1st Quarter	2nd Quarter	3rd Quarter
Mathematics -5 hrs.	Criminal Law -5 hrs.	Communications -5 hrs.
Science -5 hrs.	Science -5 hrs.	Juvenile Delinquency -5 hrs.
Crime and Delinquent Behavior -5 hrs.	Sociology of Police Urban Problems -5 hrs.	Survey of Constitutional Law -5 hrs.
(/ Physical Education)	(/ Physical Education)	(/ Physical Education)

APPENDIX IV

MEMBERS OF POLICE ADVISORY COMMITTEES

(pp 59-60)

## APPENDIX IV

### MEMBERS OF POLICE ADVISORY COMMITTEES

Sheriff Claude Abercrombie- County Officers Association

Chief C.R. Adair- Columbus Police Department

Mr. William H. Alexander-Attorney

Capt. Thad Aycock- Georgia Highway Patrol and Georgia Law Enforcement Council

Chief B. L. Bequest-Augusta Police Department

Capt. L. F. Butler-Georgia Peace Officers Association

Mr. H. Fred Culberson-Alcohol Tax and Control Unit, State of Georgia

Chief J. F. Flynt- Macon Police Department

Mr. Lee Franks-Georgia Educational Television

Mr. Elmer George - Georgia Municipal Association and Georgia Law Enforcement Council

Mr. William N. Griffin-Alcohol and Tobacco Tax Unit, U.S. Treasury Department

Mr. Lee Grogan-Georgia Junior Chamber of Commerce

Chief E. E. Hardy-Athens Police Department

Mr. Hill Healan-Association of County Commissioners and Georgia Law Enforcement Council

Mr. Randolph Holder-Radio Station WGAU

Sheriff Tom Huff- Clarke County Sheriff's Department

Chief Herbert Jenkins-Atlanta Police Department

Mr. F. Dale MaClanahan-Internal Revenue Service, U.S. Treasury Department

Mr. James McIntyre, Jr. Georgia Municipal Association

Mr. Dallas Mobley- Federal Bureau of Investigation, Atlanta

Mr. Wayne Moore-Atlanta Metropol

Mr. Harry Morgan- Federal Bureau of Investigation, Savannah

Chief W. M. Moss-Cedartown Police Department

Chief Wilbur Perkerson-Georgia Association of Chiefs of Police and  
Georgia Law Enforcement Council

Mr. Hugh Peterson-Metropolitan Atlanta Commission on Crime and  
Delinquency

Mr. Joseph Ponder- Federal Bureau of Investigation, Atlanta, and  
Georgia Law Enforcement Council

Chief Ray Pope-Waycross Police Department

Chief Leo Ryan -Savannah Police Department

Chief Ernest R. Sanders- Marietta Police Department

Mr. Carter A. Setliff- Office of the Attorney General, State of Georgia

Mr. Francis Shackelford- Metropolitan Atlanta Commission on Crime  
and Delinquency

Chief E. L. Sikes, Sr. -DeKalb County Police Department

Chief Owen Smith-College Park Police Department

Col. Fred. G. Steiner- U.S. Army Military Police School, Fort Gordon

Mr. William Stephenson- Federal Bureau of Investigation, Savannah

Sheriff Dan Stringer-Georgia Sheriff's Association and Georgia Law  
Enforcement Council

Mr. Glenn Vaughn-Athens Daily News

Chief George Ward- Elberton Police Department

Mr. Stewart Werner- Georgia Citizens Committee of the National  
Council on Crime and Delinquency

APPENDIX V

DEGREE PROGRAMS IN GEORGIA

(p 61)



APPENDIX V

<u>Institution</u>	<u>Year Est.</u>	<u>Enrollment</u>			<u>Degree</u>
		<u>Fall '67</u>	<u>Fall '68</u>	<u>Spring '69</u>	
Albany Jr. College	Fall 1967	41	47	55	AA Pol. Ad.
Armstrong State	Summer 1967	24	38	55	AA Pol. Ad. (terminal)
Columbus	Fall 1968		91	79	AA Pol. Sci.
DeKalb Jr. College	Fall 1967	21	90	115	AA Pol. Sci.
Georgia State	Fall 1967	53	55	93	AA Pol. Ad. BS Urban Life
South Georgia	Fall 1967	28	44	81	AA Pol. Ad. (terminal at inception) AA Criminal Justice (non-terminal at present)

Proposed Programs:

- Kennesaw -- AA Pol. Ad.
- Macon -- AA Criminal Justice ----- (Approved as of July, 1969)
- Savannah State -- BS Criminal Justice --- (Approved as of September 1969)
- Abraham Baldwin -- AA Law Enforcement --- (Approved as of September 1969)
- Brunswick -- AA Pol. Sci. (terminal)
- Georgia Southern -- BS Criminal Justice --- (Approved as of September 1969)

APPENDIX VI

OMNIBUS CRIME CONTROL AND SAFE STREETS ACT OF 1968  
STUDENT LOAN AND GRANT FUNDS  
WINTER - SPRING QUARTERS 1969

(p. 62)

APPENDIX VI

OMNIBUS CRIME CONTROL AND SAFE STREETS ACT OF 1968  
 STUDENT LOAN AND GRANT FUNDS  
 WINTER -SPRING QUARTERS 1969

<u>Georgia Schools</u>	<u>Amt. \$</u>	<u>Southeastern States</u>	<u>Amt. \$</u>
Albany*	23,100	Alabama	190,300
Armstrong*	11,000	Florida	480,700
Augusta	24,600	Georgia	256,200
Brunswick*	6,100	Kentucky	118,100
Columbus*	9,800	Louisiana	90,600
DeKalb*	8,500	Mississippi	44,000
Ft. Valley	6,500	North Carolina	56,200
Georgia Southern*	43,200	South Carolina	15,400
Georgia Southwestern	5,000	Tennessee	37,000
Georgia State *	18,600	Virginia	56,700
Georgia Tech	7,000		
Kennesaw*	4,700		
Milledgeville	16,600		
Mercer	5,500		
Savannah*	5,500		
South Georgia*	12,300		
University of Georgia **	45,200		
West Georgia	3,000		

\* Schools with Law Enforcement programs or proposed programs.  
 \*\* Graduate program and extension courses

APPENDIX VII

1970 REQUESTS AND RECOMMENDATION FOR  
PARTICIPATION IN LEEP PROGRAM BY GEORGIA COLLEGES

(p. 63 )

1970 Requests and Recommendation For Participation  
in LEEP Program by Georgia Colleges

	<u>1970 Request</u>	<u>Recommended Based on 6.5m</u>	<u>Recommended Based on 20m</u>
A. B. A. C.	48,000	11,000	48,000
Albany St. Coll.	54,950	36,700	54,950
Andrew Coll.	52,400	8,000	52,400
Armstrong St. Coll.	17,750	17,750	17,750
Augusta Coll.	35,600	18,600	35,600
Brunswick Jr. Coll.	3,120	3,120	3,120
Columbus Coll.	83,050	58,640	83,050
DeKalb Jr. Coll.	14,250	14,250	14,250
Ft. Valley St. Coll.	39,000	13,000	39,000
Ga. Tech	8,136	8,136	8,136
Ga. Southern Coll.	42,000	26,000	42,000
Ga. State Coll.	131,490	131,490	131,490
Kennesaw Jr. Coll.	7,800	7,800	7,800
Mercer Univ.	5,500	5,500	5,500
Middle Ga. Coll.	31,775	5,500	31,775
Norman Coll.	5,400	3,120	5,400
Savannah St. Coll.	143,900	34,000	143,900
So. Ga. Coll.	78,000	60,000	78,000
Univ. of Ga.	211,746	211,746	211,746
West Ga. Coll.	3,000	3,000	3,000
Ga. Coll. at Mill.	5,750	5,750	5,750
Macon Jr. Coll.	28,300	28,300	28,300
Clayton Jr. Coll.	12,000	6,000	12,000
	<u>1,062,917</u>	<u>717,402 *</u>	<u>1,062,917 **</u>

\* Maximum allocation would be 12% of 6.5 million or \$780,000

\*\* Maximum allocation would be 12% of 20 million or \$2,400,000.

APPENDIX VIII

FINAL REPORTS FROM EACH INSTITUTION

(pp. 64-91)

ARMSTRONG STATE  
(pp. 64-72)

# ARMSTRONG STATE COLLEGE

11935 ABERCORN STREET  
SAVANNAH, GEORGIA 31406

A UNIT OF THE  
UNIVERSITY SYSTEM OF GEORGIA

December 13, 1968

DEPARTMENT OF  
POLICE SCIENCE

Office of Law Enforcement Assistance  
Washington, D. C. Grant 245 (058)

Dear Sir:

Armstrong has just completed the first stage in the development of a two-year Associate Arts Degree in Police Administration. The program began July 1, 1967, under the direction of W. Bryce Hill, who came to Armstrong State College from Forest Park Community College, St. Louis, Missouri.

The Institute of Government, University of Georgia, made a study of police education needs in 1966. The study indicated that Armstrong State College was ideally located and could provide the police education for Coastal Georgia. The study indicated the Coordinator of the Armstrong State Program should begin a comprehensive review with the possibility of implementing a Police Administration Program at Brunswick Junior College. For several years prior to the beginning of the program, several police officials approached the college with the idea of a Police Science Program.

Armstrong College was founded in May 1935, by the Mayor and Board of Alderman, City of Savannah, to meet a long felt need for a college in the community. Armstrong College of Savannah became a two-year unit of the University System of Georgia in 1959. In 1962, the Mills Bee Lane Foundation purchased a new campus site of over 200 acres. Seven new buildings were erected and occupied in December 1965. In 1964, the Regents conferred status of a four-year institution that now offers fourteen major programs and three Associate Degree Programs in Nursing, Dental Hygiene and Police Administration. The college community includes approximately 2,100 students and 84 full-time faculty.

The Police Administration Program was developed in July, August, and September 1967. Mr. Hill, the department head, conferred with the Dean of the College, various department heads and faculty concerning what type of curriculum that would be most useful to metropolitan Savannah.



Now that the first year has been completed the program has progressed. Classes began in the Fall Quarter, 1967, with twenty-four students. Twenty-two students were full-time police officers and two students were full-time pre-service students, also two were unable to attend the police classes.

The L.E.A.A. grant provided for \$750.00 in scholarship money. Numerous attempts were made to attract young high school students by providing scholarships. There were several areas of concern, principally that the L.E.A.A. grant was not approved until September 27, 1967, thus eliminating any chance of offering these funds. During the Fall Quarter I was on T.V., and articles relating to the Police Administration Program were covered in the newspaper, both college and local. Contacts were made with the high schools, and pamphlets, curriculum and other information on entrance to the college was provided. Unfortunately we were unable to provide scholarships simply because the caliber of individual sought did not apply.

### Police Cooperation

One of the mandates of O.L.E.A. Grant was to establish dialogue with the Law Enforcement agencies in metropolitan Savannah.

Prior to the establishment of a Police Administration Program at Armstrong State College several individuals were making plans to develop such a program. The city of Savannah and Chatham County Commissioners gave the college \$10,000 and \$5,000 respectively to establish a program. This type of progressive thinking and action was most helpful in gaining support for firmly establishing police education in Georgia.

Many of the local police officials were contacted regarding what the curriculum should include. The curriculum designed was a result of many meetings with the police, community and academic officials. The idea was to provide a balanced curriculum and this is what occurred. Also to blend with the Police Administration program, a short course schedule was developed in conjunction with the Dean of Continuing Education. Several seminars were prepared regarding Police Management, Criminal Investigation, Community Relations, Burglary and Safe Protection.

Whenever possible, the department head lectured to recruit classes. Considerable time was spent with the training officers to learn about each agency, what their policies are and general operations.

Police cooperation and assistance has been good, and was most helpful in enlightening the public regarding the program and how an educated policeman would be a community asset. The Savannah Police Department has a community relations unit which provides many opportunities to speak and work with youth and adult groups.

In addition to working with local and state officers, attempts were made in establishing a sound relationship with Federal law enforcement agencies. They have been most helpful with advice, information, and material.

The head of the Police Administration served on promotion Boards and serviced the city police as an advisor in community relations and other areas.

#### Academic Activities

During the year the department head was on a reduced teaching load to work out the details of the program at Armstrong State College and, as previously stated, he was also responsible for a study to establish a program at Brunswick Junior College and finalize the section by summarizing both the activities as they directly relate to each other.

Armstrong State College began in July 1967, to prepare its program by adopting a curriculum. This curriculum was reviewed by the college administration, presented to the curriculum committee and finalized by presenting it to the faculty for discussion which by unanimous vote accepted the curriculum.

Various meetings during the year were held at each campus that has a Police Administration Program. These meetings were designed to pool the ideas, concepts and problems facing each program director. As a result of the first meeting, an organization of the Georgia Police Professors was accomplished. William J. Mathis, Georgia State was elected the President and the organization soon found that we were limited in the scope of our goals. At the next meeting the group decided to bring in the all Training Officers and thereby broadening our base of operation. Through these Training Officers we were able to reach more and more of the Law Enforcement community. Mr. Bryce Hill, Director of the Police Administration was elected President for the year 1968-9, Georgia Association of Police Educators.

The Board of Regents, University of Georgia System backed the different curriculums by stating they would not have to follow the new core curriculum for four-year programs. Any student who completed the Associate Degree in Police Administration could transfer to any college in the University System without loss of credits. It should be noted that each of four colleges has a slightly different curriculum, but they essentially are compatible. There are different concepts nationally as to what should comprise a two-year program. A great deal of discussion ensued as to transferability and the ultimate question of establishing a Bachelor's degree program in the University System. At the beginning of the programs there were two four-year colleges and three two-year colleges. Armstrong State College was able to work out a program so that any student in the University System who received an Associate Degree in Police Administration could go

on and complete the necessary course work in Political Science. When a student completes this work he will receive a Bachelor's Degree in Political Science and will have an Associate Degree in Police Administration. All of this can be accomplished without loss of credits. We feel at this time, that until the two-year program can be firmly established, any other approach would be idealistic rather than practical.

During the Winter Quarter, a twenty-five hour course in Police Management was held at Armstrong State College. There were thirty-two students, including two chiefs, several captains and Lieutenants, also personnel from the Hunter-Stewart Army Complex. This course proved most successful and plans are presently underway to prepare the second part of the course.

In the beginning Police Administration courses were taught only on a night basis. The day and night course provides that the material covered in the day will be presented at night; therefore, regardless of the watch, a police officer may attend either session and not lose material offered that day. As a result of this effort, more police officers have been able to attend school.

During the Spring Quarter, 1968, Dr. Ashmore, President of Armstrong State College, suggested to the Head of the Department of Police Administration that a preliminary survey be taken regarding the activities and operations of the college Security Force. The results indicated that an immediate Training Program be implemented. In the Appendix a copy of the training schedule has been attached. For the duration of the quarter, each Friday was set aside for training. This training proved quite successful. Many areas of Law Enforcement were reviewed including firearms training.

A great deal of time has been spent over the past year in counselling pre-employment students and police officers. Files are being developed on each student and records of progress are kept. After reviewing files several areas of concern became evident. The Admission Officer has made every effort possible to get anyone interested in Law Enforcement into the program. College Board Tests are required of each new student except when he has sufficient college preparation from our institution or another. These exams reveal that almost without exception the students score between 300 to 350 on the verbal part of the test. Scores on the math section are about the same. (The range on the College Board goes from a minimum of 200 to a maximum of 800.) Students that take Police Science courses do rather well and on the other hand when they take outside discipline courses their grades as a whole are relatively low. As noted in the catalog we have designed a model showing when each course will be offered and the quarter it will be offered. It has been our desire that a student take only the courses he can handle. I have stressed in the counselling process that a student take one police science course and one outside discipline course. With this idea

in mind a student will not in space of two years take only police courses.

Hopefully we will have five students who will graduate in 1969. At the end of the Spring Quarter, 1969, all the courses in Police Administration will have been taught at least once and freshman courses will have been offered twice.

#### Brunswick Junior College:

As stated earlier Mr. Hill was given the responsibility of developing and planning a program at Brunswick Junior College, Brunswick, Georgia. Initially, Mr. Hill reviewed the study of needs prepared by the Institute of Government. After carefully studying what had been prepared, Mr. Hill and Mr. Arnold Wiles, then the Police Development Specialist at the Institute of Government, University of Georgia, jointly decided that the previous data gathered was inadequate and to base a new program on the material alone would not be just. Many conferences were set up with local and college officials. The same questionnaire prepared in 1966 was used. The college was asked to resurvey its students as were the local high schools. Questionnaires were also hand carried to each local and surrounding police agency. Contacts were made with the City Manager and County Manager and each pledged cooperation.

Several interesting answers were received. The questionnaires returned were received from only two sources: 1. The Glynn County Police, 2. local high schools. The County Police questionnaire indicated approximately fifteen to twenty officers were interested. The major problem here was that over 50% did not have a high school diploma or the G.E.D. thereby eliminating them from entrance as the University requires one or the other for admission. The college indicated it would offer the necessary courses to prepare the officers for G.E.D., but for reasons unknown this did not materialize. The high schools surveyed returns indicated approximately ten students were interested on a full time basis and between twenty and twenty-five would take the police administration courses as electives. There were approximately 700 students surveyed.

Regretfully, the lack of interest in this type of program resulted in both Mr. Hill and Mr. Wiles recommending that Brunswick Junior College not initiate a program in Police Administration. There are several alternatives to this situation:

- A. Either Armstrong State College or South Georgia College at Douglas provide an instructor to teach only police courses. Savannah is approximately 80 miles from Brunswick and Douglas is approximately 130 miles away.
- B. The students can complete their outside discipline courses at Brunswick Junior College and then move to either Savannah or Douglas for their police courses.

- C. Possibly another institution such as the Institute of Government at Athens could provide the instruction.

These solutions are not without problems. To provide quality instruction, qualified instructors with the proper academic backgrounds must be found. Frankly, there are only a handful of truly qualified personnel in the State of Georgia.

One major problem that arose in the beginning was the fact that Mr. Hill was expected to initiate and properly develop the Police Administration Program at Armstrong State College in addition, develop a program at Brunswick. After going through the year, I felt it was a handicap to both colleges. A person attempting to start a program from zero requires that the individual place his efforts in program. The teaching, class preparation, counselling and administrative duties in addition to contact police agencies, civic organizations and other interest groups takes up the complete week. Mr. Hill was expected one or two days each week in Brunswick. To split a week, three days in Savannah and one or two days in Brunswick was not practical. The distance between the cities was unfortunate. Mr. Hill and Mr. Wiles commuting from Athens some 325 miles away could not properly work with those persons interested. For the program at Brunswick to have gotten off the ground a person would have to be in Brunswick working full time. We also felt that even the program had started, there would not have been sufficient pre-employment student to sustain the program over the next five years. To start a program is one thing, but to start a program and ultimately have it fall to pieces is another proposition. It is for the aforementioned reason neither of us could, in good conscience, recommend a Police Administration at Brunswick Junior College.

#### Recruitment of Students:

The recruitment of students for this type of program presented several unique problems. All of the metropolitan high schools were contacted and material, information, applications, brochures, catalogs were given to each school. Even there our material did not reach the students. Many times it ended up in the Counsellor's Offices, filed and forgotten. Unfortunately many of the high school administrators were not aware of the potential of the program. To speak to counselors, one must first contact the administrator, then proceed. During the year in talking with many of the high school students, they responded to questions by stating "We did not know of such a program." This is difficult to accept.

From the very beginning the news media in Savannah, and surrounding counties were contacted, Mr. Hill was on each of the two television stations, numerous articles concerning the program were printed, spot radio announcements were broadcast, and preparation has been underway for spot T.V. specials broadcast. Schools have

been contacted and yet in spite of these efforts, real contact with local pre-employment young people has been difficult. The Optimist Club of Savannah is presently printing for distribution a coloring book. This coloring book is designed for grades one through six. In the next few weeks this booklet, 50,000 copies, will be able to reach many many youngsters. We have already received confirmation that the local news media will give us all the publicity possible. This is long range planning and we hope this type of material will provide us with students in the years to come.

College Days and Career Days have been another target. At each of these programs, a short speech is presented to acquaint the students with the Police Administration curriculum and what the advantages are in police education. In talking to students the situation always shows up, "I want to be in the F.B.I.," or "I want to be a Detective," etc. Another critical problem is that in the state of Georgia, the highest starting salary is \$480.00 and many of the police agencies work six days a week. The proverbial question is "why should I work under these conditions?"

To work around these problems a great deal of time, effort and patience must come with each program director and each college. These problems cannot be solved in a few days, weeks, or months. At the present time, many agencies are bound by tradition, some good and some bad. Just merely by starting a Police Administration Program does not mean the the police community will flock in mass to the doors of the college. The right police image is most important. There has been many changes and more will follow, but this will take time. Each police administration program must be properly staffed, sufficient funds provided to grow and indicate to the police community that the program will not be a detriment to their agency.

### Physical Facilities

Since the inception of the Police Administration Program, it was designated as a department. In the beginning the department was housed in the main Administration Building. In December 1968, the Department will move to the New Science Building where office space and a classroom designated for Police Administration will ultimately be redesigned. This classroom will be provided with a projector, slide projector, overhead projector, screen, laboratory, gas, storage space and a darkroom. The purpose of the classroom is to have all the necessary equipment readily available to teach any of the Police Administration courses. One area will be set aside for simulated problems mainly in the area of Criminal Investigation and Criminalistics.

As part of the grant, the college provided office space, desks file cabinets, bookcases and many other items. Also provisions were made for a secretary on a half time basis.

### Problems:

As previously mentioned, several problems have been encountered, but they have not been insurmountable. Armstrong State College

is a growing institution and like any other newly accredited college it has experienced its "growing pains."

One problem, not previously mentioned, centers around the scholarship money provided by the grant. Many attempts were made and scholarships were offered to prospective students. Red tape in granting scholarships was by-passed. Even with these restrictions, we were unable to find the top flight students who ultimately would make good officers. It was disheartening to find so many young people who had so little interest in police work. Now that funds are available for students to completely finish their education, hopefully more can be accomplished in this area.

Another problem is finding faculty. In addition to myself there are two other individuals who have the qualifications, both are in the Savannah Police Department and their services are available on a limited basis. The law courses are taught by a local attorney who is an Assistant Solicitor General. Another individual who is most qualified as a Criminalist cannot teach because the State prohibits him from drawing two checks for the State. In the future, hopefully enough, persons with the proper credentials will be available. Most four-year colleges require a masters degree, at this stage nationwide there are not many who can meet this standard. Faculty recruitment is critical and will be for sometime to come.

#### Projections:

The growth of Police Administration Program has been slow. It has steadily grown from twenty-four students to the present forty-one. The Savannah Police Department each Fall Quarter has had Recruit Training. This results in small classes and an overall lower number of students. In the Fall Quarter, 1968, we had six full-time students. As a result of recruiting this will almost double. More than half of the new recruit school has made applications, this mean an additional ten to fifteen. From quarter to quarter we have had a number of students from Hunter-Army Airfield, because of the rapid transfers the exact number can never be established, but four to six should be in the Winter Quarter. One major factor that will play a role in the recruitment will be the new Omnibus and Safe Streets Crime Bill.

If the funds are available prior to enrollment I feel sure more prospective students will enroll. With a great deal of work, the program can expand, especially if the college were to build dormitories.

Over the next five years the program should more than double. Since money is now available for continued scholarships the program will gradually move. A number of inquiries have been made by police officers, "Can I get a full-time scholarship to go to school?" It appears they want to leave the police service and obtain an education, then return to a law enforcement agency.

With the guidance from the administration and efforts of the department head, the two year Associate Degree program, may soon develop into a Bachelor's degree. The Police Administration Program at Armstrong State College has been a pioneer in Southeast Georgia. The growth and expansion of the college is expected to accelerate in the next five years. It is hoped that the efforts expended will continue to advance police education.

Recommendations:

As a result of the past years experience, several points should be considered:

- a. In the future, when a program is being developed, the department chairman should be responsible for one college rather than two. For the reasons stated earlier this is not practical. Neither college can benefit from a part-time director.
- b. It is of great importance the program director be able to communicate directly with the administration. There are many minor situations that occur requiring immediate decisions. The relationship between the Department of Police Administration has been excellent. The problems as they have arisen were worked out quickly and decisively.
- c. Publicity is an element a new program must have to firmly establish its goals. The program director must work with college Public Relations Director to ensure the news media gets all the information.
- d. During the period of the grant, it was a practice for the program directors to meet each quarter. The results of these meetings has done a great deal to help police education. Many problems facing one Director also were problems of the other Directors. There were situations that need constant coordination. The age old problem of transferring credits has been worked out. Students can transfer anywhere in the University System without loss of credit. The conferences among the directors were a real asset in solving this problem.
- e. The grant provided for a police development specialist to work with each college and to develop new programs as needed in other institutions. Mr. Wiles came in after several months of operation and resigned prior to the expiration of the grant. He came in under a tremendous handicap. Unfortunately, he was apparently given little direction, a brief and sketchy job description and told to do a job. The products of his efforts were excellent, but had he was not given the support needed to accomplish his work. Each director groped for



a solution to his own problems. Mr. Wiles could not assist in each instance, but at least he did visit the campus on numerous occasions during the time he was employed and I appreciate the effort he made to assist me in working on the Brunswick project.

Conclusions:

The progress made to this point has been the result of the work of several Savannah Police Executives, County Commissioners and the Mayor of Savannah and the Board of Alderman. In spite of some difficulties, definite strides have been taken toward the firm establishment of the Police Administration Program.

Respectfully submitted,

*W. Bryce Hill*

W. Bryce Hill, Head  
Department of Police Administration

WBH/w

DEKALB COLLEGE  
(pp 73-77)

JAMES H. HINSON, JR.  
PRESIDENT



JIM CHERRY  
SUPERINTENDENT

DeKalb County Board of Education  
DEKALB COLLEGE  
555 NORTH INDIAN CREEK DRIVE  
CLARKSTON, GEORGIA, 30021

December 13, 1968

FINAL QUARTERLY PROGRESS REPORT

DIRECTOR'S ACTIVITIES AND PROJECTS:

The Summer Quarter "special students" program directed toward inservice police officers who were not interested in a full degree program met with such success that another course is going to be offered to them in the Winter Quarter.

During the Summer Quarter the director contacted the high school counselors throughout the county and made details of the program known to them and offered to speak to either individuals or groups of interested students.

The County Commissioners were approached as well as the candidates for the position of Commissioner Chairman in order to discuss the police science program with them and to point out its value to the county.

The reaction of those contacted were favorable, however, results will not show until the Winter Quarter or later.

The summer's speaking engagements consisted of presentations to Sequoyah High School's tenth graders and senior class on different occasions.

Application for Federal scholarship funding under the Omnibus Crime Control and Safe Streets Act of 1968 (p. 90-351) was made for the Winter Quarter. Also preliminary planning is beginning to get underway to design a certificate program in cooperation with DeKalb County Police Department. However, this project has been suspended until the new county commission chairman has taken office.

PROGRAM GROWTH:

The Fall Quarter, 1968 enrollment totaled ninety (90) students. Forty-five (45) police science majors and forty-five (45) assorted majors. This is an increase of sixteen (16) students over the Summer Quarter.

The police departments represented in the Fall Quarter enrollment are:

Atlanta Police Department  
Atlanta Airport Police Department  
College Park Police Department  
Decatur Police Department  
DeKalb County Police Department  
Federal Reserve Bank  
Georgia State Patrol

The projected Winter Quarter, 1969 enrollment is expected to exceed one hundred and fifteen (115) students.

GRANT QUARTER PROBLEMS:

The same problems mentioned in the last report are still no nearer solution than before.

CURRICULUM CHANGES:

Major curriculum changes involved the necessary adjustment in the general education courses in order to bring the program in line with the University System's new core curriculum for transfer programs.

Some revision of the police subjects were as follows:

(1) combining Police Organization and Administration and Principles of Management into one course under the title of Police Organization and Administration. (2) Combining Crime and Delinquent Behavior with Juvenile Delinquency under the title of Juvenile Delinquency.

The following new courses were approved by the Curriculum Committee:

Corrections  
Criminology

The original program which was offered in the Fall of 1967

Humanities Area

English 101-102 Composition and Rhetoric

10 hours

Mathematics and the Natural Sciences

15 hours

Mathematics 111 College Mathematics I  
Physical Science 100-101 General Survey of  
Physical Science  
Survey of Physics and Astronomy

Social Sciences

20 hours

Political Science 101 American Government  
Psychology 101 Introduction to Psychology  
Sociology 101 Introduction to Sociology  
History 101 Survey of U.S. History

Major

45 hours

Police Science 101 Introduction to Administration  
of Justice  
Police Science 102 Principles of Police Organization  
and Administration  
Police Science 103 Principles of Management  
Police Science 201 Sociology of Police Urban Problems  
Police Science 202 Criminal Law  
Police Science 203 Survey of Constitutional Law  
Police Science 206 Crime and Delinquent Behavior  
Police Science 210 Juvenile Delinquency  
Business Administration 208 Business Communications

Total

90 hours

THE FIRST MAJOR CHANGE IN THE PROGRAM - Winter Quarter, 1968.

Humanities Area

20 hours

English 101-102 Composition and Rhetoric  
203-204 World Literature I & II

Mathematics and the Natural Science

15 hours

Mathematics 111 - College Mathematics I

Ten hours of science from the following:

Physical Science 101 - Survey of Physics and Astronomy  
102 - Survey of Chemistry and Geology  
Chemistry 101 - Inorganic Chemistry  
102 - Inorganic Chemistry

Physics 127 - Mechanics  
128 - Heat, Light and Sound

Biology 101 - General Biology  
102 - General Biology

Botany 101 - Introductory Botany  
102 - Introductory Botany

Zoology 201 - Invertebrate Zoology  
202 - Vertebrate Zoology

Social Science

30 hours

History 111-112 Western Civilization I & II  
Political Science 101 American Government  
History 101 Survey of U.S. History  
Sociology 101 Introduction to Sociology  
Psychology 101 Introduction to Psychology

Major

40 hours

Police Science 101 Introduction to Law Enforcement  
102 Principles of Police Organization  
and Administration  
103 Principles of Management  
201 Soc. of Police Urban Problems  
202 Criminal Law  
203 Survey of Constitutional Law  
206 Crime and Delinquent Behavior  
210 Juvenile Delinquency

Total 105 hours

**CURRENT MAJOR PROGRAM CHANGE WINTER QUARTER 1969:**

Humanities Area

20 hours

Option 1 English 101, 102, 203 and 204  
Option 2 English 101, 102; Foreign Language 201,202  
Option 3 English 101 and 203; Art 101 or Drama 101 or  
Music 101 or Speech 108

Mathematics and the Natural Sciences

20 hours

Option 1 A 10-hour sequence of laboratory science and  
a 10-hour sequence of mathematics  
Option 2 A 10-hour sequence of laboratory sciences,  
5 hours of mathematics and 5 additional hours  
of laboratory science

Social Science

20 hours

- Option 1 Political Science 101, History 101 and 10 additional hours of Social Science not to include History 201 and 202
- Option 2 Political Science 101, History 201-202 and 5 additional hours of Social Science, not to include History 101
- Option 3 Exempt Political Science 101 and/or History 101 by examination and take 5/10 hours of Social Science instead

Major

30 hours

- Police Science 101 Introduction to Law Enforcement  
Police Science 102 Police Organization and Administration  
Police Science 103 Juvenile Delinquency  
Police Science 203 Constitutional Law or  
204 Criminal Law  
Police Science 205 Criminology  
Police Science 206 Corrections

Total 90 hours

ANTICIPATED PROBLEMS:

The only new foreseeable problem is establishing a working agreement between the College Administration, the Curriculum Committee, and the Local Police Department in establishing a certificate program which dovetails into the Associate Degree.

PART-TIME INSTRUCTORS:

The program now uses three part-time instructors for the following courses:

- Constitutional Law - Mr. Robert Sparks, Master of Laws, Assistant Solicitor, Fulton County Solicitor General's Office
- Georgia Criminal Law - Mr. Tony Height, J.D. Assistant Solicitor, Fulton County Solicitor General's Office
- Criminology - Mr. Larry B. Howard, Ph.D. Assistant Director of Georgia State Crime Laboratory

Respectfully submitted,

*P. Kreuzer Garman*  
P. Kreuzer Garman

Director of Police Science

GEORGIA STATE COLLEGE

( pp 78-80)





**GEORGIA STATE COLLEGE**

33 GILMER STREET, S. E. • ATLANTA, GEORGIA 30303

December 10, 1968

Memorandum to: Mr. Edward Morgan

The program at Georgia State College has had two goals: 1) to establish a quality degree program for persons currently engaged in or preparing to enter the criminal justice field; 2) to serve the criminal justice agencies in the community by sharing expertise with faculty members.

In establishing this degree program, Georgia State College has faced many of the same problems that other institutions beginning similar programs have faced. Among these are:

- 1) Salaries of law enforcement personnel many times are insufficient to pay matriculation fees.
- 2) Some in-service personnel are not academically qualified for admission.
- 3) Some law enforcement officials have been reluctant to accept college programs of this nature.
- 4) The poor image and pay of law enforcement personnel restricts the recruitment of pre-service students.
- 5) There is a tremendous problem disseminating information concerning such a new program to the very large number of high schools and criminal justice agencies in the metropolitan Atlanta area.

In conjunction to the establishment of our degree programs, a number of noteworthy developments have taken place.

- 1) Out of the establishment of the degree programs in Georgia grew the Georgia Association of Police Educators. The purpose of this body is to promote understanding and cooperation between the directors of the Police Science and Police Administration degree programs and those persons in the police departments who are responsible for training. The organizational meeting for this body was held in Atlanta and hosted by Georgia State College. The Director of the Georgia State program has the honor of serving as the first president of this organization.

- 2) Also arising out of the establishment of this degree program was the Southern Association of Police Professors. The organizational meeting for this body was held in Atlanta and hosted by Georgia State College.
- 3) In the spring of 1968 the Georgia Association of Police Educators held a symposium. The purpose was to permit students from degree programs in Georgia to present papers in an effort to foster professionalism among students in these programs. In this first symposium all papers accepted were submitted by students from Georgia State College.
- 4) Georgia State College hosted a one-day workshop for security personnel from the 25-unit University System of Georgia.
- 5) Georgia State College also hosted the South Atlantic Regional Meeting of the Education and Training Section of the International Association of Chiefs of Police.
- 6) The director of the Georgia State program is a contributing editor to The Georgia Peace Officer.
- 7) Several grants have been requested under Title I of the Higher Education Act of 1965 and have been funded. Topics covered under these include Constitutional Law, Volunteer Juvenile Court Workers, Challenge of Crime in a Free Society, and a Workshop for Community Service Officers.
- 8) Georgia State College will serve as host for the 1969 meeting of the International Association of Police Professors to be held in Atlanta in May, 1969.
- 9) The first sheriff in Georgia to enroll in a Police Administration degree program is currently enrolled at Georgia State. He is also president of the Georgia Sheriffs' Association.
- 10) In addition to being a member of GAPE, SAPP, IAPP, IACP, the director of the Georgia State program is also chairman of the Planning and Research Committee of the Georgia Committee of the National Council of Crime and Delinquency and serves as an advisor to Atlanta Metropol and the Metropolitan Atlanta Commission on Crime and Juvenile Delinquency.

In developing the curriculum for the Associate of Arts degree program in Police Administration at Georgia State College a recommendation of the International Association of Chiefs of Police and the American Association of Junior Colleges was followed that only one third of the courses carry Police Administration designation. The remainder of the courses would be of a general education nature such as the

humanities, math, science, and social science. Thus of the eighteen courses required to complete the Associate of Arts degree, twelve are such general education courses and six carry Police Administration designation. In further support of this academic approach no consideration by this institution has been given to the establishment of a certificate program. It is felt that the establishment of such a program would be detrimental to the philosophy embodied in our degree program and the goals at which we are aiming.

Other details concerning our program are contained in previous Quarterly Reports.

*W. J. Mathias*

---

W. J. Mathias, Coordinator  
Police Administration

WJM/lm

ALBANY JUNIOR COLLEGE

(pp 81-88)

# ALBANY JUNIOR COLLEGE

A Unit of the University System of Georgia

November 14, 1968

2400 Gillionville Road  
Albany, Georgia 31705

TO: Mr. Edward L. Morgan

FROM: Dr. Marm M. Harris *MMH*

RE: Final Report, Re: LEA Grant 245 (058)

## Introduction

The Police Administration Program at Albany Junior College provides two years of training for the student interested in a career in law enforcement. It has not been planned to develop specialists, but rather to train students to enter the service of a law enforcement agency as a well-qualified peace officer.

Albany Junior College provides two basic approaches to law enforcement training. These are:

1. A pre-service college program for young men and women who wish to pursue a career in law enforcement. This program is designed to prepare candidates for careers in the profession. An Associate in Arts degree is granted upon successful completion of the requirements.
2. A series of parallel law enforcement and general education courses for working law enforcement officers who may wish to obtain an associate degree or advance their own professional skill.

See attachment No. 1 for a copy of the Police Administration Curriculum offered at Albany Junior College.

## History of Program

The Police Administration Program was introduced in the fall of 1967. Mr. Harry Bruno, M. S. from California State College at Los Angeles was employed to direct the program and reported to work on July 1, 1967 to begin planning the curriculum and recruiting students.

Approximately forty students enrolled in the program during the fall quarter of 1967. This number included part-time as well as full-time students. The program has not grown much in numbers. Although fifty three students have indicated their interest in the program, there are only forty seven identified students participating actively in the program.

MEMO: Mr. Edward L. Morgan

During the past summer quarter (1968) the Police Administration Department offered no credit courses. Instead, the students took general education courses applicable towards their degree. The Department did offer a series of workshops, seminars, and short courses for inservice personnel. All were well attended.

On September 30, 1968, Mr. Bruno terminated his position as director of the program to accept a position with the State Department in Washington. The Director's position at Albany Junior College has not been filled at the time of this report. However, several applicants have expressed an interest and a new director will be employed at the earliest possible moment.

See attachment No. 2 for a list of the students presently enrolled in the program. Approximately thirty of these students are taking the sophomore level police administration courses, but only about twenty are classified as sophomores by the college.

#### Personnel

The only full time person that has been employed was the director - Mr. Harry Bruno. In addition, two part-time instructors have been employed to teach in the program. They are:

Mr. Lamar Stewart Jr. - B. S. University of Georgia. He is a former F. B. I. agent and is presently teaching the introductory course in police administration.

Mr. Jerry Brimberry - Law degree from Mercer University, Macon, Georgia. He is currently teaching constitutional law.

Other personnel will be employed as the program expands.

#### Inservice Training Activities

During the time span the Albany Junior College has been offering a curriculum in police administration, the Director has tried to meet some of the needs of the local law enforcement agencies by offering a series of seminars, workshops, and short courses. These activities did not carry college credit. In addition to the director, many other faculty members as well as F. B. I. agents, and other law enforcement officials participated in these activities. Students attending these activities came from agencies all over southwest Georgia.

The following list includes these activities and the number of people participating:

2/29/68	One-day Seminar entitled "Supreme Court Decisions and Riot Control"	80
3/16/68	One-day Seminar GA. ADULT EDUCATION COUNCIL SEMINAR IN COMMUNICATIONS IN ADULT EDUCATION	85

MEMO: Mr. Edward L. Morgan

3/28/68	One-day Seminar on, "Sex Crimes Investigation"	71
5/14/68	"Safe Burglary Seminar"	49
	Albany Junior College Suburban Police School (Part I June 29, July 6, 13, 20, 27)	18
	Albany Junior College Suburban Police School (Part II, August 3, 1968)	23
	Albany Junior College Suburban Police School (Part III, August 10, 17, 24, 31, September 7)	32

#### Curriculum Development

The Director of the program in cooperation with the academic committee and upon advice of the police administration advisory committee planned the curriculum. Several revisions were made in the curriculum during the first year.

See attachment No. 3 for a list of the police administration advisory committee membership.

#### Demonstrations Efforts

Most demonstrations occurred in the field on actual cases. These were later presented to all class members and discussed. Many case studies were discussed in class. Demonstrations in class usually entailed the use of audio visual materials. We do not teach "nuts and bolts" courses. This type of training is handled through the non-credit seminars and workshops.

#### General and Summary

During the initial stages of the program, we included several courses that were designed to increase the skill level of the students. During the year it was decided that skill-type courses would be dropped and theory-type courses would replace them. There are two reasons primarily for this change. Students just out of high school do not have the background of experiences to draw upon that make "nuts and bolts" courses meaningful and once they understand the theory, skills can be taught through inservice education programs such as workshops and seminars. For the part-time student who already has certain skills as a result of being on the job, theory courses enhances his understanding of why certain things are done the way they are or why it might be better to do them another way. They can also better understand the implications of their work to the community. The second reason for making this change is to help the student who decides that he wants to go on and earn a four year degree rather than the two-year degree.

MEMO: Mr. Edward L. Morgan

One of the big problems that we encounter is the low status of law enforcement agencies and personnel held by the general public. This has affected our recruiting efforts, particularly the new high school graduate. College freshmen are not interested in training for a career that promises low pay and no status after graduation. We find that there is a direct correlation between financial help for students in this program and their attending school. Their salaries are so low that it takes all of their salaries for necessities, leaving nothing for educational expenses. Our former director spent much of his time raising scholarship funds for this program. Now that he is no longer with us, it will be imperative that we receive help through the Omnibus Crime and Safe Streets Act.

Shift changes for the employed student is sometimes a hurdle that has to be jumped. Many times we have to call immediate supervisors to hold off on a shift change until a quarter is over. We have lost a few good students because of this problem. We are working on this problem and hopefully this won't be a big stumbling block in the future.



POLICE ADMINISTRATION

Attachment # 1

Curriculum

FRESHMAN YEAR

Course Number	Title	Quarter Hours
PY 100	The Student and College	1
EH 101	English Composition	5
EH 102	English Composition	5
HY 100	Introduction to American History	5
PY 205	General Psychology	5
SY 205	Principles of Sociology	5
B.A. 105	Business Mathematics	5
P.A. 105	Introduction to Administration of Justice	5
P.A. 110	Police Administration	5
P.A./S.Y. 215	Introduction to Criminology	5
P.E.--	Physical Education	3
Total		<u>49</u>

SOPHOMORE YEAR

Course Number	Title	Quarter Hours
P.L. 101	Principles of American Government	5
P.S. 111	Physical Science	5
P.S. 112	Physical Science	5
S.P. 110	Fundamentals of Speech	5
G.Y. 105	World Regional Geography	5
P.A. 205	Constitutional Law	5
P.A./S.Y. 225	Juvenile Delinquency	5
P.A. 210	Police Urban Problems	5
Elective		5
P.E.--	Physical Education	3
Total		<u>48</u>

PROGRAM OF STUDY

FRESHMAN

Fall	Winter	Spring
PY 100 - 1	EH 101 - 5	B.A. 105 - 5
PY 205 - 5	SY 205 - 5	E.H. 102 - 5
HY 100 - 5	PA 110 - 5	PA/SY 215 - 5
PA 105 - 5		
PE - 1	PE - 1	PE - 1
<u>17</u>	<u>16</u>	<u>16</u>

SOPHOMORE

Fall	Winter	Spring
P.L. 101 - 5	P.S. 112-5	S.P. 110 - 5
P.S. 111 - 5	PA/SY 225-5	P.A. 210 - 5
P.A. 205 - 5	G.Y. 105-5	Elective - 5
P.E. - 1	P.E. - 1	P.E. - 1
<u>16</u>	<u>16</u>	<u>16</u>

## POLICE ADMINISTRATION

## Courses and Descriptions (Revised)

- P.A. 105 - Introduction to Administration of Justice (5). An orientation course designed to acquaint the student with the fields of Law enforcement. Municipal, County, State and Federal Police Organizations will be studied. The Course will include the history, philosophy, and administration of justice and career orientation.
- P.A. 110 - Police Administration (5). The contemporary law enforcement agency, its functions, structure, and operational techniques; implications of generalized and specialized units. Principles of organizing, staffing, budgeting, controlling, coordinating, planning, and research in law enforcement.
- P.A. 205 - Constitutional Law (5) Covers law of arrest, search, and seizure, rights and duties of officers and citizens, and rules of evidence. General court procedures will be discussed. Special attention is given to recent Supreme Court rulings that apply to law enforcement. (Previously P. A. 205 - Criminal Law)
- P. A. 210- Police Urban Problems (5). A study of specific problems of social change and conflicts in our changing society. Observation and analysis of these major social problems can provide insight into the distinctive nature of our society, its pattern of conformity, as well as deviation.
- P.A./S.Y. 215 - Introduction to Criminology (5). Basic principles of criminology are examined, including causes of crime, contemporary theories, methods of crime detection, criminal procedure, correctional treatment, probation, pardons, and paroles.  
\*Prerequisite - Gen. Sy 205
- P.A./S.Y. 225 - Juvenile Delinquency (5). The organization, function, and jurisdiction of Police Juvenile Division and other juvenile agencies; the processing and detention of juveniles, juvenile statutes, delinquency, and juvenile crime prevention.  
\*Prerequisite - Gen. Sy 205

Barfield, Jimmie	Full-Time
Brooks, Ollen Gerald	Full-Time
Carr, Robert R.	Withdrawn
Cato, Bobby R.	Part-Time
Clardy, George A.	Full-Time
Cobb, James M.	Part-Time
Coburn, Ronald E.	Full-Time
Coleman, Joann	Withdrawn
Crook, Jackie M.	Full-Time
Davis, Eugene D.	Part-Time
Denney, Norman E.	Part-Time
Derrick, Jerry W.	Part-Time
Dyson, Walter E.	Full-Time
Free, William Edward	Full-Time
Fussell, Malcolm K.	Part-Time
Fussell, Tom E.	Part-Time
Gordon, James H. Jr.	Full-Time
Graham, Tommy J.	Part-Time
Griffin, Winford	Part-Time
Gurr, Harvey Morris	Full-Time
Hammock, John W.	Part-Time
Hesser, Larry M.	Full-Time
Higgins, Gary W.	Part-Time
Holland, Robert J.	Part-Time
Holmes, Benny	Part-Time
Johnson, George L.	Part-Time
King, James R.	Part-Time
Long, Washington, Jr.	Part-Time
McDonald, Russell C.	Part-Time
Miller, William C.	Full-Time
Myers, Jimmy Richard	Part-Time
O'Grady, Mathew Jack	Part-Time
Parrish, Jimmy W.	Part-Time
Price, Clarence	Part-Time
Rabon, Tommy L.	Part-Time
Roberts, Walley L.	Part-Time
Siebenborn, Jan W.	Part-Time
Stout, Lynn L.	Part-Time
Summerford, Leslie	Part-Time
Thompson, Melvin L.	Part-Time
Turner, William C.	Part-Time
Villarreal, Leslie N.	Full-Time
West, Michael J.	Full-Time
Gordon, Joseph B.	Part-Time
Johnson, Clarence C.	Part-Time
Miller, William R.	Part-Time
Taylor, Charlie W.	Part-Time
Muir, Randy	Full-Time
Cooper, Burl	Full-Time

All part-time students are gainfully employed in one of the law enforcement agencies located in the area.

Police Administration  
Advisory Board Candidates

Mr. Lamar Stewart, Sheriff  
Dougherty County  
1107 Gillionville Road  
Albany, Georgia 31705

Mr. Steve Roos  
City Manager  
240 Pine Avenue  
Albany, Georgia 31701

Mr. Marion E. Cheek  
Resident Agent FBI  
1613 Gail Avenue  
Albany, Georgia 31705

Dr. William M. Harris  
403 Broad Avenue  
Albany, Georgia 31701

Mr. John Phillips, Jr.  
Lilliston Implement Company  
Gillionville Road  
Albany, Georgia 31701

Rev. Richard W. Sauer Brun  
Pastor, Covenant Presbyterian Church  
2126 West Edgewater Drive  
Albany, Georgia 31705

J. "Ed" Friend  
Chief of Police  
246 Pine Avenue  
Albany, Georgia 31701

Jimmy Palmer  
Chief of County Police  
400 Highland Avenue  
Albany, Georgia 31701

Dr. B. R. Tilley  
President, Albany Junior College  
2400 Gillionville Road  
Albany, Georgia 31705

Dr. Marm M. Harris  
Dean of Instruction, Albany Junior College  
2400 Gillionville Road  
Albany, Georgia 31705

Director of Police Administration  
Albany Junior College  
2400 Gillionville Road  
Albany, Georgia 31705

SOUTH GEORGIA COLLEGE

(pp 89-91)

# South Georgia College

DOUGLAS, GEORGIA, 31533



POLICE ADMINISTRATION PROGRAM  
SOUTH GEORGIA COLLEGE  
DOUGLAS, GEORGIA

Expiration of Grant and Preliminary Evaluations

Grant 245 (058) expired on December 31, 1968.

The writer was given charge of this program on July 1, 1968. July and August 1968 were spent on recruiting and up grading the curriculum in the Police Administration of the Terminal degree. Another evaluation was made in December 1968. These evaluations brought light that South Georgia College did not possess the minimum essential laboratory facilities as a prerequisite for conducting criminal investigations. Nor did the College possess the necessary technical equipment to pursue objectives of a Police Academy nature. Thus, we assumed the option of meeting our responsibilities on an educational forum.

Changes in Curriculum

Police Administration 101, Introduction to Law Enforcement	changed to	Introduction to Criminal Justice
Police Administration 102, Introduction to Criminology	changed to	Criminology and Delinquency
Police Administration 103, Municipal Police Management		No change
Police Administration 201, Criminal Law	changed to	Criminal Law I and/or Readings in Criminal Justice
Police Administration 202, Criminal Evidence	changed to	Constitutional Law II
Police Administration 203, Criminal Police Urban Problems	changed to	Corrections-Parole and Probation

The above changes were instituted to better meet our community needs and to attract Correction-Paroles, Probation, Law Enforcement Officers and students into the Program.

The educational portion of the terminal and/or career oriented degree was changed as follows:

Data Processing 101 was eliminated and Sociology 105 added

Fundamentals of Speech 208 was changed to Sociology 201-Urban Problems

The Fall Quarter had an attendance of 44 individuals which included 21 police officers. The term ended December 13, 1968 and all enrolled in the Program met satisfactory minimum criteria.

#### Expansion of Program

As indicated by preliminary assessment of the great need for education in the Law Enforcement Field for the entire South Georgia area, the South Georgia College received a federal grant under the Crime Omnibus and Safe Streets Act in the amount of \$12,300.00. The stipulation inherent in the grant was that it would become effective for educational purposes only. 80% for Law Enforcement grants, and 20% for Student Loans. No monies were allotted the colleges to administer the program. During the Winter Quarter of 1969 the enrollment fulfilled expectations as anticipated as 26 new students were registered bringing the total to 70 matriculating students. Of this number 35 were law enforcement officers. Obviously, the grant had direct and immediate beneficial returns on its small investment in that these officers were permitted to take advantage of a program that otherwise might have been closed to them.

#### Class at Valdosta, Georgia

Due in part to the pressing need for this newly founded program at South Georgia College to meet community and regional demands as Director I took the initiative of structuring a viable satellite class of 16 law enforcement officers in the Valdosta Police Department out of 45 members. This class meets at 7:30 a.m. Fridays for a period of 5 hours. The writer travels to Valdosta, Georgia on this day to meet this obligation.

It is an enthusiastic class and after completing the Winter Quarter in Police Administration 101, Introduction to the Administration of Justice all 16 pre-registered in the Spring Quarter for Police Administration 102, Criminology and Delinquency. Four of the officers are now registered at Valdosta State College, Valdosta as intransit students taking English.

#### Spring Quarter 1969

As of March 26, 1969, 51 Law Enforcement Officers representing the State Highway Patrol, Douglas Police Department, Waycross Police Department, Ware County Police Department, Georgia Bureau of Investigation, Georgia State Revenue Bureau and Valdosta Police Department and Adel Police Department are enrolled in our program.

It is anticipated our number will remain steady at 70 or 71 students for the entire duration of the Spring Quarter.

#### Duties of Director

The Director reports directly to the Chairman of the Social Science Division of South Georgia College.

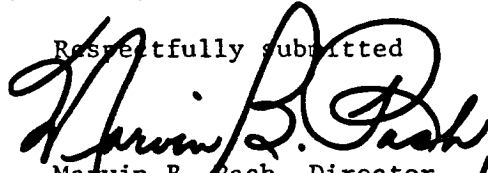
All six Police Administration Courses are taught by your Director. Classes are held from 7:00 p.m. to 9:20 p.m. Monday thru Thursday. Friday is spent at Valdosta for a period of 5 hours not including travel time as heretofore stated.

During the day, the Director spends a minimum of 6 hours on campus or in the immediate vicinity recruiting making speeches before civic clubs, schools, etc.

#### Future in South Georgia Area for Police Administration

The South Georgia area reminds one in the Police Education field of a great untapped wilderness. The riches are there if one has the patience, diplomacy, and money to tap these assets. By overcoming, what are apparently, insurmountable problems, our triumphs will be greater in graduating students who are knowledgeable in English, writing, law and related police procedures.

Respectfully submitted

  
Marvin B. Fash, Director  
Police Administration



APPENDIX IX

MASTER OF PUBLIC ADMINISTRATION (MPA)  
LAW ENFORCEMENT CONCENTRATION  
UNIVERSITY OF GEORGIA

(p. 92)

## APPENDIX IX

### MASTER OF PUBLIC ADMINISTRATION (MPA) LAW ENFORCEMENT CONCENTRATION

Prerequisites: A bachelor's degree from an accredited college; high rank in graduating class, the usual standard being ranked in the top half of the graduating class; satisfactory scores on the Graduate Record Examination.

The program requires 60 quarter hours of course work in government, business administration, and other specialties, including the computer sciences (20 credit hours may be gained without being in residence). A six-month internship in an agency of local, state or federal government also is normally required.

#### Public Management Core (20 hours)

PA 641	Principles of Public Administration (5 hours)
PA 642	Public Personnel Administration (5 hours)
PA 643	Public Finance Administration (5 hours)
PA 646	Government Organization and Administrative Theory (5 hours)

#### Management Tools Core (10 hours)

POL 801 Scope and Method of Political Science (5 hours)

One elective 5 hour course in Public Accounting, Electronic Data Processing, or Statistics.

#### Management Tools Specialty (15 hours)

These three elective courses can be chosen from a wide range of disciplines dealing with advanced work in such functional areas as personnel, budgeting, or electronic data processing.

#### Subject Matter Specialty(15 hours)

3 elective courses: Law Enforcement or related areas of study.

Examples:

Criminology 481 (5 hours)  
Juvenile Delinquency 407 ( 5 hours)  
Social Disorganization 412 (5 hours)  
American Constitutional Law 684 ( 5hours)  
Sociology 800 ( 5 hours)

The student may enroll in classes other than those listed above with the express permission of the major professor.

APPENDIX X

RECOMMENDED CRIMINAL JUSTICE CURRICULUM FOR SCHOOLS  
ON QUARTER SYSTEM

(pp 93-97)

**RECOMMENDED CRIMINAL JUSTICE CURRICULUM  
FOR SCHOOLS ON QUARTER SYSTEM<sup>1</sup>**

First Quarter

English  
Political Science  
  
Criminal Justice 100  
  
Library Science  
Physical Education

Second Quarter

English  
History  
  
Laboratory Science Elective \*  
  
Criminal Justice 200 or 201  
Physical Education

Third Quarter

Humanities Elective \*\*  
Criminal Justice  
206 or 208  
Laboratory Science  
Elective \*  
Math  
Physical Education

Fourth Quarter

Math  
Social Science Electives \*\*\*  
Sociology  
Criminal Justice 204  
Contemporary Culture  
Physical Education

Fifth Quarter

Humanities Elective \*\*  
Social Science Elective \*\*\*  
Sociology  
Physical Education

Sixth Quarter

Sociology  
Social Science Elec. \*\*\*  
Contemporary Cul.  
Physical Education

\* Biology recommended but not required.

\*\* Students must choose eight hours from two of the following subjects: Art, Music, Philosophy and English.

\*\*\* One course in Cultural Science is required; for the two additional electives a student may choose from two other Cultural Science courses; Sociology; Economics; Psychology; or History, but may not choose more than one course in Economics or History. Students should not choose as Social Science Electives courses which are already prescribed for their curriculum.

1 These courses would carry 4 credits each. Those institutions that have 3 and 5 credit courses should make the necessary adjustments in the number of courses offered.

CORE CURRICULUM AREA I  
FOR CRIMINAL JUSTICE

1. English  
Literature and Composition
2. Humanities Electives  
(Students choose from Art, Music, Philosophy and English)

CORE CURRICULUM AREA II  
FOR CRIMINAL JUSTICE

1. Laboratory Science Elective
2. Math: Introduction to Contemporary Math
3. Math: Elementary Statistics

CORE CURRICULUM AREA III  
FOR CRIMINAL JUSTICE

1. History  
Survey of American and Georgia History. Satisfies State Legislative requirement in U.S. and Georgia history.
2. Political Science  
American Government. Also treats Georgia government. Satisfies State Legislative requirement in U.S. and Georgia Constitution.
3. Social Science Electives  
Students must choose one course in Cultural Science. Then they may choose two other courses from Cultural Science; Sociology; Psychology; History; or Economics. Students may choose only one course from History and Economics as part of Area III.

CORE CURRICULUM AREA IV  
FOR CRIMINAL JUSTICE

1. Criminal Justice 100  
Introduction to Criminal Justice
2. Sociology  
Introduction to Sociology
3. Criminal Justice 200  
Police Administration  
or  
Criminal Justice 201  
Corrections Administration
4. Sociology  
Introduction to Criminology and Delinquency
5. Criminal Justice 204  
Introduction to Criminal Law
6. Criminal Justice 206  
Criminal Processes  
or  
Criminal Justice 208  
Probation and Parole
7. Sociology  
Contemporary Social Problems

Other Degree Requirements

Library Science  
Contemporary Culture  
Physical Education

COURSE DESCRIPTIONS FOR COURSES IN AREA IV  
OF THE CRIMINAL JUSTICE ASSOCIATE DEGREE

A. Courses Already in Most Catalogues

Sociology (1) - Introduction to Sociology.

An analysis of those forces within and between groups affecting the individual's interaction with society, emphasizing the influence of behavior through peer reinforcement and perception of community custom, attitudes, politics, class status, religion, and related culturally developed social events.

Sociology (2) - Contemporary Social Problems.

A study of the individual's development as a product of social processes and of problems related to conflicts between the self, minorities, and dominant societies. Social determinants and consequences of disruptive patterns of behavior involving delinquency, discrimination, prejudice, addictions, poverty, family break-up, violence, and generally non-conforming transitions will be analyzed.

B. Courses To Be Added

Criminal Justice 100 - Introduction to Criminal Justice.

Survey of history of law enforcement and criminal rehabilitation. Philosophy of criminal justice in a democratic society. A review of agencies involved in the process of criminal justice and career orientation.

Criminal Justice 200 - Police Administration.

Fundamentals of administration and management; principles and techniques; application of techniques to law enforcement.

Criminal Justice 201 - Corrections Administration.

Fundamentals of administration and management; principles and techniques; application of techniques to corrections.

Sociology - Introduction to Criminology and Delinquency

Introduction to characteristics of criminal and anti-social behavior and the physical, economic, and emotional causes of such behavior. In addition, the course would include the problems of juvenile delinquency, theories of causation and prevention programs.

**Criminal Justice 204 - Introduction to Criminal Law.**

Introduction to criminal law as it relates to enforcement and correctional processes.

**Criminal Justice 206 - Criminal Processes.**

Introduction to criminal procedures including theory of an investigation, conduct at crime scenes, collection and preservation of physical evidence; court presentation and rules regarding admissibility of evidence.

**Criminal Justice 208 - Probation and Parole.**

Examination of pre-sentence investigation, selection, supervision, release of probationers.



APPENDIX XI

IMPLEMENTATION OF CRIMINAL JUSTICE DEGREE PROGRAMS

(pp 98-104)

## Implementation of Criminal Justice Degree Programs

### Why the Criminal Justice Approach?

The Criminal Justice process includes the police, the courts, and corrections (thus probation, parole, and rehabilitation institutions). The Omnibus Crime Control and Safe Streets Act of 1968 has as its goal upgrading all of these components since they all interrelate and overlap. If one area falls behind or becomes stagnant, the entire system is affected.

Since Criminal Justice encompasses the complete spectrum, the recruiting base of potential students is considerably expanded. Thus, this type curriculum has more pre-service student potential than a "pure" police science program. More important is the fact that it serves the needs of interested practitioners in all the components of the Criminal Justice system.

This approach is only suggested since it is obvious that each institution has its own unique personality (requirements, student potential, etc.) and, as such, has an obligation to the particular geographical area it serves.

### Questions Associated With Development of a Degree Program

Several questions can be raised by an institution considering the development of a Criminal Justice or similar degree program.

First, how does this type of program fit into the framework and philosophy of institutions of higher learning? Perhaps better than one might anticipate. University and college organizational structures are remarkably

broad and flexible. They accomodate diverse instrucional programs and award Associate, Baccalaureate, Master and Doctoral Degrees in various areas of concentration. In addition, many institutions offer adult education programs, short courses, workshops, and technical institutes as well as community consulting services. Many Junior Colleges, in addition to their responsibility for serving the educational needs of their communities, assume the additional responsibility of helping meet the manpower requirements in their region.

The goal should be to install the appropriate curriculum, tailored to each academic setting and tempered by area needs. There will always be some strain in faculty reactions to new academic programming; however, a careful assessment will provide a preliminary estimate of the level, dimensions, and approximate program content which will find eventual accommodation in the institution.

A second question is what sort of personnel should the school hire to develop and administer the program? If the program is to be granted full status within its institution, its faculty and administration personnel will need to meet the criteria established for all other schools and departments as well as criteria which may be sought by area law enforcement administrators. A new program has a better chance for acceptance, especially by in-service students, if the Director, or members of his staff have been associated with one of the components of the Criminal Justice System. Administrators should not overlook the possibility of using practitioners as part-time instructors to augment regular instructional

personnel who might be lacking in field experience.

Third, should the school set standards for admission that are peculiar to this program? The school should be aware of mental, moral and physical criteria for Criminal Justice selection. They should consider it a responsibility to inform all prospective students of these standards, and of the school's intention of basing its placement referral and recommendations upon these standards. Freshmen counseling can accomplish much of this function.

Another question often raised is, should the program become involved in ongoing training in addition to its educational function? Education and training are basically different. The former answers the question Why and the latter responds to the How. Normally education is handled by universities and colleges, and training by the practitioners at police academies or reasonable facsimiles. However, the change brought about by each can lead the recipient of one process to the other. Thus, each process serves as a "recruiter" for the other. This circle of change leads to some overlapping but there is still a gap that can be bridged through still another process; educational-training courses.

This approach is characterized by its use of people outside of law enforcement who have specific knowledge which they use in their discipline, but which can be applied within the Criminal Justice process. Their knowledge, coupled with that of practitioners, imparted in academic surroundings, adds up to educational-training, a process necessary to complete the circle of change.

It should follow that this approach would best be accomplished at institutions which have already established communications with the practitioners through a degree program in the Criminal Justice area.

### Recommended Criminal Justice Curriculum Objectives

#### A. Lower Division Objectives/Junior College

1. Provision of broad liberal arts background (through General Education Program and required courses).
2. Provision of introductory occupational orientation (Recognizing student maturity must be considered, as well as the fact that not only full-time students, but also practitioners attending part-time are involved).
3. Provision for a basis for upper division work.
4. Provision of a professional career preparation.
5. Provision of service courses to other college disciplines.

#### B. Upper Division Courses

1. Provision of broad liberal arts background.
2. Provision of education in the theory of supervision and administration. (Recognizing that student maturity must be considered as well as the fact that not only full-time students and practitioners attending part-time are involved in the educational process, but also the transfer student from city or junior colleges.)
3. Provision for amplification of lower division through specialized courses.
4. Provision for professional career preparation for supervisory and administrative assignment.
5. Provision of teacher preparation for academies, training programs, etc.
6. Provision of background for graduate work.

7. Provision of opportunity to participate in college research.
8. Provision of service courses for other disciplines of the college.

### LEEP PROGRAM

The Law Enforcement Assistance Administration, through its Law Enforcement Education Program, has made loans available to full-time students, both pre-service and in-service. In addition, they have made grants available to the in-service student (Criminal Justice Practitioner). The LEEP manual for 1969 lists courses that are directly related and related to law enforcement.

Many of these courses are already offered in colleges and universities; others might have to be initiated. In many cases a separate department might be required to house all or part of the courses.

### Eligible Courses

#### Directly Related

In order to participate in the loan program, a school must offer a program directly related to law enforcement. This is defined in the Manual as an emphasis or concentration in law enforcement courses consisting of a minimum of 15 semester credit-hours or their equivalent (22 quarter hours). Examples of courses that have been designated as "directly related to law enforcement" are:

- Introduction to Law Enforcement
- Administration of Justice
- Police Administration and Organization
- Criminal Investigation
- Criminal Evidence and Procedure

Criminal Law  
Criminal Behavior  
Traffic Control and Accident Investigation  
Police Community Relations  
Collective Behavior and Riot Control  
Criminology  
Juvenile Delinquency  
Deviant Behavior  
Probation and Parole  
Administration of Correctional Institutions  
Case Analysis in Prevention Programs  
Correctional Treatment and Custody  
Correctional Counseling  
Psychological Tests in Corrections  
Criminalistics  
Courts Administration

The Manual goes on to state:

"Although courses in the humanities, social and behavioral sciences are important in the education of police and correctional personnel, in most circumstances they would not meet the definition of directly related. While perhaps such courses as typing, photography, life saving, first aid, physical defense, and marksmanship are important to the training of a police officer, they do not qualify as "directly related".

#### Related

In-service students have been given more leeway. Grant recipients could conceivably not take any directly related courses, but rather concentrate on expanding their conceptual knowledge by taking courses on the periphery of law enforcement.

Examples of such related subject matter areas are:

Business Administration  
Accounting  
Psychology  
Sociology  
Government  
Economics  
English Composition  
Political Science

Computer Science  
Urban Planning  
Public Administration

The curriculum guidelines established for institution certification under LEEP would seem to coincide with those generally recommended, and as such should not create any major difficulties for academic institutions.



APPENDIX XII

GENERAL INFORMATION - COLLEGE ADMISSIONS

(pp. 105-111)

## General Information - College Admissions

With the current emphasis on education many persons are considering attending college for the first time or completing a course of study after being out of school for some time. The admission process can be very frustrating and confusing to even the experienced college student. The specific requirements differ from school to school, but there is some general information that might make registration less painful and save time for all concerned.

The following is a list of schools who have met the Law Enforcement Education Program qualifications and can award grants and loans to help those already employed in law enforcement and those interested in law enforcement careers obtain a college education.

If a contact person is not listed under your school, information can be obtained from the Director of Admissions, Registrar, or Financial Aid Office.

- \* Offers undergraduate degrees in the area of Law Enforcement
- \*\* Offers masters program in area of Law Enforcement

\*Abraham Baldwin Agricultural College  
Tifton, Georgia 31794

\*Albany Jr. College  
Mr. Henry Adams, Dept. of Social Science  
2400 Gillionville Road  
Albany, Georgia 31705

Andrew College  
Cuthbert, Georgia 31740

\*Armstrong State College  
Lawrence Mahany - Police Science Dept.  
11935 Abercorn Expressway  
Savannah, Georgia 31402

Augusta College  
Mr. Tom Riley, Director  
Continuing Education  
Augusta, Georgia 30904

Brunswick Jr. College  
Mr. John H. Carmichael  
Director, Continuing Education  
Brunswick, Georgia 31520

Clayton Junior College  
Forest Park, Georgia 30050

\*Columbus College  
Mr. Joe S. Webb  
Director, Police Science  
Columbus, Georgia 31907

\*DeKalb College  
Mr. P. Kruetzer Garman  
555 N. Indian Creek Drive  
Clarkston, Georgia 30021

Fort Valley State College  
Fort Valley, Georgia 31030

Dr. George Christenberry - Dean  
Ga. College at Milledgeville  
Milledgeville, Georgia 31061

Ga. Institute of Technology  
Atlanta, Georgia 30332

Dr. N. W. Quick  
\*Georgia Southern College  
Statesboro, Georgia 30458

\*Georgia State College  
Dr. William Mathias, Director  
Police Science - 33 Gilmer St.  
Atlanta, Georgia 30303

Kennesaw Junior College  
Marietta, Georgia 30060

\*Macon Junior College  
Dr. James Richards  
Dept. of Social Sciences  
Macon, Georgia 31206

Mercer University  
Macon, Georgia 31207

Middle Georgia College  
Cochran, Georgia 31014

Norman College  
Norman Park, Georgia 31771

\*Savannah State College  
Dr. Calvin L. Kiah, Dean of Instruction  
Savannah Branch  
Savannah, Georgia 31404

\*South Georgia College  
Mr. Marvin Pash  
Director, Police Science  
South Georgia College  
Douglas, Georgia 31533

\*\*University of Georgia  
Mr. Douglas Gatchell  
Financial Aids Office  
White Avenue Building  
Athens, Georgia 30601

or  
Charles H. Bishop, Jr. /  
James P. Morgan, Jr.  
Institute of Government  
Law School Annex, Athens  
30601

If you are interested in financial assistance under LEEP you will be required to fill out certain forms and make repayment agreements at your college. For all the information on the program, contact the person listed or the Financial Aid Office at your school.

## I. Applying for College Admission

All colleges will require you to fill out an application for admission even if you just plan to take one course. These forms can be obtained from the Director of Admissions or Registrar's office and usually require a non-refundable fee (normally \$10) to accompany the forms. Many schools request that these forms be completed a certain number of days before actual registration. The requirements of your particular school can be found in its college catalogue which you can request be sent to you at any time. Your college catalog will also spell out what other requirements you must meet for admission. For example, most colleges require all freshmen to take entrance tests. These are usually standardized tests such as College Entrance Examination Board's Scholastic Aptitude Test, which tests your aptitude to do college work. If it has been some time since you have taken class work courses you might want to obtain a guide to study for the tests your college requires. Study guides are usually available in your college book store and can be quite helpful.

A high school diploma or its equivalent is required for admission. Most colleges require that specific subjects be taken and a certain grade point average be maintained during high school. These requirements may be waived by the college if scores on standardized tests are sufficiently high.

## II. Transferring From Another College

Each college has its own rules regarding transferring credits earned at other institutions. Generally you must provide your college with an official transcript sent directly from your former school to the Director of Admissions or Registrar of your present college. This transcript will be evaluated. You

will not receive credit for courses with grades below a certain standard and may "lose" some hours if your present college decides not to accept certain courses. Most colleges have a minimum number of hours which they will allow transferred. For example, the University of Georgia will transfer a maximum of 105 academic quarter hours from a junior college or 141 academic quarter hours from a senior college. Remember, however, that most colleges have a minimum number of resident hours that you must take at that school in order to graduate.

If you have been out of school for one quarter or more (exclusive of the summer quarter) you must re-apply for admission in most schools. These forms are available in the Director of Admissions or Registrars' Office.

### III. Physical Examinations

Most colleges will require you to have a complete physical examination. Forms for use by a physician are generally provided and must be on file with your school before you register.

### IV. Choosing Your Course of Study

Regardless of what major field of study you choose, if you are planning to earn a degree there will be certain basic courses such as Math, English, and Social Studies that are required. This means they must be taken in order to graduate with a degree. These required courses are normally taken early in your college career because they are often pre-requisites for later subjects. Pre-requisites are those courses that are required before you take an advanced course. For example, in many schools General Psychology is a pre-requisite

to Abnormal Psychology. Pre-requisites can sometimes be waived at the discretion of the professor. Remember, however, that in courses that have pre-requisites, the professor will expect you to have a background of knowledge in the subject and it is to your advantage to take the basic courses before attempting the more advanced ones.

Another problem that may arise comes with sequential courses. These are courses that are given in sequence and must be taken in order. Individual courses in the sequence may only be offered once a year so if you miss the first course you must wait until the next to pick up the whole series.

These and other problems can be avoided by careful planning with an advisor which is usually assigned to each student. He can help you outline a course of study so that you will not lose time and duplicate effort. He can help you plan how to fulfill the requirements for your major field and for graduation.

Although schools provide much assistance, the ultimate responsibility for planning your courses of study remains with you. If you are contemplating returning to college, you should read the college catalogue carefully. It will answer many of your questions. List the ones you cannot find the answer to and take them to your advisory. You may find it helpful to get a course of study in writing from him particularly if he states that you may waive any requirements.

Reaching your goal of a college degree will make all your efforts worth while. Even if you do not plan on obtaining a degree simply exposing yourself to higher educational opportunities will broaden your horizons and enable you to lead a more satisfying life.



APPENDIX XIII  
GRANT REQUEST FOR: LAW ENFORCEMENT EDUCATION PROGRAMS

(pp. 112-114)

### Title of Program

Coordination of existing, and development of additional degree programs to meet the educational needs of the law enforcement profession in the state of Georgia.

### Objectives

Provide law enforcement personnel with maximum educational opportunities which will assist them in carrying out the duties and responsibilities of their respective offices.

Law enforcement personnel must be constantly aware of those programs already in existence that can readily serve them. If there arises a need for a law enforcement educational program in a particular area, this need must be met either by the establishment of new programs in institutions not now offering them, or through extension programs.

State-wide coordination will assure that quality courses, transferable to other institutions, will continue to be available to law enforcement officers seeking educational advancement through a degree in their chosen field.

### Implementation

The criteria for the creation and coordination of educational opportunities in Georgia was established when the OLEA under Grant 245-(058) funded the development of Degree Programs in Police Science in the state colleges. This grant also established the position of Police Science Degree Specialist to assist in the developing of these programs. This grant has expired, but the position has been budgeted by the Institute of Government, University of Georgia and now includes responsibility for development of Criminal Justice

programs including courses for both police and correctional personnel. It now exists chiefly for liaison purposes with the Board of Regents, University System of Georgia. Budgetary limitation restrict the field work necessary for fulfillment of the responsibilities of this position. The maximum utilization of this position would enable the objectives of this program to be accomplished.

This position would aid ongoing programs by: continuing already existing liaison with the Board of Regents; assisting in recruiting students and faculty for any institution requesting such services; insure that any curriculum adjustment meet present and future standards including expansion into areas other than just police; and engage in continuous and comprehensive evaluation of the programs in relation to their effects on: 1) upgrading law enforcement personnel 2) recruiting pre-service students.

In addition to offering the same assistance to new programs, this position would be responsible for updating and then maintaining previously obtained data on needs and demand for law enforcement degree programs. This would form the basis for encouragement to institutions that they consider the development of such programs or that particular courses be offered in extension in certain areas.

Estimated Budget Requirements

1st Year \$25,000

Federal Support \$15,000  
Local Support \$10,000  
60% Federal-40% local

2nd Year \$20,000

Federal Support \$10,000  
Local Support \$10,000  
50% Federal - 50% local

APPENDIX XIV

STUDENTS PARTICIPATING IN LEEP PROGRAMS IN GEORGIA

(pp. 115-118)

## STUDENTS PARTICIPATING IN LEEP PROGRAMS IN GEORGIA

The following listing indicates the number of pre-service and in-service students participating in the LEEP program in Georgia.

Each academic institution in the University System of the State of Georgia which has been certified under LEEP was requested to submit pertinent information pertaining to those students participating in LEEP during the 1969 fall quarter.

\* offers undergraduate degree in the area of Law Enforcement

\*\* offers graduate program in the area of Law Enforcement

\*ABRAHAM BALDWIN AGRICULTURAL COLLEGE (University System)

(did not respond to request for information)

\*ALBANY JUNIOR COLLEGE (University System)

Pre-Service students - 5

In-Service students - 25

ANDREW COLLEGE (Private Institution)

\*ARMSTRONG STATE COLLEGE (University System)

Pre-Service students - 3

In-Service students - 9

AUGUSTA COLLEGE (University System)

Pre-Service students - 3

In-Service students - 13

BRUNSWICK JUNIOR COLLEGE (University System)

Pre-Service students - 0  
In-Service students - 6

CLAYTON JUNIOR COLLEGE (University System)

Pre-Service students - 0  
In-Service students - 4

\*COLUMBUS COLLEGE (University System)

Pre-Service students - 6  
In-Service students - 47

\*DEKALB COLLEGE (Private Institution)

(Although not in the University System, information was obtained from this institution because they offer a degree in the area of law enforcement)

Pre-Service students - 2  
In-Service students - 13

FORT VALLEY STATE COLLEGE (University System)

(No students participating this academic year)

GEORGIA COLLEGE AT MILLEDGEVILLE (University System)

(No students participating this academic year)

GEORGIA INSTITUTE OF TECHNOLOGY (University System)

(No students participating this academic year)

\*GEORGIA SOUTHERN COLLEGE (University System)

Pre-Service students - 8

In-Service students - 14

\*GEORGIA STATE COLLEGE (University System)

Pre-Service students - 23

In-Service students - 47

KENNESAW JUNIOR COLLEGE (University System)

Pre-Service students - 0

In-Service students - 9

\*MACON JUNIOR COLLEGE (University System)

Pre-Service students - 1

In-Service students - 6

MERCER COLLEGE (Private institution)

MIDDLE GEORGIA COLLEGE (University System)

Pre-Service students - 0

In-Service students - 5

NORMAN COLLEGE (Private institution)

\*SAVANNAH STATE COLLEGE (University System)

(did not respond to request for information)



\*SOUTH GEORGIA COLLEGE (University System)

Pre-Service students - 23

In-Service students - 45

\*\*UNIVERSITY OF GEORGIA (University System)

Pre-Service students - 8

In-Service students - 46

TOTAL: 371

Pre-Service 82

In-Service 289