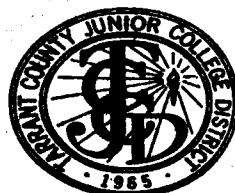


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TARRANT COUNTY JUNIOR COLLEGE LAW ENFORCEMENT PROGRAM



Final Report Submitted to

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SUMMARY
TARRANT COUNTY JUNIOR COLLEGE LAW ENFORCEMENT PROGRAM

As a community college Tarrant County Junior College District has always sought to provide as many community services as possible. The Law Enforcement Research and Development Project was one of the first endeavors in this area by the college when it opened its doors to students in September, 1967. The purpose of the Research and Development Project was to plan, develop, and implement a high quality technical program in the law enforcement field which would fit the educational needs of law enforcement agencies of Tarrant County, whether public or private. Such a program, it was hoped, would serve as a model for future law enforcement programs throughout the state and nation. It was further hoped that an exposure of law enforcement personnel to a higher education program at this level would result in a desire on their part for more education. A proposal to establish such a project was presented to the Office of Law Enforcement Assistance, U. S. Department of Justice, in December, 1966. In February, 1967 funds were made available to commence the requested program.

Jimmie C. Styles, Vice President for Research and Development, Tarrant County Junior College District, served as Project Director. Denny F. Pace was employed as Research Assistant and later served as Assistant Professor of Law Enforcement and Coordinator of the Law Enforcement Program after the implementation of the program began. Joseph Zielinski, Head of the Counseling and Guidance Division for the South Campus of Tarrant County Junior College District, coordinated the counseling activities for the project. Two other college staff members, Henry Chitsey, Director of Program Development, and Galen McBride, Director of Research, made significant contributions to the project although they were not numbered among the regular project personnel.

One of the first activities of the Project Director was the selection of a Law Enforcement Advisory Committee. This committee was composed of law enforcement leaders in the Tarrant County area. Its members provided valuable advice and technical assistance throughout the project and are continuing to be extremely useful to the college law enforcement officials.

The next phase consisted of development of the Law Enforcement

Instructional Program to be offered at Tarrant County Junior College. Consultants such as James D. Stinchcomb, serving with the National Association of Chiefs of Police, and later a specialist in Law Enforcement Education with the American Association of Junior Colleges, were contacted for assistance in developing the curriculum. In addition, many law enforcement authorities at the state and regional level provided advice and assistance in this endeavor. Before the curriculum was actually developed, however, project officials worked with the advisory committee and consultants to construct a set of guidelines upon which to base the Law Enforcement Program.

A complete law enforcement curriculum leading to either the Associate in Arts or Associate in Applied Science degree at Tarrant County Junior College was developed. The program consisted of sixty-six semester hours of course work. Of the sixty-six hours the students were required to take at least twenty-seven hours in law enforcement courses. The remainder of the program consisted of general required education courses and electives. At first six hours of electives were required, but this was later expanded to nine hours. A student desiring more law enforcement courses could take his electives in that area, and enough law enforcement electives were provided to enable him to add up to twelve hours of law enforcement in this manner.

The initial, or developmental, portion of the project was completed by September, 1967. A renewal of the grant by the Office of Law Enforcement Assistance provided for the implementation of the Law Enforcement Curriculum which had been developed.

During the Fall semester of 1967 a total of seven sections in three courses of Law Enforcement were offered on the South Campus of Tarrant County Junior College. This number increased to fourteen sections in eight courses by the Spring semester of 1969. In addition to the law enforcement courses, of course, students enrolled in general education courses in order to satisfy degree requirements.

Prior to and subsequent to the Fall semester of 1967 an intensive recruiting campaign has been waged. A total of ninety students enrolled in the Law Enforcement Program during the Fall semester of 1967. The number increased to 168 students for a gain of approximately eighty-seven per cent by the Spring semester 1969. Earlier recruitment efforts focused primarily upon individuals already employed by a law enforcement agency; and, as might be expected, most

of the first few groups of students came from this source. Increased efforts are being made to recruit high school graduating seniors who would enroll in the program in a pre-service capacity. The Counseling Division of the college has played a significant role in recruiting, as well as in advising the students after they enroll in the program.

The Law Enforcement Program first opened on the South Campus of Tarrant County Junior College District; however, beginning with the Fall semester, 1968, administration of this program was transferred to the Northeast Campus of the District. Subsequent indications are that continued expansion of the program may require that law enforcement courses be offered on both campuses in the near future.

Cooperation with area law enforcement officials has been probably the strongest point of the Law Enforcement Project. Beginning with the establishment of the Law Enforcement Advisory Committee at the beginning of the project, a continuing dialogue between college officials and law enforcement personnel has been maintained. Especially significant has been the smooth meshing of the college Law Enforcement Program and the training programs of police academies located in the Fort Worth Police Department and the North Central Texas Council of Governments at Arlington. It was early determined that the police training academies should restrict their activities to short courses relating strictly to training procedures while the Junior College would offer college level courses of a more theoretical nature. At the request of the Fort Worth Police Department the college began offering extension courses to their recruit classes at the Fort Worth Police Academy. Negotiations are now in progress to provide similar services to the North Central Texas Council of Governments Police Training Academy.

An internship program for pre-service law enforcement students was built into the program. Interns devote ten hours a week to working in some area of a law enforcement agency. The students are to make periodic reports concerning their activities, and a final report is required at the conclusion of their internship.

In addition to the development and implementation of the Law Enforcement Curriculum, Tarrant County Junior College either hosted or participated in a number of seminars, workshops, and conferences relating to Law Enforcement. Many of these meetings proved most helpful in the development of the program. In addition, communication between college officials and law enforcement personnel was greatly

increased.

In 1968, Joe Galloway, former Deputy Chief of Police, Fort Worth Police Department, replaced Denny Pace as Coordinator of the Law Enforcement Program. As the Law Enforcement Program grew it became necessary to employ part-time instructors to teach law enforcement courses. The college was fortunate in obtaining some of the most capable and outstanding men in Tarrant County Law Enforcement to accept these positions.

A number of innovative activities were introduced into the program. Concurrent sections of the same course offered during both the day and the evening allowed police officers working on a shift basis to change from one section to another without loss of course continuity. Experienced lawmen were allowed and encouraged to challenge courses by examination, and, thereby, move through the program at a faster rate. Extension courses were offered at several off campus locations. Instructional Media Techniques were employed whenever possible in the program. Financial assistance was provided for those needing it.

Many areas of law enforcement in which there is need for further programs were identified in the course of the project. Time and finances have prevented movement into many of these areas; however, the needs are being recorded and as the program develops further, action will be taken to satisfy them.

Top law enforcement administrators of Tarrant County along with students in the Law Enforcement Program at Tarrant County Junior College were asked by project officials to evaluate the project. Their evaluation indicated satisfaction with the Law Enforcement Program and a desire that it be continued. Project officials are satisfied with the overall achievement of the program. The success in meeting the objectives may at least partially be attributed to the fact that the overall Law Enforcement Program was continually evaluated throughout the duration of the project, and changes were made when necessary.

The project directors definitely feel that the Law Enforcement Curriculum is filling a basic educational need of Law Enforcement personnel of Tarrant County. Furthermore, there are already indications that the program will serve as a model for other junior college law enforcement programs. One Texas junior college has already adopted

the program virtually without change. Inquiries are being received from throughout the state and nation concerning the Tarrant County Junior College Law Enforcement Program.

The Tarrant County Law Enforcement Program was developed and implemented during a time when law enforcement officials are coming under more pressure than at any time during the past two decades. The ready reception, by persons employed in law enforcement, and the warm endorsement, by law enforcement administrators, of the program have convinced the directors of the Tarrant County Junior College Law Enforcement Program that such educational programs can indeed help to meet the law enforcement education needs of the nation.

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Chapter 1

BACKGROUND AND AIMS

For some time, the rising crime rate has resulted in an ever-increasing sense of concern on the part of citizens of the United States. As a consequence, a greater awareness of the tremendous problems confronting law enforcement agencies has resulted. These and other factors provided the impetus for the passage by Congress of the Law Enforcement Assistance Act of 1965. This document is the final report of a Law Enforcement Research and Development Project and Continuation Grant funded as OLEA Grant Number 121-297 under the above act.

At the time of the research and development project, the Tarrant County Junior College District was, and for that matter still is, a relatively new institution. The college district first opened its doors to students in September of 1967.

College officials had assured the citizens of Tarrant County that the new multi-campus college district would, in addition to providing the first two years of work toward a baccalaureate degree, strive to meet community needs by offering one and two-year courses of study designed to prepare the students for immediate entry into occupations upon the completion of these programs. Consequently, even at that early date, the staff of the college was looking for ways by which Tarrant County Junior College District could assist in community improvement.

One area in which a great need was early defined was the field of law enforcement education. Consultations with local law enforcement

officials indicated that, as is the case in most parts of the country, the law enforcement agencies of Tarrant County were under-manned. A major reason for this condition was the unavailability of competently trained individuals to fill existing vacancies.

The situation could be expected to worsen rather than improve in the future. Tarrant County and its major city, Fort Worth, are a part of the Fort Worth-Arlington-Dallas metropolitan complex which has one of the most rapidly increasing populations in the nation. The estimated population of Tarrant County in 1965 was 630,000. By 1985, it is predicted the number will have doubled.¹ When the population of an area increases this rapidly, it goes without saying the population density must also show a great rise. Experience has indicated that problems of law enforcement rapidly multiply when people are forced to live in closer proximity to one another. Thus, it could be predicted that the law enforcement personnel needs would more than likely increase at a faster rate than the population of Tarrant County.

There was a further reason for the desire of Tarrant County Junior College District officials to develop a technical program in Law Enforcement to be offered at the college level. Many authorities in the criminal justice field have come to recognize the need on the part of law enforcement officers for post-secondary work in general education as well as in techniques of law enforcement. By its very nature, the

¹Research Department, Fort Worth Chamber of Commerce, Population Study of the Fort Worth Standard Metropolitan Statistical Area: Tarrant and Johnson Counties, Texas, August 1, 1968.

junior college is an institution which is uniquely equipped to offer both general education and technical courses in its programs.

The purpose of the research and development project funded under the grant was to investigate, plan, develop, and implement a high quality technical program in the law enforcement field which would meet the educational needs of law enforcement agencies of Tarrant County, whether public or private.

Objectives. Eleven specific objectives of the project were identified. These objectives were:

1. To identify areas of need in law enforcement program development and establish priorities.
2. To stimulate an interest in the law enforcement education program within the industrial agencies and governmental institutions of the college district.
3. To open and maintain channels of communication between community law enforcement leaders and the college staff.
4. To coordinate the efforts of community law enforcement leaders and the college in areas of program development for law enforcement education.
5. To establish a flexible and lasting Law Enforcement Program which will meet the area's changing needs.
6. To identify those individuals who will competently serve as members of a Law Enforcement Advisory Committee.
7. To select and develop adequate evaluative devices to aid in the identification of students' aptitudes.
8. To establish a core of qualified technical counselors..

9. To apply the coordinative effort of counselors, evaluative devices, and law enforcement agencies to determine students' aptitudes and guide them into areas in which some degree of success can be attained.
10. To collect and catalog data for purposes of planning and publication.
11. To develop a Law Enforcement Program which will provide formal training in the functions of the many areas of a law enforcement agency.

It was hoped the Law Enforcement Program developed would provide, in addition to a broad background in law enforcement, a side benefit having further educational significance. The feeling was that an exposure to formal higher education through the general education courses provided as a part of the Law Enforcement Program would result in a desire for further study in this area. Should this occur, it would satisfy the need mentioned earlier for law enforcement officials who are not only well schooled in law enforcement techniques but who also have a much broader view of society in general.

The beginning date and ending date for the first stage of the project were originally scheduled as February 1, 1967, and September 30, 1967, respectively. However, an unforeseen difficulty arose which resulted in an adjustment of the ending date for the project. The identification and employment of a properly qualified research assistant who would also possess the imagination and energy required for implementation of the project required approximately two months

longer than had been anticipated. Consequently, the Office of Law Enforcement Assistance granted an extension of the ending date through November 30, 1967.

Chapter 2

METHODS

With the notification of the awarding of a grant to Tarrant County Junior College for the purpose of developing and implementing a Law Enforcement curriculum, two processes were begun simultaneously. The processes were staffing for the project and selection of a Law Enforcement Advisory Committee.

Staffing

The following staff positions were identified and filled:

Project Director

Law Enforcement Research Assistant

Counselors

Secretary

Consultants

Jimmie C. Styles, Vice President for Research and Development for Tarrant County Junior College, served as Project Director. The Project Director brought with him to the position a background of research and development experience in the technical education disciplines. Biographical data sheets for the Project Director and other staff members are contained in Appendix A.

The primary responsibilities of the Director were to direct the overall activities of the staff, to work with liaison advisory committees, and to coordinate the efforts of agencies and institutions of the state, city, and county in the development of a comprehensive Law Enforcement Program for the Tarrant County Junior College District.

As indicated earlier, the identification and recruiting of a Research Assistant for Law Enforcement having the proper qualifications for the task at hand was neither simply nor speedily accomplished. The individual ultimately employed in this capacity was Denny F. Pace, who at the time of contact with Tarrant County Junior College, was serving as Assistant Professor in the area of Law Enforcement at California State College, Long Beach, California. Mr. Pace began his employment with Tarrant County Junior College District on June 15, 1967. From that time throughout the initial planning phase which extended through September 20, 1967, he devoted full time to the development of the Law Enforcement Program. Under the direction of the Project Director, he worked with details of staff assignment and consulted with representatives of law enforcement agencies of Tarrant County in the development of the Law Enforcement Program for the college district.

Joseph Zielinski, head of the Counseling and Guidance Division for the South Campus of Tarrant County Junior College District, served as counselor for the project. It was the counselor's responsibility to work with the Law Enforcement Research Assistant in the selection and development of admission requirements and testing materials which were used to help students identify and enter the Law Enforcement Program at a level which would provide the greatest probability of their attaining success.

In addition to the regular project personnel, other members of the college staff made contributions to the project. For instance, Henry Chitsey, Director of Program Development, helped to coordinate

the implementation of the law enforcement curriculum. Galen McBride, Director of Research, worked closely with project officials in preparation of reports on the project after July 16, 1963, when his employment with the college began.

Law Enforcement Advisory Committee

Even before the Law Enforcement Research and Development Project had been approved for funding by the Office of Law Enforcement Assistance, college officials had discussed the possibility of such a program with local law enforcement leaders. As soon as the project became an established fact, the Project Director began assembling a Law Enforcement Advisory Committee. Several of the law enforcement leaders who had been involved in the earlier discussions were invited to serve on this committee, in addition to others who were later identified.

Numbered among those serving on the Law Enforcement Advisory Committee were the Tarrant County sheriff, Fort Worth police chief, and other representatives of the Fort Worth Police Department and representatives of police departments of smaller municipalities in Tarrant County. In addition, representation was provided from the Texas Department of Public Safety and industrial security departments of two of the largest Tarrant County industries. Also serving on the committee was the Director of Police Training for the North Central Texas Council of Governments. A complete listing of the Law Enforcement Advisory Committee including later revisions appears in Appendix B (A Proposed Law Enforcement Program for the Tarrant County Junior College District).

The law enforcement officials serving on the Advisory Committee were informed that working in an advisory capacity would enable them to:

1. Assist in promoting the college educational programs.
2. Assist in determining and justifying the need for a program in the area of law enforcement.
3. Aid in developing course descriptions and the requirement or content of law enforcement courses.
4. Recommend space requirements and equipment necessary for the Law Enforcement Program.
5. Aid in obtaining qualified and competent instructors.
6. Assist in developing standards for the selection of students.
7. Aid in keeping curriculum content of the Law Enforcement Program up to date with technological advances.
8. Assist in obtaining the effective cooperation and active support of other organizations and groups interested in the Law Enforcement Program.
9. Assist in placement of graduates.
10. Assist in a constant evaluation of the Law Enforcement Program's effectiveness.

Members of the Advisory Committee proved to be most cooperative and did in fact provide invaluable assistance in the above areas.

By meeting several times with the committee, project personnel were able to develop a general philosophy for a workable educational program that appeared compatible with both the needs and expectations

of the chief law enforcement administrators of the county and with the standards of Tarrant County Junior College.

In addition to providing advice during the developmental phase of the project, committee members were instrumental in assuring the success of the program in many other ways. Perhaps the most important was recruiting. Since virtually every major law enforcement agency in Tarrant County was represented on the Advisory Committee and since each member encouraged his employees to avail themselves of the opportunities afforded by the Law Enforcement Program at the college, this area of the project proved a most successful one. More will be said concerning the recruitment of students later in the report.

Development of the Instructional Program

Once staffing had been completed and the Advisory Committee appointed, attention was focused on the heart of the project, the development of the instructional program. In this phase, a great deal of time and effort were spent in the study of programs already in existence and in consultation with experts in the criminal justice field.

As has already been indicated, the Law Enforcement Advisory Committee provided invaluable assistance by indicating areas of law enforcement in which courses offered at the junior college level would be beneficial. Consultants in law enforcement and related areas were contacted, and these individuals offered many suggestions which proved useful in the development of the Law Enforcement Program.

Mr. James D. Stinchcomb, with the National Association of Chiefs of Police, and later, a specialist in Law Enforcement Education with

the American Association of Junior Colleges, provided consultative services in the structuring of course titles and content. Mr. Stinchcomb was invited to Fort Worth several times during the developmental phase of the project to meet with the Project Director, Advisory Committee members, and the Research Assistant concerning the curriculum. In addition, project members were in close contact with him throughout the development and implementation of the Law Enforcement Program.

At the state level, Glen McLaughlin, Chief of Personnel and Staff Services for the Texas Department of Public Safety, provided suggestions on the nature of training which would best meet the needs of law enforcement officers in Texas. Also, Joseph D. Godsey, Director, Vocational Program Development Post-Secondary Division, Texas Education Agency, was consulted frequently to determine if the curriculum in its developmental stages satisfied all the criteria of the Texas Education Agency concerning balance between technical and academic aspects for approval by that agency. Care was taken to insure conformity with all Texas Education Agency standards in order that, after the expiration of the research and development grant, the Law Enforcement Program could be partially funded through the agency under the Vocational Technical Act of 1963 and subsequent amendments to the act. Many other law enforcement authorities were consulted on an informal basis by various members of the staff.

The Project Director and Research Assistant attended several seminars on Law Enforcement Education prior to and during the preparation of the law enforcement curriculum for Tarrant County Junior College. One such seminar which proved very fruitful was

the Office of Law Enforcement Assistance Meeting, June 6-7, 1967, at the University of Maryland.

Before a formal curriculum was actually developed, the following guidelines were formulated:

1. The Law Enforcement Program must be a cooperative venture utilizing the concepts and techniques of formal education possessed by the college and the experience of area law enforcement agencies to the maximum in the educational program.
2. Tarrant County Junior College is a community institution and has as one of its responsibilities the serving of educational needs in law enforcement as well as in other areas of community welfare. In keeping with this guideline, it was emphasized that college facilities would be available to foster and increase improved community relations in various areas, including law enforcement.
3. It is emphasized that education per se does not guarantee advancement or improved job performance. However, there is a general feeling that a police officer will acquire a broader concept of his role in society from participating in such an educational program and will consequently require less supervision.
4. The immediate needs of law enforcement agencies for personnel will be recognized, and courses will be developed which will make provisions for handling the problem created

by officers having to change from one work shift to another during the period in which they are enrolled in these courses.

5. An attempt at articulation with a local four-year college will be made in order that those graduates of the Law Enforcement Program at Tarrant County Junior College District desiring to do so may continue work toward a baccalaureate degree with a minimal loss of transfer hours. It should be pointed out here, however, that the purpose behind development of the Law Enforcement Program at Tarrant County Junior College was to provide a two-year associate degree program which would prepare the student, upon its completion, to better serve in a capacity with some law enforcement agency. The feature which would provide the option of transferring to certain four-year colleges must be regarded as a fringe benefit based upon the realization that there will be some students who will want to continue their education beyond the associate degree and that these individuals should be provided such an opportunity without being penalized by having to virtually begin anew their higher education at the four-year institution.

With the guidelines formulated and consultation with the Advisory Committee and other authorities sufficiently far along to permit procedural identification, the actual task of planning the curriculum was begun. This planning process was directed toward two major activities.

First, from the Dictionary of Occupational Titles, a list of eighteen job descriptions was compiled. These descriptions were for job areas which a student might expect to enter, or advance to, after completion of the Law Enforcement Program. The titles identified were:

1. Patrolman (private)
2. Deputy Sheriff
3. Policewoman
4. Border Patrolman
5. Guard (Armed Guard; Floorman; Patrolman; Special Policeman; Watchman)
6. Correction Officer (Guard)
7. State Highway Patrolman (State Trooper)
8. Guard Chief
9. Detective I (Investigator)
10. Detective II
11. Detective (Private Eye; Private Investigator; Undercover Agent; Undercover Operator)
12. Detective (Plainclothesman)
13. Detective Chief (Chief Detective; Commanding Officer, Detectives; Detective Bureau Chief)
14. Police Captain, Precinct (Captain; Commanding Officer, Precinct; District Captain; Precinct Captain; Uniform Force Captain)
15. Police Chief (Police Inspector, Chief; Superintendent, Police)

16. Police Inspector I (Division Commander; Police Captain, Senior); Police Inspector II
17. Police Lieutenant, Precinct I (District Lieutenant; Field Lieutenant; Precinct Lieutenant; Uniform Force Lieutenant)
18. Police Sergeant, Precinct I (Detail Sergeant; Patrol Sergeant; Sergeant; Squad Sergeant)

A detailed job description associated with each of the above titles appears in Appendix B of this report. This appendix also contains a discussion of the qualifications necessary for entry into the Law Enforcement Program, a list of the Advisory Committee, general information concerning the program, the objectives of the Law Enforcement Program, the proposed curriculum, detailed course descriptions, and course syllabi.

Once the job areas in which graduates would be expected to work were identified, the law enforcement curriculum was then developed. As indicated above, this curriculum, along with individual course descriptions, appears in Appendix B. The suggested curriculum by semesters is given in Figure 1.

During the intervening time between the first suggested curriculum and the beginning of the fall semester of 1968, several modifications to the curriculum were made. For example, it became obvious that some students enrolling in the Law Enforcement Program were interested in continuing work toward a baccalaureate degree. For this reason, provisions have now been made to allow any student who is interested and who otherwise qualifies to take university

LAW ENFORCEMENT
SUGGESTED CURRICULUM

FIRST YEAR

<u>First Semester</u>	<u>Sem. Hrs.</u>
Applied Communications -----	3
Applied Algebra -----	3
Introduction to Law Enforcement -----	3
Police Administration -----	3
American Government -----	3
Physical Education -----	1
Technology Orientation I -----	<u>1</u>
	17

Second Semester

Applied Communications -----	3
Patrol Operations -----	3
Juvenile Control -----	3
Elements of Physics -----	3
American Government -----	3
Physical Education -----	<u>1</u>
	16

SECOND YEAR

First Semester

General Psychology -----	3
Criminal Law -----	3
Criminal Investigation -----	3
Introduction to Sociology -----	3
Fundamentals of Speech -----	3
Physical Education -----	<u>1</u>
	16

Second Semester

Traffic Planning and Management -----	3
Police Internship -----	3
Criminal Evidence and Court Procedure -----	3
Elective -----	6
Physical Education -----	1
Technology Orientation II -----	<u>1</u>
	17

Suggested Electives, Law Enforcement:

Basic Criminalistics, Industrial Security, Police Supervision,
Vice and Narcotic Control.

Suggested Electives, General:

Basic Computing Machines, Business Law, Elementary Typewriting,
Introduction to News Writing, Introductory Chemistry, Principles of
Accounting, Social Problems, Social Psychology, United States History.

parallel courses in mathematics and English instead of the applied courses listed in the original curriculum. The course in applied algebra has been dropped from the mathematics curriculum, and students now have the option of taking a course entitled Applied Physics and Mathematics I, or other mathematics courses for which they are qualified.

The title of American Government was changed to United States Government, and the course is offered in the second year. Introduction to Psychology replaced the government course in the first semester of the first year. Technology Orientation, I and II, have been combined into a single course entitled Technology Orientation which occurs during the second semester of the second year of the program. Freshman Orientation is offered in lieu of Technology Orientation I during the first semester. The title of the course, Juvenile Control, has been changed to The Police Role in Juvenile Delinquency. The course, Elements of Physics, is no longer required; Introduction to Sociology has replaced it in the second semester. In place of the course, Fundamentals of Speech, originally suggested for the first semester of the second year, a new course, Business and Professional Speaking, has been developed; and it is offered during the second semester of the first year. Applied Physics and Mathematics II and Texas State and Local Government have both been introduced during the first semester of the second year. During the last semester of the suggested curriculum, the course, Police Internship, has been made an elective, thus providing nine hours of electives instead of the previous six hours.

Suggested elective courses in Law Enforcement were Basic Criminalistics, Industrial Security, Police Supervision, and Vice and Narcotic Control. To these courses have been added the following suggested electives in Law Enforcement: Police Internship, Traffic Planning and Management, and Police Community Relations. Some suggested general electives are Basic Computing Machines, Business Law, Elementary Typewriting, Introduction to News Writing, Introductory Chemistry, Principles of Accounting, Social Problems, Social Psychology, and United States History. The general electives were added because law enforcement officials frequently must have specialized knowledge and skills outside the general area of law enforcement. The fact that many of these courses will also transfer to four-year institutions is an added benefit.

Appendix C contains an informational brochure which provides details concerning the Law Enforcement Program at Tarrant County Junior College, its curriculum, student expenses, admission requirements, scholarships, loans, student employment, and application procedures. The curriculum outlined in this brochure is the one under which the program is now operating.

As the planning of the law enforcement curriculum entered its final stages, a Technology Planning Seminar was held on July 7, 1967. The primary objective of this seminar was to present the proposed curriculum to senior college law enforcement and related program administrators. Agreement was reached during this meeting that most of the courses offered in the law enforcement curriculum would transfer to a related four-year program. Articulation between the law enforcement

project personnel and four-year college officials has been a continuing aspect of the project. As a result, it is anticipated that when the first students complete the Law Enforcement Program at Tarrant County Junior College District, they will have little difficulty, if they desire, in transferring most of their work to a four-year institution in the state.

Details of an agreement with Texas Christian University, located in the city of Fort Worth, whereby graduates of the Law Enforcement Program at Tarrant County Junior College may transfer the law enforcement courses as electives toward a baccalaureate degree in related fields, have been completed. Sam Houston State College of Huntsville, Texas, has indicated a willingness to accept virtually all courses toward the baccalaureate degree in Law Enforcement which is offered at that school. A statewide meeting of Law Enforcement Program Coordinators was held in Austin on April 25, 1969, to work out problems involved in the transfer from a junior college to a senior college Law Enforcement Program.

Degrees Offered. Tarrant County Junior College offers two types of associate degrees and a number of one-year certificates of completion. The Associate in Arts Degree is awarded to students in the university parallel program who successfully complete a core of courses including at least eighteen semester hours in sophomore level courses, twelve of which must be taken at Tarrant County Junior College. The Associate in Applied Science Degree is awarded to students who successfully complete the prescribed curriculum for a two-year technical-vocational program. It was with this degree in mind that the law enforcement

curriculum was designed, and a student successfully completing the program of courses outlined in Appendix D and meeting all graduation requirements is eligible to receive the Associate in Applied Science Degree.

The student may, however, choose to work toward an Associate in Arts Degree. This can be accomplished by small modifications to the indicated program. Most of these modifications have been discussed earlier under the topic of Curriculum Development. In the event that a student chooses to receive the Associate in Arts Degree, the law enforcement courses which he has taken will be listed among the eighteen to thirty semester hours of electives provided for in his degree plan.

A student wishing to transfer to a four-year institution, such as Texas Christian University, which offered no program in Law Enforcement as such*, might well choose the Associate in Arts approach; whereas, one wishing to transfer to a school such as Sam Houston State College having a Law Enforcement Program would probably prefer the Associate in Applied Science Degree. Every attempt was made to provide as much flexibility for the student as possible regardless of the route he may pursue.

*Since the writing of this report, Texas Christian University has announced the institution of a law enforcement degree.

Chapter 3

IMPLEMENTATION OF LAW ENFORCEMENT PROGRAM

The initial form of the Law Enforcement curriculum was completed by September, 1967. The words "initial form" should be emphasized because as has been indicated above, a number of revisions occurred as needs for changes were revealed throughout the implementation stage. Evaluation of the program and ultimately of the graduates of the program will continue to be an on-going process. Changes will be made as needs are identified either on the basis of curriculum materials or the performance of graduating students.

Course Offerings

Figure 2 contains the courses offered from the fall semester of 1967, when Law Enforcement courses were first incorporated into the curriculum, through the spring semester of 1969, which marked the end of the original grant and the subsequent grant awarded for the continuation of the project.

In the fall of 1967, a total of seven sections in three courses in Law Enforcement were offered on the South Campus of Tarrant County Junior College. The three courses were Introduction to Law Enforcement, Police Administration, and Police Internship. During the spring semester of 1968, four courses in Law Enforcement comprising a total of six sections were offered. These courses were Patrol Operations, Juvenile Control, Police Internship, and Criminal Law. During the summer of 1968, only one section of one course, Vice and Narcotic Control, was a part of the schedule. Six Law Enforcement courses

Figure 2

LAW ENFORCEMENT PROGRAM

Course OfferingsFALL 1967

Introduction to Law Enforcement:

Tuesday - Thursday -- 10:50 a.m. to 12:05 p.m.

Wednesday -- 6:30 p.m. to 9:30 p.m.

Police Administration:

Tuesday - Thursday -- 1:30 p.m. to 2:55 p.m.

Thursday -- 6:30 p.m. to 9:30 p.m.

Police Internship:

Schedule flexible to fit work schedule

SPRING 1968

Patrol Operations:

Tuesday - Thursday -- 10:50 a.m. to 12:05 p.m.

Wednesday -- 6:30 p.m. to 9:30 p.m.

Juvenile Control:

Tuesday - Thursday -- 9:25 a.m. to 10:40 a.m.

Thursday -- 6:30 p.m. to 9:30 p.m.

Police Internship:

Schedule flexible to fit work schedule

Criminal Law:

Friday -- 10:00 a.m. to 1:00 p.m.

Figure 2 (cont'd)

SUMMER 1968

Vice and Narcotic Control:

Monday - Friday -- 8:40 a.m. to 10:10 a.m.

FALL 1968

Introduction to Law Enforcement:

Wednesday -- 10:00 a.m. to 1:00 p.m.

Tuesday -- 6:30 p.m. to 9:30 p.m.

Police Administration:

Tuesday - Thursday -- 9:25 a.m. to 10:40 a.m.

Wednesday -- 6:30 p.m. to 9:30 p.m.

Police Internship:

Schedule flexible to fit work schedule

Police Supervision:

Monday -- 10:00 a.m. to 1:00 p.m.

Tuesday -- 6:30 p.m. to 9:30 p.m.

Criminal Investigation:

Tuesday - Thursday -- 10:50 a.m. to 12:05 p.m.

Thursday -- 6:30 p.m. to 9:30 p.m.

Criminal Evidence and Court Procedures:

Friday -- 10:00 a.m. to 1:00 p.m.

SPRING 1969

Introduction to Law Enforcement:

Wednesday -- 10:00 a.m. to 12:50 p.m.

Figure 2 (cont'd)

Patrol Operations:

Tuesday -- 10:00 a.m. to 12:50 p.m.

Thursday -- 6:30 p.m. to 9:30 p.m.

Police Role in Juvenile Delinquency:

Monday -- 10:00 a.m. to 12:50 p.m.

Wednesday -- 6:30 p.m. to 9:30 p.m.

Police Internship:

- Schedule flexible to fit work schedule

Basic Criminalistics:

Friday -- 10:00 a.m. to 12:50 p.m.

Tuesday -- 6:30 p.m. to 9:30 p.m.

Vice and Narcotic Control:

Thursday -- 10:00 a.m. to 12:50 p.m.

Monday -- 6:00 p.m. to 9:00 p.m.

Traffic Planning and Management:

Wednesday -- 10:00 a.m. to 12:50 p.m.

Wednesday -- 6:30 p.m. to 9:30 p.m.

Criminal Law:

Friday -- 10:00 a.m. to 12:50 p.m.

Monday -- 6:00 p.m. to 9:00 p.m.

with a total of ten sections were offered during the fall semester of 1968. The courses were Introduction to Law Enforcement, Police Administration, Police Internship, Police Supervision, Criminal Investigation, and Criminal Evidence and Court Procedures. Courses offered in the spring semester of 1969 were Introduction to Law Enforcement, Patrol Operations, Police Role in Juvenile Delinquency, Police Internship, Basic Criminalistics, Vice and Narcotic Control, Criminal Law, and Traffic Planning and Management. A total of fourteen sections of these eight courses were offered.

Courses and Course Syllabi. One of the administrative requirements of the Tarrant County Junior College District is that a syllabus be prepared for any course offered in the college curriculum. In accordance with this principle, as each new Law Enforcement course was offered, a syllabus was prepared for that course. The syllabi for the courses offered thus far may be found in Appendix B. The following courses have been offered during one or more semesters since the implementation of the Law Enforcement curriculum began in the fall semester of 1967:

Basic Criminalistics:

This course presents a survey of the science of Criminalistics from the viewpoint of the investigator; it provides a detailed study of physical evidence, its treatment in the laboratory, its meaning under examination, and legal technicalities associated with the use and meaning of physical evidence in court. The objectives of the course are:

1. To develop an understanding of the need for close cooperation between the criminal investigator and the professional examiner in the Crime Laboratory in order that better proof or disproof of criminality might be available for use in court.
2. To create an appreciation of what physical evidence is, and how it may be collected and preserved both physically and legally. This will include an understanding not only of what to collect but why it should be collected.
3. To acquaint the student with principles of scientific characterization and individualization.

Criminal Evidence and Court Procedure:

The course, Criminal Evidence and Court Procedure, deals with:

(1) the procedural dynamics of criminal law, (2) legal application of the rules of evidence, (3) techniques of legal operations as they affect police operations, and (4) the function of the court and related units of the Criminal Justice System.

Criminal Evidence and Court Procedure is a companion course to Criminal Law, and the two courses serve to fulfill the minimum one-year law requirement of the Law Enforcement Program. The course includes a review of the court system, laws of arrest, classification of the rules, kinds and degrees of evidence, and special proceedings in legal processes.

Objectives of the course are:

1. To inform the student of the legal structure within which the Criminal Justice System must operate.

2. To develop an awareness of the technical aspects of the legal processes.
3. To develop a more complete understanding of the conceptual and practical dynamics of the court system.
4. To identify legal procedures necessary for efficient operation as a police officer.

Criminal Investigation:

The course, Criminal Investigation, presents: (1) the basic theories of investigation including criminalistics and the crime scene search, (2) common techniques of modern criminal investigation, and (3) patterns of legal, scientifically oriented methodology in criminal investigation.

This is a comprehensive course designed to provide the theory and practice techniques necessary to conduct a complex investigation. The course includes an examination of investigative techniques, legal procedures, and basic scientific analyses.

Objectives of the course:

1. To create an awareness for fact and detail in a student's observation.
2. To develop conceptual values appropriate to the conduct of ethical and legal investigations.
3. To acquaint the student with terminology, techniques, and processes in criminal investigations.
4. To cause the student to understand the changes that are taking place in the Criminal Justice System as they relate to police investigations.

Criminal Law:

The aim of the course, Criminal Law, is to assist the student in acquiring a basic philosophy in criminal jurisprudence, a working knowledge of criminal statutes, and a survey of case law.

This course also is designed to provide the student with a rationale for placing criminal law in its proper perspective in the American system of justice. The course will contain legal definitions and procedures applied to operational techniques in law enforcement.

Objectives of the course are:

1. To stimulate student interest and develop capabilities for law enforcement service.
2. To develop conceptual values in the recognized system of law.
3. To acquaint the student with terminology, facts, and cases most frequently used in the application of criminal justice.
4. To orient the student in practical applications and procedures within the framework of legality.

Industrial Security:

The course, Industrial Security, attempts to acquaint the student with methods and procedures used in the private sector of security enforcement. Industrial Security is a highly specialized field and is comprised of such topics as organization and management techniques, security of classified materials and personnel, physical plant security, and related special problems.

Objectives of the course are:

1. To develop a leadership role in industrial security with a background of knowledge and techniques.

2. To develop an awareness of the techniques used in commercial security and the legal basis of operation.
3. To develop a fuller understanding of the importance of industrial security to our national goals.
4. To further develop abilities in the following areas:
 - a. Understanding and use of basic principles and techniques of organization.
 - b. An ability to critically evaluate procedures used in the industry and to make suggestions for strengthening the program.

Introduction to Law Enforcement:

As its name implies, this course is a survey course designed to introduce newcomers in the field of law enforcement to a basic philosophy and history of systems of justice in this nation. However, the law enforcement faculty discovered that a good number of veteran police officers are also taking the course in order to learn more about the theory of law enforcement.

Included in Introduction to Law Enforcement is a survey of police problems; crime trends and statistics; organization and jurisdiction of local, state, and federal law enforcement agencies. Surveys of professional opportunities and personal qualifications are conducted.

The course also attempts to provide the student with a composite comparison of the European and American police systems. Contained in the course is a general history of police systems which serves as a frame of reference in analyzing trends and thinking in the modern

police service. An introduction to other disciplines concerned with the conduct of criminal justice becomes a referent for procedures used in law enforcement.

The objectives of the course are:

1. To stimulate student interest and develop capabilities for law enforcement service.
2. To develop conceptual values for appreciation of the American system of justice.
3. To acquaint the student with terminology, facts, and concepts pertaining to the role of law enforcement in the social system.
4. To orient the student with respect to the technical information needed to pursue a career in law enforcement.

Patrol Operations:

Patrol Operations deals with the history, principles of organization, and function of the patrol operation. An attempt is made to relate these problems to operational activities.

The course offers an in-depth analysis of the role of the patrol force in society. Patrol development problems are studied, and an analysis of alternate solutions is made.

The objectives of the course are:

1. To analyze present patrol operations.
2. To attempt to establish a new rationale and increase the capabilities of the patrol force.
3. To develop humanistic social values in the student which will affect the way he ultimately deals with violators.

4. To acquaint the student with functions and concepts unique to the police patrol operation.
5. To create an awareness within the student of the social impact of law enforcement upon a community.
6. To orient the student in proper operational techniques so that legal and moral requirements are met in patrol operations.

Police Administration:

The aim of the course, Police Administration, is to present:

(1) basic philosophies of organizational technology, (2) common structures of organization, and (3) patterns of administrative processes in the management of general and specialized police units.

This is a basic course designed to provide a background for more advanced studies in the dynamic processes of administration. The course includes an examination of the traditional organization concepts and the humanistically oriented models. Administrative techniques, personnel policies, and operating systems are studied.

The objectives of the course are:

1. To develop leadership capabilities for police management with knowledge and a sound sense of direction.
2. To help the student understand more fully the changes that have taken place in the system of justice as well as recent proposals for improvement.
3. To develop a critical awareness of the many problems which confront the American police officer.
4. To develop a keener understanding of the social philosophy in which the modern law enforcement agency operates.

5. To further develop the following abilities:
 - a. Understanding and use of basic principles of organization.
 - b. Working more effectively as an individual in the organizational structure.
 - c. Recognizing the basic management issues in police organization.

Police Internship:

Following the lead of certain professions which provide for a period of internship prior to actual employment in the field, a program of Police Internship was instituted in the Law Enforcement curriculum. The condition of working in a law enforcement agency without actually being employed by that agency allows the student to accomplish certain objectives. He is able to determine if this is indeed the field in which he wishes to work before committing himself to further preparation in that area. The student can also determine what knowledge and skills he will need in the branch of law enforcement he wishes to pursue and can then point his college studies in that direction.

The objectives of the course are:

1. To orient the student to a sequential methodology for conducting organizational analyses.
2. To help the student to determine the principal types of surveys and analysis needed to improve the organization in which he is interning.
3. To provide the student with an analytical approach to the solution of administrative problems.

4. To make the student aware of the human factors that must be considered in organizational research.

Police Role in Juvenile Delinquency:

The aim of the course, Police Role in Juvenile Delinquency, is to present basic philosophies of law enforcement in the prevention and control of juvenile delinquency. Trends in special services for delinquent, neglected, and special-problem juveniles are pointed out. A study is made of patterns of law enforcement organization utilized in dealing with delinquent behavior on the part of minors.

This basic course is designed to provide an introduction to more advanced courses in criminology and rehabilitation. The course includes a review of social and psychological studies dealing with causal factors in delinquency cases. Forces emanating from sociological, psychological, and biological factors are discussed as they relate to criminal activity. Law concepts in the treatment of juvenile offenders are reviewed.

The course objectives are:

1. To develop a sense of responsibility in dealing with youth based upon an understanding of factors creating delinquency.
2. To acquaint the student with terminology, facts, and concepts relating to the police role in delinquency prevention and control.
3. To create an increased awareness in the student for:
 - a. Understanding the multiple causes of delinquency.
 - b. The facilities and laws used in delinquency control and rehabilitation.

Police Supervision:

This course deals with basic philosophies of managerial technology, common techniques of modern supervisory methods, and patterns of the humanistic supervision of men in the police service. It is a basic course designed to provide an introduction to more advanced studies in technical and human oriented processes of supervision. The course includes an examination of supervisory studies as they have evolved historically. Techniques of interpersonal dynamics, employee reaction to organizational processes, and personnel policies are studied.

Objectives of the course are:

1. To develop supervisory capabilities in police personnel with emphasis upon humanistically oriented techniques.
2. To develop an understanding of personnel techniques and changes that are occurring in personnel management.
3. To identify and study special problems that confront the police supervisor.
4. To develop a critical awareness of supervisory problems and their solutions.
5. To convey through group interaction the traits and techniques necessary in successful supervision.

Traffic Planning and Management:

This course is designed to give the student an understanding of the complexities and the magnitude of the traffic problem along with a working knowledge of the various techniques used to eliminate or control traffic-related problems.

The course objectives are:

1. To introduce the basic theories and elements constituting a traffic safety program.
2. To identify the problem and evaluate various remedies in each problem area.
3. To discuss ways to establish various channels of communication and liaison among concerned agencies.
4. To develop an ability in the student to apply known methods and techniques in obtaining practical solutions.
5. To develop an appreciation of the great changes which have occurred, which are occurring, and which will continue to occur in the field of police traffic management.
6. To develop an understanding of the nature of planning, of its processes, uses, and limitations.

Vice and Narcotic Control:

The course, Vice and Narcotic Control, presents: (1) a survey of the vice and narcotic problem as viewed by the police official, the investigator, and the citizenry, (2) the problem as it affects the morals of the community, (3) the relationship and effect of the vice and narcotic traffic on other types of crime, (4) the cost to the citizen and the community, (5) the establishment of a rationale for control within the modern concept of individual freedom of action, and (6) the common techniques of a modern criminal investigation as applied to the vice and narcotic problem. This is of necessity a comprehensive course designed to provide the theory and practice for an acceptable enforcement program of control.

The objectives of the course are:

1. To provide an awareness of the problem and a need for control.
2. To provide a basis for investigation and an acceptable pattern of enforcement stressing legal knowledge, terminology, and techniques for effective investigation.
3. To give the student an insight into the changes being wrought in the Criminal Justice System as well as in the individual's attitude toward vice and narcotics.

Library and Instructional Materials. Realizing the value of a well stocked library to both the students and instructors in any field of study, the staff took appropriate steps to insure that the Law Enforcement section of the Tarrant County Junior College library satisfied that criterion. As early as July, 1967, approximately seventy volumes dealing with Law Enforcement Technology had been added to the college library. The Research Assistant and Program Coordinator had increased his technical resource materials by forty-five additional technical books; eleven technical journals dealing with law enforcement and public administration were ordered. Many pamphlets, booklets, and other informational materials were received on a continuing basis by placing the law enforcement project staff on various mailing lists. In addition to law enforcement publications, works in the Social Sciences have been added to the law enforcement library.

The library continues to grow steadily, and it is anticipated that it will do so indefinitely. Although the research and development

project itself has ended, the law enforcement coordinator and his staff will continue to search for publications which have relevance in this field. As these publications are identified, they will be purchased with departmental library funds.

Recruitment. One of the critical factors determining the success or failure of the Law Enforcement Program was recruitment of students. At the beginning of the project, three sources of potential students were identified:

1. Individuals already employed in a law enforcement capacity at a governmental agency.
2. Individuals already employed in a law enforcement capacity as private security guards in the industries of Tarrant County.
3. Young men and women not employed in law enforcement in any way who choose to pursue law enforcement as a career.

A majority of the students enrolled in the Law Enforcement Program during the first two years of its operation came from the first two categories. It is expected that this trend will continue at least for a while, since these individuals already have a vested interest in law enforcement education. Furthermore, the law enforcement agencies of Tarrant County have shown a great interest in having their employees participate in this program. As the program matures and becomes better known, it is expected that a more equal balance will be obtained among the three categories.

There are several factors which tend to enhance the recruiting prospects for the Law Enforcement Program. First of all, as was

indicated above, officials of law enforcement agencies are becoming more convinced of the need for formal education on the part of law enforcement personnel. Emphasis on education at the national level serves to reinforce these feelings.

The fact that the Tarrant County Junior College Law Enforcement Program carries college credit also serves as an inducement to prospective students. The ability of the college to secure financial aid for a good portion of the law enforcement students who need it has also served to increase the number enrolled.

The actual recruitment program was implemented in eight phases:

1. The mailing of questionnaires to police officers.
2. The development and distribution of a program brochure.
3. The conducting of a planning seminar with press coverage to inform the public of the program.
4. Notifying prospective students of course offerings and registration procedures through written correspondence.
5. A follow-up letter explaining in full detail registration procedures.
6. Personal appearances by the Coordinator at law enforcement agency roll calls.
7. A letter to supervisory officers of various departments to indicate the college's interest in their educational problems.
8. Letters to police chiefs notifying them of scholarship grants available from the Office of Law Enforcement Assistance.

Each step in the recruitment program brought forth students who were not reached by previous ones.

The questionnaires were sent to area law enforcement personnel with a cover letter describing the three courses to be offered in the fall of 1967 and some of the courses which were expected to be offered in the future. The policemen were asked to check if they would be interested in taking one or more of the three courses to be offered during the fall semester of 1967--Introduction to Law Enforcement, Police Administration, and Patrol Operations. If so, they were asked to indicate an order of preference for the three courses. The law enforcement personnel were also asked if they would be interested in completing a two-year law enforcement program and receiving an Associate Degree and the time of day they would be most likely to attend if they enrolled. A copy of the questionnaire and cover letter appear in Appendix D.

Approximately 310 individuals completed the questionnaire. Figure 3 contains the results of the tabulation of the questionnaire items. Of the approximately 310 responses to the questionnaire, 308 indicated an interest in taking these and other law enforcement courses; whereas, 283 were interested in completing a two-year law enforcement program. Of the respondents, 82 listed Introduction to Law Enforcement as their first choice; 154, Police Administration; and 67 listed Patrol Operations as their first choice. Fifty-eight selected Introduction to Law Enforcement as their second choice; 78, Police Administration; and 161, Patrol Operations. Introduction to Law Enforcement was selected

Figure 3

TABULATED RESPONSES TO LAW ENFORCEMENT QUESTIONNAIRE

March 1, 1967

Introduction to Law Enforcement	First - 82
	Second - 58
	Third - 158
Police Administration	First - 154
	Second - 78
	Third - 70
Patrol Operations	First - 67
	Second - 161
	Third - 68
Interested in Taking Other Courses	308
Interested in Completing a Two-Year Law Enforcement Program	283
Could Attend Day Only	87
Could Attend Evening Only	74
Could Attend Day and Evening	142
Approximate Number of People Completing Questionnaire - 310	

as third choice by 158; Police Administration by 70; and Patrol Operations by 68.

Eighty-seven of the policemen surveyed indicated they could attend classes during the day only; whereas, 74 said they could attend evening classes only. One hundred forty-two could attend both day and evening classes.

The recruitment phase of the project proved successful. A further discussion of the results of these efforts may be found in the final chapter of this report. Recruiting of students will continue and be expanded as the Law Enforcement Program grows.

Counseling of Students. The attempt to build into the Law Enforcement Program as much flexibility as possible has already been noted in this report. The student may choose to work toward the Associate in Arts Degree, the Associate in Applied Science Degree, or no degree at all. He may choose to continue his education at a four-year institution or terminate it after two or less years.

With this much flexibility afforded, counseling of students became a very important part of the overall program. The law enforcement project counselor worked with the entire counseling staff to insure that any student with an interest in law enforcement would be provided the most effective counseling possible.

Counseling activity in the Law Enforcement Program was directed toward five major areas. The areas were:

1. Preliminary advisement of students in the initial registration phases concerning the best educational program for them

2. Advising students in special areas, such as financial aid
3. Preliminary testing of applicants using the American College Test Program to determine areas of academic strengths and weaknesses
4. A counseling session to evaluate test results and assign proper level course work to the student
5. A counseling session with the Law Enforcement Coordinator to determine preliminary qualifications and interests of each prospective student in the field of law enforcement

A curriculum planning sheet designed especially for students working toward an Associate in Applied Science Degree with a major in law enforcement was developed for use by the counseling staff. On this form were indicated the required courses and elective courses provided for that program. Students choosing to work toward an Associate in Arts Degree with major emphasis in the area of law enforcement were counseled in the same manner as other students in this category in order to insure that they would be able to complete all the courses in the core program provided in the Associate in Arts Degree requirements. The law enforcement courses taken by these students served as electives. A copy of the curriculum planning sheet appears in Appendix E.

In addition to counseling enrolling students, Tarrant County Junior College counselors are also involved in recruiting activities. It is customary for counselors to visit area high schools to discuss the higher education plans of the graduating seniors. The Law Enforcement Program was presented as a part of the overall curriculum of the college by counselors as they visited these schools.

One of the questions on a questionnaire used to survey law enforcement students during the fall semester of 1967 and the fall semester of 1968 dealt with their degree of satisfaction with the counseling which they had received. The survey results are discussed in the next chapter of this report.

The counseling procedure for advising law enforcement students next fall will be slightly different due to an action of the college administration. A good many of the students served by the college are over twenty-one years of age. Quite a few potential students in this category had expressed qualms about taking the ACT. In fact, college officials felt that a large number who would otherwise enroll were not doing so because of this requirement. Although it had been pointed out many times that Tarrant County Junior College is an open-door college and that the test was used strictly for counseling purposes and offered no threat whatsoever to a person's chance of admission or later progress in the college, still many refused to take the ACT, and in so doing, closed the door upon their chances for admission to the college. For this reason, an administrative policy has been adopted, effective in the fall semester of 1969, which states that no one twenty-one years of age or over will be required to take the American College Test.

Since the majority of law enforcement students enrolled to this point have been at least twenty-one years of age, the counseling staff will, in all likelihood, not have information previously provided by the ACT available on most law enforcement students. However, most individuals in this category are also employed by a law enforcement

agency. Since this in itself indicates some aptitude for law enforcement, the counseling task should not be as difficult as it may at first appear.

In addition to the regular counseling services available throughout the semester, law enforcement students are also encouraged to contact the Program Coordinator at least once during the semester on an individual basis, and more often if possible. Many problems are resolved in these sessions without further action being needed. If the student needs further help, he is referred by the Coordinator to one of the counselors working in the area of Social Science.

Location of Law Enforcement Program. Before work was begun on a single campus, the Board and administrators of Tarrant County Junior College District committed themselves to the implementation of a multi-campus district. The first campus to be opened was the South Campus of the district. This campus enrolled its first students in the fall semester of 1967. It is located just off the southeast portion of Loop 820 which, when completed, will circumscribe most of the city of Fort Worth.

During the 1967-68 school year, the Law Enforcement Program was located on the South Campus. In the fall of 1968, administration of the program was transferred to the Northeast Campus. Because of bad weather and labor problems, construction of the Northeast Campus was not completed in time for occupancy in the fall of 1968. Instead, both campus staffs operated on the South Campus for that semester. Occupancy of the Northeast Campus was effected by the beginning of the spring semester of 1969. The Law Enforcement Program is currently

offered at that location. There are some indications, however, that in the future, law enforcement programs may be needed on both campuses.

This course of action will be dictated by continuing growth in law enforcement enrollment. Enrollment has already increased 87 percent from the fall semester of 1967 through the spring semester of 1969. Furthermore, many officers of the Fort Worth Police Department, the single largest supplier of students for the Law Enforcement Program, reside in areas serviced by the South Campus. These factors, coupled with the tremendous growth being experienced in the northeast part of the county, appear to reflect a future need for expansion of the Law Enforcement Program to the South Campus as well as the Northeast Campus.

A fundamental aspect of the philosophy held by the administration of Tarrant County Junior College is the concept of parity between occupational programs and university transfer programs. Here, occupational programs refer to those areas offering courses in vocational-technical subjects which can be completed in the equivalent of two years or less of study at the junior college and which prepare the student for entry into an occupation upon their completion.

In keeping with the above concept, the college has refrained from developing a separate occupational division or divisions. Instead, all curricula areas are grouped into divisions with other related areas without regard to whether they are occupational, university transfer, or other. The Law Enforcement Program was made a part of the Social Science Division of the college because it appeared to be more closely related to the social sciences than to other areas.

North-Central Texas Council of Governments Police Training Academy.

Shortly after the introduction of the law enforcement curriculum at Tarrant County Junior College, the Council of Governments serving the North-Central Texas area opened a Police Training Academy. There is little doubt that had these two institutions chosen to compete, quite a spirit of conflict would have arisen. Instead, each sought to cooperate with the other by offering courses which would complement rather than duplicate those available at the other facility. The spirit of cooperation was not limited to the Police Training Academy of the Council of Governments and the Law Enforcement Program of the junior college, but was also extended to the Training Academy of the Fort Worth Police Department. The result was a much stronger program in law enforcement education and training than could have been provided by each organization acting independently.

A significant factor contributing to the willingness to work together that developed among the three organizations was the Curriculum Planning Seminar-Workshop held in the junior college facilities on March 15, 1968. This workshop was attended by approximately thirty persons. Those attending included key training officers from five police departments in the ten-county area, representatives of Tarrant County Junior College and the North-Central Texas Council of Governments, and other key law enforcement officials. This group represented those responsible for police officer education and training throughout the state.

The afternoon session of this meeting consisted of a workshop, the purpose of which was to identify the roles and establish guidelines

concerning the curricula for the junior colleges, regional training academies, and local police academies in the state. As might be expected, the meeting was not a completely harmonious one. Each individual represented had his own views on the subject, and these views very often differed from those of any other given member of the panel. Such a situation is predictable when a meeting of the minds is sought between individuals with interest in each of the two areas of training and education.

There was considerable "feather-ruffling" in the workshop discussions. However, at the conclusion of the session, substantial agreement had been reached concerning the roles of the three types of organization in question.

Nine particular problem areas or questions were discussed. These areas and the recommendations made by representatives attending the meeting are given below:

Problem 1. WHAT SHOULD THE POLICE ACADEMY TEACH AND WHAT SHOULD THE COLLEGE TEACH?

Recommendations:

1. The academy should teach basic police technology.
2. The college should concentrate on an academic program.
3. The police academies should handle most of the short courses unless college credit is involved.
4. The colleges should be sensitive to local needs but should not dilute the curriculum so it becomes a training program.
5. There tends to be an overlap in police training and the

junior college program; this can be eliminated by giving the police officer credit for courses already taken.

6. If junior college courses are set up, titled, and course content conforms to the standards suggested by the American Association of Junior Colleges representative (James Stinchcomb), this problem will resolve itself.

Problem II. THE TERM "VOCATIONAL" IN JUNIOR COLLEGES PREVENTS A SMOOTH TRANSFER OF CREDITS.

Recommendations:

1. The colleges should work toward acceptable titles and course content.
2. The junior colleges and the four-year institutions should meet soon and often until these problems are resolved.
3. The technical-vocational courses should be clearly shown so a student will know which courses are transferable.

Problem III. HOW CAN WE ASSIMILATE JUNIOR COLLEGE COURSES INTO THE TRAINING ACADEMIES? SHOULD THIS BE DONE?

Recommendations:

1. There is little question it should be done. The "image" of the officer is as important as his training.
2. Invite the junior colleges to present certain subjects in the police academy.
3. Allow the officer, after he has finished his academy training, to "challenge" some of his basic college courses, such as Introduction to Law Enforcement, Law, etc.
4. This should not be done on a blanket basis. It should be

done only after the courses now given in the academy are evaluated and structured into a college course outline.

All persons giving instruction have Texas Education Agency certification.

Problem IV. HOW CAN WE GET A FAIR CERTIFICATION OF OFFICERS? WHAT KINDS OF CERTIFICATION? BY WHOM IS IT TO BE ISSUED?

Recommendations:

1. The Commission of Law Enforcement Officers Standards and Training will certify police officers after 140 hours of training and one year of experience.
2. Certification for college teaching in occupational programs is done through the Texas Education Agency.
3. College classes do not offer certification. This problem should be studied further.
4. There should be grades of certification such as elementary, intermediate, and advanced. These should be used as means to gain salary increments.
5. The junior college courses should be considered in only the two top steps.

Problem V. WHAT BASIC EDUCATION AND OTHER REQUIREMENTS SHOULD BE NECESSARY TO ENROLL IN A POLICE SCIENCE PROGRAM?

Recommendations:

1. There should be none.
2. A high school course presently proposed may serve to screen candidates.
3. Meet all the requirements of a police officer.
4. This should be left up to the individual school.

Problem VI. HOW CAN WE BETTER DEFINE THE CURRICULUM PROBLEM?

Recommendations:

1. Through continuing seminars involving essentially the same group that was in attendance at the first seminar.
2. Possibly include the college advisory committees working in this area.

Problem VII. WHAT ARE THE NEEDS OF HIGHER EDUCATION?

Recommendations:

1. Government courses should form a common core for higher education. This should include sociology, psychology, some management, and supervision.
2. The junior college should not attempt to give the student a four-year course in two years. Give him fewer technical courses in favor of courses that will teach him how to write, read, and have an appreciation of our governmental structure.
3. Police agencies need persons with higher education background in the training academies.
4. Smaller agencies need administration and supervisory classes. Let the junior college give introductory courses in these areas.

Problem VIII. WHO SHOULD TEACH THE YOUNG POLICEMAN TO READ? HOW CAN IT BE DONE?

Recommendations:

1. Both the junior college and the training academy must assume some responsibility.

2. Put a full-fledged college course in basic English in the academy.

Problem IX. WHAT DO WE MEAN BY "CHALLENGING A COURSE" AND HOW WILL THIS HELP THE POLICE OFFICER?

Recommendations:

1. There are two ways this can be done. One, to grant an officer credit for courses taken at recognized academies such as the F.B.I. National Academy, Northwestern, et cetera. Two, to permit the officer to take examinations in the areas in which he is proficient. For example, a police captain certainly does not need Introduction to Law Enforcement along with the pre-service people and the rookies.
2. The advantage to this system is, it will let the men who are already knowledgeable in an area move more rapidly to another.

Specialized Courses. In the early planning phases of the Law Enforcement Program, two special projects were considered for inclusion. The projects were the institution of a Police Internship and the development and equipping of a Criminalistics Laboratory.

Police Internship:

The Police Internship was implemented as a part of the Law Enforcement Program. Its contents have already been discussed in Chapter 2 under Curriculum. Unfortunately, the response to the Internship Program has been less than spectacular. Through the spring semester of 1969, only six students had participated in the Internship Program.

At least a part of the reason for the lack of interest in an internship course can be accounted for the fact that thus far, the majority of students in the Law Enforcement Program have already been employed in some law enforcement capacity. Related to this are two factors. First, many prospective employees of the Fort Worth Police Department who are under twenty-one years of age, the minimum age for employment with that department, choose to enter the Police Cadet Program operated as a preparatory course for future regular employees.

As a result of the cooperation between the college and the Fort Worth Police Department, those employed as police cadets are encouraged, but not required, to enroll in the Law Enforcement Program at Tarrant County Junior College. Several have chosen to do this. Conversely, all of the students enrolled as police interns in the Law Enforcement Program have been placed in the Fort Worth Police Department Cadet Program for their internship experience.

The second factor relating to the scarcity of students in the Internship Program is the lack of funds available to many of the smaller police departments of the county for employing part-time personnel. Several of the departments have recognized this problem, and it appears that at least one will make funds available for this purpose beginning next year.

Another reason for the small enrollment in the internship course is that its membership is limited to individuals under twenty-one years of age. This condition has caused several individuals who would otherwise be qualified to be barred from the course. College officials

are at present in the process of re-evaluation of the rule, and there is a good possibility that the upper-age limit will be extended for the Police Internship course or perhaps dropped completely. If this is done, an increase in enrollment can be expected.

It is also anticipated that as the Law Enforcement Program expands, more graduating seniors will be recruited from high school. The increase in number of this type of student should create a greater demand for the internship course since virtually all of the persons in this particular category will be below the age of twenty-one years, which is the minimum age requirement for regular employment in most law enforcement agencies in Tarrant County.

Criminalistics Laboratory:

The early thinking of project personnel was that a criminalistics laboratory should be developed on the college campus. However, the excellent cooperation that has been achieved between officials of the Fort Worth Police Department and administrators of the Law Enforcement Program at Tarrant County Junior College has led to a change of opinion on this subject. The Police Department of the city of Fort Worth already maintains a modern, well equipped Criminalistics Laboratory. With the amount of money which would be required to set up even a basic lab at the junior college, the one already in existence in the city could be turned into a truly exemplary facility.

The present Law Enforcement Coordinator for the college, a veteran of more than thirty years' service with the Fort Worth Police Department, is exploring the possibility of a cooperative venture between the college

and the police department whereby the college would provide funds for further updating the already modern laboratory in exchange for its use in the college educational program. There is every reason to believe that this can be accomplished since the director of the Fort Worth Police Department's Criminalistics Laboratory is presently teaching Basic Criminalistics at Tarrant County Junior College.

If this attempt is successful, it will serve to conserve precious financial resources for both organizations, as well as further cementing the bonds between the two. In addition, representatives from law enforcement departments of smaller municipalities in Tarrant County will be able to increase their skills in scientific crime detection and analysis by enrolling in the Law Enforcement Program of the college.

Seminars, Workshops, and Conferences. Officials of Tarrant County Junior College hosted or otherwise participated in several seminars, workshops, and conferences dealing with topics in the area of law enforcement or related topics. Most of these sessions have been discussed elsewhere in this report; therefore, the treatment here will be brief.

Law Enforcement Technology Seminar:

On July 7, 1967, a Seminar on Law Enforcement Technology was hosted by Tarrant County Junior College. Topics of federal, state, and local responsibility were discussed at the session. The following items of interest at the national level were presented: the Anderson Bill, federal funding--OLEA, scholarships and loans, President's Crime Commission, and involvement of national organizations--IACP - AJCA.

It has been indicated earlier that this seminar was used to present the two-year Law Enforcement Programs developed in Texas to representatives of four-year institutions as well as law enforcement officials. The role of the four-year college in the furtherance of junior college law enforcement education and curriculum design were also topics for discussion.

Crime Prevention Seminar:

On February 22, 1967, a Crime Prevention Seminar was held at the college facilities. After registration and introductions, a welcome by Dr. Joe B. Rushing, President of Tarrant County Junior College District, and a report from the International Association of Chiefs of Police Convention at Kansas City, the morning session was devoted to the topic of "Crime Prevention and Techniques in Averting Civil Disturbances." Mr. Cato Hightower, Chief of Police for the city of Fort Worth, talked about local programs for alleviating civil disorders. Later, Captain R. Crowder, Commander, Company B, Texas Rangers, Dallas, discussed state preparation for assistance in riot and mob control.

The afternoon session of the seminar dealt with an overview of education, training, and preventive law enforcement as a deterrent to criminal activity. A preview of the Governor's Commission for Law Enforcement Officers Standards and Education for the state of Texas was given by Mr. Wallace Beasley, Executive Director of the Commission. The role of the North-Central Texas Council of Governments in law enforcement education was presented by Mr. Dave Petty, Assistant Executive Director, Council of Governments.

Curriculum Planning Seminar:

The value of the Curriculum Planning Seminar has already been emphasized in a previous discussion concerning cooperation among law enforcement agencies of Tarrant County. Perhaps an indication of the reason this meeting provided such exceptional results can be obtained from an examination of those officials who were a part of the program. Individuals appearing on the program in their order of appearance were: Jimmie C. Styles, Vice President for Research and Development, Tarrant County Junior College District; Denny Pace, Coordinator, Law Enforcement Program, Tarrant County Junior College District; James D. Stinchcomb, Public Affairs Specialist, American Association of Junior Colleges; Joe D. Godsey, Director, Vocational Education Development, Post-Secondary, Texas Education Agency; Wallace Beasley, Executive Director, Commission for Law Enforcement Officers Standards and Education; Glen D. King, Deputy Chief, Dallas Police Department; Joe D. Galloway, Deputy Chief, Fort Worth Police Department; Jim Kline, Training Director, North-Central Texas Council of Governments; George Doughty, El Centro College, Dallas; Joe S. Webb, Police Science, Grayson County Junior College; and Jim Pynes, Police Science, Texarkana Junior College.

Conference on the Role of the Junior College in Educating Traffic and Transportation Personnel:

On September 6, 1968, one of six regional conferences co-sponsored by the Insurance Institute for Highway Safety and the American Association of Junior Colleges, was hosted by officials of Tarrant County Junior College District. Although the material presented in this conference

was not as directly related to law enforcement as that of other courses, it was at least tangentially related; and representatives of police departments along with traffic engineers, municipal planning personnel, and representatives from Tarrant County Junior College were in attendance. The purpose of the program was to provide firsthand information regarding National Highway Safety programs as well as the role of community colleges in developing a course of study that would be attractive to prospective traffic technicians.

Law Enforcement Program Coordinators' Meeting:

During the month of February, 1969, the city of Fort Worth hosted the Texas Junior College Teachers Association Convention. In connection with that convention, a meeting of Fire and Police Technology Coordinators was held on February 15. At that time, plans were made to hold a workshop for junior college Coordinators of Law Enforcement Programs and their deans in Austin, Texas, on April 25, 1969. The purpose of the workshop would be to attempt to develop guidelines for a standardized junior college law enforcement program acceptable to senior colleges for transfer of credits.

Articulation Conference:

The meeting alluded to above was held in Austin on April 25, 1969. This conference was sponsored by the Texas Commission on Law Enforcement Officers Standards and Education. There were thirty-two college officials in attendance, representing eighteen different colleges. Also present were Colonel Joseph D. Godsey, Director of Post-Secondary Programs, Texas Education Agency; Dr. Robert L. Clinton, Assistant

Commissioner for Junior Colleges, Coordinating Board of Texas College and University System; Mr. Wallace D. Beasley, Executive Director of the Texas Commission on Law Enforcement Officers Standards and Education, the sponsoring agency of this meeting; and Mr. Wordie W. Burrow and Mr. Fred Toler, consultants for the Commission.

Many of the problems confronting law enforcement education were discussed at this meeting. The question of the distinction between education and training in law enforcement was viewed. The transferability of junior college courses in law enforcement to four-year institutions received a good deal of attention, along with the problem of providing a relatively open-ended course of study so that those desiring to continue toward a baccalaureate degree would be accommodated as well as those who wished only to prepare themselves for employment with a law enforcement agency at the end of two years or less. The problem of there being no financial incentive for holders of either associate or baccalaureate degrees at the time of initial employment in law enforcement in Texas was mentioned.

Although a good many viewpoints were presented during the meeting, no definite policies were formulated at that time. Rather, it was decided that a committee as nearly representative as possible of all interests would be appointed for the purpose of conducting further study into problems identified and making recommendations concerning standards to be adopted.

Staff Additions and Changes. With the expansion of the law enforcement curriculum, the Program Coordinator found it necessary to

hire additional instructors. The decision was made to utilize, on a part-time basis, experts who were already employed with a law enforcement agency. Although it will probably be necessary to hire another full-time instructor, if the program continues to grow at its present rate, the part-time instructors employed thus far have proved to be very satisfactory.

Their success can at least partially be attributed to the fact that each is an expert in his field, eminently well qualified to instruct in that particular area. For instance, John Brady, Assistant District Attorney for the city of Fort Worth, agreed to teach the Criminal Law course. Rolland E. Tullis, Director of the Fort Worth Police Crime Laboratory, is presently teaching the course, Basic Criminalistics. Jerry M. Wood, Tarrant County Juvenile Probation Officer, was employed to teach the course dealing with juvenile delinquency. These are only three examples of the many highly qualified part-time instructors who have been secured for the Law Enforcement Program.

Prior to the fall semester of 1968, Denny Pace, who had served as Law Enforcement Research Assistant during the development phase of the project and as Program Coordinator during the implementation portion, was offered an opportunity to do doctoral work at Kent State University. Implementation of the program was well underway, and the original time period of the OLEA Grant ended on December 31, 1967. The original project had been continued by OLEA in order not to jeopardize the success of the Law Enforcement Program.

The college was fortunate in securing the services of Joe D. Galloway, retiring Deputy Chief of Police, City of Fort Worth, for Mr. Pace's replacement as Program Coordinator. Mr. Galloway had accumulated thirty-two years of law enforcement experience in Texas and is known and respected by law enforcement and criminal justice personnel throughout the county and state.

Innovative Activities. Several innovative ideas have been incorporated into the Law Enforcement Program during its two years of existence. Most of these efforts served to substantiate the axiom that necessity is the mother of invention, because they were attempted when traditional ways of doing things proved inadequate.

Scheduling:

It became apparent early to project personnel that traditional methods of scheduling classes were not going to be acceptable for the Law Enforcement Program. The problem was that the majority of the college's law enforcement students were employed by local law enforcement agencies. Most of these agencies operate on a shift system which means that a policeman may work the 8:00 a.m. to 4:00 p.m. shift for a number of weeks. At the end of that time, he would work from 4:00 p.m. to midnight for a similar period of time; next, he works the shift from midnight until 8:00 a.m. Unfortunately, the shifts rotated on a shorter time basis than the college semester. This meant that an officer working on such a schedule would not be able to complete a full semester of work under the traditional method of scheduling unless he requested special consideration regarding his working hours. With

a large number of employees enrolled in the Law Enforcement Program, it would be impossible for the employing agency to accommodate all of them in this manner.

The problem was solved by offering sections of the same course during both the day and the evening hours. These sections were kept compatible so that students could transfer from one to the other without loss of continuity in the content of the course. This innovation proved very popular with law enforcement students, and, although exact figures are not available, a large number have transferred from one section to another during a semester as their work schedule requires. The only stipulation placed upon such a move is that the student obtain permission from the two instructors involved.

At first, only law enforcement courses were handled in this manner. However, in order to complete a degree program, it was necessary for the students to take other college courses. By the beginning of the spring semester of 1969, the above practice had been extended to courses in English, psychology, and sociology. In this way, it will be possible for law enforcement employees to complete an associate degree while attending school part-time and working full-time.

Challenge by Examination:

It became apparent to law enforcement program personnel of the college that there were a number of highly qualified mid-management persons in local police departments who had some regular college work, specialized college-level courses, and several years of police experience. It was felt that there should be a way by which academic recognition could be given for this type of work.

College officials decided to permit qualified individuals to challenge certain courses by examination. If a person successfully challenges a particular course, he may receive credit for that course without actually having to attend classes at Tarrant County Junior College District. The guidelines for challenging a course by examination are outlined in Figure 4. Figure 4A contains a copy of the application form for challenging by examination.

An average of six challenges per semester have occurred since the implementation of the policy. Thus far, most of the challengers have been successful in their attempts; and college officials are well satisfied with the results.

Off-Campus Courses:

Courses have been offered at facilities other than those of Tarrant County Junior College on an experimental basis. For instance, an Industrial Security class was taught at General Dynamics, one of the largest employers of the county.

Officials of the Fort Worth Police Training Academy expressed an interest in having college courses offered to their students. As a result, in the spring semester of 1969, two courses were offered to the police recruit class, numbering 46 students. The courses were: LAE 2303, Criminal Law, and PSY 1613, Introduction to Psychology.

These courses were very well received and requests have already come in to offer other courses in the future. College and training academy officials are working to determine the courses to be offered and to iron out the details involved.

Figure 4GUIDELINES FOR COURSE CREDIT BY EXAMINATION

There is a need to recognize education and experience that a police officer may have already acquired. There are times when an officer will not receive benefit from a course because of work, training, and education he has already completed. In order that a specialist in law enforcement with several years experience may advance more rapidly into academic work, the college has established a pilot project for a one-year period to determine if there will be greater benefits to the working law enforcement officer through this procedure. An officer who has completed certain educational and training courses and who has developed expertise in a specialized field of law enforcement will be allowed to challenge a course for credit by taking an examination in that course.

QUALIFICATIONS FOR CHALLENGING A COURSE BY EXAMINATION

Any course in the major field of law enforcement may be satisfied by challenge by examination with the limitation that the student may receive credit for no more than three semester hours in any one semester and twelve hours total in this manner. The following requirements must be met by the student in order to challenge a course by examination:

1. Student is enrolled in a law enforcement degree program at Tarrant County Junior College District.
2. Five (5) years of full-time law enforcement experience within the past seven (7) years. At least three (3) years operational experience in the area to be challenged. (i.e., detective assignment to challenge Criminal Investigation; patrolman to challenge Introduction to Law Enforcement.)
3. Four (4) years full-time supervisory or administrative experience to challenge Police Supervision and Police Administration. In addition to experience, specialized schools and training will be considered in determining qualifications to challenge these courses by examination.
4. The examination must be passed, with a pass or fail grade based upon the grading criteria of the college. The failure of an examinee to obtain a passing score will result in an "F" and may be cleared only by taking the course and attaining a passing grade.
5. The challenging students' experience shall be verified and approved by the Law Enforcement Coordinator and the Division Chairman prior to the taking of the examination.

Figure 4 (cont'd)

STEPS FOR THE STUDENT TO FOLLOW
IN PETITIONING FOR EXAMINATION

1. Read guidelines carefully, making sure you are qualified.
2. Contact the Law Enforcement Coordinator at 281-7860, Ext. 312, or write for a petition for examination to: Law Enforcement Coordinator, Northeast Campus, Tarrant County Junior College, 828 Harwood Road, Hurst, Texas 76053.
3. The student must be enrolled in the program and be taking at least 3 semester hours of work. (Enrollment for fall semester may be started during August by making an appointment with a counselor, 281-7860, Ext. 213.)
4. Prior to signing up for courses, the student should file his petition with the Law Enforcement Coordinator to obtain approval for challenging a course by examination.
5. When registering for all courses, the student will register in the regular manner, in the course he intends to challenge by examination. Approval must be secured prior to registration or he will be expected to attend the class in the regular manner.
6. During the first week of the semester, the student will take the examination. (He may then attend the class if he fails.) He may, through arrangement with the Coordinator, schedule the examination at a later date. No examination can be given more than once. A book list is available in the Coordinator's office for study purposes.
7. When the student has taken the examination, it will be graded according to the score received (based upon past performance of students in this college). If the score on the test measures up to the standards set by the college officials, the course challenged will be entered as a credit course in the student's college file.

Figure 4A

**TARRANT COUNTY JUNIOR COLLEGE DISTRICT
APPLICATION FOR COURSE CREDIT BY EXAMINATION**

DATE _____
PROGRAM, DEPARTMENT, DIVISION _____
NAME _____
ADDRESS _____ PHONE NO. _____
Street City
COURSE NO. AND TITLE _____
NUMBER OF SEMESTER HOURS _____

STATE QUALIFICATIONS AND REASON FOR PETITION: (Consult qualifications prior to filing application. There will be no exceptions or waivers to the minimum qualifications established.)

DATE EXAMINATION ADMINISTERED _____ BY _____
(Instructor)

MID-TERM SCORE _____ APPROVED BY _____

FINAL SCORE _____ (Program or Dept.)

LETTER GRADE ASSIGNED _____ APPROVED BY _____
(Division Chairman)

FINAL APPROVAL _____
(Dean of Instruction)

If a passing grade is not received in first test attempt, credit for course will be given only by taking the class and receiving a passing grade.

The Law Enforcement Program Coordinator is presently discussing with the Director of Training for the North-Central Texas Council of Governments Police Academy the possibility of offering college-credit courses to their students as well. College officials interpret the interest of the administrators of police training academies in having college-level courses offered on their facilities as a reaffirmation of the spirit of cooperation already discussed in this report.

Use of Instructional Media:

Originally, plans were made to employ, fairly extensively, instructional media techniques in the operation of the Law Enforcement Program. OLEA funds were not available for this particular aspect of the project, however. Thus, some reduction in the magnitude of instructional media use was required; however, using local funds, when available, a number of audio-visual techniques have been employed.

Appropriate film and transparencies have been used to broaden the scope of instruction and to stimulate interest in their presentations by all instructors. At the present time, a series of video-tape presentations depicting various chemical and scientific tests made in the Fort Worth Police Department Crime Laboratory are being prepared. The tapes are being made by the Instructional Media Division of Tarrant County Junior College with college funds under the direction of Rolland Tullis, Director of the Laboratory. Mr. Tullis plans to utilize these tapes when he teaches the course, Basic Criminalistics, to be offered next in the fall semester of 1969.

Speakers from the Field of Criminal Justice:

In addition to regular instructors who are experts in their own right, students in the program were brought into contact with local, state, and national figures of prominence in the criminal justice profession. Through individual contact by the Program Coordinator and as a by-product of some of the various planning seminars conducted, the speakers appeared before various law enforcement classes.

For instance, Sam Chapman, Law Enforcement Coordinator, University of Oklahoma at Norman, and previously with the President's Crime Commission, was a speaker before the class in Patrol Operations. The appearance of Mr. Chapman was of particular interest to the students since he authored the text being used by the Patrol Operations class. He is also a recognized police authority in the United States.

James Stinchcomb, who has already been cited for his work as a consultant during the development of the Law Enforcement Program, spoke before a class in Juvenile Delinquency. His experience in juvenile work and other current developments in law enforcement education gave the students an insight into national problems in law enforcement.

In addition to the national figures mentioned above, regional, state, and local experts in various areas of law enforcement have appeared and given instruction relating to their respective fields. The regional manager of the National Auto Theft Bureau and a leading psychologist are two examples of resource persons who appeared before one or more law enforcement classes. Such appearances by persons

outside the regular faculty were utilized to insure that the program did not become "ingrown," or slanted exclusively to the thinking of the Program Coordinator.

Financial Assistance:

Although strictly speaking, the granting of financial assistance to students cannot be considered at this time an innovative practice since it has been employed in academic circles for some time. It is included under "Innovations" here because like many of the other innovations, its use grew out of a recognized need in the program. Furthermore, it was considered an innovative practice by local law enforcement officials. During the first semester in which the Law Enforcement Program operated, the Program Coordinator was often confronted, when talking with potential students, with a statement to the effect that the prospect desired to enroll in the Law Enforcement Program but financial considerations prevented his doing so. Most of the men involved were working full-time and thus could not qualify for the normal financial aid available through the college financial aid office. Most of them also had families to support and, naturally, family needs took precedence over education, if it came down to a choice between the two. Furthermore, the low salaries almost universally paid public service officials usually brought about just such a situation.

In an effort to alleviate this situation, college officials requested from OLEA that they be allowed to divert funds from other project sources to be used for scholarships for students in the Law

Enforcement Program. This request was granted, and \$1,000 was set aside for scholarships for the spring semester of 1968. Prospective students were advised that scholarships in the amount of \$50.00 per person were available to those who qualified. Eight persons were judged eligible for the grants during that semester.

However, this was still not a completely satisfactory arrangement, since payment of the scholarship was conditional upon completion of all course work with a "C" average. This condition probably kept many who questioned their ability to successfully complete college-level work from applying.

Soon, a situation occurred which provided the remedy for this problem as well. During the fall semester of 1968, the Law Enforcement Department of Tarrant County Junior College applied for a grant under the Omnibus Crime Control and Safe Streets Act which would provide scholarships and loans for law enforcement students, or students in fields related to law enforcement. This grant was funded in the amount of \$13,800.

Law enforcement students who were employed by a law enforcement agency were eligible under provisions of the grant for loans or grants for tuition and supplies. These amounts were payable upon registration and were not conditional upon the student's maintaining a certain grade-point average. A tremendous increase in the number of applications resulted in the awarding of 123 grants for tuition and related expenses. The total amount paid during the spring semester of 1969 for such grants was \$7,659.50. Program officials are in the process of applying

for a new grant of this type, and there is little doubt that more will be needed for the 1969-70 academic year. A continued demand on the part of law enforcement students for financial aid, even at the same level as that of the spring semester of 1969, would require more than the approximately \$6,000 of the original grant remaining for the fall semester of 1969 alone. At that rate, no funds at all would be available for the following spring semester and the preceding summer sessions.

The effect of this increased amount of financial aid is easily observed when one compares the enrollment in the Law Enforcement Program for the spring semester of 1969 with that of the previous semesters. This enrollment increased from 98 during the fall 1968 (the previous high mark for enrollment) to 168 during the spring semester of 1969. Even if one deducts the 46 students who enrolled in college courses taught at the Fort Worth Police Training Academy, there is still an increase of 24 students. This number is four times as great as the increase between any two previous semesters.

Needed Projects. In addition to the seminars and workshops which were conducted as a part of the law enforcement project, several other such programs were identified; but due to constraints on finances and time of project personnel, they have not been implemented as yet. In the future, consideration will be given to the possibility of conducting the following special projects:

Civil Service Examination Workshops:

As a result of visits to various police departments in the Tarrant County area, a need was identified for some sort of preparatory course

which would assist police officers in preparing to take civil service promotional examinations. Such courses may be offered by the college on a self-supporting, non-credit basis to police officers and possibly to others interested in preparing themselves for civil service examinations.

Police Communications Seminar:

Such a seminar would provide a study of both internal and external communications systems. New communication techniques would be discussed, and emphasis would be placed upon the initial planning for implementing data processing systems.

As envisioned, the communications seminar would be a three-phase project to provide a comprehensive review of the current status of data processing and other communication problems in law enforcement. New developments in technology, procedures, and techniques would be transmitted to city and county administrators, police administrators, and supervisory personnel of local law enforcement agencies.

The project would consist of the following phases:

1. Executive Development Seminar
2. Police Administrators Seminar
3. Supervisory and Planning Personnel Seminar

Police Supervisors Institute:

At the present time, there is no regularly scheduled supervisory training in the local police academy. The college, working with local police departments, could provide such training through a Police Supervisor Institute. It is possible that this institute can be

offered on a regular basis in the future, or it could be scheduled periodically upon request of the local departments.

A tentative outline for the supervisory institute follows:

POLICE SUPERVISOR INSTITUTE

(An Eighty-Hour Course)

I. DISCIPLINE (5)

Internal Discipline	2
Personnel Disciplinary Investigations	2
Laws and Administrative Policy of City and County	1

II. SUPERVISORY TECHNIQUES (16)

Conference Leadership	2
Supervisor-Subordinate Interviews	6
The Incident Report	1
Sick Visits and Reports	2
Planning Work	2
Delegation of Work	2
Knowing Your Men	1

III. SUPERVISORY AIDS AND JOB KNOWLEDGE (22)

Human Relations	2
Employee Training	10
Evaluation of Work Performance	4
Budget	6

IV. COMMUNICATIONS (6)

Responsibility for Communication of Ideas	2
Field Communication Problem	1
Planning for New Technology	3

V. COMMAND PRESENCE (2)

General Personal Conduct	1
Effects of Rumors	1

VI. SUPERVISOR'S FUNCTIONS AND RESPONSIBILITIES (19)

Departmental Reports	6
Deployment	2
Press Relations	1

Community Relations	4
Major Emergencies	2
Labor and Civil Disturbances	4

VII. SPECIAL FIELD PROBLEMS (6)

Weapons Technology	2
Traffic--Enforcement, Policies, and Reports	4

VIII. MISCELLANEOUS (4)

Critique Periods	2
Examination and Review	2

Development of Resource Materials: Workshop and Research Project:

With Texas junior colleges just now initiating Law Enforcement and Police Science Programs, the need for a centralized, comprehensive state or regional repository for police educational resource materials is evident. An adequate materials center is imperative for the maximum, most economical development of the junior college program.

The initial workshop would be created for the express purpose of developing course materials, adapting materials from other sources, and implementing an instructional program utilizing the latest technology available. Resource materials developed would include printed materials, films, tapes, slides, overhead transparencies, and, possibly, preliminary plans for programmed and computerized instruction.

Police Community Relations Seminar:

The chiefs of police of the local departments have suggested a Community Relations Seminar. This seminar ~~would~~ be held to determine the direction in which effort should be expended in maintaining a maximum working relationship with the community. Community leaders,

educators, and police officials would meet to establish guidelines for developing effective community relations.

Police Photography Institute:

This would be a one or two-day institute conducted by representatives of a company recognized as a leader in the photographic field. Police personnel who must utilize photographic equipment in some phase of their law enforcement work would participate.

Budget Preparation Workshop:

This workshop would be a technique-oriented series of presentations by city and county finance personnel for police supervisors and administrators. The workshop would review revenue resources, procedure for budget formulation, budget administration, operations analysis, and staff development.

Criminalistics Institutes:

These institutes would supplement the course in Basic Criminalistics offered by the college and will consist of short courses in specialized fields. Courses will be scheduled upon request of the local departments and will include such technical specialities as:

1. Advanced Officers Course in Basic Criminalistics
2. Detective's Course in Specialized Investigations:
 - a. Homicide Investigation
 - b. Burglary and Special Thefts
 - c. Forgery and Bunco Schemes
 - d. Narcotics and Drugs
 - e. Polygraph Examinations
 - f. Fingerprints

Chapter 4

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Due to the developmental nature of this project, there is no readily identifiable, fixed body of statistical data from which to assess the results of the project, draw conclusions, and make recommendations. To be sure, some statistics are available and will be presented; however, in many instances, it will be necessary to rely upon the opinions of persons who have been affected by or who have been involved in the Law Enforcement Project.

Results

The original purpose of the Law Enforcement Project was to investigate, plan, develop, and implement a high quality technical program in law enforcement which would meet the training needs of the law enforcement agencies whether public or private. The steps of investigation, planning, and developing the program are now complete. Implementation, naturally, will be a continuing process. However, after two years of operation, the implementation phase is sufficiently advanced to make some judgments regarding the success of the project.

Project Objectives. Let us first consider the original objectives of the project:

OBJECTIVE: To Identify Areas of Need in Law Enforcement Program Development and Establish Priorities.

Areas of need for regional law enforcement were studied. The Law Enforcement Advisory Committee provided most of the information needed

to satisfy this objective. This committee was representative of virtually all of the law enforcement agencies in the region. The needs identified by these individuals represented the felt law enforcement needs for the Tarrant County area in the minds of the area's law enforcement officials.

The curriculum developed for the Law Enforcement Program was designed to satisfy, in every way possible, the above mentioned needs. The reader is referred to Appendix B for a copy of the law enforcement curriculum.

OBJECTIVE: To Stimulate an Interest in the Law Enforcement Education Program within the Industrial Agencies and Governmental Institutions of the College District.

There can be little doubt that the interest of officials in area law enforcement agencies has been stimulated. Administrators cooperated in every way and have encouraged their men to enroll in the Law Enforcement Program at Tarrant County Junior College.

The record of enrollment growth provides another indication of the increasing interest in the Law Enforcement Program. Table 1 contains the enrollment figures in law enforcement at Tarrant County Junior College for each semester since the program has been in operation.

It will be noted that the enrollment has increased from 90 students during the fall semester of 1967 to 168 students in the spring semester of 1969. The growth over the two-year period was approximately 87 percent of the original enrollment. Interest in the Law Enforcement Program should remain high among area law enforcement officials.

Table 1

LAW ENFORCEMENT PROGRAM ENROLLMENT

Tarrant County Junior College

<u>Semester</u>	<u>Number Enrolled</u>
Fall 1967	90
Spring 1968	92
Fall 1968	98
Spring 1969	168*

*This number includes 46 Fort Worth Police Academy students.

OBJECTIVE: To Open and Maintain Channels of Communication between
Community Law Enforcement Leaders and the College Staff.

We have already noted the excellent cooperation between the Fort Worth Police Department and college officials. Other police agencies in the area have also worked closely with project personnel to insure the success of the Law Enforcement Program.

Both the former and present Program Coordinators have maintained excellent lines of communication with law enforcement officials not only in Tarrant County but throughout the state. This fact is illustrated by the representation of many law enforcement agency employees among the programs' enrollees. Table 2 provides a breakdown on the spring semester of 1969 enrollment in the Law Enforcement Program by employing agencies. As can be seen, fourteen law enforcement agencies are represented in the program.

Table 2

CLASSIFICATION OF LAW ENFORCEMENT STUDENTS BY EMPLOYING AGENCY

<u>Employing Agency</u>	<u>Number of Students in Law Enforcement Program</u>
Fort Worth Police Department	39
Fort Worth Police Academy	46
Tarrant County Sheriff's Office	9
Arlington Police Department	6
Hurst Police Department	10
Eules Police Department	1
Bedford Police Department	5
Texas Department of Public Safety	1
Grand Prairie Police Department	4
Azle Police Department	1
Forest Hill Police Department	3
Haltom City Police Department	1
North Richland Hills Police Department	2
Keller Police Department	1
Saginaw Police Department	1
General Dynamics Security	10
Professions other than Law Enforcement	21
Full-Time Students in Law Enforcement	<u>7</u>
TOTAL	168

OBJECTIVE: To Coordinate the Efforts of Community Law Enforcement Leaders and the Institution in Areas of Program Development for Law Enforcement Education.

This objective was accomplished principally through meetings with the Advisory Committee for Law Enforcement and the various seminars and workshops discussed in the preceding chapter. By working with area law enforcement officials and representatives of the North-Central Texas Council of Governments, project personnel have helped to establish for the Tarrant County area one of the most comprehensive programs in law enforcement to be found anywhere in the state.

A cooperative decision made by officials of the Tarrant County Junior College Law Enforcement Program and the Council of Governments Police Training Academy is a good example of the coordination that was achieved. As a result of the Curriculum Planning Seminar, it was decided that the curriculum of the training academies would consist of training-type courses; whereas, the courses offered by the college would be more of a theoretical nature. In this way, the two programs would be complementary rather than competitive.

OBJECTIVE: To Establish a Flexible and Lasting Instructional Law Enforcement Program which Will Meet the Area's Changing Needs.

The flexibility of the Law Enforcement Program has been amply demonstrated by its employment of such innovative techniques as challenging courses by examination, flexible scheduling, use of modern instructional media techniques in the teaching of courses, and others. The question of how lasting the Law Enforcement Program will be depends, of course, upon future demands in law enforcement for the Tarrant County area. However, considering the tremendous growth rate presently being experienced by this region, it is likely that such demands will increase rather than decrease in the foreseeable future.

OBJECTIVE: To Identify those Individuals Who Will Competently Serve as Members of a Law Enforcement Advisory Committee.

This objective was one of the first to be attained. The Law Enforcement Advisory Committee is composed of many of the most capable law administrators in the state as well as Tarrant County. They have

helped to establish guidelines under which the program may operate, but have not interfered with the implementation of the program by the coordinator.

OBJECTIVE: To Select and Develop Adequate Evaluative Devices to Aid in the Identification of Students' Aptitudes.

No tests have been developed for this purpose for the simple reason that to this point, there has been no need for them. Most of the law enforcement students were already employed with some type of law enforcement agency; and as a result, these students possessed a basic orientation to law enforcement. Thus, there has been no need for any sort of aptitude test relating to law enforcement.

As more students are recruited from the high school graduating classes, it may be desirable to have means for predicting their success in the Law Enforcement Program. Project officials at this time feel that the various interest and aptitude scales which comprise a portion of the American College Testing Program, required by the college of all applicants under twenty-one years of age, will adequately fulfill this need. Not enough students in this category have been enrolled to warrant making a judgment at this time, but law enforcement program officials will watch closely in the future individuals of this type who enter the Law Enforcement Program. When sufficient data are available, a decision will be made regarding the adequacy of the ACT as a law enforcement placement device.

OBJECTIVE: To Establish a Core of Qualified Technical Counselors.

The Law Enforcement Coordinator has discussed the unique problems faced by the Law Enforcement Program with the counselors, and the entire

staff is now aware of these problems. The results of a questionnaire administered to students in law enforcement courses during the fall semester of 1967 and the fall semester of 1968 indicate that the majority felt that they had sufficient counseling. This questionnaire will be discussed later in the chapter.

OBJECTIVE: To Apply the Coordinative Effort of Counselors, Evaluative Devices, and Law Enforcement Agencies to Determine Students' Aptitudes and Guide Them into Areas in Which Some Degree of Success can be Attained.

Perhaps some indication of the extent to which this objective has been accomplished can be inferred by a comparison of grade analyses for the Law Enforcement Program and the college curriculum as a whole for the fall semester of 1967. The percentage of "A's" for law enforcement students during this period was 15.972, compared with 7.810 for the college as a whole. The percentage of "B's" for law enforcement courses was 27.083, and for the entire college, 19.693. For the grade of "C," the percentages were 32.638 for law enforcement courses in comparison to 25.254 for the college. Of all the law enforcement courses taken, grades of "C" or better were awarded in 75.693 percent of the cases. This compared with 52.758 percent of "C's" or better for the college as a whole. Of all the law enforcement courses taken, students failed to complete 1.250 percent of the courses. For the college as a whole, this figure was 17.449 percent.

The above trends have also held for the other semesters during which the Law Enforcement Program has been offered. Thus, it appears

that, as far as law enforcement courses are concerned, the desired results are being achieved. It should be emphasized that these results were not obtained at the expense of any lowering of college standards. Students in law enforcement courses were evaluated on the same bases as students in comparable courses in the college curriculum.

An analysis of the grades of law enforcement students in courses outside law enforcement is not available at this time. However, the fact that after only two years of operation there are at least six students in the program who will be either receiving an Associate Degree or transferring to a four-year school or both is an indication that the law enforcement students have been successful in other academic areas as well. The number is more significant when one considers that most law enforcement students attend college only on a part-time basis.

OBJECTIVE: To Collect and Catalog Data for Purposes of Planning and Publication.

The existence of the final report should serve as ample evidence that this objective has been reached.

Other Evaluative Considerations. There are several miscellaneous factors which, when pieced together, will help provide a more complete picture of the law enforcement project and its degree of success. Some of these considerations are:

Student Profile:

During the fall semester of 1967 and the fall semester of 1968, a survey was conducted of students taking law enforcement courses at the

college in an effort to determine certain characteristics of the individuals enrolling in the Law Enforcement Program. Tables 3 through 9 summarize some of the more important results.

Table 3 classifies the students according to age, sex, and marital status. As might be expected, most of the students for both years were males between the ages of 17 and 40. Seventy percent or more for each of the two years were married.

Table 3

PERSONAL CHARACTERISTICS OF STUDENTS

	<u>Age</u>				
	17-20	21-30	31-40	Over 40	No Indication
Fall 1967	24	36	25	6	2
Fall 1968	23	27	27	7	5

	<u>Sex</u>	
	Male	Female
Fall 1967	92	1
Fall 1968	87	2

	<u>Marital Status</u>		
	Married	Single	No Indication
Fall 1967	65	26	2
Fall 1968	68	21	0

Table 4 provides a tabulation of the employment characteristics of the students. During the fall of 1967, approximately 86 percent of

those surveyed were employed. Of that number, 87½ percent were employed full-time (40 hours per week or more). During the fall of 1968, approximately 88 percent of the respondents were employed. Of those, approximately 87 percent were employed full-time.

Table 4

EMPLOYMENT CHARACTERISTICS OF STUDENTS

	<u>Employment Status</u>	
	<u>Employed</u>	<u>Unemployed</u>
Fall 1967	80	13
Fall 1968	79	10

	<u>Degree of Employment</u>	
	<u>Employed Full-Time</u>	<u>Employed Part-Time</u>
Fall 1967	70	10
Fall 1968	69	10

Table 5 provides data regarding law enforcement employment of the students. Approximately 70 percent were employed by law enforcement agencies during both semesters. Table 5 also shows the number of years employed in a law enforcement occupation by the respondents. In 1967, one-third had been employed less than one year. Thirty-nine percent had served from one to five years in a law enforcement-related capacity, and eighteen percent had been employed from six to ten years. Five percent had been employed from eleven to twenty years, and four percent,

over twenty years. The percentages for the fall of 1968 were similar to those of the fall of 1967.

Table 5
STUDENTS EMPLOYED IN LAW ENFORCEMENT

	<u>Law Enforcement Employment</u>	
	Employed in Law Enforcement	Not Employed in Law Enforcement
Fall 1967	65	28
Fall 1968	63	26

	<u>Number of Years Employed in Law Enforcement</u>				
	Less than 1	1-5	6-10	11-20	Over 20
Fall 1967	31	36	17	5	4
Fall 1968	31	33	16	8	1

Information concerning basis of admission to the college and number of semester hours taken and completed by law enforcement students is given in Table 6. Most of the students were admitted on the basis of a high school diploma. Less than 24 percent for either semester were admitted by other methods. Most of these were on the basis of the General Education Development Test.

At the beginning of the fall semester of 1967, virtually none of the students enrolled had completed any course work in law enforcement. The fact that by the fall semester of 1968 almost half of the individuals responding to the questionnaire had completed some work in law enforcement

can be interpreted as an indication of the holding power of the college Law Enforcement Program.

By the fall of 1968, a larger percentage of the respondents had completed a greater number of semester hours than for 1967. This also may be considered an indication that students from the previous year had returned for more work.

The fall of 1968 saw an increase in the number taking seven or more hours of course work. It is likely that many took courses during the first semester in which the program was operational on a trial basis, and after satisfying themselves as to the value of the courses, were enrolling for a greater number of credit hours.

Table 6

BASIS OF ADMISSION AND SEMESTER HOURS TAKEN AND COMPLETED BY STUDENTS

<u>Basis of Admission</u>				
	High School Diploma	G. E. D.	Other	No Indication
Fall 1967	71	20	1	1
Fall 1968	70	18	1	0

Total Number of Semester Hours in Law Enforcement Completed

	None	1-5	6-15	16-30	Over 30	No Indication
Fall 1967	81	2	0	0	0	10
Fall 1968	48	6	31	2	2	0

Table 6 (Cont'd)

	<u>Total Number of Semester Hours Completed</u>				
	None	1-30	31-60	Over 60	No Indication
Fall 1967	54	22	5	2	10
Fall 1968	30	37	13	9	0

	<u>Total Number of Semester Hours Registered for this Semester</u>					
	1-3	4-6	7-9	10-12	Over 12	No Indication
Fall 1967	33	24	4	1	20	11
Fall 1968	22	19	15	13	15	5

Table 7 provides information concerning reimbursement of college fees by the employer. About half were being reimbursed, but in virtually all of these cases, such reimbursement was conditional, usually upon completion of the course with a grade of "C" or better.

Table 7

REIMBURSEMENT OF FEES BY EMPLOYER

	<u>Does Employer Pay Part or All of Tuition?</u>		
	Yes	No	No Indication
Fall 1967	43	37	13
Fall 1968	45	44	0

	<u>Is Payment Conditional?</u>	
	Yes	No
Fall 1967	34	9
Fall 1968	45	0

The educational backgrounds and future educational plans are tabulated in Table 8. In the fall of 1967, more than 61 percent had not attended another college prior to enrolling at Tarrant County Junior College. For 1968, this figure was slightly over 50 percent.

For both years, over three-fourths of the students surveyed indicated their intention of attending Tarrant County Junior College next semester. Over 40 percent of the students, however, stated that they planned to attend either a college, professional school, or graduate school after leaving Tarrant County Junior College.

As could be predicted, an overwhelming majority listed law enforcement as their major field of study; although, more than 30 percent for each year listed other majors or were undecided.

Table 8

EDUCATIONAL BACKGROUND AND INTENTIONS

<u>Attended Other College</u>						
	Yes	No	No Indication			
Fall 1967	34	57	2			
Fall 1968	42	45	2			
<u>Future Educational Plans</u>						
	Attend 4-year College	Attend Graduate School	Attend Professional School	Undecided	Military Service	Attend TCJC next semester
Fall 1967	23	9	6	18	12	70
Fall 1968	30	5	2	6	9	77

Table 8 (Cont'd)

	<u>Major Field of Study</u>			
	<u>Law Enforcement</u>	<u>Other</u>	<u>Undeclared</u>	<u>No Indication</u>
Fall 1967	62	12	16	3
Fall 1968	62	12	15	0

Table 9 contains a tabulation of the vocational plans of students and their satisfaction with the degree of counseling which they received. Again, it was predictable that the majority would indicate an intention of working in a law enforcement agency in the future. In the fall of 1967, 67 percent indicated that they had received sufficient counseling prior to enrolling in the Law Enforcement Program. For 1968, this figure was 65 percent. Although this means that approximately two-thirds of the students polled indicated satisfaction with the counseling procedure, there is some consternation on the part of project officials concerning the number who indicated dissatisfaction. Because of this, efforts are currently underway to improve the counseling procedure. As a result, the Program Coordinator is becoming involved in the counseling procedure at an earlier stage. It is felt that this will provide more opportunities for cooperation between the coordinator and the counseling staff.

One explanation for the larger percentage of dissatisfied students in 1968 as opposed to 1967 could be the transfer of the Law Enforcement Program from the South Campus to the Northeast Campus of the college district. This transfer necessitated a beginning anew of the process

of informing the counselors of problems related to the Law Enforcement Program. It is hoped that the results of the survey for the fall semester of 1969 will indicate a greater satisfaction with the counseling process.

Table 9

VOCATIONAL PLANS OF STUDENTS AND SATISFACTION WITH COUNSELING

	<u>Plan to Work in Law Enforcement Agency?</u>				
	Yes	No	Not Decided	Possibly	No Indication
Fall 1967	73	0	7	1	12
Fall 1968	78	6	0	0	5

	<u>Sufficient Counseling?</u>		
	Yes	No	No Indication
Fall 1967	64	15	14
Fall 1968	58	19	12

Evaluation by Users. Perhaps, in the final analysis, the best test of the success of any new curriculum is the degree to which it satisfies the needs of those who will be using it. In order to answer this question for the Law Enforcement Program, the law enforcement administrators, who are and will be using its products, and the law enforcement students themselves were asked to evaluate the program.

Law Enforcement Administrators' Evaluation:

Police chiefs and other law enforcement administrators in the Tarrant County area, especially those whose men have enrolled in the

Law Enforcement Program, were asked to comment upon its value to their department. Letters of evaluation from those responding are contained in Appendix F. The unanimous verdict of the respondents was that the Law Enforcement Program offered as a part of the curriculum of Tarrant County Junior College is more than fulfilling its role in the overall law enforcement education picture for the area. In addition to improved technical skills, administrators mentioned a sense of pride which was instilled in their men as a result of having successfully completed college-level course work.

Student Evaluation:

Near the end of the spring semester of 1969, a questionnaire which asked them to evaluate the Law Enforcement Program was administered to students in law enforcement courses. Figure 1 contains a copy of the questionnaire used. In addition to the questions dealing with the value of the Law Enforcement Program, the students were asked to indicate such things as number of semester hours of college credit completed, total number of semester hours in law enforcement completed, and fall enrollment plans.

The results of the survey appear in Table 10. The results indicated a strong acceptance of the Law Enforcement Program.

Only two of the students responding had completed no hours of college credit at the time of the survey. Fifty-six had completed between one and thirty semester hours, and seventeen had completed between thirty-one and sixty semester hours of college credit. Nine had already completed over 60 hours.

Figure 1LAW ENFORCEMENT PROGRAM
STUDENT SURVEY

NAME _____

ADDRESS _____
Street City Zip Code

PLACE OF EMPLOYMENT _____

HOW MANY SEMESTER HOURS OF COLLEGE CREDIT DO YOU HAVE? _____

HOW MANY OF THESE ARE IN LAW ENFORCEMENT? _____

WHAT COURSES DO YOU INTEND TO ENROLL IN THIS FALL?

HAVE THE LAW ENFORCEMENT COURSES BEEN OF: (Circle one)

- a. Great value
- b. Some value
- c. Little value

TO YOU AS A STUDENT OR LAW ENFORCEMENT OFFICER?

PLEASE STATE ANY COMMENTS YOU MAY HAVE ON THE LAW ENFORCEMENT PROGRAM
AT TARRANT COUNTY JUNIOR COLLEGE.

Three students indicated that they had completed no semester hours in law enforcement courses. Twelve had completed between one and five hours of law enforcement courses, and fifty had completed between six and fifteen hours. There were nineteen in the sixteen-to-thirty-semester-hour category, and two had already completed over thirty hours of law enforcement courses.

Sixty-six percent of the respondents planned to enroll at TCJC next semester. Of these, all but one planned to take law enforcement courses.

The students were almost unanimous in their endorsement of the program. Seventy-seven of the eighty-six responding considered it to be of great value, while eight said it was of some value, and only one indicated that the program had been of little value to him as a student or a law enforcement officer.

In an open-ended request, the students were asked to comment on the Law Enforcement Program. While most of the comments simply praised the program, a few constructive criticisms were offered. These suggestions indicated that the one requirement in the entire program which was a trouble spot for some students is the mathematics requirement, and to a lesser extent, the physics. This came as no surprise, as the Law Enforcement Coordinator had already recognized this as a problem area. He will work with Mathematics Department members in an effort to resolve the situation before the 1969 fall semester.

Adoption by Other Colleges:

Since the purpose of the research and development project was to develop a model Law Enforcement Program, one test of its success must

Table 10

LAW ENFORCEMENT PROGRAM
STUDENT SURVEY

<u>Semester Hours of College Credit Completed</u>					
	None	1-30	31-60	Over 60	No Indication
Spring 1969	2	56	17	9	2
<u>Total Semester Hours in Law Enforcement Completed</u>					
	None	1-5	6-15	16-30	Over 30
Spring 1969	3	12	50	19	2
<u>Fall Enrollment Plans:</u>					
<u>Planning to Enroll at TCJC Next Fall?</u>					
	Yes	No	No Indication		
Spring 1969	57	10	19		
<u>Planning to Take Law Enforcement Courses Next Fall?</u>					
	Yes	No	No Indication		
Spring 1969	56	11	19		
<u>Ratings of Law Enforcement Program</u>					
	Great Value	Some Value	Little Value		
Spring 1969	77	8	1		

certainly be considered the extent to which other institutions have used the Tarrant County Junior College Law Enforcement Program as a pattern in developing their own programs. At least one junior college,

McLennan Community College, has adopted the program virtually intact. Another Texas junior college had planned to adopt the program, but budgetary considerations forced postponement of their implementation of a law enforcement curriculum. Other junior colleges throughout the state have used various parts of the Tarrant County Junior College curriculum in planning their own law enforcement programs.

Requests are already being received from various parts of the nation for copies of the Tarrant County Junior College Law Enforcement curriculum. A copy was sent, upon request, to the Lake County Regional Planning Commission, Waukegan, Illinois. Appendix F contains a very complimentary letter from Mr. Stephen B. Swigart, Administrative Assistant, concerning the information sent to them.

Conclusions and Recommendations

On the basis of the results available at this time, the Law Enforcement Project can be judged a success. There are areas where this success has not been as great as in other areas. For instance, college officials are not completely satisfied with the results of counseling of law enforcement students. It is recommended that a great deal of energy and effort be directed toward improving the situation in that area. When the opinions of law enforcement experts and the students themselves are considered, however, one must conclude that the strengths of the Law Enforcement Program far outweigh any weaknesses that it may contain.

Of course, the jury must still be considered out as far as any final judgment of the Law Enforcement Program is concerned. The

ultimate consideration must be the effect which the program has on the problems concerning law enforcement officials in Tarrant County. Much more than two years will be required before this judgment can be made, assuming that it is possible to make such a decision.

On the basis of all the facts available at this time, however, the following recommendations can be made:

1. The Law Enforcement Program at Tarrant County Junior College should be continued and, in fact, expanded to include those programs for which a need has been identified, but which due to various circumstances were not implemented.
2. Close cooperation with law enforcement officials should be maintained, and every effort should be made to strengthen that cooperation wherever possible.
3. Attempts should be made to secure better articulation with senior colleges and universities in order to insure that students wishing to transfer to such institutions from the Tarrant County Junior College Law Enforcement Program will have as wide a selection from which to choose as possible.
4. Other junior colleges throughout the state and nation should be encouraged to consider such a Law Enforcement Program.
5. Junior colleges considering the implementation of Law Enforcement Programs or others with already existing programs of this nature should consider certain innovations which were found to increase the effectiveness of the Tarrant

County Junior College Law Enforcement Program. Particular innovations which should be considered are:

- a. Flexible scheduling which will allow students to move freely from sections of a course offered during the daytime to sections offered during the evening or vice versa within the time span of a semester (or quarter).
- b. Allowing students to challenge certain courses by examination, thus eliminating the necessity of their sitting through courses which may be boring and repetitious to them.
- c. Cooperation with local law enforcement agencies to the extent of offering college courses, not necessarily limited to law enforcement courses, at their facilities.

APPENDIX A

BIOGRAPHICAL DATA SHEETS

BIOGRAPHICAL DATA SHEET

March 13, 1969

Jimmie C. Styles
1800 Calais Road
Fort Worth, Texas 76116

Telephone: PE 2-7047

Personal:

Age: 37
Birthplace: Belleville, Georgia
Marital Status: Married, two children

Education:

Graduate: Claxton High School, Claxton, Georgia

Graduate: B.S. Degree, Georgia Southern
Collegeboro, Georgia, 1956

Graduate: M.A. Degree, George Peabody College for Teachers
Nashville, Tennessee, 1958

Graduate: Ed.S. Degree, George Peabody College for Teachers
Nashville, Tennessee, 1962

Experience:

Approximately thirteen years' experience in education. This experience encompasses junior high, high school, junior college, senior college, and graduate school teaching experience in the areas of: business, teaching in industrial education, educational methods of teaching, and the supervision of intern teachers in the area of business.

Before coming to Tarrant County Junior College, the last three and one-half years were devoted to administration at the Junior College of Broward County in the area of Educational Data Systems.

Came to Tarrant County Junior College as Assistant to the President in November, 1965. Duties included: Working with architects in planning the South Campus; origination of applications, working with printers, manufacturers, suppliers, etc., in determining the needs of the college for the future; interviewing applicants; speaking

at schools, church groups, and social organizations about the plans of Tarrant County Junior College; and researching materials on Tarrant County to aid in preparation of bond brochures.

In July, 1966, promoted to Vice President for Program Development. Duties include: Developing the technical-vocational programs; organizing and presiding over advisory committees for each technical program developed; interviewing and staffing for technical-vocational programs; working with the Texas Education Agency to obtain federal assistance for the college; investigating other possibilities of obtaining grants, equipment, scholarships, i.e., the Office of Law Enforcement Assistance, Department of Justice, Washington, D. C.; public speaking; planning automated data systems; coordinating research activities; facilities equipage of the technical-vocational plants.

In September, 1967, promoted to Vice President for Research and Development. In charge of: Vocational and Technical Education, Adult and Continuing Education, Admissions and Records for all campuses, Research, Data Systems, and Program Development; also, other duties assigned by the President.

Consulting Services Rendered:

American Institute of Certified Public Accountants - Conducted budgeting class in Fort Lauderdale, Florida, 1963.

Leadership Workshop sponsored by Kellogg Foundation at the University of Florida at which fifty-five junior colleges were represented from the Eastern part of the United States. This workshop pertained to the automation of junior college administrative applications and instructional programs in data processing.

United Fund - Conducted feasibility study to determine whether or not they should automate their record keeping. Fort Lauderdale, Florida, 1964.

Consultant to the Kellogg Fellows at the University of Texas on plant planning and development.

Acted as Consultant to CUPM - Committee on Undergraduate Program in Mathematics on Program Development.

Texas Education Agency - Communications, Program Development, Educational Data Systems, Feasibility Study of Area Computer Centers for Junior Colleges and Small Senior Institutions of Texas.

Summer Workshops for data processing instructors of Texas, held in San Antonio, Dallas, and Baytown, Texas. 1966, 1967, and 1968.

IBM - at Poughkeepsie, New York, Fall, 1967.

AAJC - to establish guidelines for implementing Demographic Study in five selected cities, and ways to interpret the data, 1968.

AAJC - at St. Petersburg, Florida, on Guidelines for a Work Experience Program in Law Enforcement, 1968.

Amarillo College - to study their present Data Processing Program and make recommendations for their future offerings in Data Processing, 1968.

AAJC - to serve on national advisory committee in health and medical technology education, 1969.

Professional Organizations:

Association for Higher Education
 Chamber of Commerce
 National Association for Educational Data Systems
 American Vocational Association, Inc.
 Texas Junior College Teachers Association
 Delta Pi Epsilon
 National Council of Local Administrators
 Texas Association for Educational Data Systems
 American Technical Education Association, Inc., Institutional membership
 Association of Schools of Allied Health Professions, Institutional membership
 North Texas Chapter of the Industrial Relations Research Association
 American Society for Training and Development
 Downtown Lions Club

Committee Memberships:

Data Processing Advisory Group for Texas Education Agency, 1966
 Advisory Committee for the Manpower Development and Training Program, 1966
 Advisory Committee for the Fort Worth Chapter of the Data Processing Management Association, 1966
 Elected to the Board of Directors for the Texas Association for Educational Data Systems, 1966-67, 1967-68
 Local arrangements chairman for the National Association for Educational Data Systems Convention, 1966-67, 1967-68
 Holiday at Home - Chamber of Commerce, 1968
 Downtown Association Convention and Visitors Committee, 1968
 President of the Texas Association for Educational Data Systems, 1968-69

Published Materials: Guidelines for Work Experience Programs in the Criminal Justice System, published by the American Association of Junior Colleges, 1969.

BIOGRAPHICAL DATA SHEET

1967

DENNY F. PACE

Summary: I was employed by the City of Los Angeles for eighteen years. The last seven years was in a supervisory capacity. Five of the seven years was spent primarily in an educational or training capacity. In the present job, I am Law Enforcement Coordinator and Research Assistant for the OLEA research project.

1967 - present -- Associate Professor, Law Enforcement Program, TCJCD, Fort Worth, Texas.

Work

Experience: 1965-1967 - Assistant Professor, Department of Criminology, CSCLB.

1964-1965 - Partnership, top development company. Office manager in charge of personnel, accounting, and purchasing.

1946-1964 - City of Los Angeles Police Department, Los Angeles, California

1962-1964 - Supervisor (Intelligence) Studies relating to the administrative structure of private and corporate organization. Preliminary audits of financial records. Investigation of labor union procedures. Processing character, associate and related personnel information.

1958-1962 - Supervisor (Narcotic) - Responsible for initiation and conduct of criminal investigations. Supervision of office and field staff. Research studies and liaison with other agencies. Conduct of speaker and public information program. Conduct of personnel investigations. In-service training.

1957-1958 - Supervisor (Jail) - Supervision of office personnel, personnel ratings, work flow studies and preliminary budget preparation. In-service training.

- 1955-1957 - Investigator (Police Commission) - Personnel and business investigations relating to records and conduct, character background, and in-service training.
- 1952-1955 - Investigator (Vice Detail) - Conduct of investigations. Liaison with state and federal units.
- 1948-1952 - One year supervisor of youth activities program; three years, patrol.
- 1946-1948 - Police records and identification: Process and service of warrants. Studies in records procedures and office practices.
- 1957-1962 - Instructor, law courses, Fullerton Junior College. Part-time teacher in secondary schools, Downey Unified School District.

**Military
Status:**

- 1950 (8 months) - National Guard, U. S. Army, Operations Sergeant, Artillery Bn.
- 1942-45 - USMC, Infantry, P.F.C., Honorable Discharge, no reserve status.

Education:

- Pre-Doctoral - 24 units of Graduate Work in Education. Secondary Credential in Business Education. Course work for Secondary Supervision.
- M.S. - University of Southern California. Major in Public Administration. Weight in graduate work put on psychological aspects of administrative analysis and group dynamics. Six units in Police Science.
- B.S. - University of Southern California. Major in Law Enforcement. Thirty-eight units in law enforcement. Minor in Statistical and Information Processing in Social Science, Personnel Management and Testing.

Santa Monica City College: lower division requirements.

UCLA at Police Academy: 60 hours specialized training in supervision and personnel management.

Police Academy: Six weeks pre-entry at time of entering department. Four weeks in vice control, riot control, and radiological warfare.

Metropolitan High School: 11 specialized courses dealing with police problems. Most of these courses were repeated in college work.

Personal
Data:

Born: August 27, 1925

Retired from Los Angeles Police Department, June, 1964

Married, three teen-age daughters

Member of I.A.C.P., Education Section

BIOGRAPHICAL DATA SHEET

Joseph Zielinski

PERSONAL DATA:

Born - December 20, 1933
Birthplace - Cambridge, Massachusetts
Reared - Malden, Massachusetts
Married - Janice Kay Grimes
Children - Jeffrey Ross (10), Joni Renee (5), Julie Dawn

EDUCATION:

Graduate - Malden High School, Malden, Massachusetts
A.A. - Boston University, College of Basic Studies, 1959
B.S. - Boston University, School of Education, 1961
M. Ed. - Texas A & M University, in Guidance and Counseling,
1964
Doctoral candidate, N.T.S.U.

MILITARY SERVICE:

U. S. Navy - 1953-1957

PROFESSIONAL EXPERIENCE:

1957-61 - Assistant Director of Intramurals, Boston University,
Boston, Massachusetts
1962-63 - Assistant to Dean of Student Life, Trinity University,
San Antonio, Texas
1964-65 - Counselor for Texas Educational Association, Division
of Vocational Rehabilitation, San Antonio, Texas
1965-67 - Chief Counselor, San Antonio College, San Antonio, Texas
1967 - Counselor, Tarrant County Junior College District,
Fort Worth, Texas

MEMBERSHIPS:

American Personnel and Guidance Association (NVGA) (ASCA)
Fort Worth Counselors Association
North-Central Texas National Vocational Guidance Association
Texas Personnel and Guidance Association

APPENDIX B

A LAW ENFORCEMENT PROGRAM
FOR THE TARRANT COUNTY JUNIOR COLLEGE DISTRICT

A LAW ENFORCEMENT PROGRAM

for the

TARRANT COUNTY JUNIOR COLLEGE DISTRICT

submitted by

The Office of Program Development

April, 1967

Revised

April, 1969

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LAW ENFORCEMENT

A major problem in our nation is the continuing rise of juvenile delinquency and adult crime. The suppression and solution of crimes require intelligent, well trained personnel, who can apply the most up-to-date techniques and knowledge in crime prevention to the apprehension of offenders while protecting the rights of the citizen. Law enforcement officers must utilize all skills available from the science of law enforcement and the police profession to prevent the development of young criminals and reduce the opportunities for the commission of criminal acts.

The community junior college can serve a unique role in the establishment and continuation of a Law Enforcement Program. The commitment of the junior college is to the people of the community it serves. There are many needs in any community which must be met. These needs are inherent in our democratic society. Therefore, it is incumbent upon us to enter into a cooperative endeavor, which will aid in accomplishing the satisfaction of a need which is vital to the preservation of our American way of life. When this proposal is adopted, the Tarrant County Junior College District will join with over one hundred American colleges and universities offering degrees in Law Enforcement and Police Science in recognition of the needs of city, state, and national governments.

Problems confronting the American public in the preservation of law and order appear at all levels of government and in private enterprise. There is a need for specialization in police science, traffic, communications, administration, investigation, prevention and other areas.

There is an increasing public demand for competent law enforcement personnel and with this demand, a recognition of the importance of basic education, police training and professionalization.

Many communities have prescribed standards of education and training for entering law enforcement officers and have established the need for salaries and equipment commensurate with the abilities being sought. In keeping with the traditions of public service, personnel in the law enforcement field will be entrusted with responsibilities and challenges which are varied and stimulating. There is no humdrum life for the law enforcement officer. There is, however, a great feeling of satisfaction in being able to accomplish a job which is so vital to the preservation of our American way of life.

JOB DESCRIPTION

The following job descriptions are taken from the Dictionary of Occupational Titles. These are some job areas a student might expect to enter upon completion of the Law Enforcement Program.

1. Patrolman: 375.268. (Private). Patrols assigned beat on foot, using motorcycle or patrol car, or on horseback to control traffic, prevent crime or disturbance of peace, and arrest violators: Familiarizes self with beat and with persons living in area. Notes suspicious persons and establishments and reports them to superior officer. Reports hazards that endanger public safety. Disperses unruly crowds at public gatherings. Reports to scene of accidents, renders first aid to injured, and investigates causes and results of accident. Directs and reroutes traffic around fire or other disruption. Inspects public establishments requiring licenses to insure compliance with rules and regulations. Warns or arrests persons violating animal ordinances. Issues tickets to traffic violators. Registers at police call boxes at specified interval or time. Writes and files daily activity report with superior officer. May drive patrol wagon or police ambulance. May be designated according to assigned duty as DANCE-HALL INSPECTOR; TRAFFIC PATROLMAN; OR according to equipment used as AMBULANCE DRIVER; MOTORCYCLE PATROLMAN; MOUNTED POLICEMAN; RADIO PATROLMAN.

2. Deputy Sheriff: 377.868. Enforces laws and serves legal processes of courts: Drives vehicle or patrols on foot specified area to detect infractions of law. Escorts prisoners to and from courtroom or from one prison to another, subduing unruly prisoners if necessary. Keeps order in courtroom (BAILIFF). Serves summonses and subpoenas (PROCESS SERVER) and keeps records of disposition.
3. Policewoman: 375.268. (Matron; Woman-Protective Officer). Investigates cases of juvenile and moral delinquency and those requiring services of female police personnel: Investigates cases of lost or runaway children to discover their whereabouts or locate their parents. Searches for and takes into custody delinquent or neglected children. Submits reports to JUVENILE-COURT JUDGE. Participates in investigation and apprehension of criminals in cases where female police personnel are considered preferable.
4. Border Patrolman: 375.868. Patrols assigned section along border or seacoast of United States to detect persons attempting to enter country illegally, in motor vehicle, boat, or on horseback. Apprehends illegal entrants and detains them for subsequent action by immigration authorities. May report evidence of smuggling observed on patrol to customs authorities.

5. Guard: 372.868. (Armed Guard; Floorman; Patrolman; Special Policeman; Watchman). Stands guard or walks about premises of business or industrial establishment to prevent theft, violence, or infractions of rules, to direct patrons or employees, and to answer questions relative to services of establishment: Patrols assigned area or sits or stands at post to watch for suspicious persons and activities. Warns violators of rule infractions, such as loitering, smoking, or carrying forbidden articles. Reports irregular activities or apprehends or expels miscreants. Keeps order to prevent disturbances. Answers questions and gives directions on request. May guard shipments of valuables between establishment and bank. May collect tickets or examine credentials at entrance. May be designated according to establishment as GUARD, MUSEUM; WATCHMAN, RACETRACK; or duty station as COIN-VAULT GUARD.
6. Correction Officer: 372.868. (Guard). Guards inmates in penal institution in accordance with established policies, regulations, and procedures: Observes conduct and behavior of inmates to prevent disturbances and escapes. Inspects locks, window-bars, grills, doors, and gates for tampering. Searches inmates and cells for contraband articles. Guards and directs inmates during work assignments. Patrols assigned area for evidence of forbidden activities, infraction of rules, and unsatisfactory attitudes or adjustment of prisoners.

Reports observations to superior. Employs weapons or force to maintain discipline and order among prisoners, if necessary. May be designated according to institution as CORRECTION OFFICER, CITY OR COUNTY JAIL; CORRECTION OFFICER, PENITENTIARY; CORRECTION OFFICER, REFORMATORY. May guard prisoners in transit between jail, courtroom, prison, or other point, traveling by automobile or public transportation, and be designated GUARD, DEPUTY.

7. State-Highway Patrolman: 375.268. (State Trooper). Patrols State highways within assigned area, in vehicle equipped with two-way radio, to enforce motor vehicle and criminal laws: Arrests or warns persons guilty of violating motor vehicle regulations and safe driving practices. Keeps alert for stolen vehicles and arrests drivers where ownership is not apparent. Provides road information and assistance to motorists. Directs activities in accident or disaster area, rendering first aid and restoring traffic to normal. Investigates conditions and causes of accidents. Directs traffic in congested areas and serves as escort for funeral processions, military convoys, and parades. Performs general police work by keeping order and apprehending criminals. Appears in court as witness in traffic violation and criminal cases. Keeps records and makes reports regarding activities. May assist law enforcement officers not under State jurisdiction. May serve as DISPATCHER

RADIO at patrol substation. May supervise activities of station equipped to inspect automobiles for safe operating conditions.

With additional experience a person might expect to move up in rank in the jobs previously described or fill the following more responsible jobs.

8. Guard, Chief; 372.186. Supervises and coordinates activities of guard force of establishment, such as industrial plant, department store, or museum: Assigns personnel to posts or patrol, according to size and nature of establishment and indicated protection requirements. Interprets security rules and directs subordinates in their enforcement, such as issuance of security badges, photographing of employees, and safe-keeping of forbidden articles carried by visitors. Responds to calls from subordinates to direct activities during fires, storms, riots, or other emergencies. Inspects or directs inspection of premises to test alarm systems, detect safety hazards, and to insure that safety rules are posted and enforced. Examines fire extinguishers (FIRE INSPECTOR) and other safety equipment for serviceability. Reports irregularities and hazards to appropriate personnel. Selects and trains subordinates in protective procedures, first aid, fire safety, and other authorities in problems affecting establishment. May be designated according to rank as GUARD, CAPTAIN; GUARD, LIEUTENANT; GUARD, SERGEANT; or according to establishment served as PLANT-PROTECTION SUPERVISOR; SECURITY CHIEF, MUSEUM.

9. Detective I: 376.868. (Investigator). Protects property of business establishment by detecting thievery, shoplifting, or dishonesty among employees or patrons, conducting investigations on own initiative or on request of management, and cooperating with police as necessary.
10. Detective II: 376.868. Patrols premises of business establishment to preserve order and enforce standards of decorum established by management: Requests patrons to conform with rules pertaining to dress, behavior, or sobriety. Requests undesirable persons, such as inebriates, rowdies, Known criminals, or perverts, to leave premises and forcibly ejects them or notifies police if necessary. May be designated according to employing establishment as DETECTIVE, BOWLING ALLEY; SPECIAL OFFICER, AUTOMAT.
11. Detective: 376.268. (Private Eye; Private Investigator; Undercover Agent; Undercover Operator). Conducts private investigations, such as obtaining confidential information, seeking missing persons, and investigating crimes and thefts: Contacts law enforcement agencies, employers, and other sources to obtain information concerning individuals under investigation. Locates and obtains statements from witnesses and individuals being investigated. Takes and develops photographs for use in investigations. Examines scene of crime, when assigned to criminal cases, to obtain clues.

Writes report of investigations for use by agency conducting investigations. May be employed in commercial or industrial establishments for undercover work (DETECTIVE I) OR be assigned to guard persons (BODYGUARD).

12. Detective: 375.268. (Plain-Clothesman). Carries out investigations to prevent crimes or solve criminal cases: Investigates known or suspected criminals or facts of particular case to detect planned criminal activity or clues. Frequents known haunts of criminals and familiarizes himself with criminals to determine their habits, associates, characteristics, aliases, and other personal information. Records such information and reports it to commanding officer. Reports any occurrence or information regarding planned or committed crime that comes to his attention. When assigned to specific case, investigates circumstances of crime and questions witnesses. Examines scene of crime to obtain clues and gather evidence. Investigates suspected persons to establish their guilt or innocence. Reports progress of investigation. Arrests or assists in arrest of criminals or suspects. Prepares assigned cases for court, according to formalized procedures. May be designated according to nature of crime investigated as DETECTIVE, AUTOMOBILE SECTION; according to rank as DETECTIVE SERGEANT; or according to administrative division to which assigned as DETECTIVE, PRECINCT.

13. Detective Chief: 375.168. (Chief Detective; Commanding Officer, Detectives; Detective-Bureau Chief). Supervises and coordinates activities of detective squad engaged in — investigation of criminal cases, such as auto theft, armed robbery, homicide, and fraud: Assigns DETECTIVES to designated posts or criminal cases. Reviews and submits reports of cases investigated to superiors. Insures that apprehended criminals are photographed and fingerprinted. Details men to public gatherings to protect public from pickpockets and other criminals. May personally investigate criminal cases. May be designated according to nature of crime investigated as COMMANDING OFFICER, AUTOMOBILE SECTION; or according to rank as DETECTIVE CAPTAIN; DETECTIVE LIEUTENANT.
14. Police Captain, Precinct: 375.168. (Captain; Commanding Officer, Precinct; District Captain; Precinct Captain; Uniform-Force Captain). Supervises and coordinates activities of members of police force assigned to precinct: Conducts roll call of officers at beginning and end of tour of duty. Explains general orders, special messages, and decisions of POLICE CHIEF to subordinates. Assigns men to designated posts. Informs members of command of changes in regulations and policies, implications of new or amended laws, and new techniques of police work. Submits report on condition of precinct house and equipment and on daily precinct activities

to superiors. Investigates claims of inefficiency or neglect of duty against officers and men and, if true files charges against them. Recommends merit awards for subordinates. Investigates charges filed against private citizens by complainants before issuing arrest warrants. Reads and forwards reports of subordinates to POLICE CHIEF. In some municipalities or precincts, may perform above duties and be known as POLICE LIEUTENANT, PRECINCT II; POLICE SERGEANT, PRECINCT II.

15. Police Chief: 375.118. (Police Inspector, Chief; Superintendent Police). Directs and coordinates activities of municipal police department in accordance with authority delegated by Board of Police; Promulgates rules and regulations for department as delegated by municipal code or POLICE COMMISSIONER I. Coordinates and administers daily police activities through subordinates. Suspends or demotes members of force for infractions of rules or inefficiency. Directs activities of personnel engaged in preparing budget proposals, maintaining police records, and recruiting men. Approves police budget and negotiates with municipal officials for appropriation of funds. May command force during emergencies, such as fires and riots. May make inspection visits to precincts. In smaller communities, may assist one or more subordinates in investigation or apprehension of offenders. In communities having no Board of Police, may be designated POLICE COMMISSIONER II.

16. Police Inspector II. 375.268. (Division Commander; Police Captain, Senior). Inspects police stations and examines personnel and case records to insure that police personnel conform to prescribed standards of appearance, conduct, and efficiency: Inspects premises and police records and observes activities in assigned division for evidence of inefficiency or misconduct. Prepares reports concerning discipline, efficiency, and condition of force within division. Submits reports to superiors and recommends disciplinary action or changes in rules governing activities of force. Transmits orders from POLICE CHIEF II to commanding officers within division. Takes command of members of force during emergencies, such as fires and riots. May be designated POLICE CHIEF, DEPUTY and report directly to POLICE CHIEF.
- Police Inspector II. 375.268. Visits railroad stations, stores, theaters, places of amusement or public gatherings to detect, prevent, and solve crimes: Notes actions of known criminals or suspicious persons to prevent crimes. Ascertains that establishments and publicly licensed gatherings conform to law. Arrests or warns unruly persons, law violators, and suspected criminals. Compares lists of stolen merchandise with items displayed in retail stores, pawn shops, used-car lots, and other outlets for such goods. Directs closing of illegal establishments and indecent amusement performances. Alerts other police officers or public authorities to take

prescribed action after he has left the premises. Files reports of establishments visited, findings, and recommendations for action. May be designated according to assigned beat or establishment visited as INSPECTOR, PAWNSHOP DETAIL. May be permanently assigned to specific establishment, such as ballpark or recreation center.

17. Police Lieutenant, Precinct 1: 375.168. (District Lieutenant; Field Lieutenant; Precinct Lieutenant; Uniform-Force Lieutenant). Supervises and coordinates activities of subordinate precinct officers and men: Makes periodic inspection tours of the various police beats within district, observing demeanor, efficiency, and general appearance of each officer. Records police business transacted while on tours of inspection. Assists subordinates in performance of police duties where such assistance is required. Performs other duties delegated by POLICE CAPTAIN, PRECINCT and substitutes for him in his absence.
18. Police Sergeant, Precinct 1: 375.168. (Detail Sergeant; Patrol Sergeant; Sergeant; Squad Sergeant). Supervises and coordinates activities of squad of PATROLMEN assigned to patrol, in car or on foot, designated area of municipality: Assumes command of squad at precinct, inspects uniforms and equipment, and reads orders for the day to squad. Cruises

in car to observe PATROLMEN on post or in cars for efficiency and appearance and to direct them in duties. Reports infractions of rules to superiors. Notifies superior of major crimes or disturbances within area and takes necessary action until arrival of superior. Reports dangers in streets or sidewalks, such as holes, obstructions, or leaking gas mains. May be designated according to assigned duty of men supervised as POLICE SERGEANT, RADIO PATROL.

QUALIFICATIONS

The Law Enforcement Program will be open to both men and women. Physical, mental, moral and personality qualifications are such that the student must be acceptable to the employing agency. Usually, the minimum age for appointment as a law enforcement officer is twenty-one, but graduates waiting to reach this minimum age are employable in administrative and non-enforcement capacities in law enforcement agencies. When working in an administrative and non-enforcement capacity, an individual would normally be participating in a cadet training program. Police Department Cadet Programs, when available, offer the opportunity of continuing college training and practical police work.

To be admitted to the Law Enforcement Program, prospective students must submit an application form which can be obtained by writing to the college director of admissions. Applicants must fulfill the general requirements for admission to the junior college. Students transferring from other colleges must complete at least twenty-four semester hours of residence at the junior college, including the last twelve semester hours.

ADVISORY COMMITTEE

Outstanding and Interested law enforcement personnel in Tarrant County will serve in a voluntary capacity to advise on the development and operation of the Law Enforcement Program. The advisory committee is composed of the following members.

<u>Name</u>	<u>Position</u>	<u>Firm</u>
Lon Evans	Sheriff	Tarrant County Sheriff's Department
Joe Galloway	Deputy Chief	Services Bureau
Dalton L. Gilbert	Major	Hurst Police Dept.
Cato Hightower	Chief	Fort Worth Police Department
J. A. Moriarty, Jr.	Assistant Manager Security Department	Bell Helicopter
Charles E. Nevitt	Educational Services	General Dynamics
Joe Watson	Chief	Hurst Police Dept.
P. C. Wynne	Lieutenant	The Texas Dept. of Public Safety

GENERAL INFORMATION

The Law Enforcement Program will be offered in both day and evening classes. For detailed information, write the Department of Law Enforcement at Tarrant County Junior College.

OBJECTIVES

The basic objective of the Law Enforcement Program is to improve the total effectiveness of the law enforcement officer in our present diversified and complex society. A three pronged approach in the training of law enforcement will be instituted. The program will provide training for (1) Individuals presently employed in a law enforcement capacity at governmental agencies, (2) Individuals presently employed as private security guards, and (3) Young men and women who choose to pursue law enforcement as a career. The Tarrant County Junior College District adopts the following objectives for the two-year Law Enforcement Program.

1. To train students for employment positions in law enforcement agencies, both public and private
2. To provide additional training to employed law enforcement officers for the purpose of improving their professional abilities and chances for promotion
3. To interpret the concepts and functions of law enforcement units and the individual law enforcement officer
4. To provide students with an educational background which will enable them to become more responsible members of their community
5. To instill ideals of professional achievement in the law enforcement service
6. To provide for occupational training at the entrance and promotional levels of law enforcement

CURRICULUM

The proposed program is designed to develop and direct the student to achieve a level of proficiency in law enforcement and general background knowledge so that he may be a valuable addition to any of the law enforcement agencies operating in Tarrant County, the State of Texas, or the Federal Government. Specifically, the program is designed to produce a well-rounded individual capable of adapting to the objectives and methods of the employing agency and one who will be able to specialize to meet the needs of the organization.

The curriculum will cover the theory of police administration and problems general to law enforcement. It will also include speciality courses in criminal investigation, traffic, prevention and patrol activities.

The courses are arranged in a workable sequence suitable to the instructional needs of students with an appropriate balance between technical courses and laboratory exercises. The reinforced learning principle has been employed whenever possible. The arrangement of the overall material is such that it proceeds from the elementary to the complex. Within the topics of each course, the concepts are solidified through practical application. Principles, concepts and practices mastered in early courses are continually extended and re-applied in subsequent courses. Upon successfully completing the courses as outlined on the following page, graduates will be awarded an Associate in Applied Science Degree in Law Enforcement.

LAW ENFORCEMENT
SUGGESTED CURRICULUM

FIRST YEAR

<u>First Semester</u>	<u>Sem. Hrs.</u>
Applied Communications -----	3
Applied Algebra -----	3
Introduction to Law Enforcement -----	3
Police Administration -----	3
American Government -----	3
Physical Education -----	1
Technology Orientation I -----	1
	<u>17</u>

Second Semester

Applied Communications -----	3
Patrol Operations -----	3
Juvenile Procedures -----	3
Elements of Physics -----	3
American Government -----	3
Physical Education -----	1
	<u>16</u>

SECOND YEAR

First Semester

General Psychology -----	3
Criminal Law -----	3
Criminal Investigation -----	3
Introduction to Sociology -----	3
Fundamentals of Speech -----	3
Physical Education -----	1
	<u>16</u>

Second Semester

Traffic Planning and Management -----	3
Community Relations -----	3
Criminal Evidence and Court Procedure -----	3
Elective -----	6
Physical Education -----	1
Technology Orientation II -----	1
	<u>17</u>

Suggested Electives, Law Enforcement:

Basic Criminalistics, Industrial Security, Police Supervision,
Vice and Narcotic Control, **Police Internship**

Suggested Electives, General Academic:

Basic Computing Machines, Business Law, Elementary Typewriting,
Introduction to News Writing, Introductory Chemistry, Principles of
Accounting, Social Problems, Social Psychology, United States History.

LAW ENFORCEMENT PROGRAM
COURSE DESCRIPTIONS

The descriptions of the courses listed below are brief, yet written in general terms to give you, the reviewer, an idea of the material to be covered in a two-year Law Enforcement Program. The descriptions have been divided in three sections for your convenience.

Introduction to Law Enforcement

3 Semester Hours Credit

The philosophy and history of law enforcement; overview of crime and police problems; organization and jurisdiction of local, state and federal enforcement agencies and a broad survey of professional qualifications and opportunities.

Police Administration

3 Semester Hours Credit

Organization, management and administrative principles applicable to law enforcement agencies. A functional survey of unit organization, personnel policies and command dynamics of the agency. The utility of administrative law.

Patrol Operations

3 Semester Hours Credit

The establishment of a rationale for patrol functions based upon a review of historical applications; techniques and methods of police patrol; responsibility for special patrol functions; handling of complaints, mechanics of arrest, search, and seizure; review of problems in personal safety, public relations and crime prevention.

Juvenile Control3 Semester Hours Credit

A comprehensive study of laws and legal procedures pertaining to juveniles. A brief review of the causal factors and precipitating forces that influence the delinquent. The creation of crime prevention techniques and research projects in the adolescent/police relationships.

Criminal Law3 Semester Hours Credit

In depth view of the English legal system; the structure, definition and application of commonly used Penal Statutes and current case laws; elements of crimes; law of arrest, search and seizure.

Criminal Investigation3 Semester Hours Credit

Theories and concepts of the Investigators role in the total police function; techniques of interviews and interrogations; crime scene search; collection and preservation of evidence; sources of information and the conduct of specialized investigations.

Traffic Planning and Management3 Semester Hours Credit

An overview of traffic planning and management emphasizing the educational, engineering and enforcement concepts; the conduct of special traffic programs, accident investigation and the analysis of findings in the planning and development of new programs.

Criminal Evidence and Court Procedures3 Semester Hours Credit

Review of court systems, procedures, from arrest to final disposition; principles of constitutional, federal and state laws as they apply to law enforcement; the kinds and degrees of evidence; rules governing the admissibility of evidence in court; probation and parole procedures.

Police Internship3 Semester Hours Credit

A supervised work experience for the purpose of increasing student understanding of law enforcement administration and operation. The internship is initiated by the school in an agency. Both school and agency supervise and direct the student's program.

LAW ENFORCEMENT ELECTIVE COURSES

Vice and Narcotic Control3 Semester Hours Credit

History of vice type crimes. Administrative problems in the detection, repression and control of gambling, prostitution, sex offenders, liquor and narcotic violation.

Basic Criminalistics3 Semester Hours Credit

The scientific approach to the conduct of criminal investigations; the collection, preservation, analysis and interpretation of physical evidence.

Police Supervision3 Semester Hours Credit

Fundamentals of supervisory techniques and practices. The human element in individual and group relationship. Personnel processes in the law enforcement agencies and principles of teaching and conference leadership.

Industrial Security3 Semester Hours Credit

Functional aspects of security in private enterprises; systems analysis and installation of security systems, and a study of scientific instruments of the security forces in industry.

GENERAL ACADEMIC AND RELATED COURSES

American Government3 Semester Hours Credit

A functional study is undertaken of the American Constitutional and Governmental System including federal, state, and local governments. This course deals largely with the origin, development and structure of the federal government; federal, state, and interstate relations; lesser units of government; the individual as a citizen, person, and voter; and political parties.

American Government3 Semester Hours Credit

A student studies the origin, development, and structure of the Texas State Government. Topics covered are the legislative, executive, and judicial functions in federal and state governments; financing governmental activities; foreign relations, and national defense; and governmental services and functions.

Applied Algebra3 Semester Hours Credit

This course contains treatment of measured data. It reviews that part of algebra which covers linear equations, systems of linear equations, quadratic equations, and simultaneous quadratic equations. Also included is a comprehensive study of functions and graphs, exponents, radicals, ratio, proportion and variation.

Applied Communications3 Semester Hours Credit

A basic language study is made involving grammar, punctuation and spelling skills with frequent exercises in the development of accurate and precise sentences and paragraphs. Emphasis on composition is given in the area of practical application.

Applied Communications3 Semester Hours Credit

A study of composition slanted toward writing technical reports, brochures, promotional materials, surveys and similar projects. Attention will be given to the preparation and delivery of speeches pertaining to technical or business interest.

Elements of Physics3 Semester Hours Credit

This is a non-laboratory course of a terminal nature involving the classical problems of physics. It is intended for students who are majoring in such fields as general education, biology, business, fire technology, law enforcement and home economics.

Fundamentals of Speech3 Semester Hours Credit

The student studies and practices the practical aspects of everyday speaking situations rather than the physiological and pathological approaches to speech. Emphasis is placed on critical listening, evaluation of speech habits, platform behavior, combating stage fright, reading from a manuscript, impromptu and extemporaneous speaking.

General Psychology3 Semester Hours Credit

A scientific approach is taken to the basic principles of human behavior. Emphasis is placed on such topics as learning, motivation, perception, feeling, emotion, intelligence and personality.

Introduction to Sociology3 Semester Hours Credit

A general analysis made of the structure and functions of society and culture through a scientific consideration of the most significant generalization and concepts of man's collective behavior. The study of human society; human behavior and personality as a product of group life; community organization; social change and current social problems.

Physical Education4 Semester Hours Credit

Any course or courses designed to orient and develop the student in the field of health, physical education and recreation through participation in some form of physical activity.

Technology Orientation I1 Semester Hour Credit

This course is designed to give the student as awareness of the opportunities in various technical fields. It is primarily for those students enrolled in technical-vocational programs and is to be taken during their first semester in college.

The purpose is to help the student adjust to college life and understand the objectives and purposes of the technical-vocational areas in general and each field of study in particular. This will open the student's horizon to fields other than his own. This course, along with Technology Orientation II, should help create a spirit of

group membership among students of technical fields. By working together on mutual problems students can develop a truer understanding of their particular field, and technology in general. There will not be sectionalizing along fields of study. Each class will have a cross section of students from all technical areas offered at the college.

A course of study will be prescribed but any current problem or need of the group may be introduced and considered when it arises. Units covered will be effective study, library usage, introduction to the world of technology, technical vocabulary, jobs in technical fields and products of technology. These units will be covered by an appropriate combination of lectures, guest speakers, and student library work which will result in written work or student oral presentations.

Technology Orientation II

1 Semester Hour Credit

This course is designed to assist the student to make the adjustment from school to employment. It is primarily for those students in technical-vocational areas and is to be taken during their last semester in college.

The purpose is to help the student adjust to employment by studying some of those areas in which he will be most interested upon graduation. This course, along with Technology Orientation I, should help create a spirit of group membership among students of technical areas. By working together on mutual problems students can develop a truer understanding of their particular technical field, and technology in general. There will not be sectionalizing along fields of study. Each class will have

a cross section of students from all technical fields offered at the college.

A course of study will be prescribed but any current problem or need of the group may be introduced and considered when it arises. Units covered will be: business structure, industries and jobs, pay, fringe benefits, job application, job interview, essential law of contracts, professional organizations and professional ethics. These units will be covered by an appropriate combination of lectures, guest speakers, and student library work which will result in written work or oral presentations.

SUGGESTED ELECTIVES

Basic Computing Machines3 Semester Hours Credit

This is a survey of computer theory to provide a foundation for future detailed study of specific systems. It also provides for an understanding of computer systems to those not planning further study in the field. It describes the evolution of computer systems from manual methods to the stored program. The following basic functions of the computer are studied: introduction to problem organization, storage media, fundamentals of input-output operations, elementary programming techniques, and introduction to FORTRAN. Problems are studied to learn how organization helps achieve a solution.

Business Law3 Semester Hours Credit

An investigation is made into the basic principles of law and their application to business problems. Topics covered include a discussion of courts and legal procedures, the law of contracts, agency and employment, negotiable instruments, personal property and bailments and sale of goods.

Elementary Typewriting3 Semester Hours Credit

Fundamental typewriting techniques are developed in the touch system of typewriting with the application of these typing skills to general use. Special emphasis is placed on speed development. Included is an introduction to letter writing.

Introduction to News Writing1 Semester Hour Credit

An individual study of principles of journalism which is normally integrated with work on the college newspaper. It can also act as an introduction to the various media of mass communication with special emphasis on newspapers, radio and television, their requirements and opportunities and their responsibility to the public.

Introductory Chemistry4 Semester Hours Credit

A one semester course dealing with inorganic, organic and biochemistry. The practical applications of chemistry to psychology, pathology and clinical procedures are stressed.

Principles of Accounting3 Semester Hours Credit

A foundation is developed for study of advanced accounting and to furnish a knowledge of accounting which will be of value to students in other fields. The subject matter includes analysis and recording of business transactions, use of journal and ledger, trial balance and work sheet, adjusting and closing entries, accounting statements, payroll records, payroll taxes and accounting cycle.

Contemporary Social Problems3 Semester Hours Credit

Identification and analysis of contemporary social problems, development of criteria for evaluating programs for social betterment.

Social Psychology3 Semester Hours Credit

A study of the applications of psychological principles to social problems and social relations. The topics studied includes the individual

and the group, role, and status, fads and fashions, attitudes, public opinions, propaganda, conflict and prejudice.

United States History

3 Semester Hours Credit

A study of the United States and its growth. Discovery and colonization; struggle for independence; westward expansion and frontier influence; cultural and constitutional growth; the political, economic, and social development prior to the reconstruction period following the Civil War.

REVISIONS

1968 - 1969

T. C. J. C. D.
Office of R&D
Ft. Worth, Texas

LAW ENFORCEMENT ADVISORY COMMITTEE

1968 - 1969 SCHOOL YEAR

<u>NAME</u>	<u>POSITION</u>	<u>FIRM</u>
Evans, Mr. Lon	Sheriff	Tarrant County Sheriff's Department
Gilbert, Mr. Dalton L.	Major	Hurst Police Department
Hale, Mr. I. B.	Manager, Industrial Security	General Dynamics
Hightower, Mr. Cato	Chief	Fort Worth Police Dept.
Hopkins, Mr. H. F.	Captain, Police Training Division	Fort Worth Police Department
Kline, Mr. James S.	Director, Police Training	North Central Texas Council of Governments
Moriarty, Mr. J. A., Jr.	Assistant Manager, Security Department	Bell Helicopter
Perry, Mr. Herman	Assistant Chief	Arlington Police Department
Watson, Mr. Joe	Chief	Hurst Police Department
Wynne, Mr. P. C.	Lieutenant	The Texas Department of Public Safety

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CURRICULUM REVISIONS

1. Applied Communications has now been divided into Applied Communications I & II. These new courses are included in the first year.
2. Applied Algebra and Elements of Physics have been replaced by Applied Physics and Mathematics I. Applied Physics and Mathematics II has been added to the first semester of the second year.
3. General Psychology has been replaced by Introduction to Psychology and added to the first semester of the first year.
4. Juvenile Control has been replaced by The Police Role in Common Delinquency.
5. Introduction to Sociology has been relocated to the second semester of the first year.
6. Fundamentals of Speech has been replaced by Business and Professional Speaking and relocated to the second semester of the first year.
7. The courses originally titled American Government have now been renamed United States Government and Texas State and Local Government.
8. Police Internship has been removed and the semester hours of Electives have been increased to nine.

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LAW ENFORCEMENT
CURRICULUM 1968 - 1969

FIRST YEAR

<u>First Semester</u>	<u>Sem. Hours</u>
Applied Communications I -----	3
Applied Physics and Mathematics I -----	4
Introduction to Law Enforcement -----	3
Police Administration -----	3
Introduction to Psychology -----	3
Physical Education -----	1
Freshman Orientation -----	1
	<u>18</u>

Second Semester

Applied Communications II -----	3
Patrol Operations -----	3
The Police Role in Common Delinquency -----	3
Introduction to Sociology -----	3
Business and Professional Speaking -----	3
Physical Education -----	1
	<u>16</u>

SECOND YEAR

First Semester

United States Government -----	3
Criminal Law -----	3
Criminal Investigation -----	3
Applied Physics and Mathematics II -----	4
Texas State & Local Government -----	3
Physical Education -----	1
	<u>17</u>

Second Semester

Traffic Planning & Management -----	3
Criminal Evidence & Court Procedure -----	3
Electives -----	9
Physical Education -----	1
Technology Orientation -----	1
	<u>17</u>

REVISED COURSE DESCRIPTIONS

NOTE: Only the courses that have been either added or revised are listed below.

LAW ENFORCEMENT COURSES

Introduction to Law Enforcement (3-3-0) 3 Semester Hours Credit

The philosophy and history of law enforcement. Included is a survey of police problems and crimes, organization and jurisdiction of local, state and federal enforcement agencies and a survey of professional qualifications and opportunities. (North-east Campus only).

Police Administration (3-3-0) 3 Semester Hours Credit

The principles of organization, administration and functioning of police departments to include personnel policies, operating of divisions policy, and command of the department as a whole. (Northeast Campus only).

Patrol Operations (3-3-0) 3 Semester Hours Credit

The principles of organization and functioning of police patrols to include responsibilities, techniques, problems and methods of operations and supervision. (Northeast Campus only).

The Police Role in Common Delinquency (3-3-0) 3 Semester Hours Credit

Juvenile criminal behavior analyzed to provide an insight into causal factors, precipitating forces, and opportunities for

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the commission of criminal or delinquent acts; techniques; responsibilities, and capabilities of police organizations in the area of delinquency prevention. (Northeast Campus only).

Police Internship (3-3-0)

3 Semester Hours Credit

A work experience to increase student understanding of law enforcement administration and operation; the internship is initiated by the school in an agency, and both college and agency supervise and direct the student's program. (Northeast Campus only)

Police Supervision (3-3-0)

3 Semester Hours Credit

Fundamentals of supervisory techniques and practices in modern organizations; the human element in individual and group relationships; review of personnel processes in law enforcement agencies and principles of teaching and conference leadership. (Northeast Campus only).

Basic Criminalistics (3-3-0)

3 Semester Hours Credit

Processes and procedures in scientific approaches to criminal investigation, including collection, preservation, analysis, and interpretation of physical evidence. (Northeast Campus only).

Industrial Security (3-3-0)

3 Semester Hours Credit

Functional aspects of security in private enterprises, including systems analysis, installation of security systems and the scientific instruments used in industry. (Northeast Campus only).

Vice and Narcotic Control (3-3-0)3 Semester Hours Credit

History and causal factors of vice-type crimes, including administrative structure and policy formulations that influence the detection, repression, and control of gambling, prostitution, sex offenders, liquor and narcotic violations. (Northeast Campus only)

Criminal Law (3-3-0)3 Semester Hours Credit

A brief history and philosophy of modern law, including the structure, definition, and application of commonly used penal statutes and leading case laws; review of the elements of crimes, laws of arrest, search and seizure. (Northeast Campus only).

Criminal Investigation (3-3-0)3 Semester Hours Credit

Theories and concepts of the investigator's role in modern criminal investigation; basic skills necessary in conducting an investigation, developing sources of information, the collection and preservation of evidence, and preparation of reports are developed. (Northeast Campus only).

Traffic Planning and Management (3-3-0)3 Semester Hours Credit

Examination of police responsibilities in traffic planning and investigation; identification of police policies and procedures in education, engineering, and enforcement responsibilities; analysis of special traffic problems, motor vehicle laws, and accident investigation techniques. (Northeast Campus only).

Criminal Evidence and Court Procedures (3-3-0) 3 Semester Hours Credit

Examination of the rules governing the admissibility of evidence as they affect the law enforcement officer in the administration of criminal justice, including study of the rules of evidence, kinds and degrees of evidence and their application in the legal processes from arrest through probation and parole procedures to final disposition of the case. (Northeast Campus only).

Police Community Relations (3-3-0) 3 Semester Hours Credit

The interrelationship of law enforcement agencies of the community; analysis of crisis situations and the identification of positive community action programs. (Northeast Campus only).

RELATED COURSES

Applied Physics and Mathematics I (4-3-2) 4 Semester Hours Credit

A basic course for technical programs including whole numbers, fractions, decimals, units, exponents, and scientific notation. Applications are made in slide rule, geometry, and stated problems. Laboratory experiments in measurements, slide rule, geometry, and calculator make immediate application of materials. Laboratory fee charged.

Applied Physics and Mathematics II (4-3-2) 4 Semester Hours Credit

Introduction to algebraic operations, simple equations, functions and graphs provide applications to technology. Properties of matter, heat, and statics are also treated in theory and applied in the laboratory. Laboratory fee charged.

Orientation (1-1-0)1 Semester Hour Credit

A course designed to assist freshmen students in their adjustment to college. Includes instruction in library usage, study habits, and budgeting of time. Standardized tests and counseling are used to assist the student in his choice of a vocation. Required of all full-time, day students during their first long-term semester.

Technology Orientation (1-1-0)1 Semester Hour Credit

This course is designed to assist the student to make the adjustment from college to employment. It is primarily for those students in technical-vocational areas and is to be taken during their last semester in college.

Applied Communications I3 Semester Hours Credit

A basic language study is made involving grammar, punctuation and spelling skills with frequent exercises in the development of accurate and precise sentences and paragraphs. Emphasis on composition is given in the area of practical application.

Applied Communications II3 Semester Hours Credit

A study of composition slanted toward writing technical reports, brochures, promotional materials, surveys and similar projects. Attention will be given to the preparation and delivery of speeches pertaining to technical or business interest.

Business and Professional Speaking (3-3-0)3 Semester Hours Credit

Speech types and techniques most common to business and professional people; discussion methods, conference techniques, committee reports, instructions, lectures.

Introduction to Psychology (3-3-0)3 Semester Hours Credit

The methods and content of the science of psychology.

Introduction to Sociology (3-3-0)3 Semester Hours Credit

A study of the nature of human society, cultural heritage, collective behavior, community and social organization, nature of social change, and methods and processes of social control.

GENERAL ACADEMIC COURSES

United States Government3 Semester Hours Credit

A functional study is undertaken of the American Constitutional and Governmental System, including federal, state, and local governments. This course deals largely with the origin, development and structure of the federal government; federal, state and interstate relations; lesser units of government; the individual as a citizen, person and voter; and political parties.

Texas State and Local Government (3-3-0)3 Semester Hours Credit

A student studies the origin, development and structure of the Texas State Government. Topics covered are the legislative, executive, and judicial functions in federal and state governments; financing governmental activities; foreign relations and national defense; and governmental services and functions.

Physical Education1 Semester Hour Credit

Any course or courses designed to orient and develop the student in the field of health, physical education and recreation through participation in some form of physical activity.

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VICE AND NARCOTICS

I. AIMS AND OBJECTIVES

The course Vice and Narcotics will present: (1) a survey of the vice and narcotic problem as viewed by the police official, the investigator, and the citizenry, (2) the problem as it affects the morals of the community, (3) the relationship and effect of the vice and narcotic traffic on other types of crime, (4) the cost to the citizen and the community, (5) the establishment of a rationale for control within the modern concept of individual freedom of action, and, (6) the common techniques of a modern criminal investigation as applied to the vice and narcotic problem.

This will of necessity be a comprehensive course designed to provide the theory and practice for an acceptable enforcement program of control.

Objectives of the Course:

1. To provide an awareness of the problem and a need for control
2. To provide a basis for investigation and an acceptable pattern of enforcement stressing legal knowledge, terminology, and techniques for effective investigation.
3. To give the student an insight into the changes being wrought in the Criminal Justice System as well as in the individual's attitude toward vice and narcotics

II. METHODS AND PROCEDURES

The course is designed as a lecture-discussion presentation with variations to make use of experience oriented speakers, films, slides, and other visual methods.

III. EVALUATION TECHNIQUES

The contributions and participation of the student will be used in evaluation of student progress. The following specific factors will be stressed:

1. Knowledge as measured by ability to recall or recognize material presented in class.

2. Comprehension-Responses which tend to reveal an understanding and appreciation of the many concepts advanced.
3. Application-Problem situations involving many types and variations will be presented which will require a wide knowledge of the subject before they can be solved.

IV. GRADING SYSTEM

Two examinations and two quizzes based on unit materials, class lectures, readings will be given. Essay questions will give student opportunity to express himself and draw on his knowledge for answers. Objective type questions will test the student on factual information.

The mid-term examination will have a possible value of 100 points, and the final examination will have a possible value of 150 points. Two assigned reports will have a maximum value of 25 points each. Class participation, attendance, etc., will have a total value not to exceed 25 points. A total of 325 points for the semester is possible.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Class discussion of appropriate articles from periodicals and current events will be discussed at each class session. Research on assigned subjects will be the basis for required written reports. Current trends and activities will be emphasized. A limited bibliography follows:

BIBLIOGRAPHY VICE AND NARCOTIC CONTROL

1. Allen, Edward J. Merchants of Manace--The Mafia: A Study of Organized Crime. Springfield: C. C. Thomas, 1962, 344pp., \$11.50.
2. Brown, Thorbald T., The Enigma of Drug Addiction, Springfield: C. C. Thomas, 1963, 372 pp., \$11.50.
3. De River, J. Paul, Crime and the Sexual Psychopath. Springfield: C. C. Thomas, 1958, 384 pp.
4. De River, J. Paul, The Sexual Criminal: A Psychoanalytical Study, 2nd Edition. Springfield: C. C. Thomas, 1956, 440 pp.

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5. De Savitsch, Eugene., Homosexuality, Transvestism, and Change of Sex. Springfield: C. C. Thomas, 1958, 128 pp., \$3.50.
6. Drzazga, John. Sex Crimes. Springfield: C. C. Thomas, 1960, 250 pp.
7. Egen, Frederick W., Plainclothesman, New York: Arco Publishing Company, Inc., 1963.
8. Hartwish, Alexander, Krafft-Engel's Aberrations of Sexual Life. Springfield: C. C. Thomas, 1960, 346 pp., \$11.50
9. Hayman, Max, Alcoholism: Mechanism and Management. Springfield: C. C. Thomas, 1966, 332 pp., \$10.50.
10. Kolb, Lawrence, Drug Addiction: A Medical Problem, Springfield: C. C. Thomas, 1962, 200 pp.
11. Maurer, David W. & Victor H. Vogel, Narcotics, and Narcotic Addiction. Springfield: C. C. Thomas, 1967, 128 pp., \$12.00.
12. Reihardt, James M., The Psychology of Strange Killers. Springfield: C. C. Thomas, 1962, 212 pp.
13. Schmidt, J. E., Narcotics: Lingo and Lore. Springfield: C. C. Thomas, 1959, 216 pp.
14. Reinhardt, James Melvin, Sex Perversions and Sex Crimes: A Psychocultural Examination of the Causes, Nature and Criminal Manifestations of Sex Perversions.
15. Vedder, Clyde B., & King, Patricia G., Problems of Homosexuality In Corrections. Springfield: C. C. Thomas, 1967, 64 pp.
16. Williams, John B., Vice. Waleria, California: Police Research Associates, 1964.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

- A. Orientation, Format Of Class
 1. Identifying the vice problem
 2. Establishing a rationale for control
- B. Administration and Control
 1. Vice control policy
 2. Control responsibility
 3. Community interest groups

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- C. Organization and Vice Control Efficiency
 - 1. Basic organization
 - 2. Records
- D. Organized Crime and Vice Activities
 - 1. International and national influence
 - 2. Local operations
- E. Laws of National Scope
 - 1. General anti-gangster statutes
 - a. International
 - b. national
- F. Bookmakers
 - 1. Organization of typical operation
- G. Gambling and Lotteries
 - 1. Cards - dice
 - 2. Sweepstakes, raffles, etc.
- H. Mid-Term Examination
- I. Homosexuality and Lewd Conduct
 - 1. Social and psychological problems
 - 2. Classifications and enforcement philosophy
- J. Obscenity, Pornography and Related Problems
 - 1. Federal decisions
 - 2. Sex offenders
- K. Overview of the Narcotics Problem
 - 1. Statistics
 - 2. Classification
 - 3. Review of law and procedures
- L. Chemical Composition and Side Affects of Narcotics
 - 1. Field and lab analyses
 - 2. Physiological and psychological problems
 - 3. Film - part I
- M. The Specific Narcotic
 - 1. Opium - heroin
 - 2. Film - part II
- N. Marihuana and Hallucinogenics
 - 1. History and present problem
 - 2. L.S.D.

- O. Dangerous Drugs
 - 1. Common drugs
 - 2. Alcohol
- P. Student Reports
- Q. Final Examination

TRAFFIC PLANNING AND MANAGEMENT

I. COURSE OBJECTIVES

This course is designed to give the student an understanding of the complexities and the magnitude of the Traffic problem and a working knowledge of the various techniques used to eliminate or control these same problems. This course will encompass the following:

1. The basic theories and elements constituting a traffic safety program.
2. Identifying the problem and evaluating various remedies in each problem area.
3. Establishment of various channels of communication and liaison between concerned agencies.
4. Application of known methods and techniques to obtain practical solutions.
5. To develop an appreciation of the great changes which have occurred, which are occurring, and which will continue to occur in the field of Police Traffic Management.
6. To develop an understanding of the nature of planning, of its processes, uses, and limitations.

II. TEACHING METHODS

In general it will consist of a lecture-discussion type format. This will be augmented with five subject films. These films will be critiqued and evaluated by the students in a written review. Special guest speakers in the specialized fields of Traffic Engineering, Drivers' Licensing, and Citizen support of Traffic Programs will be utilized as follows:

1. Traffic Engineering: Keith Smith, Assistant Traffic Engineer for the City of Fort Worth.
2. Drivers' Licensing: Lieut. J. M. Cowan - District Supervisor for the Department of Public Safety Licensing Program.
3. Citizen support: Rommie Terrell - Managing Director of the Fort Worth Safety Council.

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4. Traffic Laws: Lieut. Ken Neville - Safety Officer for the Department of Public Safety.

In addition film strips will be used for classroom tests and the overhead projector will be utilized for subject material.

III. EVALUATION AND GRADING FORMULA

- A. Evaluation Techniques - In general all contributions of the student will be considered in evaluating his progress in this course. There will be special emphasis on the following factors:
 1. Knowledge: To include the students ability to recall ideas and terminology presented in class.
 2. Comprehension: To show an understanding of the theory and the actualities of the Safety Program and to be able to distinguish between them.
 3. Application: To be able to apply this knowledge and comprehension in a situation in which the student will find himself.
- B. Grading System - In order to award a just grade there will be a mid-term examination with a value of 25 points, a final examination with a value of 60 points, a mid-term paper with a value of 5 points and a final paper with a value of 10 points. This material grading will have a possible value of 100 points. In addition there will be a possible 5 bonus points to be awarded for class participation, alertness, and attendance.

IV. COURSE TEXTS AND SUPPLEMENTARY READING

1. Baker, J. Standard: Traffic Accident Investigators' Manual for Police; Evanston, The Traffic Institute, Northwestern University, 1969.
2. Cliff, Raymond E.: Modern Police Thinking; Cincinnati, W. T. Anderson Company, 1965.
3. Fisher, Edward C.: Vehicle Traffic Law; Evanston, The Traffic Institute, Northwestern University, 1961.
4. Background for Traffic Law Enforcement; Evanston, The Traffic Institute, Northwestern University, 1959.
5. Fisher, Edward C.: Driver Licensing and the Law; Evanston, The Traffic Institute, Northwestern University, 1967.

6. Hollingsworth, Dan: How to Develop Citizen Support; Evanston, The Traffic Institute, Northwestern University, 1961.
7. Officer-Violator Relationship; Evanston, The Traffic Institute, Northwestern University, 1958.
8. Traffic Patrol; Evanston, Traffic Institute, Northwestern University, 1961.
9. Pursuit; Evanston, Traffic Institute, Northwestern University.
10. Driving Under the Influence of Alcohol or Drugs; Evanston, Traffic Institute, Northwestern University, 1966.

V. COMPREHENSIVE OUTLINE OF COURSE CONTENTS

- A. The Evolution of the Traffic Problems
 1. Technological developments
 2. The urbanization of population
 3. Trends in growth
- B. The Role of Political Sub-Divisions in Traffic Planning
 1. The federal government
 2. State and local planning agencies
 3. Private agencies
- C. Law Enforcement Agencies and Traffic Control
 1. The emerging role for police and related agencies
 2. The three E's
- D. Engineering and Police Related Functions
 1. State and federal agencies
 2. City traffic engineers
- E. Education as an Aid in Traffic Regulation
 1. National and state programs in training and safety
 2. Local programs:
 - a. school programs, elementary and high schools
 - b. court supervised classes
 - c. the future of educational programs
- F. Individual Study of Special Traffic Problems
 1. How to develop safer drivers
 2. Safety laws
- G. Enforcement of Traffic Laws
 1. The historical application of enforcement
 2. Trends in traffic law development
 3. The utilization of traffic citations

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H. New Technology in Traffic Enforcement

1. Radar
2. Aircraft

I. Traffic Laws

1. Federal - state compacts
2. State vehicle code
3. Local ordinances

J. Accident Investigation

1. Report writing and terminology
2. Forms, analysis and interpretation
3. Purpose and rationale for accident investigation
4. On scene investigations
5. Determination of causes
6. Tire prints, etc.

K. The Planning Process

1. Goals
2. Research and evaluation
3. Standardization

POLICE SUPERVISION

I. AIMS AND OBJECTIVES

The course Police Supervision will present: (1) basic philosophies of managerial technology, (2) common techniques of modern supervisory methods, and (3) patterns of the humanistic supervision of men in the police service.

This is a basic course designed to provide an introduction to more advanced studies in technical and human oriented processes of supervision. The course includes an examination of supervisory studies as they have evolved historically. Techniques of inter-personal dynamics, employee reaction to organizational processes, and personnel policies are studied.

Objectives of the course are:

1. To develop supervisory capabilities in police personnel with emphasis upon humanistically oriented techniques.
2. To develop an understanding of personnel techniques and changes that are occurring in personnel management.
3. To identify and study special problems that confront the police supervisor.
4. To develop a critical awareness of supervisory problems and their solution.
5. To convey through group interaction the traits and techniques necessary for the successful supervisor.

II. METHODS AND PROCEDURES

The course is designed as a lecture, discussion, interaction presentation, but the employment of these methods will vary to accommodate the use of resource speakers, films, and other instructional media. Special emphasis will be placed upon situation role-playing as a teaching device for supervisory techniques. Appropriate overhead projector transparencies and films will be utilized as they are required for the accomplishment of course objectives.

III. EVALUATION TECHNIQUES

In general, all contributions which the student makes to the class will be considered in the final evaluation of that student. Each student will be evaluated according to the following specific factors:

1. Knowledge, which emphasizes the recognition or recall of ideas and materials presented, including recall of specific facts and terminology basic to the System of Justice.
2. Comprehension. The value of responses which represent an assimilation of the material presented will be stressed.
3. Application. The student will be confronted with a variety of situations requiring problem-solving skills. Successful solutions to the problems will require sufficient mastery of the previous two factors. Problems will be selected which deal with security in private enterprises, systems analysis, installation of security systems, and the scientific instruments used in industry.

IV. GRADING SYSTEM

Grades for the course will be based upon two objective examinations, two written exercises, and a term project utilizing information from unit material, readings, class lectures and discussions.

The mid-term examination will have a value of 100 points, and the final examination will be worth 140 points. Each of the two essay tests given during the first quarter and the third quarter of the course will count twenty-five points. Each assigned report (4) will have a maximum value of fifteen points. Some consideration for class participation and attendance will be given. The value assigned this factor will not exceed twenty-five points. A total of 375 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

News and periodical articles of interest will be discussed at each class session. Weekly reading assignments coinciding with the lecture material will be made. A limited bibliography follows:

1. Fels, Marshall and John M. Pfiffner, The Supervision of Personnel Human Relations in the Management of Men. Englewood Cliffs: Prentice-Hall, Inc., 1964, 359 pp.

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2. Finley, Robert E., Leadership in the Office: Guidelines for the Officer Supervisor. New York: American Management Association, 1963, 287 pp.
3. Germann, A. C., Police Personnel Management. Springfield: C. C. Thomas, 1963, 268 pp.
4. Hayel, Carl, Management for Modern Supervisors. New York: American Management Association, 1962, 256 pp.
5. International City Managers Association, Police Supervision. Chicago, 5th Ed., 1966.
6. King, Glen, First Line Supervisor's Manual. Springfield: C. C. Thomas, 1961, 147 pp.
7. Marting, Elizabeth, Editor, AMA Encyclopedia of Supervisory Training. New York: American Management Association, 1961, 542 pp.
8. Schulz, Spriegel, Schulz, Elements of Supervision. New York: John Wiley and Sons, 1957.
9. Staley, J. D. and I. A. Delloff, Improving Individual Productivity. New York: American Management Association, 1963, 207 pp.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

- A. The Supervisory Role in Police Administration
 1. Organization as a supervisory activity
 2. Duties and responsibilities
- B. Self Analysis and Leadership
 1. Autocratic versus democratic leader
- C. Maintenance of Morale and Cooperation
 1. What is human nature
 2. Human aspects of internal checks
 3. Work simplification
- D. Employee Relations
 1. Social aspects of supervision
 2. Informal organizations
- E. Communication
 1. Organization of communication
 2. Group dynamics

- F. Belief Systems and Attitudes
- G. Motivation - Conditions for Productivity
- H. Mid-Term Examination
- I. Motivation of Employees
 - 1. Motivation patterns
 - 2. Participation
- J. Personnel
 - 1. Organization
 - 2. The generalist versus the technician
- K. Personnel (Con't)
 - 1. The placement hypothesis
 - 2. Employee evaluation
- L. Personnel (Con't) - The Supervisor's Clinical Job
 - 1. Emotional problems
 - 2. Individual difference
- M. Personnel (Con't)
 - 1. Discipline
 - 2. Grievance procedure
 - 3. Administrative hearings
- N. Selection and Training
 - 1. Establishing selection processes
 - 2. Training programs - the supervisor as a teacher
- O. Formal Training
 - 1. Conference method
 - 2. Case method
 - 3. Forced leadership conferences
- P. Formal Training (Con't)
 - 1. Sensitivity training
 - 2. Role-playing - group therapy
- Q. Formal Training (Con't) - Student Participation
- R. Final Examination

POLICE INTERNSHIP

I. AIMS AND OBJECTIVES

The aims of the course, Police Internship, is to apply the principles of organization and practical operating procedures to practice in a law enforcement agency.

Police Internship is a relatively new concept and consists of such functions as the following: The analysis of problems and the suggesting of improved administrative practices by developing sound organizational plans, operating instructions and procedural manuals; the initiation of special studies as requested by the participating agency and the search for factors which may improve the operational capacity of the agency.

Objectives of the course are to:

1. Orient the student to a sequential methodology for conducting organizational analyses.
2. Determine the principal types of surveys and analysis needed to improve the organization.
3. Give the student an analytical approach to the solution of administrative problems.
4. Make the student aware of the human factors that must be considered in organizational research.

II. METHODS AND PROCEDURES

The course is designed to be an on-the-job technique oriented Course. The methods of instruction will vary from department to department depending upon the student's assignment. The department assigned will have the services of the student for a period of 10 hours per week to gain pre-employment experience which will supplement formal academic instruction in other courses.

The progress of the student will be checked continuously by the college instructor and the Department supervisor. The number of students taking this program will be restricted in order that close supervision may be maintained.

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III. EVALUATION TECHNIQUES

The student intern will maintain a daily log of his activities and observations. He will be required to prepare quarterly summaries for the college instructor and the department supervisor. The final report shall be an administrative analysis based on the following observations in the department of assignment:

1. Adequate organizational plans; operating techniques, policies, instructional and procedural manuals
2. Effectiveness of machines and equipment
3. Personnel assignments, work schedules and records development
4. Interaction between workers and public, working relationships between administrators, supervisors and other personnel
5. Research techniques, methodology and undiscoverable facts which have not yet crystallized.

IV. GRADING SYSTEM

A grade will be determined from the quality of the four quarterly reports and a personal evaluation by the department supervisor.

The personal evaluation criteria follows closely the standard personnel rating forms for civil service personnel. This rating form is contained in the Internship Guide given each intern and agency supervisor.

V. SUPPLEMENTARY TEXTS AND READING LISTS

The following bibliography serves as a source of reference for the administrative analysis. Other later editions will be utilized as the references become available in the college library.

1. Argyris, Chris, Understanding Organizational Behavior, (Homewood, Ill., Dorsey Press), 1960.
2. American Management Association, Office Methods Research and Planning, (New York, The Association, 1948). 39pp.
3. Barnard, Chester L., Organization and Management, (Cambridge, Massachusetts: Harvard University, 1948), 244pp.

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4. Barnes, Ralph M., Work Measurement Manual (Dubuque, Iowa: W. C. Brown, 1951). 297 pp.
5. Beach, Dale S., Personnel: The Management of People at Work (McMillan Company, New York, 1965). 784 pp.
6. Dovey, H. P., Handbook of Organization Methods and Techniques (Chicago: Public Administration Service, 1951). 62 pp.
7. International City Managers' Association, Techniques of Municipal Administration (Chicago: The Association, 1958). 441 pp.
8. Owens, Richard N., Management of Industrial Enterprises (Richard D. Irwin, Inc., Homewood, Ill., 1965). 626 pp.
9. Pfiffner, John M. and S. Owen Lane, A Manual for Administrative Analysis (Dubuque, Iowa: W. C. Brown, 1951). 81 pp.
10. Simon, Herbert A., Administrative Behavior (New York: Macmillan, 1947). 259 pp.
11. United States Air Force, How To Develop a Better Method. Conference Outline 7, AFP 50-2-7 (Washington, D. C.: United States Government Printing Office, 1955) 16 pp.
12. How to Study the Organization. Conference Outline AFP 50-2-3 (Washington, D.C.: United States Government Printing Office, 1955). 27 pp.
13. How to Analyze the Distribution of Work. Conference Outline 4 (Washington, D. C.: United States Government Printing Office, 1955). 33 pp.

VI. COURSE OUTLINE

Since this is a supervised work experience the normal course outline does not apply. The college offers suggestions to the participating department in an Internship Guide supplied by the college

The course experiences should be broad and varied in scope. They should include as many different research projects, work tasks and work experiences as possible in the time allocated. The operational aspects of the course allows the intern to make the following observations in the assigned agencies:

1. Adequate organizational plans, operating techniques, policies, instructional procedural manuals
2. Effectiveness of machines and equipment
3. Personnel assignments, work schedules and records development
4. Interaction between workers and public, working relationships between administrators, supervisors and personnel
5. Research techniques, methodology and undiscoverable facts which have not yet crystallized.

POLICE ADMINISTRATION

I. AIMS AND OBJECTIVES

The aim of the course, Police Administration, is to present: (1) basic philosophies of organizational technology, (2) common structures of organization, (3) patterns of administrative processes and the management of general and specialized police units.

This is a basic course designed to provide an introduction to more advanced studies in the dynamic processes of organization. The course includes an examination of the traditional organization concepts and the humanistically oriented models. Administrative techniques, personnel policies and operating systems are studied.

Objectives of the Course:

1. To develop leadership capabilities for police management with knowledge and a sound sense of direction,
2. To understand more fully the changes that have taken place in the system of justice as well as recent proposals for improvement,
3. To develop a critical awareness of the many problems which confront the American police officer,
4. To develop a keener understanding of the social philosophy in which the modern law enforcement agency operates,
5. To further develop the following abilities:
 - A. To understand and use basic principles of organization
 - B. To work more effectively as an individual in the organizational structure
 - C. To recognize the basic management issues in police organization.

II. METHODS AND PROCEDURES

The course is designed as a lecture-discussion presentation, but this method will vary to accommodate resource speakers, films and other instructional media, including at least three outside experts. Films will be of one hour duration. An overhead projector is scheduled to support the lecture-discussion method in a minimum of twelve class hours.

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III. EVALUATION TECHNIQUES

In general, all contributions of the student will be considered in his evaluation. In order to arrive at a meaningful evaluation the following educational objectives will be pursued:

1. Knowledge, which emphasizes the remembering by recognition or recall of ideas and materials presented, including recall of specific facts and terminology basic to the system of justice.
2. Comprehension, which includes the ability of the student to make use of information acquired. Objectives, behaviors or responses which represent an assimilation of the communication will be stressed.
3. Application, which includes a variety of problem-solving processes that require the student to use information gathered in the two previous objectives.

IV. GRADING SYSTEM

Two examinations based upon unit material, readings and class lectures and discussions will be given. Objective items will provide coverage of factual information. Essay questions will give the student an opportunity to apply his knowledge within his own frame of reference.

The mid-term examination will count 100 points, and the final examination 140. Each assigned report (4) will have a maximum value of 15 points. Consideration for class participation, short quizzes and attendance will be considered. This evaluation will not exceed 25 points. A total of 325 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Periodical articles of interest are discussed at each class session. These and other optional articles from current publications serve as a basis for written reports by the student. Weekly reading assignments are made from the texts to coincide with the lecture. A limited bibliography follows:

1. Argyris, Chris, Understanding Organizational Behavior, Dorsey, 1961.
2. Barnard, C., The Functions of the Executive, Harvard University Press, 1933.

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3. Benedict, Ruth, Patterns of Culture, Mentor Paperback
4. Blau, Peter, Dynamics of Bureaucracy, University of Chicago Press, 1955
5. Bristow, Allen P. and E. C. Cabard, Decision-Making in Police Administration, Springfield: C. C. Thomas, 1961, 128 pp. \$5.25.
6. Corson, John F. and Harns, Joseph P., Public Administration in Modern Society, New York: McGraw-Hill Co., Inc., 1963, 146 pp.
7. Etzioni, Amitai, A Comparative Analysis of Complex Organizations, New York: The Free Press of Glencoe, 1961.
8. Hewitt, William H., British Police Administration, Springfield: C. C. Thomas, 1967, \$11.50.
9. International City Manager's Association, Municipal Police Administration, Chicago: I.C.M.A. 1313 E.
10. Kenny, John P., Police Management Planning, Springfield: C. C. Thomas, 1967.
11. Kenny, John P., The California Police, Springfield: Charles C. Thomas, 1964, 324 pp. \$6.50
12. Krupp, Sherman, Pattern in Organization Analysis: A Critical Examination, Philadelphia: Chilton Company, 1961.
13. Leonard, V. A., Police Organization and Management, New York: Foundation Press, 1964.
14. Pfiffner, J. and Sherwood, F. Administrative Organization, Prentice Hall, 1960.
15. Smith, Bruce, Police Systems in the United States, New York: Harper, 2nd rev., 1960.
16. Southwestern Law Enforcement Institute, Institute on Police Management for Supervisory and Administrative Personnel, Dallas, 1962, Springfield: Thomas, 1963, 117 pp.
17. U. S. Government Printing Office -- Task Force Reports
 - A. The Challenge of Crime in a Free Society
 - B. The Police
 - C. Science and Technology

18. Wilson, O. W., Police Planning, Springfield, Illinois: C. C. Thomas, 2nd ed.
19. Wilson, O. W., Police Administration, New York: McGraw-Hill, 2nd ed., 1963.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

This course is designed to be a lecture-discussion presentation and will include the following:

- A. Orientation -- Format of Class -- Chapter 1
- B. Modern Philosophies in the Administrative Structure
 1. The traditional concept -- chapters 2, 3, 4
 2. Authoritarian
 3. Human relations in administration
- C. The Role of the Administrator
 1. Introduction to the basic elements of administration
 2. Methods of administrative analysis
- D. Coordination and Control of Auxiliary Services -- Chapter 5
- E. The Use of Computers in Police Management
 1. Police records and identification -- Chapter 12
 2. Undeveloped resources of computer technology
- F. Police Communications
 1. Trends and technical development -- Chapter 11
- G. Mid-Term Examination
- H. Budgeting and Revenue Procedures
 1. Income sources
 2. Expenditures
- I. Coordination and Control of Auxiliary Services -- Chapter 5
 1. Police crime laboratory
 2. Research and planning
- J. Police Facilities
 1. Supplies and transportation
 2. Detention and rehabilitation
- K. Police Community and Public Relations -- Chapters 14-15
- L. Mobilization
 1. Natural disasters
 2. Riot and mob control

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M. Special Police Problems -- Chapters 6-10

1. Traffic
2. Juvenile
3. Vice, Intelligence

N. Special Police Problems

1. Personnel
 - a. recruitment
 - b. training
 - c. salary

O. Student Reports

PATROL OPERATIONS

I. AIMS AND OBJECTIVES

The aim of the course, Patrol Operations, is for the student to acquire a basic philosophy and history of systems dealing with patrol functions, to study the principles of organization and function of the patrol operation and to relate these problems to operational activities.

The course offers in-depth study into operational analysis so that students may have an overview of the roll of the patrol force in society. Patrol development problems are studied and an analysis of alternate solutions is made.

The objectives of the course are to analyze present patrol operations, attempt to establish new rationale and increase the capabilities of the patrol force. Other purposes of the course will be to:

1. Develop humanistic social values in the student for dealing with violators.
2. To acquaint the student with functions and concepts unique to the police patrol operation,
3. To create an awareness within the student of the social impact of law enforcement upon a community.
4. To orient the student in proper operational techniques so that legal and moral requirements are met in patrol operations.

II. METHODS AND PROCEDURES

The course is designed as a lecture-discussion presentation, but this method will vary to accommodate resource speakers, film and other instructional media, including at least three outside experts, a field trip, and two films of approximately one hour duration. An overhead projector is scheduled to support the lecture-discussion method in a minimum of twelve class hours.

III. EVALUATION TECHNIQUES

In general, all contributions of the student will be considered in this evaluation. In order to arrive at a meaningful

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evaluation the following educational objectives will be pursued:

1. Knowledge, which emphasizes the remembering by recognition or recall of ideas and materials presented, including recall of specific facts and terminology basic to the system of justice.
2. Comprehension, which includes the ability of the student to make use of information acquired. Objectives, behaviors or responses which represent an assimilation of the communication will be stressed.
3. Application, which includes a variety of problem-solving processes that require the student to use information gathered in the two previous objectives. One-page reports on four subject areas will be required.

IV. GRADING SYSTEM

Two examinations and two quizzes based upon unit material, readings and class lectures and discussions will be given. Objective items will provide coverage of factual information. Essay questions will give the student an opportunity to apply his knowledge within his own frame of reference.

The mid-term examination will count 100 points, and the final examination 140. Each assigned report (4) will have a maximum value of 15 points. Consideration for class participation, short quizzes and attendance will be considered. This evaluation will not exceed 25 points. A total of 325 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Periodical articles of interest are discussed at each class session. These and other optional articles from current publications serve as a basis for written reports by the student. Students are assigned weekly reading assignments in their texts to coincide with the following week's lecture. Emphasis is placed upon current informational media to make the student aware of what is occurring now in his field of study.

Required readings will be assigned from this group as they become available in the school library. A limited bibliography follows:

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1. Brestow, Allen, Field Interrogation, Springfield: C. C. Thomas, 1958.
2. Chapman, Samuel G., Police Patrol Readings, Springfield: C. C. Thomas, 1964.
3. Clowers, Norman L., Patrolman Patterns, Problems, Procedures, C. C. Thomas, 1962.
4. Gourley, Gerald D., and Allen Brestow, Patrol Administration, Springfield: C. C. Thomas, 1961.
5. Gilston, David H. and Lawrence Podell, The Practical Patrolman, Springfield: C. C. Thomas, 1961.
6. Holcomb, Richard L., Police Patrol, Springfield: C. C. Thomas, 1957.
7. Holmgren, R. Bruce, Primary Police Functions, New York: Wm. C. Copp and Associates, 1962.
8. James, Charles, A Frontier of Municipal Safety, New York: Author.
9. Kenny, John P. and Williams, John B. Police Operations, Springfield: C. C. Thomas, 1960
10. Leonard, V. A., The Police of the 20th Century, Brooklyn: The Foundation Press, Inc., 1964.
11. Moynahan, James McCauslin, Police Searching Procedures, Springfield: C. C. Thomas, 1963.
12. Payton, George T., Patrol Procedures, Los Angeles Legal Book Store, 1966.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

This course is designed to be a lecture-discussion presentation and will include the following:

- A. Introduction
 1. Identifying police functions
 2. Role of the police, the courts, the attorney and other related agencies
- B. Philosophy of Police Patrol Activities
 1. History of police patrol functions
 2. Types of patrol

- C. Statistical Studies of Crime Trends
 - 1. National crime reporting system
 - 2. State and local reporting systems
 - 3. Crime trends and patrol tactics - cultural groups
- D. Purpose of Police Patrol
 - 1. Prevention
 - 2. Apprehension
 - 3. Prosecution
 - 4. Special functions
- E. Police Records Systems and Inter-Unit Relations
 - 1. New trends in police records systems
 - 2. Maintaining good relations with other agencies
- F. Patrol Force Distribution
 - 1. Selective distribution of patrol forces
 - 2. The concept of efficacious logic
 - 3. Special squads and details
 - 4. Computerized techniques of patrol assignment
- G. Police Communication and Equipment
 - 1. National and regional communication systems
 - 2. Communication problems of field units
 - 3. Special communication problems
 - 4. New equipment and its functional use
- H. Observation and Patrol Techniques
 - 1. The psychology of observation
 - 2. Field interviews, confessions and admissions
- I. Preliminary Investigations
- J. Report Writing, Notebooks, Crime Reports
 - 1. Legal aspects of report keeping
 - 2. Departmental policies
- K. Special Patrol Problems
 - 1. Civil disturbances
- L. Special Patrol Problems
 - 1. Vehicle stops
 - 2. Traffic functions
- M. Patrol Activity and Special Crimes
 - 1. Vice enforcement
 - 2. Civil defense
 - 3. School problems

N. Training and Personnel Problems

1. Personnel assignments
2. Training requirements
3. Records and investigations

O. Reports, New Changes In Law and Procedures

P. Reports and Review

Q. Final Examination

JUVENILE CONTROL

I. AIMS AND OBJECTIVES

The aim of the course, Juvenile Control, is to present basic philosophies of law enforcement in the prevention and control of delinquency. To observe trends in police services for delinquent, neglected and special problem juveniles, to study patterns of law enforcement organization in dealing with delinquent behavior.

This is a basic course designed to provide an introduction to more advanced courses in criminology and rehabilitation. The course includes a review of social and psychological studies dealing with causal factors in delinquency cases. Forces emanating from sociological, psychological and biological factors are discussed as they relate to criminal activity. Law concepts in the treatment of juvenile offenders are reviewed.

Objectives of the course:

1. To develop a sense of responsibility in dealing with youth based upon an understanding of factors creating delinquency.
2. To acquaint the student with terminology, facts and concepts relating to the police role in delinquency prevention and control.
3. To create an awareness in the student for:
 - A. Understanding the multiple causes of delinquency
 - B. The facilities and laws used in delinquency control and rehabilitation.

II. METHODS AND PROCEDURES

The course is designed as a lecture-discussion presentation but this method will vary to accommodate films and outside speakers. These speakers will represent specialized areas of juvenile regulation including probation parole and the juvenile court. Discussion periods will give the student an opportunity to apply his knowledge within his own frame of reference.

III. EVALUATION TECHNIQUES

In general, all contributions of the student will be considered in his evaluation. In order to arrive at a meaningful evaluation the following educational objectives will be pursued:

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1. Knowledge, which emphasizes the remembering by recognition or recall of ideas and materials presented, including recall of specific facts and terminology basic to the system of justice.
2. Comprehension, which includes the ability of the student to make use of information acquired. Objectives, behaviors or responses which represent an assimilation of the communication will be stressed.
3. Application, which includes a variety of problem-solving processes that require the student to use information gathered in the two previous objectives. One-page reports on four subject areas will be required.

IV. GRADING SYSTEM

Two examinations and two quizzes based upon unit material, readings and class lectures and discussions will be given. Objective items will provide coverage of factual information. Essay questions will give the student an opportunity to apply his knowledge within his own frame of reference.

The mid-term examination will count 100 points, and the final examination 140. Each assigned report (4) will have a maximum value of 15 points. Consideration for class participation, short quizzes and attendance will be considered. This evaluation will not exceed 25 points. A total of 325 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Periodical articles of interest are discussed at each class session. These and other optional articles from current publications serve as a basis for written reports by the students. Students are assigned weekly reading assignments in their texts to coincide with the following week's lecture. Emphasis is placed upon current informational media to make the student aware of what is occurring now in his field of study.

Required readings will be assigned from this group as they become available in the school library. A limited bibliography follows:

1. Andry, Robert G., Delinquency and Parental Pathology, Springfield: C. C. Thomas, 1960

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2. California Probation, Parole, and Correctional Association, The Practitioner in Corrections, Sacramento, 1964.
3. Clegg, Reed K., Probation and Parole Principles and Practices, Springfield: C. C. Thomas, 1964.
4. Dressler, David, Practice and Theory of Probation and Parole, New York: Columbia University Press, 1959.
5. Eldefonso, Edward, Law Enforcement and the Youthful Offender: Juvenile Procedures, New York: John Wiley and Sons, 1967.
6. Gold, Harry and Frank R. Scarpitti, Combating Social Problems, New York: Holt, Rinehart and Winston, 1967.
7. Holman, Mary, The Police Officer and the Child, Springfield: C. C. Thomas, 1962.
8. Kenny, John P. and Dan Pursuit, Police Work With Juveniles, Springfield: C. C. Thomas.
9. National Council on Crime and Delinquency, Standard Juvenile Court Act, New York: 6th ed., 1959, \$1.00.
10. National Council on Crime and Delinquency, Standard Probation and Parole Act, 1964.
11. Newmeyer, Martin H., Juvenile Delinquency in Modern Society, Princeton, N. J.: D. Van Nostrand Company, Inc. 1961.
12. Rubin, Sol., Crime and Juvenile Delinquency - A Rational Approach to Penal Problems, Dobbs Ferry, N. Y.: Oceana Publications Inc., 1961.
13. Southwestern Law Enforcement Institute on Law Enforcement and Juvenile Delinquency, Dallas, 1961, Springfield: C. C. Thomas, 1963.
14. U. S. Government Printing Office, Task Force Report, Juvenile Delinquency and Youth Crime.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

- A. Orientation, Format of Class
- B. Identifying the Police Role in Delinquency Control
 1. History and philosophy of police work with juveniles

- C. Administrative Aspects of Delinquency Control
 - 1. Basic organization principles
 - 2. Specialized units
- D. Conditioning Factors In Juvenile Delinquency
 - 1. Social Disorganization
 - 2. Attitudes - Cultural Identity
- E. Conditioning Factors (Con't)
 - 1. Defects in character and habits
 - 2. Family - companionship and associates
 - 3. Institutional causes
- F. Juvenile Law
 - 1. History and evolution
 - 2. Trends of court decisions and legislative action
- G. Juvenile Law (Con't)
- H. Juvenile Law (Con't)
- I. Mid-Term Examination
- J. Field-Trip to Juvenile Institutions In Area
- K. Delinquency Prevention Techniques
 - 1. Community and public relations
 - 2. The "correctional cycle"
- L. Juvenile Justice and Police Processes
 - 1. Public relations in education
 - 2. Changing attitude
 - 3. Internal views of the juvenile problems, police attitudes
- M. Case Dispositions
 - 1. Pre-trial
 - 2. Trial
 - 3. Post and trial
- N. Psychology as Applied to Delinquency Control (Outside Speaker)
- O. The Role of Sociologists in the Delinquency Problem (Outside Speaker)
- P. Student Reports
- Q. Final Examination

INTRODUCTION TO LAW ENFORCEMENT

I. AIMS AND OBJECTIVES

The aim of the course, Introduction to Law Enforcement, is for the student to acquire a basic philosophy and history of systems of justice in this nation. Included is a survey of police problems, crime trends and statistics, organization and jurisdiction of local, state and federal enforcement agencies. Surveys of professional opportunities and personal qualifications are studied.

The course also is a basic orientation designed to provide the student with a composite evaluation of the European and American police systems. Within the preview of the course is a general history of police systems which serves as a frame of reference in analyzing trends and thinking in the modern police service. Introduction to other disciplines concerned with the conduct of criminal justice becomes a referent for procedures used in law enforcement.

The objectives of the course are to stimulate student interest and develop capabilities for law enforcement service. Other purposes of the course will be to:

1. Develop conceptual values for appreciation of the American system of justice.
2. Acquaint the student with terminology, facts and concepts pertaining to the role of law enforcement in the social system.
3. Orient the student in the technical information needed to pursue a career in law enforcement.

II. METHODS AND PROCEDURES

The course is designed as a lecture-discussion presentation, but this method will vary to accommodate resource speakers, films and other instructional media, including at least three outside experts, a field trip, and two films of approximately one hour duration. An overhead projector is scheduled to support the lecture-discussion method in a minimum of twelve class hours.

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III. EVALUATION TECHNIQUES.

In general, all contributions of the student will be considered in his evaluation. In order to arrive at a meaningful evaluation the following educational objectives will be pursued:

1. Knowledge, which emphasizes the remembering by recognition or recall of ideas and materials presented, including recall of specific facts and terminology basic to the system of justice.
2. Comprehension, which includes the ability of the student to make use of information acquired. Objectives, behaviors or responses which represent an assimilation of the communication will be stressed.
3. Application, which includes a variety of problem-solving processes that require the student to use information gathered in the two previous objectives.

There are a number of educational objectives that have not been attempted in this course. The course is a broad survey of many subjects, and comprehensive studies of the different specialized areas will be given in core courses later in the curriculum. One-page reports on four subject areas will be required.

IV. GRADING SYSTEM

Two examinations and two quizzes based upon unit material, readings and class lectures and discussions will be given. Objective items will provide coverage of factual information. Essay questions will give the student an opportunity to apply his knowledge within his own frame of reference.

The mid-term examination will count 100 points, and the final examination 140. Each assigned report (4) will have a maximum value of 15 points. Consideration for class participation, short quizzes and attendance will be considered. This evaluation will not exceed 25 points. A total of 325 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Periodical articles of interest are discussed at each class session. These and other optional articles from current publications serve as a basis for written reports by the student.

Students are assigned weekly reading assignments in their texts to coincide with the following week's lecture. Emphasis is placed upon current informational media to make the student aware of what is occurring now in his field of study.

Required readings will be assigned from this group as they become available in the school library. A limited bibliography follows:

1. Clark, Donald E., and Samuel G. Chapman, A Forward Step: Educational Backgrounds for Police. Springfield: Charles C. Thomas, 1966, 112 pp.
2. Department of Educational Training, Approaches to Police Training. New York: American Jewish Committee, 1965, 4 pp. (mimeo)
3. Dienststein, William, How to Write a Narrative Investigation Report. Springfield: Charles C. Thomas, 1964, 128 pp.
4. Dudycha, George J., Psychology for Law Enforcement Officers. Springfield: Charles C. Thomas, 1966, 308 pp.
5. Freedman, Warren, Societal Behavior: New and Unique Rights of the Person. Springfield: C. C. Thomas, 1965, 356 pp.
6. Frost, Thomas M., A Forward Look in Police Education. Springfield: C. C. Thomas, 1959, 308 pp.
7. Gammage, Allen Z., Police Training in the United States. Springfield: C. C. Thomas, 1963, 493 pp.
8. Germann, A. C., Frank D. Day and Robert Gallati, Introduction to Law Enforcement, Springfield: C. C. Thomas, 1963, 365 pp.
9. Kuhn, Charles L., The Police Officer's Memorandum Book, Springfield: C. C. Thomas, 1964, 80 pp.
10. Los Angeles Police Department, Daily Training Bulletin: Vol. 1: Consisting of Bulletin 1-173. Springfield: C. C. Thomas, 1963, 284 pp.
11. Marx, Jerry, Officer, Tell Your Story: A Guide to Police Public Relations. Springfield: C. C. Thomas, 1967, 196 pp.
12. President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police. Washington: U. S. Government Printing Office, 1967, 228 pp.

13. Rolph, C. H., Law and the Common Man, Springfield: Charles C. Thomas, 1967, 330 pp.
14. Reckless, Walter C. The Crime Problem, New York: Appleton Century Crafts, Inc., 1961.
15. Squires, Harry A., Guide to Police Report Writing. Springfield: C. C. Thomas, 1964, 104 pp.
16. Storey, Robert Gerald, Our Unalienable Rights. Springfield: C. C. Thomas, 1965, 160 pp.
17. Sullivan, John L., Introduction to Police Science. McGraw-Hill Book Company, 1966.
18. Teeters, Negley K. and Jack Hedblom, ". . . Hang by the Neck. . ." The Legal Use of Scaffold and Noose, Gibbet, Stake, and Firing Squad From Colonial Times to the Present. Springfield: C. C. Thomas, 1966, 484 pp.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

This course is designed to be a lecture-discussion presentation and will include the following:

- A. The Role of Law Enforcement
 1. Philosophical background to law enforcement
 - a. man and his role in modern social organizations
 - b. law as a regulator of human behavior
 2. Understanding and preventing crime
 - a. public attitudes toward crime and enforcement
 - b. the role of the juvenile in the crime picture
 - c. the juvenile justice system
 3. Punishment as a deterrent to crime
 - a. characteristics of the offender
 - b. the victims of crime
- B. The History of Law Enforcement
 1. Historical background of the police concept
 - a. ancient cultures
 - b. the English police system
 - c. background of United States police
 2. Criminal activities in the United States
 - a. the amount of crime
 - b. trends and economic impact of crime
 - c. urbanization and nationalism

3. Law enforcement policies
 - a. inherited systems
 - b. political influences, police attitudes and ethics
- C. Constitutional and Legal Influences on Law Enforcement
 1. Legal sources of police power
 - a. the constitutions, national and state
 - b. statutory laws
 2. Case decisions
 - a. background cases
 - b. current cases
 3. Test and Review
- D. Law Enforcement Organizations
 1. Agencies of law enforcement
 - a. duties and responsibilities
 - b. jurisdiction, limitations
 2. Interrelated agencies in the system of justice
 - a. administrative bodies
 - b. courts
 - c. rehabilitative agencies
 3. Techniques and procedures of selected agencies
 - a. federal guide lines
 - b. state
 - c. local
- E. Processes of Justice
 1. The initial stages of the criminal process
 - a. substantive criminal law
 - b. criminal procedure, pre-trial processes
 - c. the lower courts
 2. Court proceedings
 - a. conduct of court hearings -- rules of evidence
 - b. sentencing policies and procedures
 3. Post trial -- trial processes, correction -- probation, parole
- F. Overview in evaluating law enforcement
 1. Science and technology
 - a. an integrated system analysis
 - b. police, court and science
 - c. development programs

2. Research and planning
 - a. research areas
 - b. organizing research
3. The national strategy
 - a. the role of the federal government
 - b. man power improvement
 - c. state and local roles
4. Law enforcement as a career
 - a. police prestige
 - b. education
 - c. compensation
5. Review for final examination

INDUSTRIAL SECURITY

I. AIMS AND OBJECTIVES

The aim of the course, Industrial Security, is for the student to acquire methods and procedures used in the private sector of security enforcement.

Industrial Security is a highly specialized field and consists of such functions as organization and management techniques, security of classified materials and personnel, physical plant security and related special problems.

Objectives of the course are to:

1. Develop a leadership role in industrial security with a background of knowledge and techniques.
2. Develop an awareness of the techniques used in commercial security and the legal basis of operation.
3. Understand more fully the importance of industrial security to our national goals.
4. Further develop the following abilities:
 - A. To understand and use basic principles and techniques of organization.
 - B. To critically evaluate procedures used in the industry and make suggestions for strengthening the program.

II. METHODS AND PROCEDURES

The course is designed as a lecture-discussion presentation, but this method will vary to accommodate resource speakers, films and other instructional media, including at least one outside expert, and a film of approximately one hour duration. An overhead projector is scheduled to support the lecture-discussion method in a minimum of twelve class hours.

III. EVALUATION TECHNIQUES

In general, all contributions of the student will be considered in his evaluation. In order to arrive at a meaningful evaluation the following educational objectives will be pursued:

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1. Knowledge, which emphasizes the remembering by recognition or recall of ideas and materials presented, including recall of specific facts and terminology basic to the system of justice.
2. Comprehension, which includes the ability of the student to make use of information acquired. Objectives, behaviors or responses which represent an assimilation of the communication will be stressed.
3. Application, which includes a variety of problem-solving processes that require the student to use information gathered in the two previous objectives. These functions deal with security in private enterprises, systems analysis, installation of security systems and the scientific instruments used in industry.

IV. GRADING SYSTEM

Two examinations based upon unit material, readings and class lectures and discussions will be given. Objective items will provide coverage of factual information. Essay questions will give the student an opportunity to apply his knowledge within his own frame of reference.

The mid-term examination will count 100 points, and the final examination 150. Each assigned report (4) will have a maximum value of 15 points. Consideration for class participation and attendance will be allowed at the rate of one point per class session but not to exceed 15 points. These will be allocated at the discretion of the instructor. A total of 325 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Periodical articles of interest are discussed at each class session. These and other optional articles from current publications serve as a basis for written reports by the student. Students are assigned weekly reading assignments in the text. A limited bibliography follows:

1. Curtis, S. J., Modern Retail Security. Springfield: C. C. Thomas, 1960.
2. Department of Defense, Industrial Security Manual, Washington, 1966.

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3. Edwards, Loren E., Shoplifting and Shrinkage Protection for Stores. C. C. Thomas, 1958.
4. Ferguson, Robert, Jr., The Polygraph in Private Industry. Springfield: C. C. Thomas, 1966, 352 pp. \$11.50.
5. Gocke, B. W., Practical Plant Protection and Policing. C. C. Thomas, 1957.
6. Knight, Paul Emerson and Alama Richardson, The Scope and Limitation of Industrial Security. C. C. Thomas, 1963.
7. Lanzl, Lawrence H., and Hohn H. Pingel, and John H. Rust, Radiation Accidents and Emergencies in Medicine, Research and Industry. Springfield: C. C. Thomas, 1965, 352 pp. \$11.75.
8. Weaver, Leon H., Industrial Personnel Security. C. C. Thomas, 1964, \$9.50.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

A. Orientation -- Format of Class

1. Define the industrial security function in manufacturing companies, retail organizations, and other types of business
2. History of industrial security in business and government
3. Appraisal of the future of industrial security and its professional aspects

B. Organization, Functions, and Management of Industrial Security Departments

1. Types and sizes of businesses
2. Achieving and maintaining efficiency in an industrial security organization

C. Personnel Management

1. Applicant and employee evaluations and investigations methods and legal aspects
2. Merits and disadvantages of pre-employment background investigation, techniques, and devices

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D. Legal Basis for Industrial Security

1. History, background, purpose, and legal basis for the government security program
2. Department of Defense and Atomic Energy Commission programs compared

E. Classified Information

1. Protection, handling, and storage of classified information
2. Storage containers, locks, closed areas, and guard patrols discussed

F. Handling Personnel Security

1. Government security clearances, both personnel and facility
2. Requirements, legal aspects, limitations, and processing of personnel
3. Control and processing of visitors

G. Identification of Specific Information

1. What is classified information
2. Government classification program in theory and practice
3. Legal aspects examined

H. Review for Mid-Semester Test

1. General and other DOD Industrial Security Manual requirements test

I. Physical Security and Plant Protection

1. Programs and plans for large and small industrial firms
2. Use of electronic devices
3. Theories and problems examined

- J. Physical Security and Plant Protection (Continued)
 - 1. Espionage and sabotage
 - 2. Detection and prevention methods
 - 3. Company legal obligations to the government
- K. Physical Security and Plant Protection (Continued)
 - 1. Emergency and disaster planning
 - 2. Civil Defense, civil disturbances, and bomb threats discussed
- L. Industrial and Business Espionage
 - 1. Protection of proprietary information
 - 2. Comparison of problems in industrial, research, and retail organizations
- M. Investigations and Interrogations
 - 1. Methods compared, legal problems and limitations
- N. Internal Theft and Prevention and Control
 - 1. Theft by employees, vendors, and visitors discussed
 - 2. Effects on profits and prices
- O. Cooperative Plan with Public Agencies
 - 1. Liaison with law enforcement and fire agencies and officials
 - 2. Methods of mutual assistance
- P. Special Related Problems
 - 1. Problems in retail security
 - 2. Shoplifting, hot checks, employee and vendor theft, fraud, and embezzlement discussed
- Q. Review for final examination

CRIMINAL INVESTIGATION

I. AIMS AND OBJECTIVES

The course Criminal Investigation will present: (1) the basic theories of investigation including criminalistics and the crime scene search, (2) common techniques of modern criminal investigation, and (3) patterns of legal, scientifically oriented methodology in criminal investigation.

This is a comprehensive course designed to provide the theory and practice techniques necessary to conduct a complex investigation. The course includes an examination of investigative techniques, legal procedures, and basic scientific analyses.

Objectives of the course:

1. To create an awareness for fact and detail in a student's observation.
2. To develop conceptual value appropriate to the conduct of ethical and legal investigations.
3. To acquaint the student with terminology, techniques, and processes in criminal investigations.
4. To cause the student to understand the changes that are taking place in the Criminal Justice System as they relate to police investigations.

II. METHODS AND PROCEDURES

The course is designed as a lecture-discussion presentation, but the techniques will vary to accommodate the use of practical situational settings, resource speakers, and films and demonstrations of criminalistic equipment. Two films pertaining to investigational procedures will be used to support the lecture method. Overhead projectors will be utilized to illustrate lecture material.

III. EVALUATION TECHNIQUES

In general, all contributions of the student will be considered in evaluating his progress in the course. The following specific factors will be emphasized:

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1. Knowledge. This will include recognition or recall of ideas and materials presented, including recall of specific facts and terminology basic to the System of Justice.
2. Comprehension. Objectives, behaviors, and responses which require an assimilation of the material presented will be stressed.
3. Application. The student will be confronted with a variety of situations requiring a suitable understanding of the previous two factors.

IV. GRADING SYSTEM

In order that each student may be assigned a grade, two examinations and two quizzes based upon unit material, readings, and class lectures and discussions will be given. Objective questions will provide coverage of factual information. Essay questions will provide coverage of factual information. Essay questions will give the student an opportunity to apply his knowledge within an appropriate situational frame of reference.

The mid-term examination will have a possible value of 100 points, and the final examination will be worth 140 points. Each assigned report (4) will have a maximum value of fifteen points. Consideration for class participation, short quizzes, and attendance will also be given in evaluating the student's progress. The total value of these items will not exceed twenty-five points. A total of 325 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Periodical articles of interest will be discussed at each class session. These and other optional articles from current publications will serve as a basis for written reports by the student. Students will be assigned weekly reading assignments in their texts to coincide with the following week's lecture. Emphasis is placed upon current informational media to give the student an awareness of what is now occurring in his field of study.

Required readings will be assigned from this group as they become available in the school library. A limited bibliography follows:

1. Aubry, Arthur S., Jr., and Rudolph R. Caputo, Criminal Interrogation. Springfield: C. C. Thomas, 1967.
2. Department of the Army, Criminal Investigation (FM 19-20), U. S. Government Printing Office, Washington, D. C.

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3. Dienstein, William, Techniques for the Crime Investigation. Springfield: C. C. Thomas, 1952, 222 pp.
4. Kay, Sidney, Handbook of Emergency Toxicology: A Guide for the Identification, Diagnosis and Treatment of Poisoning. Springfield: C. C. Thomas, 1961, 392 pp.
5. MacDonald, John M., Psychiatry and the Criminal: A Guide to Psychiatric Examinations for the Criminal Courts. Springfield: C. C. Thomas, 1957, 244 pp.
6. O'Hara, Charles E., Fundamentals of Criminal Investigation. Springfield: C. C. Thomas, 1966, 740 pp.
7. Snyder, LeMoyne, Homicide Investigation: Practical Information for Coroners, Police Officers, and Other Investigations. Springfield: C. C. Thomas, 1967, 414 pp.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

A. Introduction to Criminal Investigation

1. Identifying the Investigations function
2. Investigation as a science and an art

B. Techniques of Memory Improvement

1. Identifying faces
2. Name association
3. Recording details

C. Methods of Investigation - The Three I's

D. Sources of Information

1. Sources of personal and professional information
2. The Informant

E. Interviews and Interrogations - Current Case Laws

F. Observation and Surveillance

G. Mid-Term Examination

- H. Investigation of the Crime Scene - Legal Limitations
- I. Scientific Examination, Preservation and Protection of Evidence and the Crime Laboratory
- J. Specific Crimes and Methods of Operation of Criminals
 - 1. Arson
 - 2. Narcotics
- K. Specific Crimes (Continued)
 - 1. Sex Offenses
 - 2. Larceny
- L. Specific Crimes (Continued)
 - 1. Burglary
 - 2. Robbery
- M. Specific Crimes (Continued - Homicide)
- N. Specific Crimes (Continued)
 - 1. Missing Persons
 - 2. Abortion
- O. Searches of Persons and Places and Arrests
 - 1. Laws of arrest, search, and seizure
 - 2. Rules of evidence
- P. Writing the Investigation Report and Follow-Up Procedures in Preparation for Trial
- Q. Testimony for Criminal Investigators
- R. Final Examination

CRIMINAL LAW

I. AIMS AND OBJECTIVES

The aim of the course, Criminal Law, is for the student to acquire a basic philosophy in criminal jurisprudence, a working knowledge of criminal statutes and a survey of case law.

This course also is a basic orientation designed to provide the student with a rationale for placing criminal law in its proper perspective in the American system of justice. Within the course will be legal definitions and procedures applied to operational techniques in law enforcement.

The objectives of the course are to stimulate student interest and develop capabilities for law enforcement service. Other purposes of the course will be to:

1. Develop conceptual values in the recognized system of law.
2. Acquaint the student with terminology, facts and cases most frequently used in the application of criminal justice.
3. Orient the student in practical applications and procedures within the framework of legality.

II. METHODS AND PROCEDURES

The course is designed as a lecture-discussion presentation. Instructional media, such as overhead projectors and appropriate films will be utilized. Some programmed instructional devices will be used.

III. EVALUATION TECHNIQUES

In general, all contributions of the student will be considered in his evaluation. In order to arrive at a meaningful evaluation the following educational objectives will be pursued:

1. Knowledge, which emphasizes the remembering by recognition or recall of ideas and materials presented, including recall of specific facts and terminology basic to the system of justice.

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2. Comprehension, which includes the ability of the student to make use of information acquired. Objectives, behaviors or responses which represent an assimilation of the communication will be stressed.
3. Application, which includes a variety of problem-solving processes that require the student to use information gathered in the two previous objectives.

IV. GRADING SYSTEM

Two examinations and two quizzes based upon unit material, readings and class lectures and discussions will be given. Objective items will provide coverage of factual information. Essay questions will give the student an opportunity to apply his knowledge within his own frame of reference.

The mid-term examination will count 100 points, and the final examination 140. Each assigned report (4) will have a maximum value of 15 points. Consideration for class participation, short quizzes and attendance will be considered. This evaluation will not exceed 25 points. A total of 325 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Periodical articles of interest are discussed at each class session. These and other optional articles from current publications serve as a basis for written reports by the student. Students are assigned weekly reading assignments in their texts to coincide with the following week's lecture. Emphasis is placed upon current informational media to make the student aware of what is occurring now in his field of study.

Required readings will be assigned from this group as they become available in the school library. A limited bibliography follows:

1. Armitage and Turner, Cases on Criminal Law. Cambridge, England: Cambridge University Press, 3rd. edition, 1964 664 pp.
2. Bishop, Joel Prentice, Bishop on Criminal Law. Chicago: T. H. Flood and Company Law Publishers, 1923. Vol. I, 1-918 pp., Vol. II, 919-1148 pp.
3. Burdick, William L., The Law of Crime. New York: Matthew Bender and Company, 1946, Vol. I, 1-337 pp., Vol. II, 338-686 pp. Vol. III, 687-1011 pp.

4. Calwell, Robert G., Criminology, New York: Ronald Press Company, 2nd. edition revised, 1957, 269 pp.
5. Cohn, Nathan, ed., Criminal Law Seminar, Brooklyn: Central Book Company, Inc., 1961, 351 pp.
6. Conyers, Hon. Robert W., Law -- It's Nature, Functions, and Limits. New Jersey: Prentice Hall, Inc., 1965, 466 pp.
7. Davis, Rex D., Federal Searches and Seizures. Springfield, Illinois: C. C. Thomas, 1964, 420 pp.
8. Day, Frank D., Criminal Law and Society, Springfield, Illinois: C. C. Thomas, 1964, 117 pp.
9. Donnelly, Richard C., Criminal Law. New York: Free Press of Glencoe, 1962, 1169 pp.
10. Hart, H. L. A., The Concept of Law. Oxford: Clarendon Press, 1961, 257 pp.
11. Hartung, Frank E., Crime, Law and Society. Detroit: Wayne State University Press, 1965, 320 pp.
12. Heffron, Floyd N., Evidence for the Patrolman. Springfield: C. C. Thomas, 1958, 192 pp.
13. Housel, Theodore W., and Walser, Guy O., Defending and Prosecuting Federal Criminal Cases. New York: Dennis & Co. Inc., 1956, 2195 pp.
14. Miller, Justin, Handbook of Criminal Law. St. Paul Minnesota: West Publishing Company, 1934, 649 pp.
15. Millsbaugh, Arthur C., Local Democracy and Crime Control. Washington, D. C.: Brookings Institute, 1936, 236 pp.
16. Michael, Jerome and Herbert Wechsler, Criminal Law and It's Administration. Chicago: The Foundation Press Inc., 1940.
17. Morris, Terence, The Criminal Area. New York: Humanities Press, 1957, 202 pp.
18. National Clearinghouse for Mental Health Information, International Bibliography on Crime and Delinquency. Washington, D. C.: Superintendent of Documents, Government printing Office, Various Volumes.

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19. Sohn, Louis B., United Nations Law. 1967, with Documentary Supplement.
20. Sowle, Claude R., Police Power and Individual Freedom, Aldrige Publishing Company, 1962.
21. Texas Penal Code. Vernon's Law Book Company, Kansas City.
22. Toch, Hans, Editor, Legal and Criminal Psychology. New York: Holt, Rinehart and Winston, 1961, 426 pp.
23. Wharton, Francis and J. C. Ruppenthal. Wharton's Criminal Law. New York: The Lawyers Co-operative Publishing Company, 1932. Vol. 1, 1-1157 pp.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

This course is designed to be a lecture-discussion presentation and will include the following:

- A. Orientation, Format of Class
 1. Systems of law
 2. Forms of law
 3. Comparative law of European and Asiatic countries
- B. Basic Problems of Criminal Law
 1. A philosophy for criminal law
- C. Criminal Court Systems
 1. Federal, supreme and district courts
 2. State courts
 3. Local courts
- D. Intent and Motive
 1. The problem of mistake
 - a. mens rea
 - b. mistake of fact, of law
- E. Administrative Problems-Criminal Law and Civil Liberties
 1. Search and seizure

2. Entrapment
 3. Double jeopardy
 4. Freedom of speech, press, assembly and religion
- F. Mid-Term Examination
- G. Crime of a Physical Nature
1. Assault and bodily harm
 2. Rape
 3. Kidnapping
- H. Homicides
1. Criminal and non-criminal homicides
 2. Proximate cause
 3. Neglect and omissions
 4. Motive and intent
- I. Crimes Against Property
1. Arson
 2. Burglary - thefts - embezzlement
 3. Robbery and extortion
- J. Attempt and Solicitation
1. Specific intent
 2. Preparation
- K. Conspiracy
1. Duration and elements
 2. Proof
- L. Significance of Mental Capacity
1. Mental defects, psychotics

- 2. Intoxication
- 3. Immaturity
- M. Review of State Code Sections
- N. Review of Special Codes - Traffic, Juvenile, Etc.
- O. Final Examination

CRIMINAL EVIDENCE AND COURT PROCEDURE

I. AIMS AND OBJECTIVES

The course Criminal Evidence and Court Procedure will present: (1) the procedural dynamics of Criminal Law, (2) legal application of the rules of evidence, (3) techniques of legal operations as they affect police operations, and (4) the function of the court and related units of the Criminal Justice System.

Criminal Evidence and Court Procedure is a companion to Criminal Law and will fulfill the minimum one-year law requirement of the program. The course includes a review of the court system, laws of arrest, classification of the rules, kinds and degrees of evidence, and special proceedings in legal processes.

Objectives of the course:

1. To inform the student of the legal structure within which the Criminal Justice System must operate.
2. To develop an awareness of the technical aspects of the legal processes.
3. To develop a more complete understanding of the conceptual and practical dynamics of the court system.
4. To identify legal procedures necessary for efficient operation as a police officer.

II. METHODS AND PROCEDURES

The course is designed as a lecture-discussion presentation. The techniques will vary to accommodate the use of field trips, resource speakers, films, and other instructional media.

III. EVALUATION TECHNIQUES

All contributions which the student makes to the course will be considered in evaluation of his performance. The following factors will be considered in arriving at a course grade:

1. Knowledge. Emphasis will be placed upon recognition and recall of ideas and materials presented, including recall of specific facts and terminology basic to the System of Justice.

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2. Comprehension. Objectives, behaviors, and responses requiring an assimilation of the material presented will be stressed.
3. Application. The student will be confronted with a number of problem-solving situations requiring a satisfactory understanding of the previous two factors.

IV. GRADING SYSTEM

In arriving at a course grade, two examinations and two quizzes based upon unit material, readings, and class lectures and discussions will be given. Objective items will provide coverage of factual information. Essay questions will give the student an opportunity to apply his knowledge within an appropriate situational frame of reference.

The mid-term examination will have a possible value of 100 points, and the final examination will be worth 140 points. Each assigned report (4) will have a maximum value of 15 points. Class participation, short quizzes, and attendance will be considered in arriving at a grade. The total value for all of these factors will not exceed 25 points. A total of 325 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Articles of interest from appropriate periodicals will be discussed at each class session. These and other optional articles from current publications will serve as a basis for written reports by the student. The students will be given weekly reading assignments in their texts to coincide with the following week's lecture. Emphasis will be placed upon current informational media in order to give the student a greater awareness of what is occurring now in his field of study.

Required readings will be assigned as material becomes available in the school library. A limited bibliography follows:

1. Houts, Marshall, From Evidence to Proof: A Searchings Analysis of Methods to Establish Fact. Springfield: C. C. Thomas, 1956, 416 pp.
2. Inbau, Fred E., and Sowle, Claude R., Criminal Justice. Brooklyn: Foundation Press, Inc., 2nd ed.
3. Maguire, John M., et. al., Evidence. Brooklyn: Foundation Press, Inc., 5th ed., 1965.

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4. Michael, Jerome, and Wechsler, Herbert, Criminal Law and its Administration. Brooklyn: Foundation Press, Inc., 1940.
5. Perkins, Rollin M., Criminal Law and Procedure. Brooklyn: Foundation Press, Inc., 3rd ed., 1966.
6. Sullivan, Francis C., et. al., Criminal Justice, Administration of Cases and Materials. Brooklyn: Foundation Press, Inc., 1966.
7. Weston, Paul B., Supervision in the Administration of Justice: Police, Corrections, Courts. Springfield: C. C. Thomas, 1965, 200 pp.
8. Texas Code of Criminal Procedure, 1966. Vernon's Law Book Co., Kansas City.

VI. COMPREHENSIVE OUTLINE OF SUBJECT CONTENT

- A. Orientation, Format of Class
- B. Review of Courts, the Court System
 1. Types and systems of law, forms of law
 2. Federal
 3. State
 4. Local
- C. Laws of Arrest - Search and Seizure
 1. Probable cause of arrest
 2. Admissability of evidence
- D. Classification of the Rules of Evidence
 - 1.. Rules of probative police
 2. Role of extrinsic evidence
 3. Doctrine of stare decisis
- E. Kinds and Degrees of Evidence
 1. Kinds of evidence
 2. Degrees of evidence

- F. Inferences and Presumptions - Hearsay Rule
- G. Jurisdiction of the Courts
 - 1. Bail and bond
 - 2. Statutes of limitation
 - 3. Preliminary examination
- H. Mid-Term Examination
- I. Modes of Accusation In Court
 - 1. Juvenile Procedures
 - 2. Adult Court
- J. Special Proceedings
 - 1. Sexual psycopath proceedings
 - 2. Mental petitions
 - 3. Judgment and sentence
- K. Special Proceedings (Continued)
 - 1. Probation
 - 2. Appeals
 - 3. Writs
- L. Special Problems In Courtroom Evidence
 - 1. Confidential communication
 - 2. Dying declarations
- M. Special Problems (Continued)
 - 1. Character and reputation
 - 2. Admissions and confessions
- N. Student Reports
- O. Review
- P. Final Examination

BASIC CRIMINALISTICS

I. AIMS AND OBJECTIVES

The course entitled "Basic Criminalistics" will present a survey of the science of Criminalistics from the viewpoint of the investigator; a detailed study of physical evidence, what can be done with it in the laboratory, what it will mean when examined; and legal technicalities regarding the use and meaning of physical evidence in court.

This will be a rather comprehensive course organized to provide an introduction to the role of the Crime Laboratory in criminal investigation. The legal and scientific considerations necessary for the proper handling of physical evidence will be covered fully. Opportunity for the student to scrutinize a wide variety of examples of physical evidence will be provided.

Objectives of the course are:

1. To develop an understanding of the need for close cooperation between the criminal investigator and professional examiner in the Crime Laboratory, in order that better proof or disproof of criminality might be available for use in court.
2. To create an appreciation of what physical evidence is, how it may be collected and preserved, both physically and legally. This will include an understanding not only of what to collect, but why it should be collected.
3. To acquaint the student with principles of scientific characterization and individualization.

II. METHODS AND PROCEDURES

The course is designed as a discussion-lecture presentation, since no actual laboratory facility is available to the class. The employment of these methods will vary to accommodate the use of resource speakers, films and slides. Solution of actual "case exercises" provided in the course textbook will be emphasized for each category of physical evidence.

III. EVALUATION TECHNIQUES

Generally, all contributions of the student will be considered in evaluating his progress. The following specific factors will be considered:

1. Knowledge, which includes recall or recognition of ideas and materials presented, including recall of specific facts and vocabulary terms basic to scientific investigation.
2. Comprehension. Responses which indicate a perception or understanding of the material submitted.
3. Application. The students will be confronted with a variety of problem situations involving numerous types of clue materials and their examination and comparison. Problems in actual collection of evidence materials will be presented. Successful solution to these problems will require a definite understanding of the previous two factors.

IV. GRADING SYSTEM

For the assignment of a grade to each student there will be two major examinations and two minor quizzes based upon unit material, assigned reading, class lectures and assignments. Objective questions will prove coverage of factual information. Essay questions will allow the student to apply his knowledge within an appropriate problem situation.

The mid-semester examination will have a value of 100 points and the final examination 150 points. Each of the short quizzes will have a value of 25 points. An assigned term paper (report) will have a maximum value of 30 points. Consideration for class participation and attendance will also be given. The value assigned this factor will not exceed 25 points. A total of 355 points for the semester is possible. Letter grades will be computed on a class curve.

V. SUPPLEMENTARY TEXTS AND READING LISTS

Periodical articles of interest will be discussed at each class session. Weekly reading assignments coinciding with the lecture material will be made.

Required readings will be assigned from this group as they become available in the school library. A limited bibliography follows:

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1. Burrard, Sir Gerald, The Identification of Firearms and Forensic Ballistics, 1st American Edition, A. S. Barnes, New York, 1962.
2. Lavis, John Edmund, An Introduction to Tool Marks, Firearms, and the Striagraph, Charles C. Thomas, Springfield, Illinois, 1958.
3. Hatcher, Julian S., Hatcher's Notebook, 2nd Edition, The Stackpole Company, Harrisburg, Pennsylvania, 1962.
4. Hatcher, J. S.; Jury, F., and Welcer, J., Textbook of Firearms Identification, Stackpole Company, Harrisburg, Pennsylvania, 1957.
5. Houts, Marshall, From Evidence to Proof, Charles C. Thomas, Springfield, Illinois, 1956.
6. Kirk, Paul L., Crime Investigation: Physical Evidence, and the Crime Laboratory, Interscience Publishers, New York, 1966.
7. O'Hara, Charles E., and Osterburg, James W., An Introduction to Criminalistics, Macmillan, New York, 1949.
8. Snyder, LeMoyné, Homicide Investigation, 2nd Edition, Charles C. Thomas, Springfield, Illinois, 1967.
9. Stoffel, Joseph F., Explosives and Homemade Bombs, Charles C. Thomas, Springfield, Illinois, 1962.
10. Svensson, A., and Wendel C., Techniques of Crime Scene Investigation, 2nd Revised American Edition, Edited by Joseph D. Nicol, Elsevier, New York, 1965.

VI. COURSE OUTLINE

A. Orientation. Class Format

B. Role of the Crime Laboratory in Investigation

1. Physical evidence defined
2. Collection and preservation of evidence
3. Laboratory examinations
 - a. information to be developed
 - b. relation of probability to physical evidence

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C. Categories of Evidence

1. Clothing
 - a. garments and accessories
 - b. wearing apparel traces
2. Types of cloth
 - a. fabrics
 - b. cloth comparisons
 - (1) threads
 - (2) small fragments
 - (3) fiber evidence; significance and limitations
 - (4) types of textile fibers
3. Hair
 - a. morphology
 - b. chemistry
 - c. physical properties
 - d. collection of questioned hairs
 - e. standard specimens
 - f. animal vs. human hair
 - g. human hair as evidence
4. Ropes, cordage and packing materials
 - a. content
 - b. rope: examination characteristics
 - c. cords and strings
 - d. foreign debris
 - e. paper packaging
5. Blood
 - a. from victim
 - (1) splatters
 - (2) gravity flow
 - (3) on a weapon
 - b. from suspect
 - (1) blood trails
 - (2) evidence of wounds
 - c. field investigations (analysis must be done by laboratory examiners)
 - (1) preservation of blood-stained clothing
 - (2) at the scene
 - (3) the suspect and his clothing
 - d. blood test methods
 - (1) chemical tests (demonstrations)
 - (2) other methods described
 - (3) species origin (precipitin test)
 - e. blood grouping
 - (1) simple blood groups
 - (2) other blood factors

6. Other body fluids
 - a. semen
 - (1) investigation
 - (2) morphology of sperm cells
 - (3) chemistry
7. Soil
 - a. formation
 - b. variability
 - c. collection of samples
 - d. physical characteristics
 - e. chemical and spectrographic analysis
8. Glass
 - a. variations in glass
 - b. investigations involving glass (windows, automobile glass, broken bottles, etc.)
 - (1) origin of fragments
 - (2) origin of a fracture
 - (3) order of occurrence of multiple fractures
 - c. fragment matches
 - d. physical properties
 - e. limitations of chemical analysis
9. Paint
 - a. chemical nature
 - b. paint chips and sections
 - c. smears (on clothing and tools)
 - d. spectrographic analysis
10. Metals
 - a. broken objects
 - b. matching of fragments
 - c. chemical comparison
11. Mid-semester examination
12. Tool marks
 - a. compression marks
 - b. lateral marks
 - c. field investigation
 - d. comparisons
13. Casts and replicas
14. Tracks and traces
 - a. footprints
 - (1) in soft materials
 - (2) on hard surfaces

- b. tire treads
 - (1) characteristics
 - (2) comparison standards
- 15. Firearms and related materials
 - a. types of firearms
 - b. fundamentals of firearms examinations
 - (1) bullets
 - (2) cartridge and shell cases
 - (3) identification of the weapon
 - (4) distance from which shot was fired
 - (5) identifying the shooter
- 16. Physical evidence from fires and explosions
 - a. fires
 - (1) nature of the action of a fire
 - (2) investigation
 - b. explosions
 - (1) diffuse or low explosions
 - (2) high explosives (concentrated)
 - (3) investigation at the scene
 - c. bombs and incendiary devices
- 17. Fingerprints
 - a. basis of fingerprints
 - b. classification
 - c. direct printing
 - d. latent prints
- 18. Photography
 - a. the camera
 - b. lighting
 - c. exposure and processing
 - d. general considerations
- 19. Training and extent of criminalistics
 - a. specialists vs. generalists
 - b. essential subject matter fields
 - c. other subjects
- 20. Expert testimony
- 21. Final examination

APPENDIX C

INFORMATIONAL BROCHURE

"LAW ENFORCEMENT PROGRAM"

LAW ENFORCEMENT PROGRAM

AT

TARRANT COUNTY JUNIOR COLLEGE

A dedicated, highly trained and well educated law enforcement officer is essential to the functioning of a democratic society. He plays a vital role in the social order of the community and the welfare of the individual.

A profession in law enforcement can offer financial security, stimulating job assignments and the satisfaction of service to the community.

Most police departments and other law enforcement agencies recognize the need for college trained personnel. Thus, basic educational requirements of two years of college are being required in many departments. Educational qualifications extending beyond two years are commonplace in the selective investigative agencies.

Opportunities for employment far exceed the supply of trained personnel. Vacancies exist at every level of state and federal government. Many positions are available in private enterprise for men or women interested in and qualified for law enforcement.

Upon successful completion of the two-year program, a student will be eligible for an Associate in Applied Science Degree.

CURRICULUM

Program Leading to the Associate in Applied Science Degree.

FIRST YEAR

<i>First Semester</i>	<i>Sem. Hrs.</i>
Applied Communications I	3
Applied Algebra	3
Intro. to Law Enforcement	3
Police Administration	3
General Psychology	3
Physical Education	1
Freshman Orientation	1
	—
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<i>Second Semester</i>	
Applied Communications II	3
Patrol Operations	3
Juvenile Control	3
Intro. to Sociology	3
Business & Professional Speaking	3
Physical Education	1
	—
	16

SECOND YEAR

<i>First Semester</i>	
United States Government	3
Criminal Law	3
Criminal Investigation	3
General College Physics I	4
Texas State & Local Government	3
Physical Education	1
	—
	17
<i>Second Semester</i>	
Traffic Planning & Management	3
Police Internship	3
Criminal Evidence & Court Procedure	3
Electives	6
Physical Education	1
Technology Orientation	1
	—
	17

STUDENT EXPENSES

Students in this program are subject to the same fee schedule as other persons enrolled in Tarrant County Junior College.

Student fees for each semester are as follows:

Full-time Students (12 or more semester hours)	
Tarrant County Residents	\$ 50.00
Other Texas Residents	75.00
Non-Texas Residents	200.00
Student Activity Fee	10.00
Other fees (per semester)	
Laboratory Fee (for each Lab. course)	8.00
Physical Education Fee	5.00
Admissions Fee (paid only once)	5.00

Students must arrange for their own living quarters, meals, and transportation. Books may be purchased at the college bookstore.

ADMISSIONS REQUIREMENTS

Applicants for admission to the program must fulfill the general requirements for admission to the college. Additional factors considered for admission to the program are a satisfactory record in high school or college, and acceptable test scores on The American College Test, placement tests, and other tests as needed.

High school graduation or equivalency by examination is recommended for admission to the program.

For additional information concerning this or other college programs, please contact the Counseling Office, Tarrant County Junior College, Fort Worth, Texas.

After June 15, 1967 — Write: 5301 Campus Drive, Fort Worth, Texas 76119. Call: JE 4-4861.

Before June 15, 1967 — Write: 1400 Fort Worth National Bank Building, Fort Worth, Texas 76102. Call: ED 6-7851.

SCHOLARSHIPS, LOANS, AND STUDENT EMPLOYMENT

Information concerning scholarships, loans, and student employment will be available from the office of the Director of Student Financial Aid. Application for loans, scholarships, or student employment may be made during the initial interview with a counselor.

APPLICATION PROCEDURE

The procedure in seeking admission to the program is as follows:

1. Contact the OFFICE OF ADMISSIONS and request the application forms and materials for admission.
2. Submit these forms and materials to the Office of Admissions:
 - a. Completed application, including photograph, college medical form, and the \$5.00 admission fee.
 - b. Official transcript of high school work. (Not required of students who have attended another college).
 - (1) Partial transcript before graduation (if student is still in high school)
 - (2) Final transcript after graduation.
 - c. Official transcript from each college or other post-high school institution attended.
3. Arrange to take the American College Test on the earliest convenient date. Information concerning the test can be obtained from the Office of Admissions of the college or from the high school counselor.

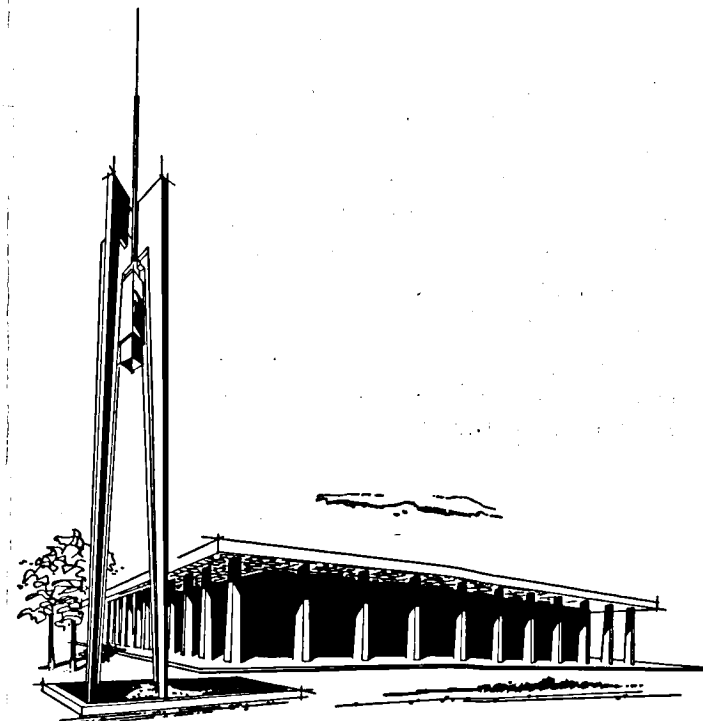
After the student has been officially admitted to the college, arrangements will be made for a counseling interview.



TARRANT COUNTY JUNIOR COLLEGE DISTRICT
1400 Fort Worth National Bank Building
Fort Worth, Texas 76102



LAW ENFORCEMENT PROGRAM



Non Profit Organization
U. S. POSTAGE
P A I D
Permit No. 486
Fort Worth, Texas



APPENDIX D

LAW ENFORCEMENT QUESTIONNAIRE

Tarrant County Junior College District
Fort Worth, Texas

LAW ENFORCEMENT QUESTIONNAIRE

The junior college plans to have a law enforcement program that would take a full-time student four semesters (two school years) to complete. By completing this program a student would be entitled to an Associate Degree. The program includes law enforcement, related subjects, and general academic courses. However, many students, particularly those that work, may benefit from one or more courses in their employment field. This questionnaire is intended to develop the wishes of law enforcement officers in Tarrant County in relation to the law enforcement courses.

The completion of the questionnaire does not obligate anyone. It is for informational purposes only. Your name and address will be appreciated; however, if you feel strongly that you should not include these items, please omit them.

LAW ENFORCEMENT QUESTIONNAIRE

November, 1966

Name _____

Street _____

City _____

PART I

Listed below are three law enforcement courses, with brief descriptions. If you are interested in taking a law enforcement course in September, 1967, indicate your order of preference by writing in 1 (for first choice), 2 (for second choice), or 3 (for third choice) in the spaces at the left.

- ____ 1. INTRODUCTION TO LAW ENFORCEMENT: This course will examine the philosophy and history of law enforcement. Included is a survey of police problems and crimes, organization and jurisdiction of local, state, and federal enforcement agencies and a survey of professional qualifications and opportunities.
- ____ 2. POLICE ADMINISTRATION: An examination of the principles of organization, administration, and functioning of police departments to include personnel policies, operating of divisions policy and command of the department as a whole.
- ____ 3. PATROL ADMINISTRATION: A study of the principle of organization and functioning of police patrols to include responsibilities, techniques, problems, and methods of operations and supervision.

PART II

Will you be interested in taking the above or additional law enforcement courses in the future?

____ Yes ____ No

Will you be interested in completing a two-year Law Enforcement Program and receiving an Associate Degree?

____ Yes ____ No

PART III

Check the time of day which you would be most likely to attend:

- ☐ 1. Day only (regular day school)
- ☐ 2. Evening only (night school)
- ☐ 3. Day and evening (both regular day and/or night school)

The following material is course descriptions for offerings that will be made available at a time beyond September, 1967. They are included here for informational purposes to acquaint you, the law enforcement officer, with all the courses that will be offered in the specific area of law enforcement.

CRIMINAL LAW

This course will be concerned with the sources and elements of criminal law. Emphasis will be placed on criminal law as related to law enforcement officers with particular attention given to the rights and responsibilities of officers in enforcing various criminal laws.

CRIMINAL EVIDENCE AND COURT PROCEDURE

An examination of the rules governing the admissibility of evidence, specifically as they effect the law enforcement officer in the process of arrest, force, search, seizure, preservation, custody, testimony, and courtroom procedures.

CRIMINAL INVESTIGATION

The investigation activity of a police department is studied to evaluate its organization and functions in relationship with other divisions and agencies. Techniques and procedures of conducting an organization, and the collection and preservation of evidence and preparation of reports will be emphasized.

TRAFFIC PROBLEMS AND ADMINISTRATION

An examination of police responsibilities in the area of motor vehicle and traffic problems to include the areas of engineering, education, and enforcement.

CRIME AND DELINQUENCY PREVENTION

The development of criminal behavior will be studied to provide an insight into causal factors, precipitating factors and opportunities

for the commission of criminal or delinquent acts. The techniques, responsibilities, and capabilities of police organization in the area of prevention will be developed.

FIELD SERVICE AND SEMINARS

Students will be accorded the opportunity of visiting and observing the practical application of law enforcement principles by selected police agencies in their subordinate division. Prominent police officials and law enforcement experts will conduct seminar sessions where students will present results of assigned projects for class information and discussion.

APPENDIX E

CURRICULUM PLANNING SHEET

TARRANT COUNTY JUNIOR COLLEGE DISTRICT
CURRICULUM PLANNING SHEET

ASSOCIATE OF APPLIED SCIENCE DEGREE
WITH A MAJOR IN LAW ENFORCEMENT

NAME: _____ Counselor _____
 Last First Middle

**I. General Education: (36 units--
33 required--3 electives)**

- A. Social Science--9 units
 required (Soc. 3, Gov. 6)
- B. Natural Sciences--3 units
 required (General College
 Physics I)
- C. Applied Communications I
 & II (6 units)
- D. Business and Professional
 Speaking (3 units)

- E. Psychology (3 units)
- F. Physical Education
 (4 units)
- G. Applied Algebra
 (3 units)
- H. Freshman Tech-
 nology Orientation
- I. Elective (3 units)

II. Law Enforcement: (30 Units--27 required, 3 electives)

A. First Year:

- Introduction to Law Enforcement
- Police Administration
- Juvenile Control
- Patrol Operations

B. Second Year:

- Criminal Investigation
- Criminal Law
- Traffic Planning and Management
- Police Internship
- Criminal Evidence and Court Procedure
- Elective (3 units)
- (at least one course shall be
from the support courses)

C. Elective Courses:

- Police Community Relations
- Vice and Narcotic Control
- Basic Criminalistics
- Police Supervision
- Industrial Security

D. Desirable Support Courses:

Photography
Technical Report Writing
*Basic Computing Machines
Elementary Typewriting
First Aid & Safety
Introduction to News Writing
Business Law
U. S. History I
U. S. History II
*Other Data Processing

*Recommended if class space permits

(Retain a carbon copy of your advisement record for future program consultation. Bring your advisement sheet each time you are counseled.)

APPENDIX F

LETTERS OF EVALUATION

SOUTHWESTERN BELL TELEPHONE COMPANY

P. O. BOX 1764

FORT WORTH, TEXAS 76101

WILLIAM LARRY WRAY
SECURITY SUPERVISOR
FORT WORTH DIVISION

AREA CODE 817
332-8211
EXTENSION 6530

May 9, 1969

Dr. Galen McBride
Tarrant County Junior College
District Office
1400 Fort Worth National Bank Building
Fort Worth, Texas

Dear Sir:

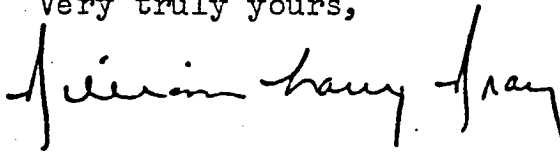
This past month I had the opportunity to participate first hand in the Law Enforcement Program at Tarrant County Junior College. This direct involvement proved to be a heartening experience. It is most encouraging to know that such a broad and excellent curriculum of law enforcement related matters is being offered to the law enforcement officers and other interested individuals in our area.

Tarrant County Junior College, Northeast Campus, is located in the heart of an area which is experiencing a growth explosion which will certainly continue for many years. This geographical location, and the fact that all law enforcement subjects are offered in both day and evening sessions, makes the program accessible to many part time students who would otherwise not be able to participate. Already, many small municipalities in the area realize the necessity of more and better trained police officers as the physical and legal technicalities of law enforcement become more complex. The advantages of offering this program to any interested student can not be over stressed in this period of time when law enforcement needs the understanding and support of the public at large.

The subject matter offered is certainly complimented by the experience, knowledge, and dignity lent to it by the Coordinator of the Law Enforcement Program, Joe D. Galloway.

Having served as a Special Agent with the FBI for five years and as a Security Supervisor for Southwestern Bell Telephone Company for three years, I well know the need for and value of training for law enforcement officers. In my estimation, the Tarrant County Junior College Law Enforcement Program is greatly needed and a valuable asset to our area.

Very truly yours,



WLW/ak

CITY OF FORT WORTH, TEXAS



POLICE DEPARTMENT
CITY HALL
FORT WORTH, TEXAS 76102
ED 2-7241 / AREA CODE 817

April 25, 1969

Mr. Joe D. Galloway, Coordinator
Law Enforcement Program
Tarrant County Junior College
Northeast Campus - 828 Harwood Rd.
Hurst, Texas 76053

Dear Sir:

Please accept our apologies for this belated progress report on the two subjects being taught in the Police Academy by Tarrant County Junior College.

BASIC PSYCHOLOGY

Instructor - Mr. Jerry L. Smith

We are more than pleased with the results of this course as well as the gentleman who is conducting the classes. I am satisfied that this course is filling a vacuum that has existed in the curriculum. The result of this program will be 45 young officers who are not only better equipped to deal with people - an officer's most important asset - but as a result, members of the class should have a much better understanding of themselves. It would be quite difficult for me to over-emphasize the interest and enthusiasm of the instructor, Mr. Smith.

CRIMINAL LAW

Instructor - Mr. John Brady

We are pleased with the course and the instructor. This subject has been presented by Academy instructors in the past and as a result, has been oriented toward the needs and viewpoint of a policeman. The instructor has not covered all of the material that we should have liked, but we feel that we can supplement the course with some additional instruction furnished by our own instructors. As a result of Mr. Brady's presentation, with his awareness of police shortcomings in the preparation of cases as well as courtroom demeanor and our own approach from the standpoint of basic police needs, the instruction should be adequate.

Sincerely yours,

H. F. Hopkins
Captain of Police
Personnel and Training Division

HFH:vs

CITY OF FORT WORTH, TEXAS



POLICE DEPARTMENT
CITY HALL
FORT WORTH, TEXAS 76102
ED 2-7241 / AREA CODE 817

May 6, 1969

Dr. Galen McBride, Director Research
Tarrant County Junior College
District Office
1400 Fort Worth National Bank Building
Fort Worth, Texas 76102

Dear Dr. McBride:

The Law Enforcement Program at Tarrant County Junior College has been of inestimable value to the Fort Worth Police Department. The Program is well balanced and the schedules have been arranged in a way to accommodate the police officer who has to change shifts at regular 28 day intervals. This has relieved the department of an almost impossible task of arranging hours for the police officer to attend class.

The availability of the Program has encouraged thirty-nine (39) Fort Worth Police Department officers to enroll in college courses and I anticipate an even greater enrollment in the Fall. I am encouraging even greater attendance by police officers, for it fills an area of badly needed education that our training program cannot supply.

The requirements for the two year degree in Law Enforcement are well balanced with heavy emphasis on the academic courses, and this makes for a well rounded police officer. It also offers transferability to the area four year colleges for Baccalaureate degrees.

The two off-campus courses, Criminal Law and Introduction to Psychology being offered in our Police Academy for college credit, have been unusually well accepted and have done much to improve our recruit training and will encourage police officers to continue their education.

I look forward to a continuation of the relationship with Tarrant County Junior College and an enlargement of the Law Enforcement Program.

Sincerely,

Cato S. Hightower
CHIEF OF POLICE

CSH:dt

NATIONAL AUTOMOBILE THEFT BUREAU

SOUTHWESTERN DIVISION
2818 MAPLE AVENUE
DALLAS, TEXAS 75201
214 RI 2-8041

January 20, 1969

C. BENSON
Manager

Mr. Joe D. Galloway
Coordinator, Law Enforcement Program
Tarrant County Junior College District
South Campus
5301 Campus Drive
Fort Worth, Texas 76119

Dear Joe:

Your kind letter of January 17, 1969, overwhelms me.

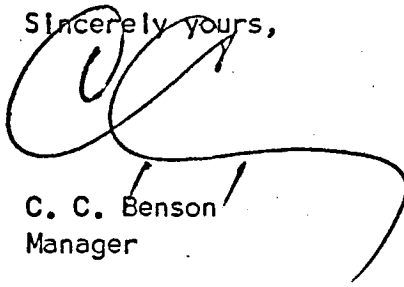
It is my good fortune and pleasure always to have the opportunity of participating in law enforcement training programs under your supervision.

I am delighted that you have made so much progress in developing the TCJC Law Enforcement Educational Program. You bring to this program the kind of character and leadership that will insure its growth and success.

I certainly stand ready to give you every possible assistance and support.

Thanks for your generous comments, and with kindest personal regards, I remain

Sincerely yours,

A large, stylized handwritten signature in dark ink, consisting of several loops and a long horizontal stroke extending to the right.

C. C. Benson
Manager

CCB/nc

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BEAN BAG and BOX COMPANY

2525 HANDLEY EDERVILLE ROAD D FORT WORTH, TEXAS 76118 D AT 4-9291 AREA CODE 817

C. JACK BEAN, PRESIDENT

APRIL 30, 1969

DR. GALEN MC BRIDE
TARRANT COUNTY JUNIOR COLLEGE
1400 FORT WORTH NATIONAL BANK BUILDING
FORT WORTH, TEXAS

DEAR DR. MC BRIDE:

I HAVE INVESTIGATED THE LAW ENFORCEMENT PROGRAM AT TARRANT COUNTY JUNIOR COLLEGE AND AM MOST DELIGHTED TO SEE THAT WE FINALLY HAVE A GOOD LAW ENFORCEMENT PROGRAM IN NORTH TEXAS.

IN CONFERRING WITH COLONEL SPEARS OF THE TEXAS DEPARTMENT OF PUBLIC SAFETY AND HAVING HIM GO OVER THE PROGRAM, HE IS OF THE SAME OPINION.

THE BUSINESS COMMUNITY AND CHAMBER OF COMMERCE HAVE BEEN MOST ANXIOUS TO UPGRADE OUR LAW ENFORCEMENT PERSONNEL AND YOUR PROGRAM IS THE ONLY HOPE. I WOULD LIKE TO SEE THE PROGRAM CONTINUED AND EVEN ENLARGED IF THIS IS POSSIBLE.

IN VISITING SOME OF THE CLASSES I NOTED THAT ABOUT HALF THE STUDENTS ARE MEN WHO HAVE BEEN EMPLOYED IN LAW ENFORCEMENT - SOME AS LONG AS TWENTY YEARS. IT IS GOOD TO SEE THESE MEN INTERESTED IN UPGRADING THEMSELVES PROFESSIONALLY.

OF COURSE IN MY OPINION THE REASON FOR THIS OUTSTANDING PROGRAM IS DUE TO THE PROFESSIONAL STANDING OF CHIEF GALLOWAY AND THE OTHER INSTRUCTORS HE HAS RECRUITED.

THE COMMUNITY IS PROUD OF THE JOB YOU ARE DOING.

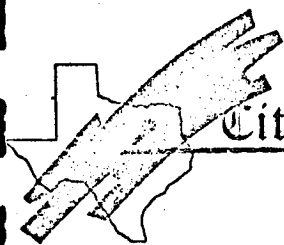
YOURS VERY TRULY,

BEAN BAG & BOX COMPANY



C. JACK BEAN
PRESIDENT

CJB:JW



City of BEDFORD

P.O. BOX 157 • BEDFORD, TEXAS
TELEPHONE 283-5531 • ZIP 76021

Police Department

CHIEF OF POLICE
J.B. WALLACE

May 5, 1969

Galen McBride
TCJC Div. Off.
1400 Ft. Worth Natl. Bank Bldg.
Fort Worth, Texas

Dear Sir,

I would like to express my appreciation for the law enforcement courses offered at Tarrant County Junior College.

Since the creation of Tarrant County Junior College, I have noticed a gradual upgrading of the police officers in this area. They have become more acutely aware of their responsibility toward the law and their position in society. The great percentage of this change, I feel, has been brought about by the instructors, all experts in their field, who have been able to deliver the message to the officers in the classroom. I cannot help but believe that the civilian students in law enforcement classes have been able to help the police officers by understanding the nature of police problems in Tarrant County and trying to help with existing problems.

A majority of my men are attending at this time and I can see noticeable changes in the attitude and manner in which they take on each new task. There is a genuine interest in law enforcement kindled among my men as a result of their college affiliation.

It is my express desire that in the near future you will be able to offer courses which could specialize in separate fields of law enforcement as well as courses that could add to the general training programs offered.

Respectfully,

J.B. Wallace
J.B. Wallace,
Chief of Police

JBW:dw

LAKE COUNTY REGIONAL
PLANNING COMMISSION
803 COUNTY BUILDING
WAUKEGAN, ILLINOIS 60085



RECEIVED

MAY 22 1969

DIRECTOR OF RESEARCH
T. C. J. C. D.

NORMAN DRUMMOND, DIRECTOR

Telephone: 312-244-6600

20 May 1969

Mr. Galen McBride
Director of Research
Tarrant County Junior College District
1400 Fort Worth National Bank Building
Fort Worth, Texas 76102

Dear Mr. McBride:

I have received the copy of the curriculum for police sciences which you sent to our office. I just wanted to express our appreciation and admiration at the completeness and quality of your work. Your findings shall certainly facilitate our studies and program development.

Sincerely,

Stephen B. Swigart
Administrative Assistant

SBS:rk

EDWARD BENNETT, JR., Chairman

LOUIS I. BEHM

G. M. DIXON

S. A. HARRIS, Vice-Chairman

ELBERT E. ELSBURY

NELSON FORREST

JOHN R. QUAY, Secretary

ELSIE STEITZ

CLARENCE PONTIUS

GENERAL DYNAMICS

Fort Worth Division

P. O. Box 748, Fort Worth, Texas 76101 • 817-732-4811

December 11, 1968

Mr. Joe Galloway
Law Enforcement Program Coordinator
Tarrant County Junior College
5301 Campus Drive
Fort Worth, Texas 76119

Dear Sir:

The North Texas Chapter of the American Society for Industrial Security (ASIS) is having its annual "Law Enforcement Night" meeting on Wednesday, January 15, 1969. ASIS utilizes this meeting each year to honor law enforcement officials in the North Texas area. Various companies represented in the membership of ASIS, as well as individual members, invite law enforcement officials as their guests.

General Dynamics, Fort Worth division, would be delighted and honored to have you attend this meeting as our guest. It is an excellent opportunity to renew old acquaintances and make new friends. Most law enforcement officials in the area and from area industrial concerns, retail organizations, transportation, universities, banks, etc., are expected to attend.

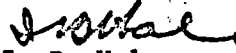
The subject of the program this year will be "Meeting the Bomb Threat and Explosive Sabotage." Captain Martin P. Chabrda, Commander of the 47th Ordnance Detachment, U. S. Army, Ft. Hood, Texas, will present the program.

The social hour begins at 6:30 p.m., dinner will be served at 7:30 p.m., and the program will follow.

The meeting will be at The Inn of the Six Flags in Arlington. It is located at the intersection of the Dallas-Fort Worth Turnpike (toll road) and State Highway 360.

It would be appreciated if you would let me know by January 6 whether or not you will be able to attend. We are looking forward to having you as our guest.

Very truly yours,


I. B. Hale
Manager of Industrial Security
vh

P.S. Your efforts in including our industrial security personnel in your Law Enforcement Program at Tarrant County Junior College is appreciate. I hope you will be able to attend this meeting.

City of Grand Prairie

Grand Prairie, Texas

April 17, 1969

Dr. Gaylen McBride
Tarrant County Junior College
District Office
1400 Fort Worth National Bank
Building
Fort Worth, Texas

Dear Dr. McBride:

I would like to express to you and to all parties concerned my personal appreciation for your interest in creating additional schooling for the police profession.

Presently, the Grand Prairie Police Department has four (4) officers attending the Tarrant County Junior College working toward an associate degree. Besides the additional knowledge that these individuals are gaining toward the police service, it seems that each officer is becoming more confident in his handling of police matters.

Another area which I am sure will be brought about by this training that you have made available is the continuation of our schoolwork toward a further education. Of course I realize that, without the proper coordinator and his instructions, the course would not be nearly as successful as this one.

Mr. Joe Galloway, in my opinion, is one of the most respected ex-law enforcement officers with whom I have ever come in contact. He certainly has the knowledge to fill this particular capacity as coordinator; but, he also has those other traits necessary to put across to a group of students a subject that is sometimes dull, such as law and law enforcement. I, as well as my entire department, have nothing but the utmost respect for, and hold Mr. Galloway in highest esteem.

Again, thanks for this service. If we can ever be of help to you or the Tarrant County Junior College, please feel free to call upon us.

Sincerely,



FRED J. CONOVER
Chief of Police

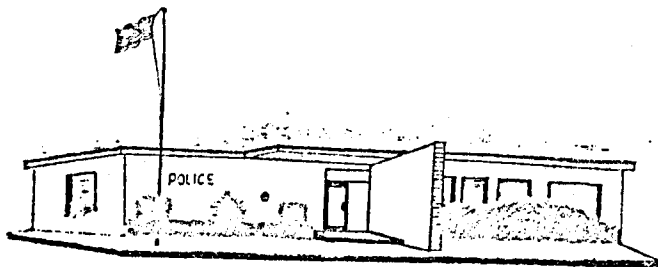
FJC/cs

City of Hurst Texas

POLICE DEPARTMENT
JOE M. WATSON, CHIEF OF POLICE



ADDRESS ALL COMMUNICATIONS TO
CHIEF OF POLICE



BU 2-3423 BU 2-3424
101 HOLLOWAY
P. O. BOX 247
HURST, TEXAS

April 28, 1969

Dr. Galen McBride
Director of Research
Tarrant County Junior College
1400 Fort Worth National Bank Building
Fort Worth, Texas

Dear Sir:

May I take this opportunity to express my sincere appreciation for the Law Enforcement Program now being offered at TCJC. In my opinion, we have a very fine program with competent personnel in charge. It has been our good fortune to have personnel attending this program since its beginning, and at this time we have a total of nine enrolled.

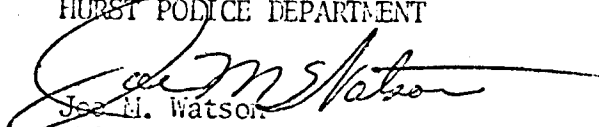
It has been my pleasure to serve on the committee for the program, and in my opinion, Mr. Denny Pace, who was coordinator of the program in the beginning, did an outstanding job, and we really did regret his leaving. However, we were very fortunate in having one of our own Fort Worth products, former Deputy Chief Joe Galloway of the Fort Worth Police Department, step in and take over. From the reports I get from our people, Mr. Galloway is doing an outstanding job. I have found him to be most cooperative in every respect.

It is my frank opinion that Texas is long past due in the field of law enforcement training, and I commend the Tarrant County Junior College District for the initiative in creating this program. I believe in the near future we will have one of the outstanding programs in the country.

At any time we can be of service, please do not hesitate to call on us.

Very truly yours,

HURST POLICE DEPARTMENT


Joe M. Watson
Chief of Police

JMW:mmm1

City of

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EULESS, TEXAS

BUTLER 3-1526

201 W. EULESS BLVD. 76039

RECEIVED

JUN 9 1969

DIRECTOR OF RESEARCH
T. E. J. E. D.

June 4, 1969

Mr. Galen McBride
Tarrant County Junior College
District Office
1400 Fort Worth National Bank Bldg.
Fort Worth, Texas

Dear Sir:

This department is very impressed with the progress made by the Law Enforcement program of Tarrant County Junior College. Officers of our department, who have previously taken a "wait and see" attitude, concerning the courses offered are now planning to enrol for classes in the fall.

Officers who have taken courses, are very pleased with the quality of the courses offered and the instructors you have. The majority of student-officers I have spoken with feel that it is very beneficial to them to have experienced law enforcement officers teaching them, as this type of instructor can relate to them on a more realistic level where law enforcement is concerned.

I also feel that Joe Galloway is doing an outstanding job with the Law Enforcement courses at the Northeast campus, and that he is dedicated to his present job as he was to the Fort Worth Police Department.

It is hoped that this program will be broadened and that more courses will be available to law enforcement officers.

I wish you continuous success in this undertaking.

Yours truly,

W. M. Sustaire

W. M. Sustaire
Director of Public Safety

