

**FINAL REPORT  
OLEA GRANT NO. 315**

**SUMMARY STATEMENT**

**PROJECT TO DEVELOP A FOUR-YEAR POLICE SCIENCE  
DEGREE PROGRAM AT WEBER STATE COLLEGE  
Ogden, Utah**

**Submitted by:  
Dr. Alten B. Davis, Chairman  
Department of Political Science  
Weber State College  
Ogden, Utah  
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The trend toward improving and increasing law enforcement education and training had already begun in Utah. In 1967 the State Legislature passed a bill which required Utah peace officers to have 200 hours training. The initiative had been taken by law enforcement officials themselves and primarily representatives of the Utah Chiefs of Police Association and the Utah Peace Officers Association. These same leaders became aware of the developmental grants being offered by the Office of Law Enforcement Assistance under the Law Enforcement Assistance Act of 1966 and sought to find a college on the Wasatch Front that would develop a police science program. At that time, there was not a police science degree program in an institution of higher learning in Utah. Only one institution was offering an organized program - College of Southern Utah at Cedar City. College of Southern Utah had offered, since about 1960, a certificate program in Law Enforcement Technology. Weber State College was the only Wasatch Front school that indicated an interest in such an undertaking. As a junior college, and after 1963 as a four-year college, Weber had offered specific police science courses as the need had arisen, but no organized program existed in 1966 when the application for the first developmental grant was submitted.

On July 19, 1966 application was submitted to O.L.E.A. for a grant in the amount of \$15,000 for the purpose of developing a police science degree program at Weber State

College. The specific objectives of the project were:

1. To assess the need for the offering of a police science degree program at Weber State College.
2. To develop a two-year degree program, based on the need, that would meet the requirements of law enforcement and college programs.
3. To evaluate the need for continued development of the program to a four-year degree program.

On January 10, 1967 the O.L.E.A. application was approved. This event immediately raised some problems that all programs receiving federal aid have experienced and other problems somewhat unique to the law enforcement education area. The application had been made in July, 1966, approval had been given in January, 1967. When could meaningful implementation of the Grant be started? Weber State College was not able to hire a director for the program until May 15, 1967. The lead time involved from application to beginning implementation was approximately one year. The lesson to be learned is that programs which rely on Federal funds are tied to the uncertainties of Federal approval and also the uncertainty as to the time of approval. These factors make planning difficult and implementation somewhat awkward. This situation results in applications to have Grant periods modified and presents complications between time periods covered by Federal Grant contract and "academic" time periods.<sup>1</sup>

The hiring of the needed personnel was another problem. The number of competent trained and educated personnel is

limited.<sup>2</sup> The decision on the Federal level not to provide Omnibus support to develop the needed teachers will continue to contribute to a shortage of teachers in a rapidly expanding market.<sup>3</sup>

Weber State College has had problems in 1967, 1968 and again in 1969 with finding the staff with needed qualifications. Weber State College has, however, been fortunate in its quests in this area.

The other problem that Federal approval illuminated, but did not create, was the question of what should be the academic location, status, and composition of a police science program. The academic ramifications of this problem were complex enough before the existence of student protests over having such a program on the campus.<sup>4</sup>

Weber State had been a two-year "community college" in the broadest sense prior to 1963 so that they had a tradition of meeting community needs and were not repelled by the concept of presenting "training." However, the process of becoming an accredited four-year baccalaureate granting college had also made the administration and faculty critically aware of educational standards and the need for all graduates to have a liberal education. The Task Force Report on The Police by the Presidents Commission on Law Enforcement and Administration of Justice in 1967 had noted that, "Although there is a need for vocational training, it is not and cannot be a substitute for liberal arts education."<sup>5</sup>

The final proposal for a baccalaureate degree in police science at Weber State College provided that police science majors should meet normal graduation requirements, required 33 hours of police science courses (These classes should not necessarily be considered as being primarily "training oriented."), and 32 hours of social or behavioral science courses.<sup>6</sup> This baccalaureate proposal was accepted essentially without modification by the faculty, administration, Board of Trustees, and Utah Coordinating Council of Higher Education.

The administrative location of such a program has always been a problem. The solutions adopted are often opportunistic compromises which make law enforcement education appear to be perhaps both unwanted, unneeded, or something being tried on conditional basis. The resulting chain of command is often confusing. At Weber State College the program was first taken from technical education and placed in the Department of Political Science, but with the Dean of Continuing Education as Project Director of the Federal Grant. The resulting confusion in chain of command was clarified when the Chairman of the Political Science Department was made Project Director of the second police science Grant. The decision to permit the awarding of a baccalaureate degree in police science has not settled the administrative status of police science. It continues to exist as a sub-department offering classes under the title of police science. In the future it may continue under the present status, or

combine with political science, or become a separate department. The important fact is that the police science program has "academic status and identity", is located in a friendly, administrative environment, and the status is approved by law enforcement authorities.

The initial placing of the police science Grant under the jurisdiction of Continuing Education was beneficial. Continuing Education is very cognizant of the role of community participation should play in program development. An Advisory Board to the Police Science Program was created consisting of representatives from academic departments, representatives from law enforcement in the major cities in northern Utah, representatives from law enforcement in surrounding counties, a judge from the juvenile court, and the State Commissioner of Public Safety. This group has helped select the original coordinator of the grant, modified and approved the baccalaureate proposal before it was submitted to the college for approval, helped to support State approval of Weber State College as the only State College authorized to present a four-year program, and supported Weber State College's request for \$50,000 to finance the first year of the program (academic year of 1969-70) without Federal assistance. The College has attempted to meet the "community's" (northern Utah) needs by an expanded offering of police science courses in the evening, both on and off campus. Police science education must maintain academic status and standards, but they must also convince law

enforcement officials that the courses are relevant to their needs. If they can achieve those two goals, then they can generally command and receive support from the various interested "publics." Weber State College seems to be achieving this goal.

The existing, but dormant, police science program was reactivated under the first year of the Grant and permission was given to offer both a certificate of completion or an associate degree in police science.<sup>7</sup>

The formulation of police science program is dependent on many factors among which are: the "community environment", the institutional environment including the major department responsible for planning and administering the program, the law enforcement environment, and the personnel involved in developing such a program. Weber State College's original Grant Coordinator was instrumental in establishing the philosophical basis of the program. He sought to produce the needed balance between training, education, and a broad cultural education. Studies of current literature dealing with law enforcement education and needs, and of existing college programs, and a visit to some of the colleges in California reinforced the initial philosophical assumptions and helped to particularize the program. A trip to observe existing programs and facilities at other institutions will generally be worthwhile only if the necessary "homework" has been done.

During the first year (academic year 1967-68) of the O.L.E.A. Grant, there were 26 course offerings serving 752 students who were either regularly enrolled on campus, or on-campus Continuing Education, or off-campus Continuing Education. During the academic year of 1968-69 32 courses (9 separate courses) were offered to 710 students. An apparent saturation point has been reached on the two-year program, but additional expansion in student numbers can be expected in 1969-70 because of the initiation of the four-year baccalaureate program and the growing impetus of Omnibus grants and loans.

The police science program was operated the first year with a full-time director and some part-time teaching help from qualified personnel for the courses offered in Continuing Education. The use of College classrooms and office space was minimal. The off-campus classrooms were donated. Even a beginning program will need the services of at least a half-time secretary. The almost complete absence of relevant library materials places limitations on the academic status of any new program. The Weber State College program was financed the first year by approximately \$15,000 in Federal funds and \$2,350 of College funds. The second year of the program Weber State College employed two full-time faculty members, a secretary half time, and offered its first lab class without lab facilities. The cost of the program was \$24,019 in Federal funds and \$8,300 in College (State) funds. The



four-year program will be offered next year. There will be three full-time faculty members, a full-time secretary, lab classes offered in labs, and a definite attempt to upgrade library holdings. The total program will be financed by State funds and will cost slightly over \$50,000. The special space need (crime search, laboratory, and a small photography area) have been programmed into the new social science building due for completion in 1971-72.

The goals of the police Grant at Weber State College have been achieved. The program has been taken over and expanded by the State. The baccalaureate program at Weber State College is a quality program based on the philosophy that law enforcement education must be a combination of education, training, and a broad liberal education in order to obtain qualified teaching personnel, in order to have academic acceptance, and in order to produce the law enforcement personnel capable of dealing with today's problems.

## Footnotes

<sup>1</sup>Weber State College has had approval of contract year changes under both Grants. The dates of Federal quarterly reports have little relationship to academic quarters and the contract year differs from the school's fiscal accounting. Both of these factors cause trouble.

<sup>2</sup>Law enforcement education is one of those areas where, in general, you must have both training and education to offer a program on the college level. From 1965 to 1969 there was an increase of baccalaureate programs on the national level from 14 to 44.

<sup>3</sup>On July 17, Mr. Edward J. Mack, Deputy Director of Law Enforcement Assistance Administration, U.S. Department of Justice, made the statement that L.E.A. had specifically decided not to seek Omnibus funds to train teachers for the collegiate level. They felt this would tend to drain off some of the most competent people who were needed in law enforcement administrative positions. (This is the gist of a statement made by Mr. Mack at a symposium on "The Training and Education of Professional Police Officers: How Much? What Kind? Where?" sponsored by the University of Minnesota and held on the Minneapolis campus.) Such decisions must consider the fact that if education is to supply some of the "missing factors" in law enforcement, that it can only be provided by the best of teachers with "terminal" (no longer an M.A.) degrees. Then too, the future status and acceptance of law enforcement education on the baccalaureate level by existing disciplines will depend upon the caliber of the teachers in law enforcement education, including their possession of terminal degrees.

<sup>4</sup>LeGrande, J. L., "Two Year and Four Year Law Enforcement Education Programs," Police, June, 1968, p. 58.

<sup>5</sup>U.S. Presidents Commission on Law Enforcement and Administration of Justice, The Task Force Report: The Police, p. 127.

<sup>6</sup>Total requirements: 46 hours of college and general education; 10 hours of general education - behavioral (Note that some courses can be counted twice in helping to fill general education and major requirements. This is true in the case of the 10 hours here listed separately. This can be used to reduce the social science-behavioral hours of the major from 32 to 22.); requirements for the major are 32 hours of social-behavioral science and 33 hours police science; approximately 25 hours for a minor; that leaves 37 to 50 elective hours to complete the graduation requirements of 183 quarter hours.

A minor and associate degree are offered.

Police Science Minor - Minors will be required to take Police Science 1, 3, 5, and a minimum of 12 additional quarter hours of upper division work selected in consultation with an advisor in police science.

Associate Degree - Student may receive an Associate Degree in Police Science by completing 21 hours of lower division police science classes in addition to completing all other college requirements for such a degree. The student seeking an Associate Degree in Police Science should attempt, whenever possible, to take the lower division "related courses required for a major" and the "recommended courses" for a major in police science.

1969

Department of Political Science  
Utah State College

Submitted by  
Dr. Arthur S. Davis, Chairman  
Department of Political Science  
Utah State College  
Cedar, Utah 1969

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## Chapter I History of the O.L.E.A. Grants at W.S.C.

### A. Introduction

The Federal government has often been accused of lavishly spending its money both at home and abroad, but that it seldom achieves the desired goals for that spending. The two O.L.E.A. Grants totaling approximately \$37,000 given to Weber State College to develop a police science program are a constructive example of what goals Federal money can be helpful in securing. A two-year and four-year baccalaureate program have been developed. The State of Utah has permitted Weber State College to develop the only baccalaureate program in the State. The State has assumed the total financial burden of the program with an appropriation of \$50,000 for the academic year 1969-70. The space and facilities needs of police science have been programmed into a new social science building which is due for completion in 1971-72.

### B. Historical Background

The trend toward improving and increasing law enforcement education and training had already begun in Utah. In 1967 the State Legislature passed a bill which required Utah peace officers to have 200 hours training. The initiative had been taken by law enforcement officials themselves and primarily representatives of the Utah Chiefs of Police Association and the Utah Peace Officers Association. These same leaders became aware of the developmental grants being

offered by the office of Law Enforcement Assistance under the Law Enforcement Assistance Act of 1966 and sought to find a college on the Wasatch Front that would develop a police science program. At that time, there was not a police science degree program in an institution of higher learning in Utah. Only one institution was offering an organized program - College of Southern Utah at Cedar City. College of Southern Utah had offered, since about 1960, a certificate program in Law Enforcement Technology. Weber State College was the only Wasatch Front school that indicated an interest in such an undertaking. As a junior college, and after 1963 as a four-year college, Weber had offered specific police science courses as the need had arisen, but no organized program existed in 1966 when the application for the first developmental grant was submitted.

On July 19, 1966 application was submitted to O.L.E.A. for a grant in the amount of \$15,000 for the purpose of developing a police science degree program at Weber State College. The specific objectives of the project were:

1. To assess the need for the offering of a police science degree program at Weber State College.
2. To develop a two-year degree program, based on the need, that would meet the requirements of law enforcement and college programs.
3. To evaluate the need for continued development of the program to a four-year degree program.

On January 10, 1967 the O.L.E.A. application was approved. The College was not able to hire a coordinator until May, but in the interim had created an Advisory Board for the Police Science Program and had offered police science courses both Winter and Spring Quarters as one method of determining interest in a program. The Advisory Board helped select the Coordinator of the Federal Grant. The existing, but dormant, police science program was reactivated under the first year of the Grant and was transferred from the Continuing Education program to the regular "day school" program. Permission was given to offer both a certificate of completion and an associate degree in police science. As noted in the first annual report, Weber State College more than reached the goals established in the Grant.

The second year of the program was carried out with \$22,500 (\$24,019 with transfers from 1967-68) in Federal funds and \$8,300 in State funds. The goals posited for the second year of the program were as follows:

1. To provide an academic course of study leading to an Associate of Science Degree in Police Science.
2. To provide technical oriented pre-service training in general law enforcement, crime detection, and crime prevention as a part of the degree program.
3. To provide instruction which will serve as in-service training for police agencies who may benefit therefrom.



4. To convince State officials of the ability of Weber State College to serve as the major law enforcement education center in the State of Utah.
5. To serve as a consultant agency for area law enforcement agencies, governments, etc. in further professionalization of these law enforcement agencies.

Just as under the first year of the Grant, Weber State College was again able to more than reach the goals posited. The instructional program on campus was carried out by two full-time instructors. The Continuing Education program was expanded in 1968-69. A four-year baccalaureate program was formally approved by the College Curriculum Committee, the Academic Council, the administration, the Board of Regents, and the Utah Coordinating Council of Higher Education. The State of Utah has appropriated \$50,000 to fund the program for the academic year of 1969-70. Weber State College will not have a Federal grant in 1969-70 but will have available \$63,675 funds in Omnibus funds for loans and grants to students.<sup>1</sup>

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<sup>1</sup>Includes \$49,400 "provisional" funds for 1969 and \$14,275 in carry-over funds from 1968 and is, therefore, not the final figure.

## Chapter II Support for Police Science Education in Utah

### A. Role of Weber State College

The financial pressures faced by every state and private institutions of higher learning in recent years has intensified the competition between existing departments and schools for scarce dollars. New programs are all too often viewed as organizations which take funds from existing programs. New programs must not only be needed by the "community" and academically, they must also have active community and academic support in order to win admission to the collegiate level. As noted earlier, the police science courses had been taught at Weber, but there had been neither the proof of an existent need nor the appropriate allocation of the necessary money to establish a continuing program.

It was not Weber State College officials who saw that O.L.E.A. Grants were available and decided that the school should apply. The initiative was taken by members of the Utah Chiefs of Police Association and the Utah Peace Officers Association. Here was an opportunity to initiate a program and to do so primarily on the basis of Federal funds. Other Utah institutions of higher learning did not indicate an interest in sponsoring police science education even under those conditions.<sup>2</sup>

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<sup>2</sup>There were indications that at least one institution later changed its position and did compete with Weber State College informally over which institution would establish a four-year program.

Perhaps the reason that Weber State College manifest an interest in such an undertaking was that Weber had been a "community college" in the broadest sense of those terms prior to 1963 so that the administration and faculty had a tradition of meeting community needs and were not repelled by the concept of presenting some course which might be considered primarily "training".

The College has continued to demonstrate its support of the program. While the initiation of the program has been financed primarily by Federal monies (\$15,000 and \$22,500) the listed College expenditures for the program in 1967-68 were \$2,350 and \$8,300 in 1968-69. While these amounts may not seem like large investments, one must remember that Weber State College is a newly-created four-year school with a rapidly expanding student population. The biennial budget in 1968 was up 46 per cent over its budget for 1966.<sup>3</sup> The State Legislature reacted favorably to Weber's special request for 1968-69 and funded the program with a separate line item budget provision of \$50,000. There is no reason to assume that the program will cost less to operate in the future than it will in 1968-69. Then too, additional funds have been committed in terms of capital outlay by providing specialized space for a police science laboratory, a crime search room and a photography-storage room as well as other non-specialized classroom space in a new social science building which will be completed in 1971-72.

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<sup>3</sup>The percentage refers to actual monies appropriated and not monies requested. Then too, Utah has the lowest tax base per student in colleges than any state in the Union. Over 70 per cent of Utah's graduating high school seniors attend college.

The intellectual and energy commitment to the Police Science Program at Weber have more than matched the monetary outlay. While the major burden of program development rested on Mr. Larry Lunnen, the original Federal Grant Coordinator and Police Science Director, many administrators were active in their support of the program including the Chairman of the Department of Political Science, the Dean of the Division of Continuing Education, the Dean of the School of Arts, Letters, and Science, the Academic Vice President, and the President of the College.

The program represented a request to offer a new baccalaureate degree and would, therefore, not only have to meet the procedural and qualitative requirements of Weber State College in order to be accepted, but would also have to meet the requirements of the Utah Coordinating Council for Higher Education. This body was just evolving a set of procedures for such programs. They requested submission of first a Phase I (planning) Proposal and if this were approved then a Phase II (operational) Proposal should be submitted. Since the time factor was important and this process was just in the formulation stage, Weber chose to present their Phase I and Phase II proposals at the same time.<sup>4</sup>

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<sup>4</sup>Utah Coordinating Council of Higher Education, A Bachelor of Police Science (a study of the proposal submitted by Weber State College to offer a Bachelor of Police Science) May, 1969. Copies of the above publication were sent to the office of Law Enforcement Assistance. Phase I and II are included as appendix "A" and "B", pp. 41-101 in the above mentioned publication.

The Phase I and II proposals, fulfilling College and State requirements, were submitted for review and approval by the following organizations:

1. The Department of Political Science,
2. The Police Science Advisory Board,
3. The Curriculum Committee of the School of Arts, Letters, and Science,
4. The College-wide Curriculum Committee,
5. The Academic Council,
6. The President, and
7. The Weber State College Board of Trustees.

On November 26, 1968 the program was submitted to the Coordinating Council. There followed a series of discussions between Weber State College police science staff (primarily the Chairman of the Department of Political Science and the newly-appointed Police Science Director), the staff of the Coordinating Council, officials from other colleges, representatives of law enforcement, and finally the Executive Committee of the Coordinating Council. At these meetings, Weber submitted additional materials justifying (1) a baccalaureate program in police science for Utah, and (2) that Weber State College should be the school to offer such a program. The actions of the Coordinating Council must be considered as a positive support by the State for police science education. A reading of the Coordinating Council's report, A Bachelor of Police Science, leaves no question about

the role of the Council has played, including the resolution of the important problem of credit transfers in police science between the College of Southern Utah's two-year program and Weber's four-year program.<sup>5</sup>

Before official acceptance was secured, Weber State College had to initiate a drive to secure an appropriation to operate the program, if and when approved.<sup>6</sup> The final acceptance of the program on June 4, 1969, represents the successful culmination of one phase of Weber State College.

**B. Support by Law Enforcement Agencies and Personnel**

Law enforcement agencies and individual law enforcement personnel have given the program at Weber continuing support. Law enforcement leaders from the Utah Police Chiefs and the Utah Peace Officers Association suggested that Weber State College apply for the developmental Federal Grant. A Police Science Advisory Board for the program at Weber was composed of the following leaders:

Chief Dean O. Anderson	Bountiful Police Department
Chief Eli J. Drakulich	Logan City Police Department
Chief Dewey J. Fillis	Salt Lake City Police Dept.
Sheriff Kenneth Hammon	Davis County Sheriff's Office
Commissioner Ray Jackson	Public Safety Commission
Chief LeRoy A. Jacobsen	Ogden City Police Department
Captain Ed M. Pitcher	Utah Highway Patrol
Judge Elverd F. Ziegler	Juvenile Court

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<sup>5</sup>Utah Coordinating Council of Higher Education, A Bachelor of Police Science (a study of the proposal submitted by Weber State College to offer a Bachelor of Police Science). May, 1969. Copies of the above publication were sent to the office of law enforcement assistance.

<sup>6</sup>Since the legislative action took place in March and no school was yet approved to operate the program, an appropriation of \$50,000 was made to the Coordinating Council for the Police Science Program with the understanding that the school approved for the program would then receive the \$50,000 from the Coordinating Council. (Note: the regular College budget for the 1969 Legislature had been submitted.)

Representatives of all major enforcement agencies on the Wasatch Front and representatives of all state law enforcement associations met at Weber on June 17, 1966 and recommended that Weber develop an academic degree program in police science. Liaison with law enforcement agencies in the area served by the College has been emphasized with the result that the program has met with a high degree of acceptance by law enforcement personnel and officials. An indication of this acceptance was the fact that several law enforcement agencies approved policies allowing officers shift preference to enable them to attend classes. Seventeen law enforcement agencies, geographically located with the area served by the College campus and off-campus programs, reimbursed their officers for expenses incurred for attending classes in police science. These concessions were made prior to Omnibus funds becoming available. Several cities have developed the beginnings of an incentive program based upon completion of a class or classes at Weber State. Some tentative programs anticipate the completion of the associate or baccalaureate degree. The College is cooperating closely with the Minimum Standard and Training Council to help carry out the State Peace Officers Minimum Standards and Training Act. Any in-service law enforcement officer successfully completing a class in the Police Science Degree Program receives a letter indicating his successful completion

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<sup>6</sup> (continued from page 9) earlier. There was no attempt to put a request for a tentative program such as police science into the budgetary process before it had been formulated and accepted by the College.)

of that class. A copy of this letter goes to the administrator of his agency and another copy to the Minimum Standards and Training Council. This copy is made a part of the officer's permanent education and training record with the Council.

An example of mutual cooperation developed in connection with classes attended primarily by in-service officers. Shift changes can be made for some officers, but what happens when many officers wish to take a given class? In an attempt to solve this problem, the same class(es) were offered in the regular day school program and in the night school program. If the class was off-campus, then it was offered one evening and Saturday morning. The classes were taught by the same instructor to maintain continuity. Efforts like these by Weber State College and an extensive open-door counseling program have seemed to overcome many of the apprehensions of in-service officers about "returning to school". Many of these officers who intended only to take a few courses have changed their attitude and are beginning to work earnestly on a degree program.

The State Police Academy which had been developed after the passage of the State Peace Officers Minimum Standards and Training Act to provide 200 hours training for peace officers has been temporarily located in a dorm at Weber State College since last October. The Academy has no connection with the College or the Police Science Program at Weber, but the Academy has utilized Weber's instructors on a part-time basis. Weber has evaluated the program as offered and will award



six credits in police science to students completing the program. The decision was based on the usual method of evaluating such out-of-school institutes (Utah has no junior colleges giving P.O.S.T. courses and college credit as many states do.) and the desire to encourage Academy graduates to continue their education towards an associate or baccalaureate degree in police science. Most Academy students also chose to enroll in a police science course offered on-campus evenings by Continuing Education while they were attending the Academy.

The final area of cooperation and support to be mentioned deals with class instructors for most of the off-campus and some on-campus courses. From the very first class offering, the off-campus class instructors were picked from the ranks of law enforcement, law, and other professional areas. They had to meet the academic requirements of the College as well as be an outstanding individual in their profession. Some of these men taught classes during what would have been duty time and were given schedule shifts or released time to teach the class.

This has not been an attempt to cover the complete area of support by law enforcement agencies and personnel, but it has been an attempt to cite the major areas of support. The individual support by in-service law enforcement personnel and by pre-service students is dealt with in terms of class statistics in Chapter III below.

### Chapter III Implementation of Goals and Objectives

#### A. Planning

The previous chapters of the history and support for the program have introduced most of the pertinent materials dealing with planning for the program. The major burden for planning the program fell on Larry Lunnen, the first Coordinator of the Grant and Weber's first Director of Police Science.<sup>7</sup> He was assisted in the academic area primarily by Dr. Alten B. Davis, Chairman of the Political Science Department to which the program was attached.

The problem of locating a police science program should be discussed briefly. Colleges do not introduce programs which are taught on campus during the day and which may possibly seek a baccalaureate degree and leave such programs under the jurisdiction of Continuing Education. There is also a reluctance to create departmental entities that are small because the administrative expense is too great. To what existing department should a police science program be attached? The relationship with sociology was known, but attempts to unite these two areas in the past have generally resulted in negative feelings and actions by both sociologists and police scientists. Policemen have an increasingly greater social role to play in the community but they do not want to be known as "social workers". At Weber State College the program was attached for administrative and planning purposes to the Department of Political Science.

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<sup>7</sup>Mr. Lunnen's training and philosophy made him particularly capable for the task ahead. See his qualifications in the appendix dealing with personnel.

B. Development of the Curriculum

The attachment of the Police Science Program to an existing department in the social sciences meant that curriculum planning would be developed under the biases of an academic approach and a demand for the emphasis on a behavioral and interdisciplinary program, but with an awareness that certain training was necessary. Surprisingly enough, after a careful study of (1) existing programs, (2) the current literature on curriculum, and (3) the problems facing law enforcement, the educational solution to the problems facing law enforcement education seemed to fall comfortably in with the biases indicated above. A program which emphasized primarily training will only be accepted on the baccalaureate level if it can be demonstrated that the need for liberal education does not extend beyond the minimal needs of the general education requirements. Police Science could make no such case. The major danger to police science programs on the academic level today is that in an attempt to deal with (1) the social problems now facing law enforcement and (2) the student reaction against authority, and particularly the institutionalized role of the police, that police science may become nothing more than a tour of philosophical and behavioral theory. The ecology of Weber State College pointed towards a judicious marriage of theory and training. As noted, Weber State had been a two-year "community college" in the broadest sense of those terms prior to 1963 so that it had a tradition of meeting community

needs and was not repelled by the concept of presenting "training". However, the process of becoming an accredited four-year baccalaureate degree-granting institution had made the administration and faculty critically aware of educational standards and the need for all graduates to have a liberal education.

When one is readying a new program for presentation and acceptance, one must also look at the realities of college curriculum politics. An interdisciplinary program will be more "academic" and its breadth will produce additional allies in voting if the areas included have been properly consulted about the program. The new courses proposed to initiate the program should be kept to a minimum. All curriculum processes are trying to wage a battle against the evil of proliferation of classes. The attempt should be made to present an adequate number of classes for a baccalaureate program. This restrictive approach has the benefits of initially avoiding the over-emphasis on training to which such programs often fall prey. It also allows for greater flexibility in the future when operational experience has indicated the necessity for change. Changes will also be necessary to deal with the evolving needs of law enforcement education and changes required by technological improvements. The Police Science Program designed with the proper emphasis on education, training, behavioral and social sciences and a broad liberal education appears to be not only the program needed to train competent policemen, but also a program which is "politic".

The presentation of a new program at Weber is very complex. You must develop and then present the following materials: (1) a complete description for the Catalog of the program, (2) syllabi for all new classes proposed, (3) a Phase I (Planning) Proposal and a Phase II (Operational) Proposal. These proposals must then be approved by (1) the department initiating the proposal, (2) the curriculum committee of the school, (3) the dean of the school, (4) the curriculum committee of the academic council (college-wide committee), (5) the Academic Council, (6) the administration, (7) the Board of Trustees of Weber State College, and (8) the Coordinating Council of Higher Education. While this process was very time consuming, there were very few changes made and very little opposition. The limited number of changes made in the program while seeking validation must be attributed to adequate planning and the inclusion of limited number of police science courses. The limited opposition within the institution must be attributed to the interdisciplinary nature of the proposal and the growing desire on all levels in America for law and order with justice. The absence of open opposition and the limited nature of "unofficial opposition" to Weber's request in the public area must be attributed to planning and the support gained by Weber among law enforcement agencies and personnel.

The process of seeking to have their program accepted has made the police science staff at Weber aware of many of the problems that are still to be dealt with. The report on the proposal by the Coordinating Council helped to clarify goals and existing problems.

C. Educational Program Offered

The author of this report has chosen to cover the subject by including the complete description of the program as it will appear in the Weber State College Catalog.

(See pages 18-22 below.)

THE CATALOG DESCRIPTION OF THE  
BACCALAUREATE PROGRAM IN POLICE SCIENCE

Dr. Alten B. Davis, Chairman

James Keith Henderson, Director

July 1, 1969

Prepared as an addendum to the  
1969-70 Weber State College  
Catalog

POLICE SCIENCE

The police science curriculum and particularly the baccalaureate degree program seek to achieve the following objectives: to relate the arts, humanities, and social science to the professional-occupational curricula; to provide students with a liberal education; to offer academic preparation for professional performance in an expanding police role requiring a new breadth of involvement and spirit of inquiry; to provide an educational background in operational and managerial concepts and techniques in preparation for future positions of increasing responsibility in the management of police service; to offer a base for graduate study leading to advanced degrees; and to contribute significantly to the improvement of the quality of police services.

POLICE SCIENCE MAJOR -- Students planning to obtain a Bachelor of Arts (Bachelor of Science) degree with a major in police science must complete the following courses with a grade not lower than a "C". Courses which satisfy the general education area requirements can also be used to satisfy the police science major.

Police Science Courses:

Police Science 1	Criminal Justice	(3)
Police Science 3	Criminal Law	(3)
Police Science 5	Law of Evidence	(3)
Police Science 8	Police Patrol	(3)
Police Science 102	Police Administration	(3)
Police Science 104	Police-Community Relations	(3)
Police Science 109	Advanced Traffic Management	(3)
Police Science 199	Seminar	(2)

One from the following courses:

Police Science 6	Criminal Investigation	(3)
Police Science 9	Traffic Law & Control	(3)
Police Science 10	Juvenile Law & Procedure	(3)
Police Science 51	Criminal Evidence	(3)
Police Science 110	Laws of Arrest, Search & Seizure	(3)

Two from the following courses:

Police Science 106	Special Problems in Law Enforcement	(3)
Police Science 107	Commercial Industrial Security	(3)
Police Science 108	Criminalistics	(3)
Photography 160	Crime Photography	(4)



Related courses required for a major:

Political Science:

Political Science 1	American National Government	(5)
Political Science 7	State & Local Government	(4)
Political Science 170	Principles of Public Administration	(5)

Sociology:

Sociology 20	Social Problems	(5)
Sociology 125	Criminology	(3)

Psychology:

Psychology 1	Introduction to Psychology	(5)
Psychology 145	Abnormal Psychology	(5)

Recommended courses:

A partial listing of courses which are recommended, in addition to those listed as electives above, is as follows: Accounting 1-Elementary Accounting; Anthropology 1 - Introduction to Anthropology; Chemistry 2 - General Chemistry; Data Processing 1-Concepts of Electrical Data Processing; Economics 5 - Principles of Economics; English 32 - Technical Writing or Journalism 32 - Technical Writing; Health Education 113 - Drug Use and Abuse; Philosophy 1 - Introduction to Philosophy; Philosophy 5 - Logic; Political Science 101 - Constitutional Law; Political Science 160 - Political Parties and Politics; Photography 1 - Basic Photography; Photography 160 - Police Science Photography; Psychology 54 - Psychology of Adjustment; Psychology 114 - Psychology of Adolescence; Psychology 127 - Motivation; Psychology 173 - Perception; Sociology 20 - Social Problems; Sociology 110 - Minority Groups; Sociology 123 - Sociology of Alcoholism; Sociology 126 - Juvenile Delinquency; Sociology 129 - Corrections.

**POLICE SCIENCE MINOR** -- Minors will be required to take Police Science 1, 3, 5, and a minimum of 12 additional quarter hours of upper division work selected in consultation with an advisor in police science.

**ASSOCIATE DEGREE** -- Student may receive an Associate Degree in Police Science by completing 21 hours of lower division police science classes in addition to completing all other college requirements for such a degree. The student seeking an Associate Degree in Police Science should attempt, whenever possible, to take the lower division "related courses required for a major" and the "recommended courses" for a major in police science.

Courses of Instruction

1. Criminal Justice - Purpose, function, and history of the agencies dealing with the administration of criminal justice; survey of criminal procedures; organization of law enforcement agencies; probation, pardon, and parole. A S (3) Florence
3. Criminal Law - Elements of crime against persons, property, and state; penal codes. A S (3) Florence
5. Law of Evidence - Principles and rules applying to evidence; legal effect and weight of various types of evidence; special evidence. A (3) Henderson
6. Criminal Investigation - Duties and problems of investigating officers, use of records, preparing cases for court trial, investigating major crimes. A (3) Henderson
8. Police Patrol - Patrol procedures and techniques; safety, public relations, crime prevention. W (3) Henderson
9. Traffic Law and Control - (formerly Police Science 4) - Traffic laws on a national, state, and local level; traffic control procedures and techniques; traffic education, engineering and enforcement policies; traffic evidence and penalties. A (3) Florence
10. Juvenile Law and Procedure - A study of Utah laws, organizations and procedures dealing with youth. W (3) Henderson
51. Criminal Evidence - Handling of evidence in the field; transporting, marking, scientific development, and court presentations. Mechanics of fingerprinting; casts and similar evidence. A W S (3) Lund
102. Police Administration - Current command level problems and trends in police organization and management including personnel management, budgeting, tactics, and functioning of the line and staff divisions. Prerequisite: Political Science 170 - Principles of Public Administration. S (3) Henderson
104. Police-Community Relations - Trends of the future role of the police officer in the community and schools; problems involved in inculcating attitudes relative to human relations in the police enterprise; the development of sensitive attitudes of empathy within each individual enforcement officer for his occupational environment. A S (3) Henderson
106. Special Problems in Law Enforcement - Causes, prevention, and techniques for handling riots, strikes, narcotics, prostitution, and organized crime; and problems peculiar to this locale. Prerequisite: Police Science Major and permission from the instructor. W (3) Lund

107. Commercial and Industrial Security - External and internal plant protection and security; confidential personnel investigations; interviewing procedures; detection and locking devices; special commercial problems. A (3) Lund

108. Criminalistics - Methods of scientific analysis, comparisons and identification of physical evidence and its courtroom presentation; comparisons of blood, hair, textile fibers, bullets, guns, fingerprints, dirt, paint, etc. Field problems and projects. Prerequisite: Chemistry 11 or its equivalent and Photography 1. W (3) Staff

109. Advanced Traffic Management - Epidemiology of motor vehicle accidents, accident investigation techniques; accident reconstruction and cause analysis; special event planning and organization; congestion control; public education; organization and functions of the police traffic division. Prerequisite; Police Science 9. S (3) Lund

110. Laws of Arrest, Search, and Seizure - A study of the dimensions of the laws of arrest, search, and seizure according to the latest Supreme Court decisions. W (3) Henderson

199. Police Science Seminar - An investigation of selected law enforcement problems. S (2) Henderson

The specific classes offer on-campus day school, on-campus Continuing Education, and off-campus Continuing Education and the students attending those classes are presented in Tables I through Table V. Table I is a summary of the Police Science Program from January, 1967 to June, 1969. Not included in the statistics were special police science related institutes offered in the summers of 1968 and 1969 dealing with (1) narcotics, (2) juvenile delinquency and (3) police science photography.

Some conclusions may be drawn from the statistics presented. The totals for 1968-1969, as differentiated from those of 1967 - 1968, indicate a possible saturation point of the program so far as students numbers are concerned. This means that many students, both in-service and pre-service, have taken most of the courses in the two-year program. The addition of new classes with the acceptance of the baccalaureate program will probably send total participation figures up again. The pre-service enrollees have always outnumbered the in-service students in the day school on-campus program. The percentages here can be expected to increase in favor of the pre-service student as the program continues, however, the effect of Omnibus loans and grants may tend to increase the number of on-campus, in-service people above the number that might be expected. The Continuing Education program both on-campus and off-campus has been dominated by the in-service student. This trend will undoubtedly continue. While Weber must make every

Table 1 Cumulative Statistics  
 Combined Totals for 1967-68 and 1968-69

	No. of Classes Offered	Pre-Service Students	In-Service Students	Total Students
Day On Campus	19	433	142	575
Cont. Ed. On Campus	16	83	256	339
Cont. Ed. Off Campus	23	24	624	648
Total Number of Students Served 1967-69		<u>540</u>	<u>1,022</u>	<u>1,572</u>
Total Number of Classes	<u>58</u>			

Table II Cumulative Statistics  
 Academic Program Offered  
 Under O.L.E.A. Grant 1967-68

	No. of Classes Offered	Pre-Service Students	In-Service Students	Total Students
Day On Campus	8	108	82	190
Cont. Ed. On Campus	8	35	179	214
Cont. Ed. Off Campus	10	19	329	348
Total for O.L.E.A. Grant 1967-68	<u>26</u>	<u>162</u>	<u>590</u>	<u>752</u>

Academic Program Offered  
 Under O.L.E.A. Grant 1968-69

	No. of Classes Offered	Pre-Service Students	In-Service Students	Total Students
Day on Campus	111	325	60	386
Cont. Ed. On Campus	8	48	77	135
Cont. Ed. Off Campus	13	5	295	300
Totals for O.L.E.A. Grant 1968-69	<u>32</u>	<u>378</u>	<u>332</u>	<u>710</u>

This figure is computed in terms of classes offered as distinguished from the total number of courses offered. The first figure treats all offerings as one. The second total would only note the actual courses taught and not the number of sections of a given course. The total number of course offerings for day school is 9. The total for Cont. Ed. 9. Combined total 9.

Table III

Program Statistics for January, 1968 - June, 1969  
On-Campus Day School

Course No.	Course Title	Quarter	No. of Times Offered	Pre-Service Students	In-Service Students	Total
P.S. 1	Criminal Justice	A	2	18	1	19
P.S. 6	Criminal Investigation	A	1	51	2	53
P.S. 50	Report Writing	A	1	4	8	12
Total Autumn Quarter			<u>4</u>	<u>73</u>	<u>11</u>	<u>84</u>
P.S. 2	Police Administration	W	1	34	8	42
P.S. 3	Criminal Law	W	1	52	5	57
P.S. 4	Traffic Law & Control	W	1	7	2	9
P.S. 5	Law of Evidence	W	1	43	6	49
Total Winter Quarter			<u>4</u>	<u>136</u>	<u>21</u>	<u>157</u>
P.S. 1	Criminal Justice	S	1	23	0	23
P.S. 8	Police Patrol	S	1	45	11	56
P.S. 51	Criminal Evidence	S	1	48	17	65
Total Spring Quarter			<u>3</u>	<u>116</u>	<u>28</u>	<u>144</u>
Totals for Academic Year 1968-69			<u>11</u>	<u>325</u>	<u>60</u>	<u>385</u>

Table IV

Program Statistics January, 1968 - June, 1969  
Continuing Education - Campus

Course No.	Course Title	Quarter	No. of Times Offered	Pre-Service Students	In-Service Students	Total
P.S. 1	Criminal Justice	A	1	2	16	18
P.S. 6	Criminal Investigation	A	1	3	16	19
P.S. 50	Report Writing	A	1	4	8	12
	Total Autumn Quarter		<u>3</u>	<u>9</u>	<u>40</u>	<u>49</u>
P.S. 2	Police Administration	W	1	8	4	12
P.S. 3	Criminal Law	W	1	2	9	11
	Total Winter Quarter		<u>2</u>	<u>10</u>	<u>13</u>	<u>23</u>
P.S. 4	Traffic Law & Control	S	1	14	12	26
P.S. 8	Police Patrol	S	1	5	14	19
P.S. 5	Law of Evidence	S	1	10	8	18
	Total Spring Quarter		<u>3</u>	<u>29</u>	<u>34</u>	<u>63</u>
	Total Academic Year 1968-69		<u>8</u>	<u>48</u>	<u>77</u>	<u>135</u>



Table V

Program Statistics January, 1968 - June, 1969  
Continuing Education - Off Campus

Course No.	Course Title	Quarter	No. of Times Offered	Pre-Service Students	In-Service Students	Total
P.S. 4	Traffic Law & Control	A	4	2	84	86
P.S. 50	Report Writing	A	1	2	36	38
	Total Autumn Quarter		<u>5</u>	<u>4</u>	<u>120</u>	<u>124</u>
P.S. 8	Police Patrol	W	4	1	81	82
	Total Winter Quarter		<u>4</u>	<u>1</u>	<u>81</u>	<u>82</u>
P.S. 51	Criminal Evidence	S	4	0	94	94
	Total Spring Quarter		<u>4</u>	<u>0</u>	<u>94</u>	<u>94</u>
	Total Academic Year 1968-69		<u>13</u>	<u>5</u>	<u>295</u>	<u>300</u>

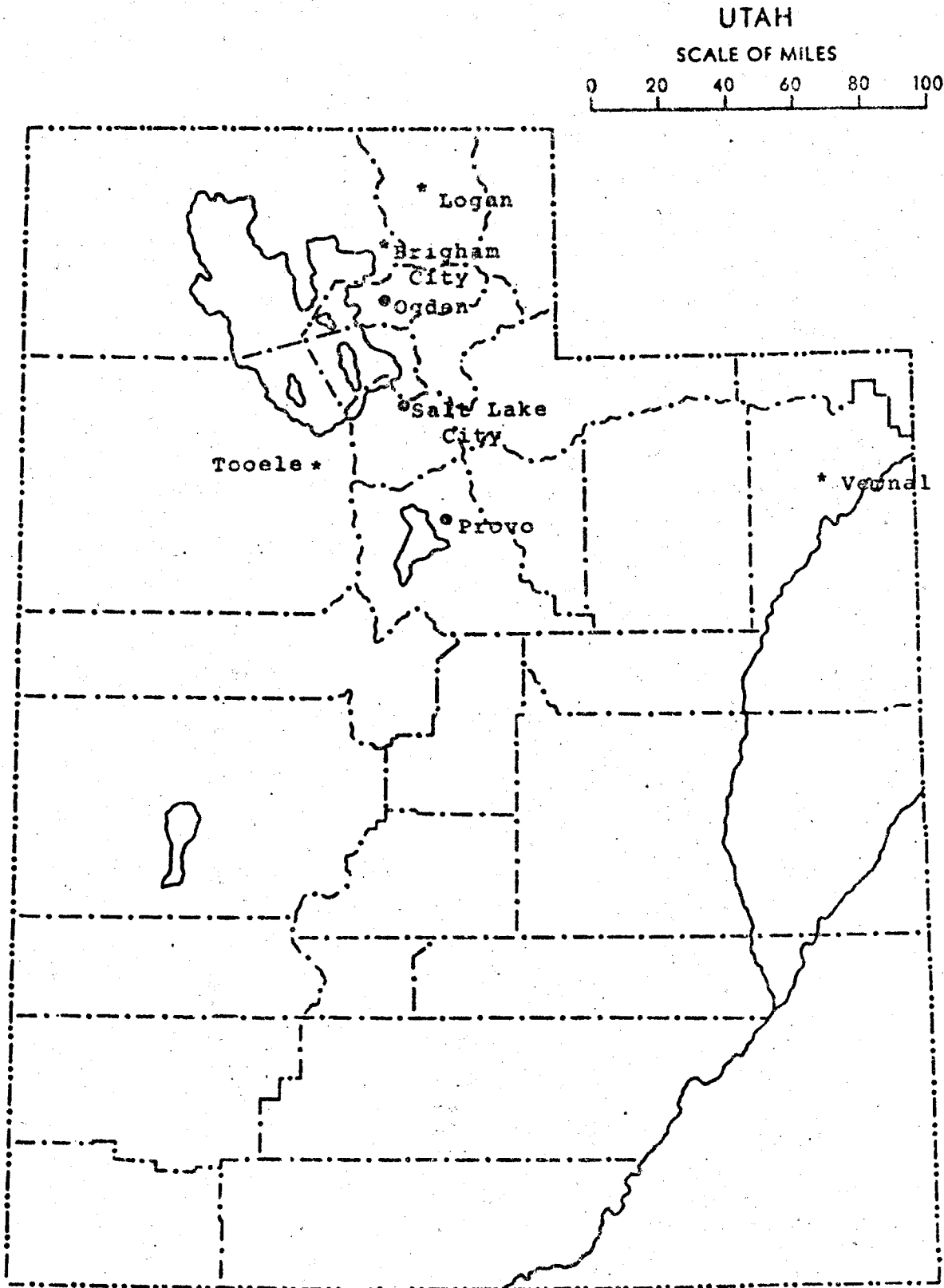
attempt to extend its program to the areas that need and desire it, if there are competent instructors available, Weber should not neglect the problem of perpetuating "in-breeding" by having policemen take classes dominated by policemen.

The number of students majoring and minoring in police science is in a very fluid state as one might suspect. Police Science was not officially permitted to offer a major until after the Coordinating Council's action in June after school was out. In spite of these facts, counseling has listed 45 official police science majors and our records indicate the number is closer to 65. Classes with under 10 students enrolled have to have special administrative sanction to be offered. Even though police science is a new program, it has not had any classes whose enrollment was so low as to need administrative permission to continue.

The original Police Science Grant Coordinator was active in his attempts to recruit both pre-service and in-service students. Cooperative arrangements were made with our high school relations staff to make counselors and administrators aware of the two-year program. No official action could be taken on the four-year program until it was approved by the Coordinating Council. The program was not approved until June, thus nullifying all efforts to exploit the publicity of the new program and to recruit graduating seniors. We are not certain what the impact of Omnibus will be, but we do know in-service personnel will find it financially necessary to continue to work full time.

A map of Utah is provided as Exhibit I to indicate the location of existing current off-campus Continuing Education classes offered by the program and some possible future class locations. (See page 30).

Exhibit I  
Police Science Program Continuing Education Off-Campus



- Cities with regular off-campus classes
- \* Cities that may be serviced in the future

## Chapter IV Resource Development and Utilization

### A. Personnel

A good program must be staffed by good personnel or it will be a mediocre program in operation. The number of people eligible to teach on the college level is limited. A survey of over 1,300 law enforcement personnel in Utah by the Utah Peace Officer Standards and Training Office indicated that there were only 25 of that group who had received baccalaureate degrees and only one of the group held a master's degree.<sup>8</sup> There were other people nearing master's degree level who were not surveyed, but the number of people eligible to staff academic positions in Utah was extremely limited. Then if one subtracts the number who are not capable of teaching and those who have no desire to teach, the number may have become lower than the staff needed at Weber State. The Brigham Young University has recently initiated a graduate program in Police Science and this picture will gradually change, but the limited staff offering the program at Brigham Young does not make one optimistic. The solution for Utah will be to import the necessary additional staff members. A director of such a program ought to be from the state, experienced in law enforcement, recognized by his peers, but dedicated to the idea that education is necessary to upgrade the profession. Other staff members can and possibly should be from out of state. But how does one compete for the fewer than 20 graduates of Washington

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<sup>8</sup>Utah Coordinating Council of Higher Education, Op. Cit. p. 19.

State or other graduate schools who are often receiving requests for personnel at the rate of two per day?

The need for competent personnel in police administration is obvious, but does it so far overshadow the need for competent teachers to teach people to be competent administrators? As noted above, a good program without a competent staff becomes a mediocre program. Weber State again questions the validity of the recommendation that Omnibus funds not be used to produce police science instructors with a terminal degree.

Weber has been quite fortunate in its search for competent personnel, but has had to compromise on the team it sought. Now that the lab facilities and equipment are available, Weber needs a staff member in criminalistics with a masters degree and experience. If the state or local government needs the half-time services of such an expert, Weber might then be able to make the salary and the opportunity seem worthwhile to one of these scarce and highly sought after objects.

Here are the credentials of the staff members of the police science staff:

Dr. Alten B. Davis

Chairman of the Department of Political Science  
Director of the 2nd Police Science Grant  
B.S., Utah State University; M.S. and Ph.D,  
University of California at Berkeley

Dr. Brian R. Florence, J. D.

Position: Lecturer  
Education: B.S., Weber State College; J.D. (1968)  
University of Utah-School of Law  
Teaching load assigned: 8 hours day school, 3  
hours evening school  
Training and experience: Student body officer at  
Weber State College. Legislative intern.  
Member of Utah State Legislature, 1968.

Dr. James K. Henderson, J. D.

Position: Instructor and Acting Director of the Police Science Department.  
Education: B.S. Police Science, California State College at Los Angeles, 1962.  
J.D., University of Southern California, 1966  
Teaching Load Assignment: 6 hours day school, 3 hours evening school  
Training Experience: Deputy Sheriff, Los Angeles County; Criminal Investigator, District Attorney's Office, Los Angeles; Superior Court Clerk, Los Angeles; Criminal Court Counselor, Los Angeles.

Mr. Lynn J. Lund

Position: Instructor  
Education: B.S. (1966), University of Utah  
Teaching Load Assignment: 6 hours day school, 3 hours evening school  
Training experience: 6 year Salt Lake City Police Department; 2½ years Salt Lake County Sheriff's Office, highest rank: Sargeant.  
General secondary teaching credential

Mr. Larry E. Lunn

Present position: Director of Special Programs, Utah Department of Public Safety  
Former position: First Coordinator, Police Science Grant; Director of the Police Science program at Weber State College.  
Education: B.S. (1960) University of Utah.  
Graduate work at B.Y.U. Treasury Law Enforcement Officers Training School. F.B.I. National Academy.  
Teaching Load Assignment: on leave  
Training and experience:  
1. Assistant State Commissioner of Public Safety 1968  
2. Assistant Professor and Director of Police Science Program and Grant 1967  
3. Chief of Police, Orem City Police Department 1963-67  
4. U.S. Treasury Criminal Investigator 1962-63  
5. Salt Lake City, Police Department 1957-62  
6. U.S. Army Airborne, Military Police Unit

Under the grant in 1968-1969, Mr. Lund and Mr. Florence have been essentially employed 100% of their time with instruction and administration of the program.<sup>9</sup>

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<sup>9</sup>Professor Florence was elected to the Utah State Legislature which met during Winter Quarter. He taught one class in Continuing Education that quarter and an additional unremunerated class Spring Quarter in Continuing Education. Mr. William Roger Ball taught one class Winter Quarter to replace Mr. Florence.

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Weber has made extensive part-time use of instructors from the Utah community in the program's Continuing Education offerings and to some extent in the daytime on-campus program. A partial list of these personnel is given in Appendix I.

B. Library

The Utah Coordinating Council, in its report A Bachelor of Police Science, made the following pertinent comments about the Police Science library facilities at Weber:

The paucity of an adequate law enforcement literature is endemic to the field. However, most periodicals in the field, as well as ancillary references, should be purchased. It is not only the number of periodicals that is important but also the number of back issues that are available.<sup>10</sup>

The Council then recommended "that major periodicals in the area of criminology, law enforcement, criminalistics, and penology be made a part of the Weber College library. Back issues to these publications are necessary for program excellence."<sup>11</sup>

Weber State College is presently subscribing to the major periodicals. In the first year of the Grant, Continuing Education permitted the purchase of about 80 books for the library out of their funds. In 1968-69, the Department of Political Science allocated \$750 out of the Department's library budget to Police Science. For the academic year of 1969-70, the library allocation to Police Science will be \$1,200 or more.

Professor Mel Miller gave Mr. Lunnen and Dr. Davis a mimeographed copy of the library holdings of San Jose State on Police Science. This list, together with one from St. Louis, are used as guides in selecting books to be purchased for the library. Many books in Police Science become obsolete quite

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<sup>10</sup>Utah Coordinating Council of Higher Education, Op. Cit., p. 39.

rapidly and care should be exercised not to purchase books no longer relevant.

One of the differences between a two-year and four-year program should be the degree of utilization of the library. Therefore, not only should the facilities be there, but the teachers should make every effort to teach students to use these tools. The library resources are meagre and their utilization less than adequate for what exists.

C. Other Facilities

A Police Science program can be initiated without the use of specialized facilities. The program would not have students in uniform, would not have a class in marksmanship, and would not have such sophisticated equipment as polygraph or other similar equipment. You can even get by teaching Criminal Evidence without a lab as Weber was forced to do last spring, but you should avoid this. Professor Osterberg realized that many colleges starting new programs would not have lab facilities, so he instructed the students of his criminal evidence institute on how to carry out the program under such restrictions.

The projected facilities for police science in the new social science building to be completed in 1971-72 are:

1 Department Head Office	160 square feet
2 Faculty offices	110 square feet
1 Clerical room	100 square feet
1 Storage & Duplicating room	300 square feet
1 Secretarial Office	150 square feet
1 Laboratory	712 square feet
1 Crime Search Room	427 square feet
1 Photography-Storage room	141 square feet



Shared classroom facilities with Political Science:

1 Seminar-Conference room	500 square feet
1 Classroom	900 square feet
4 Classrooms (small) one of which will be a modified courtroom	500 square feet

Weber State staff members had concluded that for their program, the specialized facilities needed would be limited to one lab, a crime search room, and a photography-storage room.

It would help new programs considerably if someone would work out the equipment needed in a police science laboratory and supplies needed to operate such a lab and small dark room. Weber's staff appreciated the help they have received from the police science staffs at Los Angeles State and San Jose State in dealing with the problems of facilities, equipment, and supplies.

D. Financial

In retrospect, the grants of \$15,000 and \$22,500 seem to have been well calculated to meet the needs of a school in Weber's position. The financial encouragement to utilize a second man in the program was a move to secure continuity and development for the program. The increase in Federal expenditures was more than matched by the school's increasing participation from \$2,350 to \$8,300. The Federal program provided an adequate lift-off for the third stage of the program which now has three staff members and is being totally financed by the State of Utah at \$50,000 in 1969-70.

The financial calculation required by the police science program were far too intricate for the new people who were brought on to the scene who neither had experience with college budgets nor Federal contracts. Yet in one year, they were supposed to learn to pray correctly to two Gods who used two different sets of rules and both claimed complete sovereignty and infallibility. The Federal contract was set up in one set of terms, the quarterly reports in still another, and the final report in still a different set of terms and since one didn't know the end from the beginning, one could not anticipate such a change in events. Furthermore, no consideration was given that one set of people would write a contract and a different set would carry it out and still a different set audit the results. Quite often there was a shifting of personnel in the new program on the Federal level and on the College level. The Federal financial contract and requirements were confusing enough to a new administrator, but the College added to the confusion by its assignment of a budget divided into categories that would be printed out each month by the computer. To complete the picture, one only needs add that Weber's contract year did not coincide with either the college fiscal year or the academic year. Even a department chairman who is used to operating an academic budget finds it difficult to adjust to the fact that he is now involved in a budget which has some expenditures made prior to July 1 which will not be carried on the printout throughout the year. He had to alert the administration to the fact that a program financed primarily by the Federal Government would

depend heavily upon the College after May 15, One must remember that this period is the last barrel-scraping stage of a biennial budget. Under such circumstances, the Director tried to meet part of the problem by frugality and by requesting an extension of the Federal deadline. His battle was a losing one because (1) the college budget categories are essentially as inflexible as the Federal ones at this point, (2) the extension of all necessary salaries from May 15 to even June 1 was too expensive, and (3) he did not calculate the added secretarial costs of the Omnibus program. The inauguration of the latter program cost untold unremunerated hours of time for the Grant Coordinator, but the needed secretarial labors (approximately \$700) could not be secured on a gratis basis. The Omnibus program was needed, is beneficial, but did have this negative impact on the financial aspect of Weber's program.

I think one specific example is all that need be given to indicate the complications alluded to above. The original contract called for an expenditure of \$11,000 for personnel of which \$8,500 was to go to the Director and \$2,500 to the secretary. The contract year was originally January 1, 1967. The director was not hired until May 15. He was hired at the salary of \$9,000 for 12 months. The total expenditures by May 15, 1968 (the contract was extended to that date by request) for "personnel" was \$10,885.30. The Director had been "overpaid" and the secretary underpaid or not employed for a full year. Thus a budget which appears to be within the limits of the quarterly reports for

"personnel" and even at the end of the year is still within this reporting limit, turns out to be \$525.00 overspent when technically reviewed months later by the audit division. One feels like suggesting that the original Grant Coordinator was already serving on the basis of dedication and not salary economics.

One can anticipate the same type of logic to be the basis of the 1969 audit instead of the positive overview that the College more than meet its substantive and financial commitments made in the second phase contracts.

## Chapter V Evaluation and Conclusions

### A. Summary of Results

In two years, Weber State College has developed an associate program and then a baccalaureate program in police science. The program is now independent of Federal support. The staff of three full-time people should be adequate to meet the needs of an expanding program for sometime in the future. Greater reliance will have to be placed on an increasing number of resource people in the State to maintain and expand the program offered through Continuing Education. Relationships with the law enforcement administration and personnel has been essentially favorable to date. The presence of Omnibus grants and loans should not lead Weber to slacken its efforts to have administrators encourage their personnel to further their education. Administrators should also be encouraged to make shift changes or accommodation where possible.

The program has been kept near a minimum in terms of police science classes both on the basis of its newness and to gain acceptance, but also as a reflection of the philosophy of the program. The problems facing a policeman lie in the area of both technical competence and "cultural competence." Therefore, majors have been required to take 33 hours of police science courses and 32 hours of social and behavioral science courses. The program appears geared to meet the basic needs of Utah for better qualified administrators and patrolmen.

Financing of the program this year was on the basis of a special line item appropriation, but hereafter the budget will be submitted as a regular part of the college budget. The administrative atmosphere on the college level is favorable to the Police Science Program so that future budgeting needs will be given proper consideration. It will help if some Federal grants under Omnibus can be obtained to help lighten the load. The nature of the commitment by Weber is probably underlined by the fact that last minute changes were made in the building plans for the social science building to meet the special needs of the police science department.

The major transitional problem in changing from a primarily Federally-supported program to a state-supported program lies in anticipating the need and submitting the necessary budgetary requests. Weber's program would have had to mark time for a year if efforts to seek both staff and finances for 1969-70 had waited until official approval was given in June. College officials and State officials cooperated in making the necessary accommodations.

There will be some question this year about how many students will enroll in the lower division program. Many students have taken all the lower division classes and are simply waiting for the new classes to be offered in upper division. An administrator of a program faces insecurity when he sees that he has doubled the number of courses offered to students in the day school program.

There was no pre-registration for Autumn Quarter in the spring and the question of lower division registration remains uncertain.

#### B. Strengths of the Program

I think the curriculum and the philosophy are the current basic strengths of the program. The environment of Utah is in some respects conducive to the program. The vast majority are law and order oriented. They are also education oriented. This explains much of the community support for the program -- Utah doesn't want "It" to happen here. The support by law enforcement personnel is very encouraging. Some administrators are a bit reluctant because they fear their men will be educated off the force. They also are reluctant to make the necessary changes to prevent this development. The presence and positive support of the program by an Advisory Board composed of influential leaders in law enforcement has tended to have a band wagon effect on other administrators.

The staff can be considered strong if viewed in the context of an early developmental stage and the fact that it is both adequate in size and composed of people who devote full time to the program.

#### C. Weaknesses

The existing facilities are not adequate. Lab facilities will be available in 1969-70, but the labs will not have all the needed equipment. The absence of a crime search room and any photography area for police science are other needs that will have to wait essentially for completion of the new social science building early in 1972. Careful budgetary planning will also make it possible to have most of the needed equipment by that time.

The present staff is adequate in size and has excellent possible potential, but we need a man in criminalistics to replace our lawyer without law enforcement experience. The new director will be in his first administrative role. This year will also be his first year as a teacher. This situation should be avoided, if possible. Another staff member needs to complete a terminal degree to assure his acceptance by academia and to further develop his potential. The Coordinating Council aptly points out that securing qualified instructors is only one half the problem; keeping them is the other half.

The library problem is not one of adequate space, but a financial one. An additional plea will be made this year to the library committee based upon the recommendations of the Coordinating Council's report. The problem here is both in getting the needed materials and then utilizing them.

The problem of coordinating academic, law enforcement, governmental, and community resources is a continuing one. Continuity and quality are the keys here. Weber has had too much of a turnover in the directorship of the program. The present director has adequate qualifications, but is an inexperienced administrator and from out of state. As for coordination between schools, the initiative was taken by the Coordinating Council and had positive effects on the relations between the College of Southern Utah and Weber State College. Coordination with the University of Utah's proposed criminology program has yet to be worked out.

There is a definite question as to how the incompetent and unfit can be weeded out of the program. The major responsibility



in this area will fall on group and individual counseling. There are no real guidelines to work with.

A final problem area is that of developing an internship program. Care must be taken to avoid the obvious pitfalls involved in such programs and to maximize their value.

#### D. Recommendations

1. All the many recommendations about how to handle Federal grants for program development are now outdated.
2. Plan and project programs as far ahead as possible to anticipate problems.
3. Establish a broadly based advisory board.
4. Visualize counseling as being one of, if not "the" major responsibility of your staff.
5. Seek to coordinate existing police science programs in the State as soon as possible.
6. Teaching staff members should have terminal degrees and an academic orientation but must also have law enforcement experience.

#### E. Future

The discussions of this chapter have adequately pointed toward the potential and problems that lie ahead in the future for the Police Science Program at Weber State College. The atmosphere is one of optimism and challenge. There will be revisions, updating, change, and an increasing emphasis on teaching excellence.

APPENDIX I

Part Time Teaching Personnel

Mr. Roger Ball, Area Director of Security,  
Safeway Stores, Inc.  
B.S., University of Utah

Mr. Howard Cornell, 6 years, Ogden City Police Department  
Experience in special investigation and instruction.  
B.S., Weber State College, 1968

Mr. Newell Knight, Training Director, Utah Highway Patrol  
Northwest Traffic Institute Degree

Mr. Swen C. Nielsen, Director of Security  
Brigham Young University  
B.S., University of Southern California

Mr. Richard Richards, Attorney at Law  
Law Degree, University of Utah School of Law

Mr. Howard Waters, Assistant Professor, Brigham Young  
University.  
M.A., English, specializing in journalism.