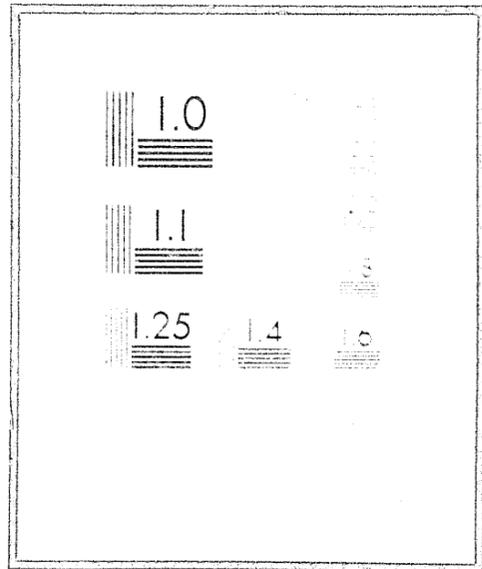


NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504.

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

11 23 76

3 3 3 3 3 3 i m e d

A DESCRIPTIVE ANALYSIS OF CRIMINAL JUSTICE EDUCATIONAL PROGRAMS IN THE UNITED STATES

Thesis for the Degree of Ph.D.
MICHIGAN STATE UNIVERSITY
WALTER JAMES STRAUSS
1972

32813
READING ROOM

~~NI-71-083-6F-14~~

NI-71-083-6F-14

Dr. Calvin J. Swank
Criminal Justice Program
Division of Social & Behavioral Science
University of Alabama in Birmingham
Birmingham, Alabama 35233

01/11/72

ABSTRACT

A DESCRIPTIVE ANALYSIS OF CRIMINAL JUSTICE
DOCTORAL PROGRAMS IN THE UNITED STATES

By

Calvin James Swank

This study was undertaken in consideration of two primary assumptions.

1. That all Criminal Justice personnel with general enforcement powers should hold the baccalaureate degree.
2. that all faculty members who teach at the baccalaureate level in Criminal Justice should hold the doctorate.

Following these assumptions, and because no published consideration has been given to doctoral programs in this area, the author set out to answer the following questions.

1. What kind of programs exist to train and educate teachers, researchers and administrators in this discipline?
2. How do these programs differ from each other?
3. Where can they be found?
4. What are the perceived goals of these programs?
5. Do some schools see themselves producing college teachers while others produce only administrators?
6. Do these programs all see themselves as producing researchers?

An effort to answer the above questions was the impetus for this project.

The responses and printed materials which aided in this inquiry were obtained through personal contact or

correspondence with the directors of the respective programs. It was found that in Criminal Justice education today there are throughout the United States a select few doctoral programs. Heretofore, there being no published studies of these programs and their objectives or their relationship to the system of Criminal Justice, or each other, the need for such information became obvious. Basic to the need is the fact that all of these programs claim direct relevance to American Criminal Justice.

Thus, the objectives of this study were threefold. First, to provide for the reader an historical analysis of the emergence of all presently existing doctoral programs in Criminal Justice. Second, hopefully to provide for institutions anticipating implementation of such a program guidelines to coursework, goals and objectives. Third, to provide for the Criminal Justice doctoral student, in one volume, a source book to aid him in program selection.

The limitation of this study is that only those doctoral programs listed in the 1972-1973 Law Enforcement Education Directory published by the International Association of Chiefs of Police are considered.

The thesis is divided into seven chapters.

Chapter I of this thesis includes the need for higher education in Criminal Justice, the problem, the objectives of the study and its limitations, and definitions of relevant terms.

Chapter II is a brief history of man's approaches

to Criminal Justice from early history to the present day. It was included in order to apprise the reader of the evolution of our system of Criminal Justice and its increasing complexity.

Chapter III presents the emergence of Criminal Justice as a discipline in American higher education. It covers the early programs and looks at present day Criminal Justice education at the junior college, baccalaureate and master's degree levels. Problems in concept definition and curriculum are also considered.

Chapter IV presents for the reader some insight into doctoral study in general. It traces historically the emergence of the doctorate, the characteristics of various doctoral degrees and their usage in other countries.

Chapter V consists of a descriptive account of all presently existing Criminal Justice doctoral programs in the United States. It includes a brief history of each institution, the origin of Criminal Justice programs at that institution, the objectives of the doctoral degree, the general course of study, the requirements for admission to the doctoral program and requirements for graduation.

Chapter VI provides an analysis of the variations in the Criminal Justice doctoral programs. It analyzes the similarities and differences in their stated objectives as well as courses of study and admission and degree requirements.

Chapter VII is a summary of the entire study and

Calvin James Swank

contains the justifications for its writing, restatement of the problem, research objectives and limitations as well as a general overview of the chapters. It also provides for the reader the conclusions of the author.

A DESCRIPTIVE ANALYSIS OF CRIMINAL JUSTICE
DOCTORAL PROGRAMS IN THE UNITED STATES

By

Calvin James Swank

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1972

ACKNOWLEDGMENTS

The author wishes to express appreciation to a number of people who aided in this endeavor. This project could not have been completed without the valuable assistance of the program directors of the institutions discussed here.

To Dr. Eldon Nonnamaker, Vice President for Student Affairs and my thesis chairman, I owe much for the contribution of his valuable time. Also my appreciation goes to Dr. William Goldberg, Dr. Dale Alam and Dr. Robert Trojanowicz for their guidance and encouragement toward this end.

Special thanks is extended to Mr. Larry Hoover and Mr. Steven Egger who, during my hours of depression in this undertaking, provided insight and a push to the next phase.

To my wife Bobbie who has contributed far beyond what one should expect I can only be grateful.

To Jeff and Wendy, who have been so long without a father, I simply offer my heartfelt thanks and hope to do better in the future.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
The Problem	3
Statement of the Problem	3
Objectives of the Study	4
Limitations of the Study	5
Definition of Terms	5
Format of the Study	8
II. A SHORT HISTORY OF CRIMINAL JUSTICE	10
The Earliest Years	10
Criminal Justice in England	13
England Prior to 1829	13
The Coming of the Metropolitan Police Act (1829)	16
Development of Criminal Justice in the United States	17
III. THE DEVELOPMENT OF CRIMINAL JUSTICE PROGRAMS AT THE COLLEGE AND UNIVERSITY LEVEL	21
The Chronological Evolution	21
The Problems in Curriculum	37
The Community-Junior College	43
The Baccalaureate Programs	49
The Master's Degree Programs	54
IV. THE DOCTORAL DEGREE	58
The History of the Doctorate	58
The Doctorate in the United States	60

Chapter	Page
The Research Doctoral Degrees	63
The Doctorate in Philosophy as a Degree for College Teachers and Researchers	66
The Professional (Non-Research) Doctoral Degrees	71
The Non-Earned Doctoral Degrees	72
Foreign Doctorates of the Present Day	73
V. CRIMINAL JUSTICE DOCTORAL PROGRAMS	75
The Florida State University	76
History of the University	76
The Origin of the Criminal Justice Program	78
The Objectives of the Doctoral Degree	80
The General Course of Study for the Doctor of Philosophy Degree in Criminology	83
Requirements for Admission to the Doctoral Program	85
Requirements for Completion of the Doctor of Philosophy Degree in Criminology	86
Michigan State University	87
History of the University	87
The Origin of the Criminal Justice Program	89
The Objectives of the Doctoral Degree	90
The General Course of Study for the Doctor of Philosophy Degree in Social Science (Criminal Justice/Criminology Option)	95
Requirements for Admission to the Doctoral Program	96
Requirements for Completion of the Doctor of Philosophy Degree in Social Science (Criminal Justice/Criminology Option)	97
Sam Houston State University	98
History of the University	98
The Origin of the Criminal Justice Program	100
The Objectives of the Doctoral Degree	103
The General Course of Study for the Doctor of Criminal Justice Degree	103
Requirements for Admission to the Doctoral Program	104
Requirements for Completion of the Doctor of Criminal Justice Degree	106

Chapter	Page
The State University of New York at Albany . . .	107
History of the University	107
The Origin of the Criminal Justice Program . . .	109
The Objectives of the Doctoral Degree	111
The General Course of Study for the Doctor of Philosophy Degree in Criminal Justice . . .	115
The Nature of Crime	115
Law and Social Control	115
The Criminal Justice Process	116
Planned Change in Criminal Justice	118
Support Offerings	119
Requirements for Admission to the Doctoral Program	119
Requirements for Completion of the Doctor of Philosophy Degree in Criminal Justice . . .	120
The University of California at Berkeley	121
History of the University	121
The Origin of the Criminal Justice Program . . .	123
The Objectives of the Doctoral Degree	124
The General Course of Study for the Doctor of Criminology Degree	125
Requirements for Admission to the Doctoral Program	126
Requirements for Completion of the Doctor of Criminology Degree	127
The University of Maryland	128
History of the University	128
The Origin of the Criminal Justice Program . . .	128
The Objectives of the Doctoral Degree	129
The General Course of Study for the Doctor of Philosophy Degree in Sociology (Criminology Specialization)	130
Requirements for Admission to the Doctoral Program	130
Requirements for Completion of the Doctor of Philosophy Degree in Sociology (Criminology Specialization)	131
The University of Montana	131
History of the University	131
The Origin of the Criminal Justice Program . . .	133
The Objectives of the Doctoral Degree	133
The General Course of Study for the Doctor of Philosophy Degree in Sociology (Criminology Option)	133

Chapter	Page
Requirements for Admission to the Doctoral Program	134
Requirements for Completion of the Doctor of Philosophy Degree in Sociology (Criminology Option)	134
The University of Pennsylvania	136
History of the University	136
The Origin of the Criminal Justice Program	138
The Objectives of the Doctoral Degree	138
The General Course of Study for the Doctor of Philosophy Degree in Sociology (Criminology Option)	139
Requirements for Admission to the Doctoral Program	139
Requirements for Completion of the Doctor of Philosophy Degree in Sociology (Criminology Option)	140
The University of Southern California	141
History of the University	141
The Origin of the Criminal Justice Program	143
The Objectives of the Doctoral Degree	144
The General Course of Study for the Doctor of Philosophy and the Doctor of Public Administration Degrees (Criminal Justice Emphasis)	145
Requirements for Admission to the Doctoral Programs	145
Requirements for Completion of the Doctor of Philosophy Degree in Public Administration (Criminal Justice Emphasis)	145
Requirements for Completion of the Doctor of Public Administration Degree (Criminal Justice Emphasis)	147
VI. VARIATIONS IN CRIMINAL JUSTICE DOCTORAL PROGRAMS	148
Comparison of Program Objectives	148
Comparison of the General Courses of Study	153
Comparison of Admission Requirements	154
Degree Level Necessary for Admission to the Doctoral Program	154
Graduate Record Examination Requirements for Admission	155

Chapter	Page
Reference Requirements for Admission	155
Transcript Requirements for Admission	156
Comparison of Requirements for Completion of the Doctoral Degree	156
Residency Requirements of the Institution .	156
Coursework Requirements for the Doctoral Degree in the Criminal Justice Area	158
Comprehensive, Preliminary and Qualifying Examinations Required for the Doctoral Degree	160
Foreign Language Requirements Within the Criminal Justice Doctoral Programs	161
Dissertation Requirements for the Doctoral Degree	162
Grade Level Required for Maintenance of Doctoral Standing	163
VII. SUMMARY AND CONCLUSIONS	164
Summary	164
Conclusions	165
Expectations	168
Federal Funding	168
Enrollment Projections	169
Admissions Problems	170
Closing Remarks	171
BIBLIOGRAPHY	172
APPENDICES	178
Appendix	
A. Courses Available to Students in Criminal Justice Doctoral Programs	178
B. (Instrument) A Survey to Determine A Core Program of Undergraduate Studies for the Professional Preparation of Law Enforce- ment Personnel in Four-Year Colleges and Universities	279

Chapter	Page
C. Number of Law Enforcement Degree Programs Available in the United States and Outlying Areas	283
D. Abbreviations of Doctoral Degrees	286

LIST OF TABLES

Table	Page
1. Required Core Law Enforcement Courses in Responding Four-Year Colleges and Univer- sities as of February 1969 (by Frequency) (N = 45)	53

CHAPTER I

INTRODUCTION

In American society the term "criminal justice" names a system comprising institutions of social control authorized to enforce sanctions against violators of societal norms. This system consists of three major segments: the police as members of the executive branch of government and functioning agents of law enforcement; the criminal courts that provide inquiry, application of laws and imposition of sanctions; and the correctional agencies that provide for offenders a treatment aiming at rehabilitation.

The need for advanced education of the agents of such a broad and diverse system was recognized as early as 1931. Although professional training of attorneys had been required for years, little thought of it has been applied to the other personnel in criminal justice. In 1931 the Wickersham Commission publicly declared that policing a community is one of the most complex of professional responsibilities.

Reviewing the tasks we expect of our law enforcement officers, it is our impression that their complexity is perhaps greater than that of any other profession. On the one hand we expect our law enforcement officer to possess the nurturing, caretaking, sympathetic,

empathizing, gentle characteristics of physician, nurse, teacher, and social worker as he deals with school traffic, acute illness and injury, juvenile delinquency, suicidal threats and gestures, and missing persons. On the other hand we expect him to command respect, demonstrate courage, control hostile impulses, and meet great physical hazards. . . . He is to control crowds, prevent riots, apprehend criminals, and chase after speeding vehicles. We can think of no other profession which constantly demands such seemingly opposite characteristics.¹

Although a number of college programs were in operation prior to and following the Commission's report, the major impetus to higher education in the field of Criminal Justice did not come about until 1967 when the findings of the President's Commission on Law Enforcement and the Administration of Justice were released. In that year this Commission stated:

It is nonsense to assume that the enforcement of the law is so simple that it can be done best by those unencumbered by a study of the liberal arts. The man who goes into our streets in hopes of regulating, directing or controlling human behavior must be armed with more than a gun and the ability to perform mechanical movements in response to a situation. Such men as these engage in the difficult, complex and important business of human behavior. Their intellectual armament so long restricted to the minimum--must be no less than their physical prowess and protection. An officer of any police department should certainly be conversant with the structure of our government and its philosophies. He must be well grounded in sociology, criminology, and human relations in order to understand the ramifications of the problems which confront him daily. He must understand what makes

¹National Commission on Law Observance and Enforcement, Report on the Police (Washington: U. S. Government Printing Office, 1931), p. 19.

people act as they do and what impact his actions in the performance of duty will have on them.²

On these premises the Commission then recommended that a requirement of all police departments should be baccalaureate degrees for personnel with general enforcement powers.

If as a society we consider this recommendation validly based, a number of questions arise. If all police officers with general enforcement powers are required to obtain a bachelor's degree, and those in baccalaureate programs should be taught by persons holding advanced degrees, preferably the doctorate, one must then ask: What kinds of doctoral programs exist to teach the teachers and researchers? How do these programs differ from each other? Where can they be found? What do they perceive as their goals? Do some see themselves educating just college teachers, while others produce only administrators? Do they all see themselves as producing researchers? The purpose of this thesis is to answer these questions.

The Problem

Statement of the Problem

A few, select, doctoral programs in Criminal Justice do exist in this country today. They are attempting to

²The President's Commission on Law Enforcement and the Administration of Justice, Task Force Report: The Police (Washington, D. C.: United States Government Printing Office, 1967), p. 126.

produce educators and researchers in a discipline that is rapidly expanding both in number and diversity of new programs. There is a problem, however, in the fact that no research or consideration has been given to the similarities or differences within these present programs, or even to what their goals should be. There are indications of differing goals; some institutions may be trying to meet one goal while others see themselves as having a totally different role. Since all claim direct connection to the Criminal Justice System, there is a need to evaluate their relationship to this system as well as to each other.

Objectives of the Study

The distinctive characteristic of this study is its historical analysis of the emergence of all nationally existing doctoral programs in Criminal Justice; no other such study is presently available. For an institution anticipating implementation of such a program this approach provides guidelines in coursework, goals and objectives. For the student interested in a criminal justice doctorate, it will aid in program selection, providing insight into the relationship between academic needs and vocational objectives. The criminal justice doctorate today is highly in demand. Positions exist not only in university teaching and research, but in top-level administration of police departments, correctional agencies and other divisions of government as well as in business and industry. As in any

field, a doctoral program in Criminal Justice is a program designed to prepare one for a lifetime of creative activity and research.

Limitations of the Study

The limitation of this study is that it pertains to only those doctoral programs listed in the 1972-1973 edition of The Law Enforcement Education Directory published by the International Association of Chiefs of Police. This publication, however, is based on a national polling of all institutions known in March and April of 1972 to offer degrees related to criminal justice. Pertinent data were also gathered from personal contact or correspondence with their directors, as well as from all available printed materials.

The author realizes that there exist within the country some programs in sociology, political science or related disciplines which have minor course offerings in criminal justice. Their focus, however, is not considered in this study to be primarily that of criminal justice programs.

Definition of Terms

In an effort to clarify a number of terms used interchangeably in the fields of Education and Criminal Justice, the following definitions are provided.

Criminal Justice. In the generic sense, Criminal Justice refers to the entire process or system to which one could be exposed from the point of commission of a crime to the point of rehabilitation. This includes the police, the courts, and correctional agencies; these are referred to as the Criminal Justice System. In some cases, however, the term "criminal justice" refers to one of these three segments rather than the whole. In the field of Education, the term means a unified program under which all the agencies and their relationships are considered together.

Criminology. In the broadest sense, criminology is the entire body of knowledge regarding crime, criminals, and the efforts of society to control and prevent them. Thus, it is composed of knowledge drawn from such fields as law, medicine, religion, science, education, social work, social ethics, and public administration; it includes within its scope the activities of legislative bodies, law enforcement agencies, courts, educational and correctional institutions, and private and public social agencies. In a theoretical sense, criminology is the study of the etiological factors related to crime.³

Criminalistics. This is the science of crime detection. It involves the application of physics, chemistry,

³Robert G. Caldwell, Criminology (New York: The Ronald Press, 1965), p. 3.

physiology and other natural sciences to the investigation of crimes and the apprehension of criminals.⁴

Police Science. This term has double usage. To begin with it is synonymous with criminalistics. Secondly it is sometimes used to denote a study of the "science" of police work or police administration.

Police Administration. This is organization and management in relation to the police function. It includes an examination of command-level problems, the planning process, tactics, budgeting, and the administration of a comprehensive personnel program. The term also, to many educational institutions, includes all aspects of Criminal Justice combined.

Law Enforcement. This term refers to those persons who as members of the executive branch of our federal, state and local governments have the power of arrest. In the educational sense it may refer to a program including the study of the police or of all three segments of the Criminal Justice System.

Corrections. This term is similar to an older one known as "penology" which deals specifically with the operation of correctional institutions and related social

⁴Ibid., p. 321.

agencies in the rehabilitation of offenders.⁵

Criminal Justice Doctoral Program. The term Criminal Justice Doctoral Program includes all programs which at the doctoral level have a major emphasis of study in an area related to Criminal Justice. Since the terminology shows a great overlap in usage, for the purposes of this study it is unimportant whether the department is called "Criminal Justice," "Criminology," or "Police Science." The unifying factor is that they all offer the doctoral degree and contain a significant amount of study in the social and behavioral sciences.

Format of the Study

This historical analysis is organized into seven chapters.

Chapter I, the introduction, includes the statement of the problem, objectives of the study, limitations of the study and definition of terms.

Chapter II presents a brief history of Criminal Justice based on our English precedents. It covers the earliest beginnings of the police, the origin of penal codes, and the Peel Reform of 1829. It looks at the historical evolution of policing in the United States with

⁵Ibid., p. 3.

respect to the development of city, county, state and federal involvement in criminal justice.

Chapter III shows the chronological development of programs in Criminal Justice at the college and university level. It considers the emergence of, and present status in, community junior colleges, baccalaureate and master's degree programs.

Chapter IV presents the general development of doctoral degrees. It contains their historical emergence through the first universities, early curricula, the development of the various degrees and their introduction into the United States. It explains the present status and types of degrees in existence, and takes a brief look at the doctorates of other countries.

Chapter V contains a description of all Criminal Justice programs offering the doctoral degree in the United States today. The goals, curricula, entrance standards, periods of study and graduation requirements are considered.

Chapter VI presents a narrative analysis of similarities and differences within the Criminal Justice doctoral programs. It outlines needs within the system and the way each institution perceives its role in meeting these needs.

Chapter VII is a summary and conclusion based on information contained in Chapters Five and Six. It contains the author's perception as to what might be done in the future to meet on-going needs in Criminal Justice education, research and teacher preparation.

CHAPTER II

A SHORT HISTORY OF CRIMINAL JUSTICE

The Earliest Years

The development of the Criminal Justice System has been long and interesting. Probably the original forms of social control existed chiefly within the family structure. This sufficed as long as the unit of control remained small. However, when man began to live in the company of other men, the situation changed. With the growth of tribes and clans, social structures became more complex and new control measures were needed. From these basic groups, what became known as the "kin police" evolved. Under this system, all members of the family assumed responsibility for the actions of all others. But because revenge was often sought for injustices, the system created interfamily feuds and was primarily retaliatory in nature.

As a result of such tribal customs, King Hammurabi of Babylon, in 2100 B.C., standardized not only each offense but also codified the accompanying penalty. The Code of Hammurabi dealt with the responsibility of the individual to the group, and with private dealings between individuals;

its penalties were of the retributive type.¹

In about 1500 B.C., Egypt had a functioning system of judges and courts, and sophisticated laws dealing with bribery and corruption. In 1400 B.C., under the Pharaoh Amenhotep, a marine patrol controlled the coast of Egypt near the delta and set up customs houses.²

In Persia, in the sixth century B.C., under Cyrus, there existed a road and postal system which point to the probability of institutional police. Later, under Darius, the empire was divided into provinces for the purpose of administration, with satraps placed in control and given the authority to levy and collect taxes.

The early Greek city-states also witnesses some development from tribal or clan policing to community (city) policing. Pisistratus, a ruler of Athens, established a guard system to protect the tower, highways and his own person. Sparta developed a ruler-appointed police, and since the regime was authoritarian, this body is often referred to as the first "secret police" system.³

Seneca, a Roman statesman and First Citizen (4 B.C.-A.D. 65), observed that "punishment is designed to protect society by removing the offender, to reform its subjects,

¹A. C. Germann, Frank D. Day and Robert J. Gallatti, Introduction to Law Enforcement and Criminal Justice (Springfield, Ill.: Charles C. Thomas Publisher, 1969), p. 39.

²Ibid., p. 40.

³Ibid.

and to render others more obedient." Thus he added to the ancient philosophy of retaliation, which was later modified by Plato to include reformation, the concepts of protecting the general welfare and deterring potential offenders.⁴

In the society of the ancient Jews, the problems of criminal justice were handled by high priests and elders of the tribe. This process was maintained even under Roman rule. Matthew (XXVI, 47) notes that Christ was arrested in the garden by those who came from the "chief priests and elders of the people."⁵

With the decline of the Roman Empire during the first three centuries A.D., the historical data on criminal justice fades. During these years most of Europe was in chaos, and warring nations engaged in invasion and plunder. But the emergence of the feudal system returned some stability to the Western world, and history was again recorded. Even though a number of nations have had some impact on the history of Western criminal justice, it is to feudal England that the American system traces its heritage.⁶

⁴Ibid., p. 41.

⁵Ibid.

⁶Edward Eldefonso, Alan Coffey and Richard C. Grace, Principles of Law Enforcement (New York: John Wiley and Sons, Inc., 1968), p. 41.

Criminal Justice in EnglandEngland Prior to 1829

In the Anglo-Saxon period, much of England was forest land and people lived for the most part in clearings. The country was divided into shires (counties); the most local form of government pertained to the tithing, an area in which ten families lived. Tithings were combined in multiples of one-hundred, which later became parishes and from which cities emerged.⁷

In those days the King's Peace governed the entire country. And since the country was divided into 52 individual shires, the King appointed a person in each shire who acted on his behalf as a reeve (the Anglo-Saxon word for judge). The shire-reeve had two duties, (1) responsibility to the King for insuring maintenance of law and order within the shire; and (2) serving as the judge of cases brought before him. The name "shire-reeve" has been contracted over the years to "sheriff."⁸

In this early society, the tithingman (the head of ten families) was responsible for the action of all the members of his tithing. For the most part the legal structure of the day was somewhat rudimentary, consisting of two

⁷Samuel G. Chapman and T. Eric St. Johnston, The Police Heritage in England and America (East Lansing, Mich.: Michigan State University Press, 1962), p. 11.

⁸Ibid.

commandments: "thou shall not kill" and "thou shall not steal." If any person in the tithing broke one of the laws, it was the duty of the whole tithing to bring the suspect before the shire-reeve for judgment. This is the origin of the principle still extant in England, that each subject of the King has two duties: to keep the law himself, and to see that the law is kept by others. It is a principle of collective responsibility for the maintenance of law and order.⁹

From the tithing grew the "hundred" which consisted of the actual ground-area within which one hundred families lived. To keep the peace within his shire, the shire-reeve traveled to each hundred, and held court in "hundred houses" some of which are still standing today.

As the feudal era ended and the Church came to power in England and Wales, rural areas progressed to a parish form of government; each area shared by people who worshipped in a particular parish church was referred to as a "parish." Once each year, the parish appointed a "parish constable" to act on behalf of the community for the purpose of law enforcement in each of the rural parishes. This system was used to maintain law and order in rural Britain from the Middle Ages into the 18th century.¹⁰

⁹Ibid.

¹⁰Ibid., p. 12.

As English society began to grow, so did commerce and industry. Since England was primarily a woodland, most items in those days were made from wood. Thus in order to prevent fires at small building sites, the guilds appointed a group of men known as the "watch and ward." They patrolled at night on fire watch, and also assumed the coincidental responsibility for preventing people from breaking into houses and shops.

England's industrialization was not without problems; poverty and unemployment increased, and so did crime and other forms of deviancy. Mobs began to form, and in many cases marched on Parliament hoping to have some redress for their growing problems. Since there existed no civil police as such, the authorities would simply order a magistrate to read the Riot Act which permitted the use of military force to quell the riot. The use of such force to repress civil disobedience and impede a group as it sought to assert its civil rights, proved an undesirable means of supervising public behavior. Soldiers hesitated to fire on their own townspeople; the townspeople, who actually paid the soldiers' wages, resented being fired on by the soldiers, not just because someone could get hurt, but on the basis of principle. As a consequence, when the Riot Act was read, it provoked citizen uprisings, and increased the problem.¹¹

¹¹Ibid., p. 13.

The Coming of the Metropolitan
Police Act (1829)

As previously mentioned, the Industrial Revolution which overtook England created wealth for some, but poverty and misery for many others. Crime grew at an alarming rate and many sections of London became slums. Even women and children turned to crime. Vigilante groups and various other attempts were made to solve the many problems. Long term prison sentences were imposed; people were hanged; but still crime ran rampant.

In 1829 Sir Robert Peel was appointed Home Secretary. In that year he introduced into Parliament "An Act for Improving the Police In and Near the Metropolis"--the Metropolitan Police Act.¹² In this act, Peel proposed a number of guidelines which have had a significant impact on police organization and administration. They consisted of twelve basic premises:

1. The police must be stable, efficient, and organized along military lines.
2. The police must be under governmental control.
3. The absence of crime will best prove the efficiency of police.
4. The distribution of crime news is essential.
5. The deployment of police strength both in time and in area is essential.
6. No quality is more indispensable to a policeman

¹²Germann, Day and Gallatti, p. 54.

than a perfect command of temper; a quiet determined manner has more effect than violent action.

7. Good appearance commands respect.
8. The securing and training of proper personnel is at the root of efficiency.
9. Public security demands that every police officer be given a number.
10. Police headquarters should be centrally located and easily accessible to the people.
11. Policemen should be hired on a probationary basis.
12. Police records are necessary to the correct distribution of police strength.¹³

Most of Peel's ideas were eventually implemented, although initially there was much opposition. Many considered him something of a dictator who was attempting to enslave the people. But as time passed, he became a national hero. Thus England had emerged with a satisfactory police force which still exists in nearly the same form today.

Development of Criminal Justice in the United States

Shortly after the first Englishman set foot in New England, the Dutch West India Company set up operation in New Amsterdam, the present New York. The Dutch appointed their own peace officer known as the "schout-fiscal."¹⁴ In 1631, the city of Boston followed the example and

¹³Ibid., pp. 54-55.

¹⁴Eldefonso, Coffey and Grace, p. 46.

appointed seven officers to watch over the town at night. Soon every settlement in New England followed suit.¹⁵ The daytime policing of cities, however, did not come about until 1833 when Philadelphia provided for 23 policemen to serve by day and 120 by night, all under a captain appointed by the mayor.¹⁶ In 1838 Boston finally went to a day force of six men, and in 1850 consolidated the night and day watches.

The early years were difficult ones in American law enforcement. For in the minds of men there existed a belief in the "spoils system," which simply implied that "to the victor go the spoils." This created gross political interference in police work, and corruption was present almost everywhere.

In the South, development had been somewhat different. People in the South lived a more homogenous type of existence and in a rural setting. Although the political problems were similar, government existed for the most part on the county rather than the city level. This facilitated the growth of the county sheriff as senior agent of law enforcement.

The first law-enforcement officers at the state level were the Texas Rangers. They were organized in 1835,

¹⁵Ibid.

¹⁶Germann, Day and Gallatti, p. 59.

primarily to deal with cattle rustlers, outlaws and Indians. The first actual state police were the Pennsylvania State Police organized in 1905 partly as a result of early coal strikes. The major development in state agencies, however, came about after World War I and today all states have some form of law enforcement agency.¹⁷

Federal concern with law enforcement began with a Revenue Cutter used in 1789 to prevent smuggling, and in 1865 the Secret Service was established to combat counterfeiting. The FBI was created in 1924 along with the National Kidnapping Act, Banking Act, and Racketeering Act. From these beginnings, federal involvement has expanded vastly to other areas within the law enforcement spectrum.¹⁸

Thus we can see that in the United States development came about somewhat as in England. That is, greater urbanization and the Industrial Revolution brought with them larger concentrations of people and new and complex problems. Crime rose and society reacted with the creation of more and more police agencies. As society became more complex, the job of being a police officer also became more complex. It changed from one requiring minimal training to one where a capacity for greater understanding and judgment were needed. When institutions of higher education realized

¹⁷Ibid., p. 61.

¹⁸Ibid., p. 62.

this need in the early twentieth century, programs designed to fill the void began to emerge.

CHAPTER III

THE DEVELOPMENT OF CRIMINAL JUSTICE PROGRAMS AT THE COLLEGE AND UNIVERSITY LEVEL

The Chronological Evolution

According to available information, no college or university level programs in fields related to Criminal Justice existed prior to 1916. In that year, however, Northwestern University proposed a "Program of Instruction for Police at Northwestern University." The program was prompted chiefly by the need to provide evening instruction for members of the Chicago Police Department who might qualify for admission to the university through examination.¹ The proposed program was considered to be a general one of courses in Criminal Law, Physiology, Anatomy, Hygiene, Evidence, Psychology, Practical Sociology, Criminal Procedures and Police Administration.² This first proposal never came into being however, and although Northwestern presently supports a large Traffic Institute and criminal law program, the idea of police education fell by the wayside.

¹"Proposed Instruction for Police at Northwestern University," The Journal of Criminal Law and Criminology, Vol. 6:794 (January, 1916).

²Ibid.

Despite this loss of initial momentum, in that same year the University of California at Berkeley instituted courses for the instruction of police officers. These were on a workshop basis and included instruction in such areas as The Problems of Crime, Methods of Police Investigation, Medical Examination of Criminals and Delinquents, and Legal Relations Involved in Criminology. When initiated in 1916, it served both pre-service and in-service students; it existed in somewhat similar form until 1931.³

As this program materialized in 1916, August Vollmer, the Chief of Police in Berkeley, realized that law enforcement would benefit if college graduates entered police work. He formulated a plan and reached an agreement with the University of California that technical subjects would be taught by the police department, and liberal arts subjects by the university. He began a campaign to recruit college students for his department, and according to some sources he was very successful. Although these courses themselves provided for no college major in police administration, they undoubtedly had a significant influence on the later development of law enforcement education.⁴

The next step in the direction of improved education came about in 1918. In that year, Mrs. Alice Stebbins

³William A. Wiltberger, "A Program for Police Training in a College," Unpublished Master's Thesis, University of California, Berkeley, May, 1937, p. 44.

⁴Ibid., p. 47.

Wells, then President of the International Association of Policewomen, instituted a program at the University of California, Los Angeles. This was also a terminal workshop type of institute and included, in addition to lectures, visits to various public and private social agencies in the Los Angeles area.⁵

The first actual degree in the field of Criminal Justice was granted in 1923. It was an A.B. degree in Economics with a minor in Criminology; it was awarded to a Berkeley police officer who had followed Vollmer's original training and education plan. According to Wil-berger's research in 1937, it is the first known instance of even a minor in a police-related area.⁶

The next, and probably one of the most significant inroads in police education was made by the University of Chicago in September of 1929. In that year a police training program was created as part of the regular school curriculum in the Department of Political Science. This program was brought about through the efforts of Charles E. Merriam and Leonard B. White. August Vollmer was appointed Professor of Police Administration, and taught several technical police courses, including Police Administration, Police Procedure, and two research courses in

⁵Ibid., p. 48.

⁶Ibid., p. 50.

police-related areas. Although the program lasted only three years, it is significant for two reasons: (1) it was the first police program established in a political science department in a university, and (2) it marked the first time in the history of the country that technical police-training courses were made a part of the regular undergraduate curriculum.⁷

Following the example of such movements, additional programs began to develop. In 1930, under the leadership of George H. Brereton, a former Berkeley police officer and graduate of the University of California, San Jose State College initiated a program. This was the first instance in the history of police education in the United States of a complete program of police education being included as a major academic field in the regular curriculum.⁸ The program consisted of such courses as History of the Police, Police Practice and Procedure, Police Problems, Identification, Investigation, Forensic Medicine and Toxicology, Police Administration, Law of Arrest, Evidence, Court Procedure, Gunnery, State and Municipal Administration, and Crime and Its Problems.⁹

⁷Felix Monroe Fabian, "The Evolvement of Pre-Service Law Enforcement Education at the College and University Level," Unpublished Doctoral Dissertation, University of Idaho, 1965, p. 123.

⁸Ibid., p. 124.

⁹Ibid., p. 125.

In that same year something of a reorganization took place at Berkeley. August Vollmer had returned and was appointed Professor of Police Administration in the Department of Political Science of the University. Dr. Herman M. Adler, an eminent criminologist and psychiatrist, was added to the staff of the Medical School of the University and was made chairman of an "unofficial criminology group" organized to prepare a degree program.¹⁰

Professor Vollmer compiled a curriculum, and the suggested major was submitted to members of the Berkeley Police Department and the University community for review. The final results were submitted to the unofficial criminology group and were approved by the University in 1933. The curriculum was divided into three aspects: technical, legal, and social. Police Administration was considered part of the social aspect. The final outcome of this procedure was that students were then able to obtain the A.B. degree with a major in Criminology.¹¹

The next institution to follow suit was what is now Michigan State University. In June of 1935, seven forward-looking men held a meeting to determine the future of the police profession. They developed a program until that time unheard of in the United States--a complete curriculum in Police Administration. The five-year program

¹⁰ Ibid.

¹¹ Ibid., p. 126.

was offered in cooperation with the Michigan State Crime Commission, Michigan State College (now Michigan State University) and the Michigan State Police. The course of study consisted of three years and one term in residence at Michigan State College and eighteen months' training with the Michigan State Police, six months of which would be spent in residence at the State Police Barracks in East Lansing; the remaining twelve months were spent with the Detroit Police Department, the United States Secret Service, the Federal Narcotics Bureau, or the Plant Protection Division, Oldsmobile Motor Division, General Motors Corporation.

Seven men instituted the program. They were Deans R. C. Huston, H. B. Dirks, and L. C. Emmons from Michigan State College, and Herbert P. Orr, Harry G. Gault, and Hay W. Linsey of the Michigan State Crime Commission. Their committees were presided over by the State Police Commissioner, Oscar G. Olander.¹²

In July, 1935, the program was officially approved and the Department of Police Administration added to the Division of Science and Arts under Dean R. C. Huston. Professor D. J. Bremer was made head of the Department. The fall of 1935 saw an enrollment of forty-five men in

¹²Leon Fagan, Information taken from Contact, an In-house Publication by Alpha Phi Sigma, Beta Chapter, School of Police Administration and Public Safety, Michigan State University, 1949, p. 1.

Police Administration. In that year the men in the in-service training program received maintenance of \$1.00 per day plus room and board; upon graduation they were to receive an honorary reserve commission of Second Lieutenant in the Michigan State Police.

From 1935 on, the program expanded. Enrollment grew until 1938 when it hit a high of 194 new enrollees. During the year of 1938, however, the appropriations of the Michigan State Police were cut, which meant that the students would no longer be allowed maintenance. This budget cut also modified the program to three years of academic work and only twelve months of in-service training.

In 1940 the enrollment dropped to 115 men because of more rigid physical requirements. During these years courses in Forestry and Conservation were added as electives for those who wished to go into conservation work.¹³

As the program grew in its early years, Professor Tom H. King became head of the Department in 1942 upon the resignation of Professor Bremer. Because of the National Defense Program, courses in sabotage, espionage in war industries, civilian defense and fire training were added.

In 1943 the twenty-three graduating students entered military service. In 1944 few of the remaining undrafted civilians could meet the strict physical requirements of Police Administration. All those who did were soon drafted

¹³Ibid.

into military service. 1945 saw only four men enrolled.

In 1946, with the return of the veterans, the momentum again began, and in that year Mr. Arthur F. Brandstatter, a graduate of Police Administration in 1938, was appointed Associate Professor and Assistant Department Head. The following year, as the program again expanded, Professor Brandstatter became Head of the Department, a position which he still holds today.¹⁴

Probably the two major distinctive characteristics of the Michigan State program were the fact that it offered the first Bachelor of Science Degree with a major in Police Administration, and that it participated in a cooperative training and education arrangement with a large police agency.

Following the development of the program at Michigan State there were other pre-war attempts to develop curricula in the Criminal Justice area. In 1936, under the leadership of Professor Charles E. Martin, such an attempt took place at the University of Washington. Although this program lasted only a few years, it was distinctive among college police programs as the first in the nation to coordinate technical police courses with traditional academic courses throughout the entire four-year undergraduate program. The program was divided into two parts: the law enforcement curriculum for general police work, and a

¹⁴Ibid.

crime detection curriculum providing instruction in the scientific aspects of police service. The program seemed well-planned in the initial stages, but there are no available reasons for its short three-year life.¹⁵

Other than the previously described programs, there was little in the way of development of Criminal Justice education, or for that matter, any education during World War II, as most institutions were hard-pressed for students. As the war came to a close, however, and as college enrollments mushroomed, many returning veterans decided on police work as a career. Institution of the G. I. Bill also presented the opportunity of advanced education to many who would not otherwise have had it. These two factors, added to the impetus for new Criminal Justice education programs, and the ideas conceived prior to the war became reality after the war as money and time were made available.

One of the first schools to move forward was Fresno State College in California. Beginning in the fall of 1946 with an enrollment of seven students, the program has experienced a steady and heavy growth. By the fall of 1949, enrollment had increased to seventy-six, and by 1961 more than 150 students were enrolled. Since its inception, the program at Fresno State has been called "Criminology," although it was designed for students who planned to enter the fields of police work, social work or corrections.¹⁶

¹⁵Fabian, p. 128.

¹⁶Ibid., p. 131.

Following Fresno State College, Indiana University instituted a degree program. Some training courses had been developed there in the twenties, but no actual program existed until after the war. The post-war program consisted of an A.B. degree with a major in Police Administration; then a B.S. degree with a major in Police Administration; and finally a most distinctive contribution--a six-year curriculum coordinated with the School of Law leading to the A.B. and LL.B. degree with a major in Police Administration. Under this plan a student can major in Police Administration, follow the six-year program and receive both degrees. In his first year he is confined to study in liberal arts; in the second year he continues his liberal arts study and completes six units of Police Administration; in his third year of study he completes his liberal arts requirements, concentrates heavily in government and sociology, and completes a major in Police Administration. At the beginning of the fourth year he transfers to the Law School and continues the prescribed Law School curriculum through his fourth, fifth, and sixth years. Upon completion of his LL.B. degree, four units in Criminal Law (taken in the Law School) are applied as Police Administration credit to meet the core-area requirements for the A.B. degree. In turn, seven units of law (taken in the Law school) are applied toward completion of a second A.B. degree in government or sociology. In other words, when the student completes the requirements as prescribed in the combined A.B. and LL.B.

curriculum, he has completed majors in Police Administration, Government or Sociology, and Law.¹⁷

In 1949 a new program was created in Los Angeles State College. In the initial stages it consisted of only three courses with an enrollment of fifty-four students. This program was similar to the early program at Michigan State. It was then and is today geared to close cooperation with local law enforcement agencies. The unique feature at Los Angeles State was the evening class duplicating traditional daytime classes in order to accommodate working police officers.¹⁸

Sacramento State College also established a program in 1949; it was made up of four courses. It originally catered, as did its predecessors, to in-service personnel, but has since progressed to a large daytime enrollment.

The next and probably most diverse program in Criminal Justice education came into being in 1953. Dr. Vernon B. Fox, a graduate of Michigan State University and former correctional officer at Jackson Prison, developed a program within the School of Social Welfare at Florida State University. Although Dr. Fox's major area of emphasis was penal reform and corrections, his program also included an element of law enforcement. A Department of Criminology was created and the student had the option of

¹⁷Ibid., p. 133.

¹⁸Ibid., p. 136.

either a law enforcement or corrections track. This was probably the first instance of what today is considered a comprehensive Criminal Justice program. The student in Fox's program received, upon completion of a sequence of required courses and an internship, a Bachelor of Science or Bachelor of Arts degree in "Criminology and Corrections." The terminology was later changed and the option of a major in Law Enforcement, Corrections, or Criminology now exists. This program was most distinctive because it was the first of its kind to be developed within a School of Social Welfare.¹⁹

According to Fabian, perhaps the most unique approach to college training in the police field in recent years is that of the Baruch School of Business and Public Administration of the City College of New York. In this program one sees the most complete cooperative effort of a police department and a college to date.

In the fall of 1954, the Mayor of the City of New York requested his Police Commissioner and the President of the City College to formulate "a program for the more effective education of the police force of the city of New York." A detailed plan was developed, and the first classes began in September 1955. Since then about 2500 members of the Police Department have participated in the program.

¹⁹ Personal interview with Dr. Vernon B. Fox, Department of Criminology, Florida State University, April 12, 1972.

The working principles of this adventure in collegiate education for the world's largest police department distinguish this program from the other college law enforcement programs in the United States. This particular Police Science program in its early stages accepted as students only law enforcement officers; its instructional staff in the professional subjects was made up exclusively of superior officers of the New York Police Department; and the administrative structure of the program involved joint Police Department and College effort. These characteristics, which have been fundamental in the success enjoyed by the program, are a consequence of the specific educational objectives of the program and the history of the two institutions' cooperating in its operation.²⁰ What this program amounted to was the City College on the one hand and the Police Department on the other simply joining in an educational endeavor for the upgrading of law enforcement education.

In the technical areas, the non-credit work remained of the in-service type and came under the specific jurisdiction of the Police Department. Courses of an academic nature fell within the realm of the City College and were subject to the same academic standards as other

²⁰John I. Griffin, "The Police Science Program of the Baruch School of the City College of New York Conducted in Cooperation with the Police Academy, Police Department, City of New York," Police (November-December, 1959), pp. 50-54.

CONTINUED

1 OF 6

courses.

The defined objectives of this joint project were stated to be "effective law enforcement training for police service, development of qualities of leadership, and fostering the ideals of professional achievement in the public service."²¹

At its inception the only degree offered in this program was the Associated in Applied Science with a concentration in Police Science. It consisted of sixty-four units, ten of which were acquired by successful completion of the Recruit Training School Course at the Police Academy. Those beyond the Academy in the police area were made up of fifteen units in Police Science courses and eleven units selected from such courses as Statistics, Government, Law, Business Management, Psychology, and Criminology. All students pursuing the A.A.S. degree were also required to complete the general-education core consisting of such courses as English, Government, Speech, Mathematics, Psychology, and Science.

In 1957 the school branched out to include the Bachelor of Business Administration degree with a major emphasis in Police Science. All students entering this program were required to meet the same standards as regular students entering their junior year.²²

²¹Ibid.

²²Ibid.

Thus the die was cast. By 1965 the total number of colleges and universities offering Criminal Justice higher education programs in the United States had more than doubled. But of the 64 known institutions offering such programs that year, 32 were located in California. By the fall of 1968 there were, according to a survey conducted by the International Association of Chiefs of Police, 261 programs in Law Enforcement in 234 individual colleges and universities.²³

This rapid growth has not been surprising, and there are good reasons to believe that such growth will continue for the next few years. As of July 1, 1969, 519 institutions had applied to the Law Enforcement Assistance Administrative Office of Academic Assistance for scholarship and loan funds made available under the Safe Streets and Crime Control Act of 1968. Of this number, 395 schools indicated the availability of a program of courses "directly related" to Criminal Justice.

In 1965, based on the consideration of current social problems, President Johnson established through Executive Order the Commission on Law Enforcement and the Administration of Justice. Later that same year, the President signed the Law Enforcement Assistance Act, creating the Office of Law Enforcement Assistance (OLEA) designed to

²³International Association of Chiefs of Police, Law Enforcement Education Directory, 1968, p. 12.

foster new approaches, new capabilities, and new resources for dealing with crime and criminals through a program of federal aid. In 1968, with the passage of the Omnibus Crime Control and Safe Streets Act, the Law Enforcement Assistance Administration (LEAA) was created; it incorporated the OLEA. Under this legislation the LEAA was authorized "to carry out programs of academic educational assistance to improve and strengthen criminal justice."²⁴

In 1967 the President's Commission issued its task force reports and the general report The Challenge of Crime in a Free Society. Included among the recommendations in these reports were two which merit consideration. The Commission contended that all police departments should take immediate steps to establish a minimum requirement of the baccalaureate degree for all supervisory and executive ranks; they also stated that at that time they considered it essential that departments strive to eventually have all sworn personnel with four-year degrees.

The year before the Commission published its findings, the Office of Law Enforcement Assistance undertook the encouragement of higher education for law enforcement through a series of curriculum development grants to 2- and 4-year institutions throughout the nation. Altogether,

²⁴Charles W. Tenney, Jr., Higher Educational Programs in Law Enforcement and Criminal Justice, U. S. Department of Justice, Law Enforcement Assistance Administration, National Institute on Law Enforcement and Criminal Justice (June, 1971), p. 2.

twenty-eight colleges and universities received forty-eight grants totaling nearly one million dollars. First priority was given to schools in states which had no higher education programs in Criminal Justice. Second priority was given to colleges in metropolitan areas without such programs. Funds were supplied to fourteen institutions to develop two-year programs, to eight institutions to develop four-year programs, and to six institutions to develop both two- and four-year curricula. Fifteen of the programs funded were the first of their kind in their state. All but one of the grantees developed and now have in operation a degree program in Criminal Justice.²⁵

This funding of programs added to the list of Criminal Justice higher education programs that had begun in the early 1900s, and generated greater expansion which has not yet peaked.

The Problems in Curriculum

For years the academic world's age-old problem of defining the difference between "education" and "training" has existed. The endless argument has not failed to surface in Criminal Justice. According to one writer in The Task Force Report: The Police:

²⁵Ibid.

The trained man differs from the educated man in that he has developed skills and attitudes needed to perform a complex task. The educated man on the other hand has developed the capacity to judge the worth, the performance, and the excellence of human action.²⁶

To some degree, however, the issue of education versus training is a spurious one. This is not to say that distinctions between the two are not real, or that the emphasis in higher education programs should not be on education rather than training. What according to one author always remains unmentioned in discussions concerning the problem, is the fact that, unlike most other professional education which is lodged generally in the graduate schools, Criminal Justice higher education is working at the undergraduate level. No intelligent individual would presume that the holder of a baccalaureate degree in Psychology, or Sociology, or English, or History is particularly professional in these fields. His professionalization will come, if at all, in graduate school and beyond. And even in the graduate curricula of any of these disciplines, as in Law or Medicine, there is a necessary element of training.²⁷

The reason this question comes about in Criminal Justice is that much of the curriculum is heavily laced with training courses. But properly the question is not

²⁶The President's Commission on Law Enforcement and the Administration of Justice, Task Force Report: The Police, p. 127.

²⁷Tenney, p. 6.

whether a course, a curriculum, or a program is "education" or "training," for both are generally conceded to be necessary, and there is no logical reason why either or both should not be taught in college. There are, however, practical and empirical reasons why training subjects should be kept at a minimum or even completely excluded from the college curriculum. These reasons concern the nature of the subject matter, the instructors, and the institutions. For instance, most training subjects such as firearms, first aid, typing, defensive tactics, and the like can be taught in a relatively short time. And in most cases such subjects can be taught by persons who require no more education or expertise beyond that which extends to the subject matter itself.

When these factors are considered and judged with an awareness that most states either have, or are in the process of creating, academy training programs for law enforcement, the inclusion of training subjects in a college curriculum seems not only to detract from the time spent on matters which the colleges specifically handle best, but it seems to duplicate the efforts of training programs as well. One must ask if, as collegiate institutions they are doing nothing more than duplicating what the police academy already does.²⁸

There appears to be three general types of curriculum

²⁸Ibid., p. 7.

patterns in Criminal Justice programs. The first, as previously mentioned, is oriented to training; the second to professionalism; and the third to the field of social science. For example, a particular subject would be categorized as training if it is primarily aimed at achieving mastery and application of particular rules, or at the development of particular mechanical skills. On the other hand, a course or program designed to professionalize the student in his field or to direct him toward the development of internalized standards of behavior could be considered professional in nature. Courses oriented towards social science are those designed to teach about a particular subject. Unlike either the training or the professional courses, they are not directed specifically to preparation for work in the area studied, although they may be offered as appropriate and even necessary background study for such professional preparation. Courses in municipal government, sociology, or psychology are of this variety.²⁹

To further clarify the distinctions between these three areas, a sample of courses in the three areas of curriculum is shown.

Those following courses emphasize training:

Patrol Procedures. Techniques of police patrol; observation and description; handling complaints and called-for services; mechanics of arrest and

²⁹Ibid., p. 8.

incarceration; techniques of field interviewing; officers' notebook procedure. Includes practical exercises and demonstrations in searching prisoners, duties at crime scene, preliminary investigations, and surveillances and raids (Minot State College).

Defensive Tactics. Theory of rough and tumble fighting; fundamentals and precautions; close in defense and attack; control over an adversary. Defensive and aggressive physical maneuvers; the armed and unarmed opponent; club maneuvers. Prisoner handling and control. Surprise raid tactics. Tactics for external attack. Program of training; physical fitness requirements (Northern Arizona University).

Photography. Procedure, lighting and perspective in crime scene photography; photography of burglaries, homicides, explosion scenes, and arson scenes; firearms and bullet identification; purpose, equipment, and methods of photographing traffic accidents; articles of evidence, photomacrography and photomicrography; fingerprint photography; document examination through photography; preparing the court exhibit; the photograph in court (Lorrain County Community College).

It can easily be seen that those courses considered "training" emphasize a "how to" aspect. The professional programs, on the other hand, have somewhat different objectives. They strive for a broadening of individual background and knowledge, and recognize the need to emphasize in their curricula the study and practice of human behavior and interpersonal relationships. This is apparent in courses such as the following.

Police Community Relations. A survey of the numerous and complex factors involved in the area of human relations and its effects on policing and police management. Examination is made of prejudice and discrimination and their effects and implications for police in a changing and interacting society. The history and development of civil rights and liberties is surveyed. Consideration and discussion of the modern police officer as generated by the balance of the requirements of peace and order and the requirements of individual rights. Ethics, courtesy and impartiality as tools necessary in gaining public support and confidence will be emphasized (University of Missouri).

Principles of Criminal Investigation. Theory and practice of investigation; study of the possible applications of the philosophical principles of deductive and inductive reasoning to criminal investigation. The scientific fact-finding approaches in the development of factual data from persons and things. The development and practice of criminal investigation in the field of law enforcement (University of Illinois).

Police Administration. The principles of administration and management in their application to law enforcement, a study of the police organizational structure. Responsibilities and inter-relationships of administrative and line-and-staff services. An analysis of the functional divisions of a modern police operation in its application to public safety needs of the community (University of Illinois).

As one can see, these courses expand the base of specific professionalism. Those courses considered Social Science, General, unlike either of the others, focus on the study and analysis of the institutions of Criminal Justice and related social phenomena. Three examples of such courses are:

Criminology. Culture, nature, origin and development of crime; trends in Criminal Law; psychological and sociological factors involved in criminal behavior; current programs for treatment and prevention (Michigan State University).

Organized Crime in the United States. The development of organized crime from the first recorded beginnings in early French and English metropolitan areas to its present position and operation in the United States. Detailed consideration of the social, political, and economic conditions which gave rise to the initial appearance of the Mafia in Sicily and eventual spread and expansion in America; attempted analysis of the political and social implications of organized crime in a democracy (University of Illinois).

Juvenile Delinquency. Social and psychological factors underlying delinquency; the juvenile court and probation; treatment and preventive measures (Youngstown State University).

After looking at Criminal Justice curricula in the

general sense, let us now consider the implementation of these curricula at the various collegiate levels.

The Community-Junior College

In these two-year institutions, Criminal Justice education usually falls within the realm of the Associate in Arts or Associate in Science degree. The Associate in Arts is the preparatory degree which provides for transfer to an upper-division institution while the Associate of Science is usually a terminal program. The major difference between the two is that general education type of courses are required for the Associate in Arts degree.

Primary emphasis in Criminal Justice two-year programs has in past years been strictly in the area of law enforcement, although correctional programs are beginning to emerge.

The Associate Degree programs for the most part are presently designed to prepare an individual for a career in modern law enforcement by providing him with the background and understanding necessary to function at the entry level and to advance to the limits of his ability. With a sound educational background and the basic and specialized training provided by his agency, the police officer is prepared for a career of service to his profession and his community.

A second advantage of a broadly-based Associate Degree program is the potential for entry into a variety

of career patterns. While most community-junior colleges address themselves primarily to the needs of local police agencies, a large number of related law enforcement and Criminal Justice career fields are open to graduates of the type of programs here discussed. The following list suggests a few such career fields for those with either the A.A. or A.S. degree.

Federal. Central Intelligence Agency; U. S. Secret Service; Internal Revenue Service; Bureau of Narcotics and Dangerous Drugs; Border Patrol; Immigration and Naturalization Service; Military Police; Naval Investigative Service; Office of Special Investigations (U.S. Air Force); National Park Service Police; Federal Bureau of Investigation; and others for a total of over fifty federal agencies concerned with some aspect of law enforcement.

State. State police; highway patrol; crime control commissions; liquor control commission; fish and wildlife agencies; state narcotics bureaus; crime laboratories; bureaus of criminal investigation and identification; and others for a total of over 200 state agencies in the United States.

Correctional. Probation officer; parole officer; prison security officer; juvenile court officer; halfway house worker; training school staff.

Private. Plant protection and industrial security; insurance investigator; retail store security; private police; railroad, bus and airline security; private investigation.³⁰

While some of the above career fields require education beyond the Associate Degree level, with the exception of several federal agencies, most are open to

³⁰Thompson S. Crockett and James D. Stinchcomb, Guidelines for Law Enforcement Education Programs in Community and Junior Colleges (American Association of Junior Colleges, 1968), p. 9.

community-junior college graduates who present a broad knowledge of the process of administration of Criminal Justice and a basic understanding of human behavior.³¹

One very important point must be considered here. The community college in the true sense is comprehensive in nature, and as a community-serving institution should attempt to meet the needs of all its members. In the case of law enforcement or corrections, these needs are not always the same for all officers. For instance, older officers, both in police service and correctional agencies, may be more concerned with a certificate program that will enable them to achieve more limited objectives. On the other hand younger students in this type of institution will most likely be more interested in the Associate Degree programs which will meet their long-range career plans. For these reasons, the comprehensive community college should attempt to provide all things to all people. Some objectives which become obvious in such Criminal Justice education programs are:

1. The development of sound associate degree programs designed to meet the long range career needs both in law enforcement and corrections.
2. Identification of more limited one-year certificate programs for in-service police and corrections personnel, with shorter range educational goals.
3. Provision of opportunities for in-service officers to take one or more professional courses to meet specific job objectives such as promotion or work related background knowledge.

³¹Ibid., p. 10.

4. Offering of in-service training courses to provide job skills and information.
5. Coordination of regional basic or recruit programs for the development of competencies in personnel which will enable them to function at the entry level in law enforcement and correctional agencies.³²

To some, these objectives may seem beyond the realm of a collegiate institution's role. But it must be remembered that the comprehensive community college exists to provide services other than the transfer function exclusively.

Given these considerations, the staffing of such programs must also be taken into account. The individual who teaches in such an institution must have at least a bachelor's degree in a Criminal Justice related area, although a master's degree would be preferred. It is this author's opinion that one who teaches at this level must also have some occupational experience in the field in order to relate to the large numbers of in-service personnel in such a program. This factor appears even more critical at this level than at the upper division, for a larger percentage of the student population is apt to be seasoned in-service police and correctional officers. Another factor which must not be overlooked is that faculty members in this type of program need to gain a great deal of rapport with local agencies. This attempt creates in some instances excessive stress for a new faculty member with no field experience. In many cases he is considered

³²Ibid.

unqualified to be teaching in the program. Examples of those who seem to face this problem are new program directors who are ex-FBI agents and retired military police officers with no experience in the problems of state, county, or municipal agencies.

It becomes obvious that those who teach in the two-year community-junior college programs are faced with a three-fold responsibility: to the students, to the police and corrections field, and to the community college itself.

1. Responsibilities to the student

- a. To offer occupational guidance to the entering student.
- b. To provide continued educational and career guidance and follow-up after graduation.
- c. To develop through the curriculum offerings the necessary competencies in communications and human relations to insure success in the field.
- d. To meet the occupational needs of the student through professional knowledge.
- e. To aid the student during and after his formal training and employment in further educational development.
- f. To encourage the concept of continual education through formal and informal instruction.
- g. To give students periodic evaluation of their classroom and laboratory progress.

2. Responsibilities to the Career Field

- a. To acquaint the police and correctional employers with their responsibilities for cooperative work experience (cadet programs).
- b. To offer to the field the best possible candidates to meet their employment needs.

- c. To keep the field informed of school services available.
 - d. To provide assistance in evaluating a student's progress on the job.
 - e. To offer programs of continuing education in the field.
 - f. To offer advice and assistance of law enforcement agencies when solicited.
3. Responsibilities to the Community-Junior College
- a. To conduct necessary studies of occupational needs, surveys, or research.
 - b. To insure that the curriculum reflects the current needs of the field.
 - c. To inform and work with the counseling and guidance department on mutual problems of occupational education.
 - d. To comply with all regulations, reports, etc. necessary for smooth functioning of the criminal justice program.
 - e. To keep the administration informed of current happenings in the law enforcement field as they pertain to the educational program.
 - f. To conduct a program that is consonant with the philosophy of the institution.
 - g. To foster their own professional qualities.³³

In general consideration of the curriculum in two-year Criminal Justice programs, a number of things have become evident. To begin with, almost any community-junior college in operation today can offer the actual or potential police or correctional officer a year's course in English Composition. Likewise, it can expose the individual

³³Ibid., p. 15.

to the organized study of society and human behavior, along with social problem analysis. In addition, courses are available in psychology, mental health, understanding group interaction, and personality development. Courses of this nature, it is hoped, will provide a broader base of reference for each individual, and a greater understanding of human action.

In the professional sense, these programs are providing and will continue to provide in-service and pre-service students with the fundamental tools necessary to function in the field. This segment will consist of courses such as Introduction to Law Enforcement, Introduction to Corrections, Police Organization and Operations, Basic Criminal Law and others.

Thus it can be said without reservation that the community-junior college programs are making a significant contribution to this discipline and to society as a whole.

The Baccalaureate Programs

In comparing the differences that exist between the two- and four-year curricula, a number of considerations are readily apparent. To begin with, the four-year programs for the most part follow, as do the two-year, the three above-mentioned general areas of training, professional, and social science. Probably the major variable lies in the amount of course work available in the professional and social science categories. As the trend indicates, today

a larger volume of students than ever before is completing the general education or liberal arts courses in the community-junior college prior to transferring to an upper-division program. This then creates, for the upper-division institution, a student who is ready to devote his time to his major area of study. For this reason, and rightly so, the courses are more in-depth and more professionally oriented. This is not to imply that flexibility is unavailable for generalized study in the social sciences--most institutions provide for a significant number of electives. The training aspect is less evident here than in the two-year institutions. This is to some extent based on the stand taken by the President's Commission on Law Enforcement and the Administration of Justice in the 1967 Task Force Report: The Police.

The Commission's examination of programs discloses that many of them are highly vocational in nature and are primarily intended to provide technical skills necessary in performing police work. College credit is given, for example, for such courses as traffic control, defensive tactics and patrol procedures. Although there is a need for vocational training, it is not and cannot be a substitute for a liberal arts education. Therefore the wisdom of giving degree credit for technical courses must be questioned. Training may be properly offered at college or junior college facilities but not as part of the school's basic program. When courses are offered for vocational training they should be considered as such and not as degree credit offerings of the institution.³⁴

In the light of these and other factors, some

³⁴The President's Commission on Law Enforcement and the Administration of Justice, Task Force Report: The Police, pp. 127-28.

research has been done to determine just what should exist in the baccalaureate curriculum. In 1969 a study was conducted by Professor Richard F. Marsh of the Department of Criminology and Corrections at Florida State University. It was entitled "A Core Program Proposal of Undergraduate Studies for the Professional Preparation of Law Enforcement Personnel in Four-Year Colleges and Universities." In this project Professor Marsh administered a survey to forty-seven department heads of institutions offering undergraduate programs in law enforcement leading to the bachelor's degree. The purpose of the survey was to determine the content of the present curriculum and to obtain opinions as to what respondents considered a needed and appropriate core curriculum. The respondents were also requested to submit a list of two or three persons they considered outstanding educators or professionals in the field, to serve on a panel of experts in order to appraise and criticize an initial core program. The tentative core program for a four-year law enforcement curriculum was then submitted to the panel for evaluation.

Each respondent was asked to categorize core-program areas he considered "essential," "desirable but not essential," or "unimportant to professional preparation." All respondents were encouraged to add what they considered core-program areas. Each was also requested to indicate the amount of time to be included in each aspect of the core program. This amount of time was allocated on the

basis of semester hours to be devoted to each core area. All members were asked to provide a rationale for each program area marked "essential."³⁵

The 45 department heads who responded indicated current requirements within their core programs, as shown in Table 1. As can be seen from Table 1, almost all required at least one course in Criminal Law as well as Police Administration and Criminal Investigation.³⁶

In analyzing the reactions of 30 of the 37 expert panel members who responded to the "core," however, somewhat different results were recorded (See "Instrument," Appendix B). The first area listed, Psychology, which considered developmental theories of personality and social factors, showed a rating of "essential" by 80 per cent of the panel. Ninety-seven per cent rated as "essential" "Human Relations Skills," while only 13 of the initial 45 programs presently show a course of this nature in their core. Legal aspects, on the other hand, which was required in 38 of the 45 programs on the initial questionnaire, was rated "essential" by 100 per cent of the panel. Thus, what is considered "essential" by the panel in some cases is consistent with existing programs, but in other instances it is not.

³⁵Richard F. Marsh, "A Core Program Proposal of Undergraduate Studies for the Professional Preparation of Law Enforcement Personnel in Four-Year Colleges and Universities," Unpublished Advanced Master's Thesis, Florida State University, 1969, pp. 21-29.

³⁶Ibid., p. 31.

Table 1. Required Core Law Enforcement Courses in Responding Four-Year Colleges and Universities as of February 1969 (by frequency)
(N = 45)

Course Title	Frequency
Criminal Law	38
Police Administration	36
Criminal Investigation	34
Introduction to Law Enforcement	27
Juvenile Delinquency	23
Administration of Justice	18
Rules and Laws of Evidence	17
Traffic Control	17
Criminalistics	16
Abnormal Psychology/Deviant Behavior	14
Introduction to Corrections	13
Introduction to Criminology	13
Police Problems and Practices	13
Police-Community Relations	13
Patrol Procedure	12
Statistics/Research Methods	12
Senior Seminar	11
Internship	9
Police Records	6
Report Writing	6
Firearms Training	4
First Aid	3
Vice Control/Organized Crime	2
Data Processing	2
Public Administration	2
Polygraph/Interrogation	1
Typing	1
Foreign Language	1
Narcotics and Drugs	1

Source: Richard F. Marsh, "A Core Program Proposal of Undergraduate Studies for the Professional Preparation of Law Enforcement Personnel in Four-Year Colleges and Universities," Unpublished Advanced Master's Thesis, Florida State University, 1969, p. 31.

Therefore, in evaluating the effects of this study it is believed that a number of significant things have been shown. To begin with, our baccalaureate programs are not in content even what their creators think they should be. The reactions of the panel indicate a trend in four-year programs towards the social science model. Also in this evolution from the training to the combined professional/social science curricula, these programs are bridging the gap to the academic world as previously recommended by the President's Commission.

The Master's Degree Programs

Other than in the community-junior college, the academic world perceives the Ph.D. as the union card to success. If this in fact is true, and assuming most jobs in what is known as the "outside world" can be obtained with only the bachelor's degree, some obvious questions arise: Of what use is the master's degree to the man or woman who earns one? For what professional or cultural functions does it prepare one? What demand will there be for persons who earn master's degrees during the years ahead?

For those who expect to earn a Criminal Justice related Doctor of Philosophy degree, the master's program may simply be a valuable part of doctoral training. A great majority of Ph.D.'s earn master's degrees on the way to the doctorate. Whether or not this need be, is a case

for debate. The point is that there are many master's degree holders who will never obtain the Ph.D. Where then can these people find opportunity?

In Criminal Justice the holder of a master's degree can work in many areas where more than a bachelor's degree is required or may be an added advantage. For example, in federal law enforcement agencies, one who holds a master's degree may enter civil service at a higher rating. In the case of local law enforcement, administrative positions are more readily obtainable by the master's graduate. In the field of corrections there appears a significant advantage in the areas of probation, parole or juvenile court officer.

In addition, many teaching positions in the expanding junior college law enforcement and corrections programs will open for people with master's degrees during the next several years. And in some cases, due to the shortage of Ph.D.'s, many positions, at least temporarily, will be available in four-year colleges and universities. However, no graduate student should content himself with the terminal master's degree on the assumption that he will readily find promotion, substantial salary increases, and tenure as a member of a college faculty. For in years to come, as the supply of Ph.D.'s begins to meet the demand, this opportunity will cease to exist.

Examination of the programs that produce these individuals indicates a wide gap between defined goals and

means of obtaining them. For example, the Master of Science degree at California State College at Los Angeles is intended to provide specifically occupational training in law enforcement service, with special emphasis on the development of leadership and administrative skills.³⁷ Michigan State University somewhat similarly designs its program to further the capacities of career people in law enforcement, administration, correctional administration, and security administration. According to the catalog, areas of study in criminalistics, delinquency prevention and control, and highway traffic administration are also available.³⁸ Eastern Kentucky University simply states that the responsibility of its program is to prepare students for careers in police work.³⁹

Near the other end of the continuum, are programs such as those at Florida State University and the University of New York at Albany. Florida State sees its role at the master's level as placing emphasis on both the theory and practice of social control.⁴⁰ The State University of New York at Albany states that its program

³⁷California State College at Los Angeles, General Catalog, 1971-1972, p. 224.

³⁸Michigan State University, Graduate Study, 1971-1972, p. 202.

³⁹Eastern Kentucky University, Catalog, 1971-1972, Vol. 62, No. 1, p. 160.

⁴⁰Florida State University, University Catalog, 1970-1971, p. 391.

is a frank attempt to meet the current lack of meaningful research and education programs relating to the Criminal Justice systems of the world.⁴¹ For the most part the remaining 22 or so master's programs fall somewhere within these varied boundaries. However, in the past year or so there has been a significant effort on the part of many schools to provide a "balanced" Criminal Justice curriculum. This implies that institutions are now attempting to visualize Criminal Justice more as a total dynamic interacting system than as a mere conglomeration of parts. With the advent of this approach, the master's programs seem to be moving from the professional model toward the social science model, as the four-year programs moved from the training model toward the professional model.

⁴¹School of Criminal Justice, State University of New York at Albany, Bulletin, 1971-1973, p. 14.

CHAPTER IV

THE DOCTORAL DEGREE

The History of the Doctorate

The term "doctor" is derived from the Latin docere, which means "to teach." Its essential and earliest meaning was simply "one who teaches." The same Latin root is found in other English words such as "doctrine," "docile" (teachable), and "document," words which no longer directly refer to the art of teaching.

The usage of the title "doctor" is believed to have begun in the twelfth century as Europe emerged from the Dark Ages. At about this time learning and education became highly valued. To meet the demand, certain educated individuals set themselves up to provide tutelage; any teacher who gathered a group of students around him was then called "doctor."

From these humble beginnings, church schools gradually grew in the larger European towns such as Rheims, Chartres, Laon, Tours, Orleans, Paris, Bologna, Salerno,

¹George K. Schweitzer, The Doctorate: A Handbook (Springfield, Ill.: Charles C. Thomas, Publisher, 1965), p. 3.

and Oxford. These institutions received students from all over the Western world. The early curriculum was restricted to the arts of language, oratory, logic, mathematics, astronomy, music, philosophy, theology, medicine, and law.²

The masters of these schools organized into guilds and set up rigid requirements for those wishing to join their ranks. They would award a teaching license only after these requirements had been met. Some consider this to be the first prototype of the university degree.³

By 1130 and 1160, two such institutions at Paris and Bologna had become large enough to be called "universities." It is said that when one graduated from either of these he was granted jus ubicunque docenti, "the right to teach anywhere."⁴

Although the early guilds had previously made doctors of students, it is believed that the first actual granting of degrees occurred at Bologna in the twelfth century, the degrees of Doctor of Canon Law and Doctor of Civil Law. From this beginning Southern Europe continued to award degrees at the doctoral level. In certain disciplines, the master's degree became a prerequisite for doctoral study, and in the German universities, the Master of Arts was often combined with the doctorate.⁵

As the 14th century began, the doctorate became a

²Ibid., p. 5.

⁴Ibid.

³Ibid.

⁵Ibid., p. 8.

significant sign of intellectual prestige. The degree was taken by many people who did not remain in the academic setting, but preferred to practice in a specific discipline. Thus the degree took on a much broader meaning than that of teacher, referring also to practitioners in medicine, law, philosophy, music and other fields.⁶

New universities followed the guidelines established in France and Italy. There was a marked proliferation of universities in the Scandinavian countries as well as in Britain, China, and ultimately in the newly-settled Americas. New programs evolved, and with them came the awarding of new doctorates; the performance of original research became a requirement in almost all degree programs. By the twentieth century many institutions had shortened the time required for the doctorate, while others had reduced the number of required intermediate degrees.⁷

The Doctorate in the United States

The doctoral degree in the United States evolved primarily from the German system. Yale was the first American institution to establish work leading to the doctorate and was also the first to award the degree itself. In August of 1846, the Yale Corporation authorized a faculty committee to look into the possibility of offering studies

⁶Ibid.

⁷Ibid., p. 11.

beyond the bachelor's degree for graduates of Yale and other institutions. From 1846 until 1860, during which time a Department of Philosophy and Arts was created, this deliberation took place. In 1860 the department was authorized to offer the degree Doctor of Philosophy "to retain in this country many young men, and especially students of Science who now resort to German Universities for advantages of study no greater than we are able to afford."⁸ In 1861 the Doctor of Philosophy degree was awarded to three men. The degree required a two-year course of study beyond the bachelor's degree, and was comprised of examinations in Greek and Latin as well as a thesis presenting the results of an original research project.⁹

A number of other institutions followed the precedent set by Yale. The Doctor of Philosophy was awarded by New York University in 1866, the University of Pennsylvania in 1871, Cornell University in 1872, Harvard University in 1873, Columbia University in 1875, and the University of Michigan in 1876.¹⁰ Harvard, which had awarded its first Doctor of Philosophy degree in 1873, also granted the Doctor of Science degree (Sc.D.) in that same year, the first doctorate other than the Ph.D. to be earned in the

⁸Everett Walters (ed.), Graduate Education Today (Washington, D. C.: American Council on Education, 1965), p. 4.

⁹Schweitzer, p. 11.

¹⁰Ibid., p. 12.

United States. In 1921 Harvard also became the first American institution to offer the Doctor of Education degree (Ed.D.).¹¹

By 1930 almost all American universities of any size or prestige offered graduate work leading to the doctorate. With the exception of one or two, however, graduate work was simply an extension of the undergraduate curriculum, sharing both faculty and facilities.

As universities grew, the Doctor of Philosophy degree took predominance, and earlier established degrees often fell by the wayside. The requirements for obtaining the Doctor of Philosophy degree remained for the most part quite similar to the requirements established by Yale in 1861. Programs required the student to hold the bachelor's degree, study for three years (although some institutions stipulated only two years) and to master two foreign languages. General examinations, written or oral, or both, were required, as was a dissertation on original research, and an oral defense of that dissertation.¹²

Americans soon recognized college teaching as a career for which one specifically prepared, and the college curriculum became divided into disciplines, or subjects, similar to those in which the teachers had done their graduate work. Thus one who held the doctorate was looked upon as a sociologist, historian, or psychologist, rather

¹¹ibid.

¹²Walters, p. 14.

than as one who came from the ministry or public service.¹³

The Research Doctoral Degrees

According to Oliver C. Carmichael, writing in Graduate Education, A Critique and Program, the Doctor of Philosophy degree in the United States has a unique status.

In the profession of college teaching it is the union card. With rare exceptions a teacher cannot rise to the top without it. But government, business, and industry also hold it in high esteem and employ almost half of those produced by the universities each year. They could use more if they were available in certain fields; indeed, much of the research they require is done by professors in the universities.

According to Carmichael, there are two poles of the doctoral degree--teaching and research. It can be seen that from the doctorate's inception in this country it has tried to fill both of these needs. The degree is often referred to as the badge of the proven investigators, whether used in the classroom, laboratory, government or private enterprise.¹⁴ In the United States today over 176 institutions offer the Doctor of Philosophy degree in one or more areas of study, and approximately 1300 such degrees will be awarded this year.

The requirements for the degree in these institutions are quite similar. Usually the student is admitted

¹³Ibid., p. 15.

¹⁴Jane Graham, (ed.), A Guide to Graduate Study: Programs Leading to the Ph.D. Degree (Washington, D. C.: The American Council on Education, 1965), p. 3.

into a doctoral program upon completion of a master's degree if he meets certain additional criteria. He is often requested to present letters of reference concerning his ability to perform at the graduate level. He may also be asked to take standard entrance examinations, and present transcripts of his previous work.

Once admitted, the student then takes qualifying examinations shortly after completion of preliminary coursework. These may be oral, written, or sometimes both. In a large number of Ph.D. programs today one is also required at some point before completion of coursework, to demonstrate reading ability in at least two foreign languages. Gradually the latter requirement is being eliminated in many institutions today, or is left to the discretion of individual departments. In many cases, completion of a sequence in computer application and/or language, or a statistical sequence may be submitted in lieu of one or both languages.

When the student has fulfilled any such requirements, together with the major portion of coursework, he may present himself for comprehensive examination. This usually consists of narrative writing in one's area of concentration so that his professors may evaluate his ability in his field. Such examinations are sometimes administered orally.

When the student has passed the comprehensive examinations, completed his coursework, and met the

existing language requirement, he is then entitled to prepare his dissertation. This is done by writing a prospectus which outlines the subject and method of study and the student's justification for choosing the dissertation topic. When the prospectus is approved, the student may proceed to write his dissertation. Upon its completion, and an oral defense thereof, he is then awarded the Doctor of Philosophy degree.

Although the aforementioned procedure describes most academic research degrees today, there are some variations. For example, one need not always obtain a master's degree prior to entering a doctoral program. A number of disciplines, especially the natural sciences, bypass the master's and the student simply proceeds directly toward the doctorate. In most cases the time saved is that which would be expended on the master's thesis.

In doctoral programs the amount of actual credit hours may vary widely from institution to institution, as well as within individual university departments. The decision is based on the evaluation of the senior professor working with the candidate and what best fits his needs and goals. Some programs, however, do set a minimum, usually not less than a year or a year and a half's coursework.

Supervision of doctoral students is usually by a committee of three to five senior faculty members who oversee the candidate's work. This committee is ultimately responsible for the student's completion of established

requirements in the proper sequence. Upon the student's completion of his dissertation defense, they as a group then either certify him or not for graduation.

The Doctor of Philosophy as a Degree
for College Teachers and Researchers

Of the various occupations requiring the Doctor of Philosophy degree in our society, the most common is that of college teaching, the career choice of most American Ph.D.'s. The perennial question is: Does the Ph.D. prepare one to teach? The answer to the question is: probably not. There is widespread opinion that although the Doctor of Philosophy degree is required for college teachers, the degree itself does not insure adequate fulfillment of the role. This is evident in the low level of undergraduate teaching in certain areas, and the lack of interest in teaching on the part of some university professors. There is marked indifference on the part of university administrators, and there is also the fact that the doctoral program stresses research.¹⁵

There is of course still reason for the research model. It is expected that college and university instructors be profoundly familiar with the subjects they teach, and so generate intelligent inquiry and understanding among their students. To many people, such a pedagogical

¹⁵Walters, p. 39.

background is gained primarily through research.

There remains, however, a problem: "Does a degree program based primarily on research meet its obligations if it fails to provide any training in the art for which it purports to prepare its students, namely college teaching?"¹⁶ For, teaching itself is a difficult and demanding profession. Proposals have been made, accordingly, for inclusion in the doctoral program, of instruction in teaching per se. One such suggestion is for instruction in modern learning theory; another is that all prospective college teachers be required to take a course in the history of American higher education and in the present curricula and administrative structures of our colleges and universities. According to one author, the latter idea is attractive since it would presumably inform the prospective teacher of the general institutional environment which he plans to enter, if not the particular one in which he will eventually find himself.¹⁷

The related point of debate is can teaching be taught? As far as higher education is concerned, the question remains unanswered. Although there have been some attempts at evaluation of the dilemma, no significant data exists to substantiate either pros or cons. One suggested solution is implementation of more imaginative and systematic types of teaching assistantships in order to prepare the

¹⁶Ibid., p. 40.

¹⁷Ibid.

prospective college teacher for his eventual role. Although not all who obtain the Doctorate of Philosophy have a chance to serve as a teaching assistant, many do, and for them the experience gained by working with an established and capable teacher, complemented by relevant experimental and theoretical studies in education, can provide guidance. Ideally, such experience should also increase the self-confidence that comes from an intern exercising his competence.¹⁸

These are some aspects of the argument against the dissertation as a fixed requirement of preparation for college teaching. Many critics further call the dissertation a waste of valuable time because prospective college teachers who are forced to write a dissertation often never again engage in publishable research. The latter criticism of the dissertation is considered a weak argument and not worthy of serious consideration. No one attacks the writing of compositions by advanced students of music because few of them will ever have their works performed by a major orchestra, or the writing of novels by ambitious undergraduates because most of these novels will never be published.¹⁹

In spite of the many critics, the Doctorate of Philosophy and the dissertation have become inseparable. The dissertation has always been the distinctive feature of

¹⁸Ibid., p. 41.

¹⁹Ibid., p. 48.

the degree, the manifestation of "original research." The case is made that the experience of the dissertation has given those who have undergone it an understanding of the way knowledge grows, of the difficulty of establishing fact and truth, and of the drudgery as well as the excitement of finding something new or giving new insight to old data, and that such an experience can be nothing but valuable to one who will teach at an advanced level even though he were never to undertake a program of research of similar scope again or publish a line.²⁰ This is a sound justification for its retention.

As already briefly noted, the Doctor of Philosophy degree usually takes from three to five years beyond the bachelor's degree to complete. A major force often interruptive to this process is a student's lack of financial resources. In contrast to students who study medicine or law, those who pursue the Doctorate of Philosophy often come from a less affluent socioeconomic group. Furthermore, since the Ph.D.'s profession does not, in most cases, pay as well as medicine or law, the academic student is less apt to borrow money than a student in the professional disciplines.²¹

Further, unlike the student of law or medicine, the doctoral candidate does not know when his program will end; he cannot, as they do, anticipate graduation with a

²⁰Ibid., p. 49.

²¹Ibid., p. 50.

particular class. He is under individual contract, and it is often impossible to predict the duration of his research. It is quite likely that he will encounter unexpected difficulties such as the need for additional coursework, or problems in gathering research data. His three-year time period often extends into four or more years, he may become involved in peripheral research, in teaching duties which interfere with coursework or research. In the final analysis, he faces, to greater or lesser degree, the hazard of all students: lack of sustained motivation to continue.

An additional hurdle to American doctoral candidates, and one not faced in pursuit of professional degrees, is the language requirement. Today this is probably one of the most controversial issues in doctoral education. The proponents of the language requirement claim that its elimination will result in a lowering of standards; they contend that knowledge of a foreign language is a cultural attribute. But if it is cultural improvement that we wish to promote, then we must consider whether or not some other use of a graduate student's time would meet this purpose better than preparation for demonstrating a minimum ability to read one or two foreign languages.²² The major argument in favor of the language requirement is the contention that if the student intends to read much of the world's important

²²Ibid., p. 57.

literature, the lack of a foreign language restricts this possibility. This point also is somewhat questionable today, since the bulk of all printed material is either written in, or translated into, English.²³

Obviously debates such as these keep the phenomenon of the doctorate in philosophy in a state of flux. However, the degree has been in past generations, and probably will continue to be in the future, the symbol of the academic efforts of American universities to provide qualified, dedicated, and well-trained men and women as college teachers and researchers to carry on the aims of education.²⁴

The Professional (Non-Research) Doctoral Degrees

The professional non-research doctoral degrees are those which do not require a research project and a thesis. In most cases these degrees are connected with the healing arts, the most common of which is the Doctor of Medicine (M.D.) degree. This degree today symbolizes the completion of basic training in the practice of medicine. In most cases it does not license a physician to practice; it simply certifies his fundamental preparation. It is a degree of the integrity and standards exacted during three or four years of concentrated study following a regular four-year baccalaureate program.²⁵

²³Ibid., p. 58.

²⁴Ibid., p. 60.

²⁵Schweitzer, p. 21.

Two other such degrees are the D.D.S., Doctor of Dental Science, and the D.M.D., Doctor of Dental Medicine. The background required for these is usually two years of undergraduate work and a four-year dental program, although many who enter dental school do so after receiving a bachelor's degree.

There are a number of other degrees in the healing arts which exist to meet particular needs in society. These as well as those previously mentioned are aimed at the clinical practice of a particular profession rather than research. They are simply acknowledged here in order to indicate their distinction from the academic research degrees.

The Non-Earned Doctoral Degrees

The non-earned or honorary doctoral degrees given in the United States are for the most part bestowed on individuals who have made some significant contribution to society, or who have done some type of exceptionally creative work. Although not infallibly the case, most universities and colleges presently maintain a high level of integrity in choosing recipients for their honorary doctoral degrees.²⁶ For the past several years, approximately 3000 honorary doctorate degrees have been awarded annually. The most frequent of these are the Doctorate of

²⁶Ibid., p. 25.

Laws (LL.D.)*, Doctorate of Humane Letters (L.H.D.), Doctorate of Divinity (D.D.), Doctorate of Science (Sc.D.)*, Doctorate of Literature (Lit.D.), Doctorate of Letters (Litt.D), Doctorate of Music (D.Mus.)*, Doctorate of Engineering (D.Eng.)*, and Doctorate of Fine Arts.²⁷

Foreign Doctorates of the Present Day

To achieve the doctorate in certain foreign countries, the path is much different from that in the United States. The time required for completion is somewhat similar, usually from five to seven years beyond secondary education, but here the similarity ends.

In Germany, Austria, and Italy, proceeding beyond what we consider high school means proceeding directly to the doctorate, there being no intermediate steps or degrees.²⁸ In a number of other countries, however, there are one or more intermediate degrees or stages of qualification for doctoral work, in most cases only one. For example, "bachelor" is used in the United Kingdom and "licentiate" or a professional title in South America and Southern European countries. In Bulgaria, Czechoslovakia, Russia and Rumania, somewhat as in the United States, there are two intervening steps, the professional titles of

*may also be earned.

²⁷Ibid.

²⁸Ibid., p. 28.

"specialist" and "candidate."²⁹

Many of these systems perceive the doctorate differently than we do. In the English system one can earn the Doctorate of Philosophy by devoting two or three years beyond the undergraduate level to supervised research and thesis preparation. In addition to the Doctor of Philosophy degree, however, there are the higher or senior doctorates, including the Doctorate of Humane Letters (L.H.D.), Doctorate of Music (D.Mus.), the Doctorate of Science (Sc. D.), Doctorate of Laws (LL.D.), and the Doctorate of Social Science (D.Soc. Sci.). These degrees are awarded for published contributions submitted to the university.³⁰ In Germany, Poland and Belgium one can also do research beyond the doctorate which leads to additional recognition or a higher doctorate.

Having looked at the historical, functional, and international aspects of the doctoral degree, let us now move to those doctoral programs specifically related to the field of Criminal Justice.

²⁹Ibid.

³⁰Ibid.

CHAPTER V

DOCTORAL PROGRAMS IN CRIMINAL JUSTICE

This chapter presents the descriptive data on those institutions presently awarding a Criminal Justice related degree at the doctoral level. It includes the general history of the institution, the origin of the department or program of Criminal Justice, the objective of the doctoral degree, the general course of study, and the requirements for admission and completion of the degree. As previously mentioned, there are in the United States only nine institutions which award such a degree:¹

1. Florida State University (Tallahassee), Degree of Doctor of Philosophy in Criminology
2. Michigan State University (East Lansing), Degree of Doctor of Philosophy in Social Science (Criminal Justice/Criminology Option)
3. Sam Houston State University (Huntsville, Texas), Doctor of Criminal Justice
4. The State University of New York at Albany, Degree of Doctor of Philosophy in Criminal Justice
5. The University of California at Berkeley, Doctor of Criminology

¹Appendix A contains a description of coursework available in the Criminal Justice doctoral programs of these institutions.

6. The University of Maryland (College Park), Degree of Doctor of Philosophy in Sociology (Specialization in Criminology)
7. The University of Montana (Missoula), Degree of Doctor of Philosophy in Sociology (Emphasis on Criminology)
8. The University of Pennsylvania (Philadelphia), Degree of Doctor of Philosophy in Sociology (Specialization in Criminology)
9. The University of Southern California (Los Angeles), Degree of Doctor of Philosophy in Public Administration and the Doctor of Public Administration Degree (Emphasis on Criminal Justice).

Each of these programs will be considered separately.

The Florida State University

History of the University

The Florida Legislature, in 1851, passed an act authorizing the establishment of two state colleges--one east and one west of the Suwanee River--but it was not until 1857 that the school received its first student; at that time it was known as the Seminary West of the Suwanee. The institution progressed through a series of historical eras and changes in its educational missions, being known at various points in the latter half of the nineteenth century as the "West Florida Seminary," and as "Florida University," and in the first half of the twentieth century (1909-1947) as "Florida State College," "Florida Female College," and the "Florida State College for Women."

In 1947 the Florida Legislature made the institution coeducational once more and designated its new title as "The Florida State University." In the years since, the University has experienced a four-fold increase in student enrollment and a rapid expansion of its graduate programs of research and study.

The Florida State University's progress since 1947 has been termed by some educators as "a modern miracle." Although the University did not award a doctoral degree until 1952, it has reached the high level of distinction of those two-dozen public institutions in this country which produce more than one hundred doctoral graduates each year. By the end of the 1968-69 year, the University had awarded a total of 1,601 doctoral degrees.

As one of the three oldest universities and the second largest university in the State System, The Florida State University has been designated by the Board of Regents for continuing leadership at the graduate levels of education. In 1947 there was practically no graduate program. In 1957 there were 888 students working toward graduate degrees. This number of graduate students had increased by 1969 to 3,340.

Under the master plan of development for the University System, it is expected that The Florida State University will have more than 10,000 graduate students of a total enrollment of 28,000 by 1975.

Twenty years ago the University had practically no

support in contract and grant funds. Today it receives some \$15,000,000 each year from local, state and national agencies, foundations, and industries. Nearly all academic divisions of the University are actively engaged in graduate research and graduate degree programs, with a majority of the research being conducted within the separate schools and colleges under the supervision and coordination of the University's Director for Research and Graduate Dean. In addition to research conducted in the various academic divisions of the University, a number of facilities and institutes are devoted to specific research interest in government, social science, human development, human learning, molecular biophysics, nuclear studies, and computing. Additional University faculty engage in research in the field of education and in many areas of the fine arts--from language and literature to music and drama.

The Origin of the Criminal Justice Program

The impetus for a Criminal Justice program at Florida State University, as mentioned earlier, came about in 1953, when, under the directorship of Dr. Vernon B. Fox, a Department of Criminology was formed within the School of Social Welfare. In this program a student at the undergraduate level had an option of a tracking system which led to a Bachelor of Science or a Bachelor of Arts Degree in either Law Enforcement, Criminology, or Corrections. From

this beginning a master's program soon emerged, providing for the Master of Arts or Master of Science option.

The doctoral degree at Florida State did not come about until 1956. In that year Dr. Fox submitted a proposal to the Florida Board of Regents requesting a Doctor of Philosophy degree to be awarded jointly by the Departments of Criminology and Sociology. This was approved in December of 1956, and the program admitted its first three students in September, 1957. Under Fox's proposal, both departments had to agree on the admission of new students. The program required sixteen semester hours in sociology as a prerequisite to admission. Once the student was in the program the required courses consisted of nine semester hours in sociology; the remaining thirty-one or more credits were to be in corrections, law enforcement or other courses deemed advisable by the supervising committee. This program required two languages, a written and an oral comprehensive examination, and successful defense of a dissertation.

However, due to internal problems at the University, the program was discontinued. In 1969 and 1970 friction between the Departments of Criminology and Sociology made cooperation difficult. At this point Dr. Fox, with faculty assistance, presented to the Board of Regents a new proposal for the creation of a Doctor of Philosophy degree in Criminology (not including the prior sociology option). This program was approved in April of 1971 and Florida

State University today offers the Doctor of Philosophy Degree in Criminology.

The Objectives of the Doctoral Degree

Criminology, as the scientific and scholarly study of crime, criminals, and the Criminal Justice system is an interdisciplinary area of study of vital importance in solving major social problems. There is little doubt that crime is of prominent local and national concern, clearly evidenced in coverage by news media, public opinion polls, and legislation at all levels of government. Unlike other fields in which a saturation point is being reached in the matriculation of Ph.D.'s, there is a critical shortage of qualified Ph.D.'s in the burgeoning science of criminology. There is a paucity of academically oriented criminologists to fill faculty positions in the numerous programs being developed at the junior college and bachelor's level within Florida and around the nation. In addition, there is great demand for academically qualified researchers in criminology and for well trained experts in various segments of the Criminal Justice system. This shortage may be of long duration because of the limited number of doctoral programs which exist in the field of criminology.

Although Florida State's program is not aimed directly at training practitioners, this need is being met indirectly by providing the faculty needed by other

universities developing programs in this area. In the past, the criminology program at The Florida State University has emphasized the preparation of practitioners for the Criminal Justice field. Now that other schools are beginning to fill some of the gaps in this area, the faculty of the Department of Criminology feels that its role should shift to doctoral training for positions as academic scholars in criminology, while continuing to prepare middle and higher level practitioners.

Since crime is an extremely complex problem, encompassing a large variety of phenomena, the study of crime must be equally broad. Criminology is an interdisciplinary field of study, encompassing the contributions and approaches of many of the social and behavioral sciences as well as areas of study such as law and ethics as they are related to the phenomenon of crime. The distinctive task of the field of criminology is to provide a conceptual framework for the integration of contributions from the various disciplines in the study of crime. Because of the nature of the task, a very close integration of the disciplines is required. This integration of various disciplines in turn demands an administrative structure which is amenable to the development of an interdisciplinary program. Central housing of a criminology program provides a clearly discernible academic reward structure for faculty, reduces departmental competition, and permits greater flexibility in program development. Combining the

CONTINUED

2 OF 6

contributions of several overlapping disciplines in an interdisciplinary department of criminology provides an academic program in proportion to the magnitude of the crime problem. In short, criminology as a field of study can be developed most intelligently and economically within a single academic department.

The Department of Criminology at The Florida State University enjoys an excellent national and international reputation among criminologists and professionals in all areas of the Criminal Justice system. It has had years of experience in providing the Doctor of Philosophy in Criminology jointly with the Department of Sociology. The Department of Criminology at The Florida State University is perhaps the most academically oriented of the several criminology programs developing rapidly throughout the United States. The Department of Criminology is qualified to educate at the doctoral level the criminologists sorely needed by universities and colleges in Florida and the rest of the nation. Therefore the principal objective of the Doctor of Philosophy program is to produce critical scholars with thorough grounding in behavioral science and academic competence in, and orientation toward, research and teaching in the interdisciplinary field of criminology.

The General Course of Study for the Doctor
of Philosophy Degree in Criminology

The Doctor of Philosophy in Criminology is a research degree designed to produce the critical scholar. Programs are administered on the basis of this concept and under the assumption that it will foster disciplined effort and high endeavor on the part of the student.

The degree is granted only to students who

- (1) have mastered definite fields of knowledge so that they are familiar not only with what has been done in their specific fields, but also with the potentialities and opportunities for further advances,
- (2) have demonstrated capacity to do original and independent scholarly investigation or creative work in their specific field, and
- (3) have ability to integrate their specific field of specialization with the larger domains of knowledge and understanding.

After the student has earned a master's degree or forty-eight quarter hours of graduate credit, he must spend on The Florida State University campus a period of continuous enrollment of at least three quarters. In each of these he must be in full-time residence and must enroll for a minimum of twelve quarter hours of graduate credit.

Because the Doctor of Philosophy degree represents the attainment of independent and comprehensive scholarship in a selected field rather than the earning of a specific amount of credit, there is no departmental

minimum course requirement beyond that implied by the residence requirement. Individual programs are planned so as to maximize the likelihood that the student will have a sufficient mastery of his field before reaching the preliminary examination.

Early in his doctoral program, the student should also consult with the Chairman of the Department of Criminology and with the professors under whom he may be interested in working and from whose areas of competency a dissertation topic could be selected. The departmental chairman will appoint the major professor. He must be a member of the graduate faculty with doctoral directive status who has special competence in the student's proposed area of concentration. The appointment must be mutually agreeable to the student, major professor, and departmental chairman.

Upon the request of the major professor, the departmental chairman will appoint the supervisory committee which will be in charge of the work of the student until the completion of all requirements for the degree. Membership on the supervisory committee must include adequate representation from the student's major field and a representative-at-large from the graduate faculty in an allied area. The Graduate Dean, the Academic Dean, and the chairman of the major department, if not otherwise members of the supervisory committee, may attend as nonvoting members.

As soon as possible after notification of the

appointment of his supervisory committee, the student prepares with his major professor, for approval by the supervisory committee, a complete plan of courses to be studied. This program of studies must be signed by each member of the committee and the Chairman of the Department of Criminology. A copy of the student's program of studies is kept on file in the department.

Requirements for Admission to
the Doctoral Program

As previously mentioned, the Doctor of Philosophy Degree in Criminology is a research degree designed primarily for persons interested in academic and scholarly careers in the field. Formal admission to the doctoral program requires the presentation of a master's thesis and a score of at least 1000 on the Verbal and Quantitative Aptitude Test of the Graduate Record Examination. When the master's degree is taken at The Florida State University in Criminology, the master's examination may be considered to be the qualifying examination for the doctoral program. Persons who have not written a scholarly research thesis as part of the requirement for the master's degree are required to produce a research paper equivalent to a master's thesis before being formally admitted as a qualified candidate in the doctoral program in criminology. The faculty Admissions Committee considers the applications, and then prepares a general curriculum for each candidate accepted for the program.

Requirements for Completion of the Doctor
of Philosophy Degree in Criminology

To complete the Doctor of Philosophy Degree in Criminology at The Florida State University, the following requirements must be met.

1. Completion of the residency requirement consisting of three consecutive quarters of 12 term credits each.
2. Completion of a core curriculum consisting of:
 - CRM 500 Pro-Seminar in Criminology (3)
 - CRM 501 Criminological Theory I (3)
 - CRM 502 Criminological Theory II (3)
 - CRM 503 Applied Statistics in Criminology (3)
 - CRM 504 Introduction to Research Methods in Criminology (3)
 - CRM 516 The Structure and Administration of the Criminal Justice System (3)
 - CRM 601 Elements of Theory Construction in Criminology (3)
 - CRM 603 Advanced Statistical Analysis in Criminology (3)
 - CRM 604 Advanced Research Methods in Criminology (3)
3. Completion of an oral and written qualifying examination by the end of the first year of coursework.
4. Demonstrated reading knowledge of two foreign languages, usually German and French. (A computer language may be substituted for one foreign language at the recommendation of the supervisory committee.)
5. Completion of a written and oral comprehensive examination in order to determine when the coursework has been successfully completed.
6. Submission and acceptance of a prospectus for a dissertation.
7. Completion of a dissertation and an oral defense thereof.
8. Maintenance of at least a "B" average or its

equivalent for all work taken within the doctoral program.²

Michigan State University

History of the University

Michigan State University was founded in 1855 (as the Agricultural College of the State of Michigan), the first agricultural college in the nation, and the prototype for 69 land-grant institutions later established under the Morrill Act of 1862. Under President Joseph R. Williams, classes began in the spring of 1857 with 63 students, four faculty, and three buildings; the curriculum during the first years emphasized farm science and rural leadership. Gradually the program of study was expanded to include engineering, home economics, veterinary medicine, and forestry; then education, journalism, history, chemistry, and music; and today the University offers more than 200 areas of instruction for undergraduates and some 300 areas for graduate students, taught by a faculty of approximately 3,000 in 16 colleges. In addition, the School for Advanced Graduate Studies and the Honors College provide extended

²All information concerning The Florida State University was obtained through personal interview and correspondence with Dr. Vernon B. Fox, Professor, Department of Criminology, School of Social Welfare, The Florida State University, Tallahassee, Florida, and from the 1970-1971 and 1971-1972 College Catalogs.

educational opportunities for the exceptional student.

Among the University's 16 colleges are the University College, introduced in 1944 to provide each student with a common core of learning wholly apart from the specialized disciplines, and the more recently established Justin Morrill, James Madison and Lyman Briggs Colleges, where students can obtain a liberal education in the small college setting but still retain the advantages of the larger university.

Beginning with the basic agricultural research of a century ago, the Michigan State University research program now has expanded to more than 2,000 projects which utilize such sophisticated research tools as a 56-million electron volt cyclotron and a complete computer center. Much of the research is housed in recently constructed chemistry, biochemistry, veterinary medicine, natural resources and food science facilities. Long known for its programs in botany, plant pathology, horticulture, and field crop science, the University has become a national center for plant research, having been selected by the Atomic Energy Commission as the base for its efforts in that field. Confidence in and recognition of the University research program is demonstrated by the support of many research projects not only by industry but by prominent foundations, trade associations, and by several major federal agencies.

Recognizing almost a century ago its obligation to

reach out to the people of Michigan, the University introduced the Outstate Winter Institutes, a concept which has grown now into the many dimensions of the Continuing Education and Cooperative Extension Services. And in following the natural course of this design in expanded education, Michigan State recently has taken its place as a leader among American universities in the field of international programs, offering a wide range of courses and research opportunities through its new Center for International Programs, and participating in cooperative advisory and technical assistance projects throughout the world.

Befitting its prominent role in national education, Michigan State University holds membership in several educational organizations; foremost among them are: The Association of American Universities, the American Council on Education, and The National Association of State Universities and Land-Grant Colleges.

The Origin of the Criminal Justice Program

As was discussed in Chapter III, Michigan State University also was one of the early institutions to develop a program in Criminal Justice. The program began in 1935 with an enrollment of forty-five men who, along with their academic program, trained with the Michigan State Police. At that time the Bachelor of Science Degree in Police Administration was awarded. The program since then has shown great expansion (with the exception of the World

War II years) and continues to grow today. From this beginning a master's degree program eventually emerged which is designed to further the capacities of career people in law enforcement, correctional and security administration. The doctoral program, which leads to the Doctor of Philosophy Degree in Social Science, with a major emphasis in Criminal Justice and Criminology, came about in late 1968; the first degree was awarded in September of 1971.

The Objectives of the Doctoral Degree

A major premise of the doctoral program is that Michigan State University has both the responsibility and the capacity to provide a program of advanced graduate study leading to a Doctor of Philosophy in Social Science with emphasis in the field of Criminal Justice and Criminology.

The national need for such a program and the particular directions it should take have been clearly outlined by such sources as the President's Commission on Law Enforcement and the Administration of Justice, the Joint Commission on Correctional Manpower and Training, and the Manpower Administration in the United State Department of Labor in its review of "Manpower Development and Training in Correctional Programs." These views have been substantially supported by such other organizations as the National Council on Crime and Delinquency, the International Association of Chiefs of Police, and many national, state

and local organizations concerned with the understanding, prevention and control of crime and delinquency. All these sources point to the critical need for well conceived and executed innovative programs and practices as well as an increased body of research-based knowledge of both the "pure" and "applied" varieties. All these sources further point to the need for an increased understanding of, and for systemic changes in, the operations of the myriad agencies involved in the prevention and control of crime and delinquency. The activities of these agencies should thereby form a more coherent system capable of increasing its effectiveness in the prevention and control of violations of the law while simultaneously increasing its fairness to offenders and to the public at large.

In order for the College of Social Science to assist in this critical and nationwide effort, it is intended that the Doctorate in Social Science seek to produce three types of graduates in Criminology and Criminal Justice: the researcher, the planner, and the teacher. A common core of course work is undertaken by the three specialists but additional sub-core courses are required of each individual type. The career requirements of these graduates point to certain common knowledge and skills but also point to the need for differing emphases on functions of the three.

The researcher must acquire the skills of independently conceiving and executing research aimed at answering

the vexing questions concerning the existence, causation and control of crime. He may do so within a variety of organizational settings: centers of higher education, specialized private and public research organizations or within the agencies which have some responsibility for the prevention and control of crime and delinquency. The researcher must be capable of conducting research at community or organizations levels in the form of either problem-defining or problem-clarifying research or of evaluative research in existing conditions and innovative demonstration projects.

The planner must be prepared for working at different levels of government as well as in a variety of types of organizations. For example, each state presently is in the process of developing statewide planning agencies to implement the conditions of the federal "Omnibus Crime Control and Safe Streets Act of 1968" and the "Juvenile Delinquency Prevention and Control Act of 1968." At the federal level there also exists a large need for personnel capable of translating legislation such as the above into workable dimensions. Additionally, separate state and local agencies in recent years have been developing planning units without the benefit of leadership from trained specialists of the sort the Doctor of Philosophy produces. Such a planner must be capable also of understanding and utilizing quantitative techniques in the development, implementation and evaluation of programs of

change. These same quantitative skills are requisite for the planner in organizing computer-based information systems, management reporting systems and system design and modeling.

The teacher will play a role in both graduate and undergraduate programs. Michigan State University will recruit some of the graduates of this doctoral program as will other universities offering advanced degrees in Criminology and/or Criminal Justice such as the School of Criminology at the University of California at Berkeley, The State University of New York at Albany, the John Jay School of Criminal Justice in the City University of New York, the Department of Criminology in the University of Montreal and other schools including the University of Indiana which are conducting long-range planning for the development of doctoral programs in the field.

Given the existing state of affairs however, the teacher graduates with the Social Science Doctorate in Criminology and Criminal Justice will find placement in universities, colleges and community colleges where their task would be more concerned with the preparation of curricula aimed at development of practitioners and especially with the development of the analytic or problem-solving skills and knowledge associated with planning for innovation. The teachers' skills and knowledge would overlap the above two specialists but would further entail a higher degree of skill in evaluating, synthesizing and

communicating the reported products and activities of the researchers and the planners. With the growth of federal, state and local organizations which sponsor short term institutes and conferences, the teacher might also play a quite significant role outside the formal boundaries of institutions of higher learning.

It is obvious from the above description of the three types of specialists that there is a good deal of appropriate overlap in the types of knowledge and skill required of each. This overlap also implies that graduates might combine functions such as the traditional teacher and researcher function or the planning and research function.

It is to the social sciences that society is increasingly turning for a better understanding and response to the problems associated with law-violating behavior. And more than any other person, the social scientist is being asked to assume ever-greater responsibilities in providing both explanations of these behaviors and recommendations for programs of prevention and treatment.

By tradition, Michigan State University has committed a significant part of its resources to the service of the larger society. As to its capacity to make a contribution in the fields of Criminal Justice and Criminology, the University has the advantage of possessing within the College of Social Science's departments and schools a number of individuals interested in and

qualified to deal with the area. Since social science has become increasingly important for the training of the specialist concerned with crime, the administrative relationships found in the structure of the Social Science doctoral program are particularly felicitous for this purpose. The resources of the University, organized in terms of the Doctor of Philosophy Degree in Social Science, have the potential of leading to outstanding careers in Criminal Justice and Criminology.

The General Course of Study for the Doctor
of Philosophy Degree in Social Science
(Criminal Justice/Criminology Option)

The program leading to the Doctor of Philosophy Degree in Social Science is for persons desiring to pursue advanced graduate study and research in several fields of the social sciences. The program provides a broader orientation than is usual in doctoral programs in the departments and is based upon the principle that such a focus at the advanced graduate level, constitutes a desirable preparation for a growing number of careers.

The Criminal Justice/Criminology Option offers the student a program of study directed at the application of social science methods and principles to the problem of understanding and reducing crime and delinquency. The student completes courses in basic social sciences as well as courses in criminology and criminal justice. In addition, a required sequence of courses in research methods

and statistics, emphasizing the role research can play in action, will develop skill in conducting research and interpreting its findings. The option allows the student to shape a program of study that is broad in scope and as closely related to his needs and career aims as resources of the University permit. On completing his program, the student will understand the connection between theory and action, and the relatedness of the activities of the many agencies and professions involved in the administration of criminal justice.

Requirements for Admission to the Doctoral Program

In general, admission to the Social Science doctoral program requires that the student have a Plan A master's degree (i.e., including thesis) in social science or in one of the social science disciplines. A student who lacks such a social science background, but who is otherwise qualified, may be admitted on a provisional basis and will be given the opportunity to make up this deficiency.

Admission also includes the sending of a graduate application to the Office of Admissions and Scholarships together with all transcripts from institutions previously attended. Three letters of recommendation are required to be sent to the School of Criminal Justice. The applicant must also take the Graduate Record Examination although no grade is specified. His application, based on these factors, is then reviewed by a screening committee composed

of three professors in the School of Criminal Justice. In some cases applicants may be accepted into the general program if they possess a bachelor's degree in an appropriate field of study. Such an applicant's undergraduate work, however, should reflect considerable potential for the successful performance of academic work at the graduate level.

Requirements for Completion of the Doctor
of Philosophy Degree in Social Science
(Criminal Justice/Criminology Option)

To be awarded the Doctor of Philosophy Degree in Social Science under the Criminal Justice/Criminology Option, the following requirements must be met:

1. Completion of a three-term residency requirement at Michigan State University consisting of at least nine quarter credits per term.
2. Completion of the core program in Criminal Justice/Criminology consisting of the following three courses:
 - CJ 990 Readings in Criminal Justice and Criminology (3-5 quarter credits)
 - CJ 930 Seminar in Criminal Justice and Criminology (3 quarter credits)
 - CJ 992 Research Methodology in Criminal Justice and Criminology (3 quarter credits)
3. Completion of a total of 20 quarter credits in Criminal Justice/Criminology.
4. Completion of a specialist sub-core of 15 quarter credits in some area related to the student's interest. For example, education for prospective teachers.
5. Completion of 20 credits each in two additional social science disciplines. Those recommended are Sociology, Anthropology, Psychology and Political Science.

6. Completion of 15 quarter credits in Social Science Research Methodology and Statistics.
7. Completion of a written comprehensive examination upon finishing the coursework.
8. Submission and acceptance of a prospectus for a dissertation.
9. Completion of a dissertation and an oral defense thereof.
10. Maintenance of at least a "B" average or its equivalent for all work taken within the doctoral program.³

Sam Houston State University

History of the University

Sam Houston State University was established in 1879 by the State Legislature as a two-year Normal Institute, the first teacher training institution in Texas. By virtue of the rapid expansion and the advancing standards of public education after the turn of the century, the curriculum was extended in 1918 by the Board of Regents to include four years of college study, and the institution thus gained authorization to confer the bachelor's degree. Five years later the Legislature changed the name of Sam Houston Normal Institute to Sam Houston State Teachers

³Material contained in the section on Michigan State University was for the most part compiled for the author by Dr. John McNamara, Coordinator of the Doctoral Program, School of Criminal Justice, Michigan State University. Additional information was extracted from the 1971 MSU Book of Facts and the 1972 Michigan State University Graduate Catalog.

College, and in 1925 the school was admitted to membership in the Southern Association of Colleges and Secondary Schools.

During the decade following the First World War, many of the larger independent school districts began the practice of demanding study beyond the bachelor's degree for both administrators and teachers. Consequently, local school boards and superintendents contended that there was a grave need for more state colleges to offer graduate work leading to the master's degree. In response to these demands the Board of Regents began to study the feasibility of permitting Sam Houston State to initiate graduate studies, and the President was invited to open the question for consideration by the faculty. In the winter of 1931 a graduate council was established for the purpose of laying the groundwork for the establishment of a Graduate Division. On March 31, 1936, the Board of Regents decided that Sam Houston State was prepared to open its doors to graduate students. In the summer of 1937, the first three graduate degrees were conferred.

During the past ten years the institution has become a multi-purpose liberal arts institution. In addition to its traditional commitment to the training of master teachers, it has developed graduate programs to train research scientists and mathematicians, professional musicians, and business trainees. It has established a nationally recognized program for criminologists, penologists,

rehabilitation and correctional agents, and police administrators. It has inaugurated programs of graduate studies for pre-doctoral students and college teachers.

In recognition of its broadened scope, the Legislature changed the name of the school in 1965 to Sam Houston State College. Almost simultaneously, the Board of Regents approved the reorganization of the College into six schools to provide the administrative, academic structure required for an expanding multi-purpose institution. The Graduate Division became a distinct entity as the School of Graduate Studies along with the five undergraduate schools. In 1969 the Legislature again changed the name of the institution to Sam Houston State University.

Since the initiation of graduate studies at Sam Houston State in 1936, it has conferred 4612 graduate degrees (as of December, 1970). Over 3600 students are currently pursuing graduate studies leading to a master's degree.

In 1970 Sam Houston State University received authorization to inaugurate its first doctoral program in the field of Criminal Justice.

The Origin of the Criminal Justice Program

The Institute of Contemporary Corrections and the Behavioral Sciences was established by the Texas State Legislature in July, 1965, at Sam Houston State University so that a close cooperative and collaborative relationship

could be developed and sustained between an institution of higher learning and the Texas Department of Corrections. Major units of the Texas Department of Corrections located in or near Huntsville are the administrative offices, classification and diagnostic services, medical and psychiatric center, the institutional division of parole supervision, and institutions for youthful, adult male, and female offenders. The Institute has extensive research facilities at both the University and Texas Department of Corrections which include a large-scale, high-speed computer center coordinated with modern electronic data processing equipment of the Department of Corrections. Thus, laboratory and classroom are within walking distance of each other.

Opportunities for reciprocal relationships between the Institute and other essential operating units involved in the administration of adult and juvenile justice--police departments, adult and juvenile courts, family services, social service agencies, probation and parole divisions, and correctional institutions--are offered.

The Institute and the Texas Department of Corrections share responsibility in providing, developing, and promoting a broad program which includes: (1) training for graduate and undergraduate students interested in preparing for careers in the various correctional areas of crime control and in correctional administration; (2) workshops and training institutes for the continued professional training of those already employed in specialized

correctional programs and in the management of correctional institutions; (3) consultation and technical assistance to correctional agencies in program development, personnel training, and institutional management; and (4) promotion of research, demonstration projects, and surveys of pertinent problems in the field of delinquency, crime and corrections at both a state and national level.

The Institute is an educational agency designed to serve at college level institutions of higher learning, departments and divisions responsible for the administration of criminal and juvenile justice, non-correctional agencies such as the school, mental health clinics and psychiatric hospitals providing services to public offenders, social rehabilitation and social service agencies, graduate and undergraduate students, and correctional and social service practitioners in Texas, the Southwest, and nationally. The knowledge areas which provide the foundation for curricula development, technical and consultative services and research endeavors are rooted in the behavioral sciences but extend far beyond a single behavioral science, a single discipline, or a single profession. The programs of the Institute involve a multidisciplinary study of the behavioral sciences with special emphasis on social and psychological deviance and the responses of society to such deviance.

The student in the Institute at Sam Houston State University may earn a degree or a specialized certificate. Degrees offered are as follows:

Doctor of Criminal Justice

Master of Arts in:

Police Science and Administration
Criminology and Corrections
Social Rehabilitation and Social Services

Bachelor of Arts or Bachelor of Science in:

Law Enforcement and Police Science
Criminology and Corrections
Social Rehabilitation and Social Services

Certificates are offered in:

Law Enforcement and Police Science
Criminology and Corrections
Social Rehabilitation and Social Services.

The curriculum represents an orderly progression of course material from introductory courses for freshmen and sophomores to concentration in major areas during the junior and senior years, to seminars and practicums for the graduate student.

The Objectives of the Doctoral Degree

The objectives of the Doctor of Criminal Justice degree awarded at Sam Houston State University are to prepare leaders, administrators, and teachers who are or will be charged with handling the complex problems and institutional arrangements arising from the phenomena of crime and delinquency.

The General Course of Study for the Doctor of Criminal Justice Degree

Since the degree Doctor of Criminal Justice is the only doctorate awarded at Sam Houston State University, no

institutional guidelines as to what must exist in all doctoral programs preceded its inception. The general course of study for the degree is determined by the entering student on an individual basis in consultation with a committee of the graduate faculty. Since this program has yet to award its first degree, many of these considerations are still in a state of flux.

Requirements for Admission to the Doctoral Program

To be considered for admission to the doctoral program, the student must complete and forward an application for admission, medical history form and graduate information sheet. Three letters of reference must be submitted to the Dean of the Graduate School. Also he is required to write an essay concerning his reasons for desiring entry into the doctoral program. The student must also file two complete official transcripts of all previous college work taken. These forms must be on file in the Office of the Dean at least four weeks before the student's first registration.

Only those students who can meet certain standards should apply. First, the student should have an undergraduate degree in law enforcement, corrections, social services, one of the behavioral sciences, in government or in economics. Candidates with degrees in other fields may be admitted under special circumstances if their transcripts show courses in advanced study in the behavioral

sciences.

Second, he should possess one of the following post-baccalaureate degrees: Master of Social Work, Bachelor of Laws, Doctor of Jurisprudence, or a Master of Arts or Master of Science in one of the fields mentioned above. Experience in writing a thesis is highly desirable and an Admissions Committee examines the transcript of the applicant for evidence of thesis preparation or its equivalent. In appropriate cases the student will be required to prepare and defend a thesis while at Sam Houston State. In special cases a mature student who has only a baccalaureate degree may be admitted directly into the doctoral program in Criminal Justice, but in this event the student must complete the requirements for the Institute Master of Science degree before being admitted to candidacy for the doctoral degree.

Third, the student must have demonstrated proficiency in oral and written English and evidence of scholastic achievement and potential to satisfy the Admissions Committee. In deciding upon admission, the Admissions Committee considers the applicant's score on the Graduate Record Examination, the grade point average at the baccalaureate and master's level; professional experience and standing; contributions to the field of Criminal Justice; and ability to do graduate study at a high level of dedication and achievement. Applicants with a score on the Graduate Record Examination of less

than 1000 or a grade point average below 2.5 on a scale of 4 would be at a considerable competitive disadvantage in obtaining admission to the doctoral program.

Requirements for Completion of the
Doctor of Criminal Justice Degree

Each candidate for the doctoral degree is held responsible for seeing that he meets the requirements outlined below:

1. Completion of 48-60 semester hours beyond the master's degree depending upon the student's academic preparation and professional goals in accordance with a degree plan prepared by a committee of the graduate faculty.
2. At least 30 hours of coursework in residence, of which at least 24 hours must be consecutive.
3. At least two semesters of supervised college level teaching above the Master of Arts degree or completion of a supervised research project or supervised field administration, exclusive of dissertation project. Teaching, research or administration must be in the field of Criminal Justice.
4. Demonstration of competency in research methodology.
5. Demonstration of reading proficiency in two foreign languages, or in one foreign language and one computer language. Oral fluency in Spanish is strongly recommended.
6. Passing of a preliminary written examination before admission to candidacy, and passing of a written comprehensive following completion of all coursework.
7. Completion of and defense of a doctoral dissertation which will advance knowledge in the field.
8. Completion of the degree within six years from the first semester of registration as a doctoral student.

9. Maintenance of at least a "B" average or its equivalent for all work taken within the doctoral program.⁴

The State University of New York at Albany

History of the University

The State University of New York, established by the State Legislature in 1948, comprises 70 colleges and centers. In September of 1970, 69 were conducting classes: four University Centers (two of which, Buffalo and Stony Brook, include Health Sciences Centers), two Medical Centers, 13 Colleges of Arts and Science, two Specialized Colleges, six two-year Agricultural and Technical Colleges, five Statutory Colleges, and 37 locally-sponsored, two-year Community Colleges.

State University of New York at Albany, the oldest unit and one of four university centers of the state-wide system, offers undergraduate and graduate education in a wide variety of fields from the freshman year through the doctoral degrees. It acknowledges the three traditional obligations of the university--for teaching, for research and for service to its community.

⁴The information on Sam Houston State University was supplied by Dr. George G. Killinger, Director, Institute of Contemporary Corrections and the Behavioral Sciences, Sam Houston State University. In addition, information was also taken from the 1971-1972 Sam Houston State University Graduate Catalog.

State University at Albany provides opportunities for students to study in many academic fields. Bachelor's degrees are available in liberal arts and business studies as well as in programs preparing for nursing, and teaching in secondary schools and in colleges.

The strong undergraduate program is augmented by expanding graduate programs in the major liberal arts and sciences, in specialized interdisciplinary fields, and in several distinctive professional areas. Master's degrees are available in the arts and sciences, business administration, criminal justice, education, library science, public administration and social work. Doctoral programs offer further opportunities in many fields through the Doctor of Philosophy, Doctor of Education, and Doctor of Public Administration degrees.

State University of New York at Albany consists currently of eight degree-granting schools and colleges. They are the College of Arts and Sciences, the School of Business, the School of Education, and the Graduate School of Public Affairs, which offer undergraduate and graduate programs; the School of Criminal Justice, the School of Library and Information Science, the School of Social Welfare, which offer graduate programs; and the School of Nursing, which currently offers undergraduate programs.

One university-wide administrative unit, the University College, coordinates undergraduate academic planning and advisement for students in the first two years.

A second administrative unit, the College of General Studies, is generally responsible for part-time and continuing undergraduate adult education. A third university-wide administrative unit, the Office of Graduate Studies, is generally responsible for the administration of graduate affairs, and for the coordination of graduate programs and supporting research and study conducted and offered by the several schools.

The Origin of the Criminal Justice Program

A graduate School of Criminal Justice was authorized for the State University of New York at Albany by action of the Board of Trustees on March 11, 1965. The idea for such a school had been under consideration for a number of years. One of the early embodying public statements was in the governor's message to the Legislature of March 23, 1962:

There is a real need in New York State for academic contributions through teaching, research and leadership in the administration of criminal justice.

Some of the more important areas of need include the training of administrators and those requiring scientific background in this field and searching inquiry into crime causation, juvenile delinquency, law enforcement procedures, criminal rehabilitation and judicial doctrine relating to the trial of criminal cases.

This request by the executive of the State of New York for help in facing a problem confronting his administration has also had its parallel at the federal level, resulting in the establishment of the President's Law Enforcement Assistance Administration in the Department of

Justice.

Establishment of the School of Criminal Justice was an attempt to meet the current lack of meaningful research and educational programs relating to the Criminal Justice systems of the world. The school is academically unique in that it is structured around a problem rather than a discipline.

There are three important characteristics of the School. First, it is internally interdisciplinary. Spanning the entire Criminal Justice system from the nature of crime to organization and operation of police agencies to these same facets of parole, the faculty is, of necessity, interdisciplinary. None of the persons currently engaged in research on and teaching about crime problems has a sufficiently well rounded base of education and experience to cover this wide spectrum. For this reason, the contributions of a number of disciplines have been marshalled for the planning and implementation of a program that will produce scholars better prepared than any currently available to meet the challenges of the future in research and teaching on and about the problems of crime and criminals.

Second, it is a major center for scholarly research on all aspects of Criminal Justice administration. A strong research emphasis serves a number of purposes: it provides the basis for educational efforts; it addresses the current major need of all operating Criminal Justice agencies for hard data; it serves to attract top-level

faculty members; and it gains the respect of the academic community necessary for fruitful collaboration. Every faculty member has a continuing program of research. Opportunities are available for students to participate in these projects as well as to conduct their own independent research under faculty supervision.

Third, it has a primary educational function on the graduate level. This school provides graduate level education for research personnel, university level teachers with research capability, and professional policy makers. The latter might function in any of a wide variety of governmental capacities so long as their tasks are seen in the perspective of the entire Criminal Justice process. They will be persons who can go into the system not only to administer it as it stands but to evaluate, to analyze, and to change--pioneers to accelerate the shaping of rational and responsive Criminal Justice systems.

The Objectives of the Doctoral Degree

In view of the need for graduate education for the Criminal Justice system, the program at State University is oriented toward the entire field rather than toward specific jobs, toward problem definition and control mechanisms rather than to specific current crises, and toward the development of analytic capabilities rather than toward the accumulation of information. It is firmly established that this educational program is both full-time and

graduate level.

The School of Criminal Justice is not a training center for police, parole officers or other practitioners who require additional technical skills of the kind that can be developed by vocational education or by in-service training. Neither is the School primarily a center for institutes and conferences of operating agencies, although this may be an ancillary function.

The School educates a high-calibre scientific and action-oriented student body. This effort assumes that graduates will be best qualified if they are cognizant of crime as one variety of social problem, of the varied mechanisms of societal response, of the strengths and weaknesses of the current organization and operation of the Criminal Justice system, and of the principles involved in achieving planned change, both personal and institutional. The aim is to provide the background and skills necessary to collect and interpret data and to arrive at the conclusions or decisions which must be reached by those who study crime or who are responsible in any way for the administration of Criminal Justice. The sequence in skills and strategies of change stresses preparation for effective implementation of decisions requiring system change, a necessary final step heretofore ignored by higher education.

Consistent with the purposes and educational policy outlined above, a program has been devised leading to the degree of Doctor of Philosophy (Criminal Justice). This

program accepts liberally educated young men and women, provides them with a sound foundation for working in research, teaching, or administration, and releases them to careers in research, teaching, or administration of Criminal Justice agencies. Whatever the specific career choices, the aim of the academic program is to produce future scholars and policy-makers of the highest calibre.

This program is necessarily experimental. There is no exact prototype on which to model, no Council on Criminal Justice Education from which to seek advice. Despite this, this program affords a sound educational experience by moving the student through an examination of social problems which are associated with crime and analysis of societal reaction to these problems (with emphasis on the factors involved in choosing the criminal process as opposed to other social control mechanisms), to a careful assessment of the organization and operation of the Criminal Justice system as it now functions. Attention is paid to the determination of data needs for theory and decision-making, gathering and analyzing data, the incorporation of research into the literature of the field and into the decision-making process, and to strategies and skills for promoting individual, social and organizational change.

Instructional technique is adapted to the specific class aim: lecture-discussion using both text and case materials; socratic dialogue; seminar; directed reading; data processing laboratory; study visitation to operating

Criminal Justice agencies; and finally, for doctoral candidates, completion of an independently conceived and implemented program of research reported in a dissertation, Field experience in a research setting is required of all Doctor of Philosophy candidates. A period of supervised teaching is available for those whose career goal is college teaching.

This program is designed to offer comprehensive education in Criminal Justice system theory and operation for holders of degrees in the social sciences, in the other liberal arts and sciences, in law, and in other related professional fields. It is designed to develop in the student a fundamental understanding of basic fields in Criminal Justice and of background material from supporting disciplines, to provide him with opportunity for original research in his major field of interest, and to give him the stability to perform research of a high order and to transmit its results to others. Its graduates will be qualified for positions in higher education and for immediate employment as staff and operating personnel at intermediate levels in any of the Criminal Justice agencies. In addition, they will possess the base upon which to build professional advancement to positions of policy determination and agency leadership.

The General Course of Study for the Doctor
of Philosophy Degree in Criminal Justice

As a field of study, the academic program of the School of Criminal Justice leading to the degree of Doctor of Philosophy (Criminal Justice) is presented in the following four areas (with additional support offerings):

The Nature of Crime

A proseminar, courses and advanced seminars in this area are designed to present currently available information about crime as a social phenomenon, and to cover contemporary thinking about criminogenic factors in society and the individual. General topics include the extent and significance of crime in our social order, the social and personality correlates of criminality, variations in patterns of criminal conduct (including group violations of law, and sub-cultural and cross-cultural differences and similarities as illuminated by comparative studies), and the development of criminal careers. The area also includes material relating to individual and social change as they relate to deviance.

Law and Social Control

These offerings are designed to provide the basis for a systematic inquiry into society's reaction to crime through the framework of law and the legal process, with a major focus on the interrelationship of legal and other

social control systems.

The proseminar, especially designed for those students not trained in the law, is a general introduction to the nature of law, legal institutions and legal processes and other multiple systems of social control. The specialized courses give detailed consideration to relevant legal doctrine; legal decision making processes; the creation, functioning, and regulation of crime control agencies; and the interrelationship of the various participants in the Criminal Justice process. Advanced seminars focus on such topics as the comparison of the criminal process with other systems of law which sanction the deprivation of liberty; legal issues involved in the administration of social welfare; the cross-cultural analysis of Criminal Justice systems in their social settings through comparative research; legal norms and the correctional process; mental illness and the law; sanction law and public order; authority and power; indirect social control mechanisms in Criminal Justice administration; and material relating to individual and social change as these phenomena relate to the operation of social control mechanisms.

The Criminal Justice Process

This area deals with the functional interrelationships of legislatures, courts, and enforcement, prosecutory and correctional agencies in the administration of Criminal Justice. Operational efforts to control crime are viewed

from overall perspective as a complex organizational system with diverse sources of authority and multiple decision-making stages in the process of defining criminal conduct, discovering crime, apprehending, convicting, sentencing and treating criminal offenders. Policies and practices of police, prosecutors and defense attorneys, trial courts and correctional agencies are described, analyzed and evaluated in relation to various kinds of crime problems and to various types of suspects and offenders. Particular attention is given to matters of procedural regularity, evidence and the fairness and propriety of enforcement and treatment techniques. There will be continued emphasis on the effectiveness of all phases of the Criminal Justice process. Detailed attention is also given to the impact on the person of Criminal Justice processing, from the point of police contact through imprisonment. Treating the Criminal Justice system as a system allows analysis of the consequences of decisions made at one point in the process by one agency to decisions and practices elsewhere. It permits analysis of legislative and appellate court decisions as they affect agency practices as well as assessment of the impact of agency needs and practices on courts and legislatures. Criminal Justice systems in other societies are compared and attention is paid to alternative ways of diverting law violators from Criminal Justice processing to other methods of control and rehabilitation.

Planned Change in Criminal Justice

The demand for action in crime control is immediate and pervasive, enunciated domestically as a "War on Crime" but important internationally as well. The action programs responding to this demand vary considerably in scope and theoretical basis: some are designed to effect or speed major cultural change in the living conditions of the poor and disfranchised and to modify general value orientations; others apply new treatment modalities to offenders; still others involve change in Criminal Justice agency practices and policies or apply new techniques of education and training to police, lawyers, correctional social workers and the other professions of Criminal Justice administration. Collectively, these projects and techniques represent strategies of change; they involve the deliberate and rational application of theoretical assumptions about the nature of crime, criminality or crime control to the immediacy of at least part of the crime problem. Because all programs of crime control or prevention are tentative and uncertain, each requires systematic and objective assessment of its consequences for the entire system of Criminal Justice and of its implications, even if effective in its crime reduction objectives, for a democratic social order. Courses and seminars in this area are designed to explore the range of strategic efforts, to provide approaches and techniques for evaluation of their impact and implications, and to

isolate the issues involved in the application of strategies of change to problems of crime. Courses in this sequence prepare the student to deal with strategies and skills for promoting individual, social and organizational change.

Support Offerings

Because of the research orientation of this program, all courses will be taught with the definition and implementation of Criminal Justice research firmly in mind. Supporting courses include a set in research design and methodology. Specialized research courses deal with both theory and skills of social science generally and with specialized problems in research on crime.

Requirements for Admission to the Doctoral Program

Each person admitted to a graduate program in Criminal Justice must hold a bachelor's degree from a college of recognized standing. An undergraduate major in the social sciences is desirable but students with superior undergraduate records in other fields are encouraged to apply.

Requirements for admission to programs leading to a master's or a doctoral degree are the same. Students applying for admission should apply directly to the School of Criminal Justice. A completed application form is required along with a statement of objectives in undertaking

graduate study. Copies of transcripts of all previous college work are required. Scores on the Aptitude Test and Advanced Test of the Graduate Record Examination in one's respective undergraduate field must also be submitted.

Upon completion of the above prerequisites, the applicant is then invited to the University for an interview. Admissions decisions are based on a total evaluation of the above factors.

Requirements for Completion of the Doctor
of Philosophy Degree in Criminal Justice

The following requirements must be completed in order to receive the Doctor of Philosophy Degree in Criminal Justice from the State University of New York at Albany:

1. Completion of 30 semester credit hours beyond the master's degree, or 60 semester hours beyond the bachelor's degree (course of study planned with advisor may exceed this).
2. Successful completion of written qualifying examinations.
3. Completion of four proseminars consisting of:
 - CRJ 500 Proseminar on the Nature of Crime (4 sem. hours)
 - CRJ 520 Proseminar on Law and Social Control (4 sem. hours)
 - CRJ 540 Proseminar on the Administration of Criminal Justice (4 sem. hours)
 - CRJ 560 Proseminar on Planned Innovation and Change (4 sem. hours)
4. Completion of nine semester hours of research design and methodology course work.
5. Demonstrated reading knowledge of one modern foreign language chosen from among the following:

French, German, Italian, Russian or Spanish, or a satisfactory knowledge of research and quantitative methods.

6. Successful preparation and presentation of a dissertation prospectus.
7. Completion of a dissertation based on original research which represents a significant contribution to the field of Criminal Justice, and a defense thereof.
8. Completion of at least two consecutive semesters in residence consisting of at least 12 semester credits each.
9. Maintenance of at least a "B" average or its equivalent for all work taken within the program.⁵

The University of California at Berkeley

History of the University

The promise of a University of California is contained in the State's constitution, drafted in Monterey in the gold rush year of 1849. California was admitted to the Union the following year, although almost twenty years were to pass before the hope for a public university was realized.

Impetus for the building of a university came from private citizens and the federal government as well as from the State. A forerunner of the University of California

⁵Material on the School of Criminal Justice at the State University of New York at Albany was submitted by the office of Richard A. Myren, Dean, and was drawn from the 1971-1973 School of Criminal Justice Bulletin.

was the Contra Costa Academy, established in 1853 in downtown Oakland by a group of churchmen led by the Reverend Henry Durant. In 1855 that institution was incorporated as the College of California, and plans were made to purchase a new site north of Oakland. The community developing around this new site was given the name of Berkeley in 1866.

In 1853 Congress had bestowed upon the State 46,000 acres of public lands with the stipulation that proceeds of the sale of the land were to be used for a "seminary of learning." The Morrill Act of 1862 gave another grant of public lands to the State for the establishment of a college to teach agriculture and the mechanical arts.

The College of California offered its buildings and lands to the State in 1867 on condition that a "complete university" be created to teach the humanities as well as agriculture, mining, and mechanics. The legislature accepted, and on March 23, 1868--Charter Day--Governor Henry H. Haight signed the act that created the University of California.

The University, heir to the lands, buildings, library--and even alumni--of the old College of California, now came into being. The move to the new "College Site" in Berkeley came in 1873, when North Hall and South Hall (the latter still in service) were completed. These two Victorian-style buildings stood out prominently on an area that was barren except for a few farmhouses and barns.

Students came to class from Oakland by horsecar, traveling up what is now Telegraph Avenue. Some traveled from San Francisco across the bay by ferry, then up to the campus by horsecar--about a two-hour trek. As enrollment increased at Berkeley, more buildings were added--first a mining and engineering building, a library, and a gymnasium; then mechanics, philosophy, agriculture, botany and chemistry buildings--all before the turn of the century.

As the Berkeley campus grew, other campuses were added throughout California: San Francisco in 1873; Davis (initially the University Farm) in 1905; Riverside (initially the Citrus Experiment Station) in 1907; San Diego (initially the Scripps Institution of Oceanography at La Jolla) in 1912; Los Angeles (UCLA, initially the Los Angeles State Normal School) in 1919; Santa Barbara (initially Santa Barbara State College) in 1944; and Santa Cruz and Irvine in 1961. The nine-campus University of California is now one of the largest in the world. Each of its campuses has a separate administration, organization, and style of academic life.

The Origin of the Criminal Justice Program

The study of criminology at Berkeley began as a summer program in 1916. The program, designed by August Vollmer, Chief of Berkeley Police, and Alexander M. Kidd, Boalt Law Professor, evolved into a regular group major by

1933. It became a program in the Department of Political Science in 1939. In 1950, an independent school was created, offering the Bachelor of Arts, the Bachelor of Science, and the Master of Criminology degrees. Joseph D. Lohman, appointed Dean of the School in 1961, greatly expanded the curriculum and increased the number of faculty. At the same time the emphasis was shifted toward interdisciplinary research and theory. By 1963 a Doctor of Criminology degree program was instituted.

The Objectives of the Doctoral Degree

The School of Criminology is concerned with rational social policies for dealing with crime and criminals-- policies that will help enlarge freedom and increase justice in society. Thus, the faculty seeks to organize and increase our knowledge about the character of past and present social policies, the institutional and personal roots of these policies, and the ways in which such knowledge can be used to develop rational policies for the Criminal Justice process. Through its teaching program, which involves research experience, the faculty helps students prepare themselves to join this work.

Preparation in the field of criminology requires an introduction to the full complexity of "the crime problem" and to the variety of scholarly perspectives that have been or can be brought to bear upon it. Introductory courses and research are designed to explore the social,

psychological, legal, political, and other dimensions of crime and social policy, in historical as well as contemporary perspective. In advanced work, students are encouraged to deepen their understanding of one or some combination of areas and perspectives, as it bears on crime and social policy.

The faculty is drawn from several disciplines and is expert in a number of methods of inquiry. Faculty and students tend to be persons who have worked within conventional disciplines and found them wanting; they seek to break conventional boundaries and, in particular, to find ways of bringing what they are learning to bear upon problems of social policy.

Development in the field of criminology and the agencies of criminal justice and crime control have created an increasing demand for persons with advanced knowledge and skills in research, teaching, and administration. The doctoral program in criminology is designed to meet these needs by preparing qualified persons for careers in criminological research, college and university instruction, criminalistics, and administrative positions in the Criminal Justice system.

The General Course of Study for
the Doctor of Criminology Degree

The doctoral program emphasizes general principles, conceptual synthesis and integration, and basic and applied

research in criminological studies. A general criminology student must specialize in at least two areas plus theory and methods, where a program of study embracing a comprehensive knowledge of the behavioral sciences with special emphasis upon sociology, psychology, research methodology and law is regarded as essential.

A student in criminalistics will specialize in those areas leading to a broad knowledge of criminalistics and those aspects of chemistry, physics, biology, statistics and other scientific disciplines which are central to the problems of identification, individualization and interpretation of physical evidence.

Requirements for Admission to the Doctoral Degree

Admission to the doctoral program in criminology requires sufficient undergraduate training to undertake graduate study in criminology, a satisfactory scholastic average and, in some instances, scores obtained on the Aptitude portion of the Graduate Record Examination. A completed application, together with transcripts of all college work taken, must be submitted.

Students entering the doctoral program are expected, but not required, to complete the Master of Criminology degree or a master's degree in a related discipline. At the end of his or her first year of graduate study, the student will ask the graduate adviser to recommend to the Dean of the School the appointment of a three-man Evaluation

Committee. This Committee will examine the student's progress, including course papers, etc., and determine his or her qualifications for continuation in the doctoral program. The essential requirements of the School are that applicants for admission to doctoral study give evidence of sufficient preparation, experience, intellectual capacity, and commitment to be able successfully to pursue a program of advanced, independent study and research.

Requirements for Completion of the
Doctor of Criminology Degree

The following requirements must be met in order to be awarded the Doctor of Criminology degree from the University of California at Berkeley.

1. Completion of the academic residency requirement of at least four quarter hours carried for six quarters.
2. Successful completion of oral qualifying examinations.
3. Successful completion of a course of study designed with a graduate advisor. This must contain specialization in two areas of criminology and include some theory and research methodology. No specific courses are required.
4. Presentation of a dissertation proposal.
5. The writing of a dissertation which contributes to the body of knowledge of the profession and possible oral defense thereof.
6. Maintenance of a "B" (3.0) average or its equivalent in all work taken within the program.⁶

⁶The material on the University of California at Berkeley came from the 1971-1972 General Catalog and personal correspondence with Dr, Sheldon Messinger, Dean, School of Criminology.

The University of Maryland

History of the University

The University had its beginnings in 1807 with the establishment in Baltimore of the College of Medicine, an entirely faculty-owned institution granting the Doctor of Medicine degree. When, five years later, its name was changed to the University of Maryland, it was given power to confer additional degrees. Subsequently, the University opened a School of Dentistry, the first such school in the world, and then added Schools of Pharmacy, Law and Nursing.

The College Park campus of the University was opened in 1859 as the Maryland Agricultural College under a charter secured by a group of Maryland planters. After a disastrous fire in 1912, the State acquired control of the College and bore the cost of rebuilding. In 1920 the State took over the faculty-owned University in Baltimore, merging it with the State-owned institution at College Park to form the present-day University of Maryland.

The Origin of the Criminal Justice Program

The criminology segment of the Department of Sociology at the University of Maryland has been in existence for approximately 25 years. At the undergraduate level this program evolved with a four-year curriculum offering a major in sociology, a set of supporting courses in psychology, and five or six courses in the area of criminology

and corrections.

In 1969 an Institute of Criminal Justice and Criminology was created as part of the College of Arts and Sciences. This Institute received the operational responsibility for the law enforcement curriculum at the undergraduate level and also to coordinate, with the Department of Sociology, the program leading to the Master of Arts and Doctor of Philosophy degrees in Sociology with a specialization in Criminology and Corrections.

It is anticipated that in the near future, however, the Institute will achieve departmental status and all degrees will be awarded from the Institute.

The Objectives of the Doctoral Degree

A student who obtains the Doctor of Philosophy Degree in Sociology is expected to acquire broad training. To do this he must select, with the assistance of his guidance committee, courses from a number of the available areas. For instance, criminology, urban sociology, the family, industrial and occupational sociology, social theory, social psychology, formal and complex organizations, stratification, demography, or research methods may be selected.

For the criminology specialization one is required to take a significant number of courses in this discipline supplemented by those from other areas. Thus the objective of the doctoral program is to provide one with a broad

CONTINUED

3 OF 6

base in sociology while attempting to create a certain degree of specialization.

The General Course of Study for the Doctor
of Philosophy Degree in Sociology
(Criminology Specialization)

For the sociology doctorate with a specialization in criminology the student must satisfy all the general requirements of the Department of Sociology. In addition, he is required to complete a plan of coursework in criminology as prescribed by his guidance committee. Also the course of study requires that preliminary examinations in criminology as a field of specialization be taken. The dissertation also must be related to a criminological topic.

Requirements for Admission to the Doctoral Program

Admission to the doctoral program in sociology at the University of Maryland requires the student to have at least 20 semester hours of sociology at a previous level or a combination of 12 semester hours in sociology with 12 semester hours in another social science. The aptitude portion of the Graduate Record Examination is also required, along with two letters of recommendation, an application, and transcripts of all previous college work.

Requirements for Completion of the Doctor
of Philosophy Degree in Sociology
(Criminology Specialization)

To be awarded the Doctor of Philosophy Degree in Sociology (Criminology Specialization) the following requirements must be met:

1. Completion of a course of study approved by a guidance committee; this course of study must include SOCY 295--Advanced Statistics for Sociologists.
2. Completion of the university residence requirement--full-time status, 12 semester hours credit for one academic year.
3. Completion of a preliminary examination in criminology as a field of specialization as well as examination in general sociology.
4. Submission of a prospectus for a doctoral dissertation.
5. Completion of a dissertation in a criminology related area and oral defense thereof.
6. Maintenance of at least a "B" average or its equivalent for all work taken within the program.⁷

The University of Montana

History of the University

The University of Montana was chartered February 17, 1893, by the Third Legislative Assembly of Montana.

⁷Information on the program at the University of Maryland (College Park) was obtained from the 1970-1972 Graduate Bulletin and personal correspondence with Dr. Knowlton Johnson, Assistant Professor, Institute of Criminal Justice and Criminology.

The main campus was established in 1899 at the mouth of Hellgate Canyon in Missoula. From an initial group of 50 students and seven faculty members in 1895, the University has grown until today the campus community includes 9,000 students and 500 full-time instructional staff members. More than two-thirds of the faculty hold doctoral degrees. An active construction program is in progress on a campus which now contains more than 40 buildings.

The University of Montana is responsible for providing (1) undergraduate education in the arts and sciences, (2) professional and advanced professional education based on a sound foundation in the arts and sciences, (3) graduate education, including doctoral programs, in selected fields, (4) research and other creative activities supported by both public and private sources and (5) maintaining a vigorous program of service as part of its responsibility to the state and the nation.

Subject to the state constitution and statutes, general control and supervision of all Montana state institutions of higher education are vested in the 11-member State Board of Education, ex-officio Regents of the Montana University System. A local three-member Executive Board is appointed for each of the six Montana units. The president is the chief executive officer of the University of Montana and is responsible to the State Board of Regents for administration of the University.

Federal land grants made available during Montana's

territorial years were allocated to the University when it was founded. Main support comes from biennial legislative appropriations and student fees. Gifts, grants, and endowments are contributed from public and private sources. The major organization seeking and accepting research funds is the University of Montana Foundation.

The Origin of the Criminal Justice Program

There is little information available on the origin of the criminology program at the University of Montana. What presently exists seems to have evolved within the general sociology curriculum; there are only four courses aimed specifically at Criminal Justice.

The Objectives of the Doctoral Degree

The objective of the Doctor of Philosophy Degree in Sociology at the University of Montana is for the student to develop an acceptance level of competence in four areas of sociology. These include social science research methods, and theoretical foundations of sociology along with two additional selections chosen from criminology, social psychology, social organization, or medical sociology.

The General Course of Study for the Doctor of Philosophy Degree in Sociology (Criminology Option)

The general course of study for the Doctor of Philosophy Degree in Sociology will include two full years

of coursework beyond the master's degree. The student completes the tool and theory requirement and then chooses two areas of specialization; the criminology option must include study in an additional content area.

Requirements for Admission to the Doctoral Program

To be admitted to the doctoral program in Sociology at the University of Montana, the applicant must possess a master's degree in sociology or a related behavioral or social science discipline. An application shall be submitted along with transcripts of all previous college work. The Graduate Record Examination Aptitude Test and Advanced Test in Sociology must be taken and forwarded, along with three letters of reference. All applications for admission are then evaluated by a committee composed of departmental faculty.

Requirements for Completion of the Doctor of Philosophy Degree in Sociology (Criminology Option)

To receive the Doctor of Philosophy Degree in Sociology with the Criminology option, the following requirements must be met:

1. Completion of a course of study designed in cooperation with an advisory committee including at least 45 quarter credits beyond the master's degree; it must contain a research methods and sociological theory block of courses.
2. Completion of a written preliminary examination at the end of the first year of doctoral study.
3. Completion of an ancillary requirement including

one of the following three options:

- a. Foreign Language Option: Pass the ETS Graduate Foreign Language Examination in one language (French, German, Russian, or Spanish) at or above the 80th percentile. A student wishing to offer languages other than those in which the ETS examination is available must seek the separate approval of his advisory committee and the Graduate Dean in terms of the questions of intrinsic relevance to his professional interests and the capability of this faculty to examine in the language.
- b. Minor Concentration Option: Thirty graduate credits (not to include methods courses) in one discipline other than sociology, or a combination of disciplines, such as anthropology, economics, history, philosophy, political science, psychology, the specific course of study to be subject to approval by the student's advisory committee and departmental chairman.
- c. Research Skill Option: Twenty-five credits from the following courses, specific courses subject to approval by the advisory committee:

Anthr 480, Linguistic Methods
 B. Ad. 542, Research Methods
 CS 201, FORTRAN
 CS 212, COBOL
 CS 312, Systems Analysis
 CS 374, Application of Digital Computers
 Econ 350-351, Econometrics
 Econ 451-452, Mathematical Economics
 Geog. 390, Field Geography
 Hist. 591, Methods of Historical Research
 Math. 344-345-346, Statistical Methods
 Phil. 210, Symbolic Logic
 Phil. 310, Philosophy of Science
 Phil. 311, Philosophy of Language
 Phil. 331, Philosophical Foundations of Social Science
 Phil. 350, Philosophy of Knowledge
 Phil. 357, Philosophy of History
 Pol. Sci. 495, Methods and Materials
 SW 373, Casework Process
 Sp 430, Business and Professional Interviewing

4. Completion of a written and oral comprehensive examination near the end of one's coursework.

5. Completion of a sequence of courses in the criminology option and one other as specified by a guidance committee.
6. Completion of a dissertation proposal and its submission along with a timetable for the research.
7. Completion of a dissertation which is an original contribution to knowledge and an oral defense thereof.
8. Completion of the residence requirement of five terms at the University of Montana, three of which must be consecutive and contain at least nine quarter credits of coursework each.
9. Maintenance of at least a "B" average or its equivalent for all work taken within the program.⁸

The University of Pennsylvania

History of the University

The University of Pennsylvania, Philadelphia, was founded in 1740 as a charity school. Largely through the efforts of Benjamin Franklin and other leading citizens of Philadelphia, it was transformed in 1753 into an academy, with Franklin as President of the first Board of Trustees. Two years later it was chartered as the College and Academy of Philadelphia. With the foundation in 1765 of the first medical school in North America, the institution became in fact a university, but it was not so called until 1779 when it was, for a time, state supported.

⁸The information on the Department of Sociology at The University of Montana was supplied by the staff of the Department of Sociology and the 1972-1974 Graduate Bulletin.

Following the passage of an act of the State Legislature in 1791 it became a privately endowed and controlled institution, although it receives substantial state aid.

The divisions of the University include the colleges of arts and sciences, liberal arts for women, and general studies, schools of education, engineering, law, dentistry, medicine, veterinary medicine, social work, allied medical professions, nursing, and fine arts and the Wharton School of Finance and Commerce. The University's Graduate School of Arts and Sciences offers master's and doctoral degrees in four divisions: biological and medical sciences; humanities; physical sciences; and social sciences. The graduate school offers a post-doctoral research fellowship in any subject offered in the graduate school; a special post-doctoral fellowship for research in some phase of biophysics is also offered. The Wistar Institute of Anatomy, the first anatomical institute in America devoted entirely to research, was founded in 1892. Also part of the University are the Henry Phipps Institute for the Study, Treatment and Prevention of Tuberculosis, affiliated with the University in 1910; the William T. Carter Foundation of Child Helping; the Institute of Local and State Government; the Albert M. Greenfield Center for Human Relations; and the Psychological Laboratory and Clinic, founded in 1887, the oldest such institution in the United States. Among its activities the University offers through the Institute for Humanistic Studies a special

program for corporation executives. Teaching and research programs in radio, television, and allied fields are given by the Annenberg School of Communications. The University participates with Princeton in the operation of a high-energy nuclear research center sponsored by the U. S. Atomic Energy Commission.

The Origin of the Criminal Justice Program

In this program, like most of those originating within a sociology department, criminology evolved simply as a subdiscipline. Its emergence at the University of Pennsylvania can be attributed to Thorsten Sellin who, appointed as an instructor in 1921, has become one of the most eminent criminologists in the world today. Through his efforts and those of his followers such as Marvin Wolfgang, criminology at the University of Pennsylvania has now become a separate area of specialization leading to the doctorate in philosophy.

The Objectives of the Doctoral Degree

The objective of the criminology (sociology) doctorate at the University of Pennsylvania is to produce a scholar who is well versed in the sociology of crime and delinquency. He is expected to become competent in criminological research methods, theories concerning treatment of offenders, social psychiatric aspects of deviance and criminal law. The degree Doctor of Philosophy is then

conferred in recognition of marked ability and high attainment in criminology.

The General Course of Study for the Doctor of
Philosophy Degree in Sociology (Criminology Option)

The Doctor of Philosophy degree in the Department of Sociology at the University of Pennsylvania demands at least two years of academic work beyond the master's degree. The program of study in the criminology option includes an analysis of the extent, distribution and character of crime and delinquency with emphasis on sociological theory and research, as well as causation, prediction and prevention.

A study of the agencies within the Criminal Justice system, including the police, courts and corrections, and an analysis of their methods of dealing with offenders is also included. The legal as well as the sociological factors are accounted for.

Requirements for Admission to the Doctoral Program

To be admitted to the doctoral program in sociology at the University of Pennsylvania, certain conditions must be met. The applicant must present evidence of a baccalaureate degree or its equivalent. He must also file complete transcripts of all academic work taken and letters of reference. The Graduate Record Examination, though not required, is highly recommended. All decisions concerning

admissions are made by the Admissions Officer at the University and Chairman of the Graduate Group in the Department of Sociology.

Requirements for Completion of the Doctor
of Philosophy Degree in Sociology
(Criminology Option)

In order to be awarded the Doctor of Philosophy Degree in Sociology (Criminology Option) the following requirements must be met:

1. Completion of a course of study as designated by a guidance committee containing at least one area of specialization as well as criminology, in addition to sociological theory and research methods.
2. Completion of at least 12 course units beyond the master's degree (equivalent to 54 quarter credits) at the University of Pennsylvania, 9 of which must be in the Department of Sociology.
3. Completion of at least 4 course units (18 quarter credits) in advanced 700 level seminars (see list in Appendix A).
4. Demonstration of a high level of competence in one foreign language.
5. Completion of a preliminary examination prior to candidacy for the degree (usually upon completion of 6 course units).
6. Completion of a final (comprehensive) examination (may be oral, written, or both).
7. Submission and acceptance of a prospectus for a dissertation.
8. Writing of a dissertation which shows high attainment and power of independent research, and an oral defense thereof.

9. Maintenance of at least a "B" average or its equivalent in all work taken within the program.⁹

The University of Southern California

History of the University

The University of Southern California is a private university founded in 1880. Its 65-acre campus is located four miles from the downtown business section of Los Angeles. Five of the 20 schools which comprise the University accept students from high school. These five divisions are the College of Letters, Arts, and Sciences; the School of Architecture; the School of Business; the School of Engineering; and the School of Music.

The University is accredited by the Western Association. It operates on the semester system, and two summer sessions of six and four weeks are offered. The College of Letters, Arts, and Sciences is the largest of the undergraduate schools. The College not only offers a wide range of departmental and divisional major fields of study for the Bachelor of Arts and Bachelor of Science degrees, but it also provides opportunities for students

⁹The information on the Department of Sociology at the University of Pennsylvania was provided by Dr. Terence R. Thornberry, Assistant Director, Center for the Studies of Criminology and Criminal Law, The University of Pennsylvania, and the 1970-1971 University of Pennsylvania Bulletin of Graduate Studies.

already enrolled in professional schools to combine general education and cultural courses with their professional studies.

The undergraduate professional schools of the University offer accredited professional education in business administration, architecture, dentistry, education, nearly all the branches of engineering, law, medicine, music, pharmacy, public administration, and nursing.

Other major fields of concentration are anthropology, Asiatic studies, astronomy, bacteriology, biochemistry, biology, chemistry, cinema, classical languages, comparative literature, drama, economics, English, fine arts, French, geography, geology, German, history, journalism, mathematics, occupational therapy, philosophy, physical education, physical therapy, physics, political science, psychology, religion, Slavic studies, sociology, Spanish and Italian, and speech. A unique program includes the cooperative programs held in public administration with institutions in Pakistan, Iran, and Brazil. There are also extensive programs and grants in physical sciences and medicine.

The organization in 1910 of the Graduate Department of the College of Letters, Arts, and Sciences, under the supervision of a Graduate Council appointed by the Presidents, marked the formal beginning of graduate studies in the University. On January 27, 1920, the Board of Trustees authorized the organization of the Graduate School of

Arts and Sciences, which in 1923 became the Graduate School of the University. Today the Graduate School has supervision of all academic graduate work in the University but does not supervise training for professional careers in architecture, business, dentistry, education, engineering, law, library science, medicine, music, pharmacy, public administration, and social work.

The Origin of the Criminal Justice Program

Established in 1929, the School of Public Administration at the University of Southern California is the second oldest in the United States. Throughout its history it has aimed at greater proficiency in governmental performance. In this respect it has always maintained some connection with the Criminal Justice system. Although the data of the first course offerings in this area cannot be determined, probably the first major step in this direction came about in 1942 with the conception of the Delinquency Control Institute. This Institute, which did not come into being until 1946, provided and still provides specialized academic and practical training designed to aid law enforcement officers and other personnel within the juvenile justice system in working more effectively with youth and community problems.

From these beginnings additional courses arose in the public administration degree programs and in 1971 the School established a Center for

Justice. The purposes of this Center are to coordinate and encourage development of justice-related activities within the School of Public Administration, to create a permanent link with other departments and schools on the University campus, and to bridge the gap between the campus and operational justice agencies. Thus today the Center coordinates all Criminal Justice coursework contained within the public administration degree programs both at the graduate and undergraduate level.

The Objectives of the Doctoral Degree

As mentioned previously, the School of Public Administration offers both the Doctorate of Philosophy (Ph.D.) and the Doctorate of Public Administration (D.P.A.). The Doctorate of Philosophy is designed to emphasize the preparation of teachers. The degree stresses research on administrative and governmental problems and the preparation of qualified academic personnel who in turn can help prepare entrants into public service.

The Doctorate of Public Administration, on the other hand, is designed to prepare students for leadership roles in the field of public administration. It is awarded on the faculty's recommendation that the candidate has demonstrated an advanced knowledge of public administration and that he is competent to do research in the administration of public business.

The General Course of Study for the Doctor of Philosophy and the Doctor of Public Administration Degrees (Criminal Justice Emphasis)

The general course of study has two options. For the student whose career goals are aimed at the highest levels of Criminal Justice administration, the Doctor of Public Administration degree program exists. For the student whose career goals center around teaching and research, a program of study leading to the degree of Doctor of Philosophy is offered in conjunction with the Graduate School of the University. Both doctoral programs allow considerable latitude in choosing courses of study and areas of specialization.

It is in this context--not as a separate major but as an area of specialization--that Criminal Justice courses are offered. The Criminal Justice courses in these programs are not offered in isolation, but rather as an area of special emphasis within a larger area of public administration. Thus the student studies, as well as Criminal Justice, public administration fundamentals, systems analysis, administrative behavior, organization and management theory, finance, personnel, and research.

Requirements for Admission to the Doctoral Programs

In order to be admitted to either of the previously mentioned programs, the applicant must present evidence of a bachelor's degree from a recognized college

or university or its foreign equivalent. Transcripts of all previous college work must be submitted. Letters of recommendation are not required but may be to one's advantage in gaining admission. All applicants are required to forward scores on the Aptitude portion of the Graduate Record Examination. Final decisions concerning admission are made by the Admissions Office and the School of Public Administration.

Requirements for Completion of the Doctor of
Philosophy Degree in Public Administration
(Criminal Justice Emphasis)

In order to be awarded the degree of Doctor of Philosophy in Public Administration (Criminal Justice emphasis) the following requirements must be met:

1. Completion of at least two semesters of full time study (12 semester credits each) in graduate standing at the University of Southern California (not necessarily consecutively).
2. Completion of a plan of study developed through consultation with a guidance committee until the members of the committee are satisfied that the student's level of preparation is sufficient.
3. Demonstration of competent knowledge of governmental institutions (may be shown through previous coursework or examination).
4. Demonstration of competence in statistics and research methodology. This can be shown in one of two ways: one is the passing of a preliminary examination in statistics and methodology. The second is the presentation of a fully elaborated research design or a research report based on an empirical study.
5. Demonstration of a reading knowledge of one modern foreign language.

6. Completion of a qualifying examination, both written and oral, in one's area of study. This must include the area of administrative theory, and two others which are chosen from Administration Behavior, Comparative Administration, Administration of Personnel Resources and Administration of Financial Resources. This may in some cases be substituted with specific examinations in specialized areas under committee agreement.
7. Submission and acceptance of a prospectus for a dissertation.
8. Completion of an acceptable dissertation based on original investigation and an oral defense thereof.
9. Maintenance of at least a "B" average or its equivalent on all work taken within the program.

Requirements for Completion of the Doctor of Public Administration Degree (Criminal Justice Emphasis)

The requirements for the Doctorate in Public Administration are quite similar to those for the Doctorate in Philosophy, but with a few exceptions. The Doctor of Public Administration degree does not require a foreign language but does require an in-depth final oral examination to satisfy the committee as to one's ability in the major field as well as defense of the dissertation.¹⁰

Having studied the details of each Criminal Justice related program, in Chapter VI we will turn to a comparison of the differences and similarities in these programs.

¹⁰The information on the University of Southern California and the School of Public Administration was supplied by the Center for the Administration of Justice and the 1970-1972 College Catalog.

CHAPTER VI

VARIATIONS IN CRIMINAL JUSTICE DOCTORAL PROGRAMS

As indicated in the previous chapter, there are many variations within existing Criminal Justice doctoral programs. It is the purpose of this chapter to consider these variations, in the hope of providing for the reader some insight into their existence.

As shown in Chapter V, much more detailed information was obtained and compiled for the first five programs mentioned than the second four. The reason for this is that those programs in the first group offer a Criminal Justice related degree as their primary objective, while the last four simply provide instruction in Criminal Justice within another program. These programs, in more than one instance, are not considered Criminal Justice programs in the true sense, but are included since they are within the parameters of this study.

Comparison of Program Objectives

In looking at each of the programs included in this study, certain factors concerning objectives come to light. For instance, Florida State University sees as its role

at the doctoral level the education of teachers and researchers in criminology, while not considering the need for doctoral level practitioners. The University contends that this need is being met by other universities and its role would better be to provide faculty for these institutions.

Michigan State University, on the other hand, takes a somewhat different view. It contends that, in addition to the teacher and researcher, there is a great need for the Criminal Justice planner. According to Dr. John McNamara, director of the program, this individual should be prepared to work at different levels of government. He bases his idea on the trend toward an upsurge in federal, state and local planning agencies which are attempting to meet the needs of their individual jurisdictions. Michigan State University, as Florida State University, makes no provision at the doctoral level for training of high level Criminal Justice administrators.

Conversely, Sam Houston State University, which offers the professional degree Doctor of Criminal Justice rather than the academic doctorate in philosophy, does enter this field. This university interprets the function of its program as preparation of leaders and administrators as well as teachers and researchers.

The University of New York at Albany disavows any such connection to the field. It states that the School of Criminal Justice is not a training center for police,

parole officers or other practitioners who require additional technical skills. Its program, according to the School, is oriented toward problem definition and control mechanisms rather than to specific current crises, and toward the development of analytic capabilities. The faculty acknowledges that the primary reason for establishment of the School of Criminal Justice was an attempt to meet what they considered the current lack of meaningful research.

The University of California School of Criminology contends that the true preparation in the field of criminology requires an introduction to the full complexity of the crime problem. The program is designed to meet these needs by preparing qualified persons for careers in criminological research, college and university instruction, criminalistics, and administrative positions within the Criminal Justice system. It must be remembered here that this program, as that of Sam Houston State University, offers the professional degree rather than the academic doctorate. This may substantiate their greater inclination toward producing practitioners.

The three programs at the Universities of Maryland, Montana and Pennsylvania are primarily sociology programs which offer a criminology specialization. The major aim of these programs, all of which offer the Doctorate of Philosophy in Sociology, is the development of a broadly trained scholar who is well versed in sociology. The

primary objective is the education of a competent teacher and researcher in the discipline. The offering of a criminology specialization in some cases is the result of the personal interest of a number of individual faculty members, possibly partially stirred by the vast availability of funds in this area in recent years. While these programs are aimed specifically at competence in sociology and its sub-disciplines, the five previously mentioned programs, regardless of their differences, are all considered multi- or inter-disciplinary. It becomes apparent that those programs which are perceived primarily as Criminal Justice programs provide a broader spectrum or base for the study of the phenomenon of crime.

The program at the University of Southern California is unlike any of the others in this respect. It awards both the Doctorate of Philosophy and the Doctorate of Public Administration with a major in Public Administration, Criminal Justice specialization. The Doctorate of Philosophy is designed to emphasize the preparation of teachers; it stresses research in administrative and governmental problems and supports its aim to train academic persons who in turn will train practitioners for public service.

The degree of Doctor of Public Administration, unlike the Doctorate in Philosophy, is designed to prepare leaders in the administration of public institutions. In this respect it is practitioner-oriented rather than

research- or teacher-oriented, and unlike any other Criminal Justice related degree, first and foremost attempts to meet the needs of the field.

In concluding this look at program objectives, a number of points should be made. Not all programs can be all things to all people. Although there are vast differences in program objectives, one must wonder if all programs need to produce the same results. Is there not the need for specialists in teaching, research, and planning as well as practitioners? If the answer to such a question is yes, then there is purpose to each of these programs. If such is the case, should the institution devote its resources to one of the specific fields to be most valuable, or is it reasonable to assume that each school can validly contribute to more than one area? This dilemma is not easily resolved. In any event, the programs will most likely continue to be both diverse and to some degree competitive, the latter, in itself, possibly stimulating constructive progress.

In reading this section it must be remembered that what we have considered is a comparison of program objectives. Whether or not these stated objective are or become a reality for the individual candidate is a question outside the scope of this study.

Comparison of the General Courses of Study

In most cases the general program of study for the doctorate takes from two to four years beyond the master's degree. This varies in relation to the amount of course-work required and the time spent on completion of the dissertation.

The program at Florida State University is primarily one in criminology supplemented by sociology and research methodology. The general course of study in the Michigan State University program is based on the Criminal Justice foundation and contains required study in two additional social sciences as well as a specialist sub-core in another discipline, and a block in methods and statistics.

Sam Houston State University, which offers the professional degree of Doctor of Criminal Justice, follows somewhat the same pattern as Florida State University; its program is primarily one of Criminal Justice supported by a sociology requirement. The program of the State University of New York at Albany is one in Criminal Justice, is somewhat autonomous, and draws heavily on a legal and research segment within its own school.

Study at the University of California at Berkeley is in a criminology program which, although independent of other departments, has a strong foundation in sociology. The doctoral programs at the Universities of Maryland, Montana and Pennsylvania are basically sociology programs

including criminology only as a secondary function.

The Doctor of Philosophy degree at the University of Southern California is a research degree in Public Administration, while the Doctor of Public Administration degree is a practitioner's degree. The base, however, is still Public Administration and the study of Criminal Justice here is also secondary.

Comparison of Admission Requirements

Degree Level Necessary for Admission to the Doctoral Program

There are differences in prerequisite requirements for admission to the various programs. At Michigan State, Florida State and Sam Houston State Universities, the applicant should hold the master's degree and be able to present evidence of a master's thesis. This requirement is sometimes waived, on presentation of a paper of equal accomplishment early in a student's program.

The Sociology Department at the University of Montana also requires the master's degree for entry, but does not stipulate the thesis requirement. This University prefers an undergraduate background in social science, as do all the programs.

Admission to the programs at Albany, Berkeley, Maryland, Pennsylvania and the University of Southern California require only the bachelor's degree, offering

direct admission to the doctoral program. This does not mean preclusion of the master's degree, but does indicate an alternative.

Graduate Record Examination Requirements for Admission

The only two institutions considered in this study which do not require at least the aptitude portion of the Graduate Record Examination are the University of Pennsylvania and the University of California, although California in some instances may request it.

Florida State University and Sam Houston State University do not require the advanced test but do expect at least a score of 1000 on the combined verbal and quantitative sections. Michigan State University, The University of Maryland, and the University of Southern California require the aptitude portion but specify no particular score. The University of New York at Albany requires both the aptitude portion and the advanced portion in one's undergraduate major if available, but do not specify score. The University of Montana requires the aptitude test and the advanced test in sociology; scores are not set at a specific level here either.

Reference Requirements for Admission

All of the programs considered in this study require at least two professional letters of recommendation

in order to be admitted to the doctoral program. The State University of New York at Albany, Michigan State University, and Sam Houston State University request the applicant to submit a short essay stating his reasons for desiring to enroll in their respective programs. Albany also requires an on-campus personal interview prior to acceptance.

Transcript Requirements for Admission

All of the programs listed require of the applicant at least one, and in most cases two, official copies of transcripts containing both a description and grades of all previous college work. Submission of these is usually requested directly from the institution in question, not from the applicant.

Comparison of Requirements for Completion of the Doctoral Degree

Residency Requirements of the Institution¹

The residency requirements of the institutions studied also vary. Florida State University, which operates on the quarter system, requires three consecutive quarters of enrollment at a minimum of 12 credits of

¹To convert quarter credits to semester credits multiply by 2/3. The ratio of the University of Pennsylvania's course units is 1 course unit = 3 semester credits.

coursework each. Michigan State University, also on the quarter system, requires the three consecutive quarters, but only nine credits per quarter.

Sam Houston State University, which follows the semester system, requires at least 30 semester credits in residence, 24 of which must be consecutive. The State University of New York at Albany, also on the semester system, requires two consecutive semesters at 12 credits each, as does the University of Maryland.

The University of California at Berkeley requires a longer period, six quarters, during which it is necessary to complete only four credits each, and these quarters need not be consecutive. The University of Montana, also on the quarter system, specifies three consecutive quarters at nine credits each, and then two additional quarters with an unspecified load.

The University of Southern California, in both doctoral programs here discussed, requires, as do the others on the semester system, two semesters at 12 credits each, but does not specify whether or not they must be consecutive.

Probably the most unusual system considered in this study is that of the University of Pennsylvania. This University uses what are called "course units" (see footnote 1); the student is required to complete 12 of these course units in residence. They need not be taken consecutively.

Coursework Requirements for the Doctoral
Degree in the Criminal Justice Area

In evaluating coursework requirements in Criminal Justice programs other than those specified above concerning residency, the following differences were observed.

For the most part doctoral study in this country is not geared to a specific number of course credits. Many institutions simply work out with the candidate an individual plan; this is the case in about half of the institutions covered here. The University of California at Berkeley, The University of Southern California, and The University of Maryland operate to some degree in this manner, specifying required areas but not individual courses. Courses are selected with the assistance of a guidance committee.

The Universities of Montana and Pennsylvania follow this pattern with one variation: they specify the number of credits required beyond the master's degree; Montana requires 45 quarter credits while Pennsylvania requires 12 course units.

On the other hand, all of those programs which are primarily Criminal Justice programs, with the exception of Berkeley's, are highly structured in coursework. Florida State University requires a minimum in-house core of nine courses for 27 quarter credits plus other courses suggested by a committee. Michigan State University requires an in-house core of three courses which vary from 9 to 11 quarter

credits; it also requires 20 credits in each of two additional social science disciplines as well as 15 credits in a specialist sub-core and 15 credits in research methods and statistics. Thus the total requirement is 90 quarter credits beyond the master's degree.

Sam Houston State University, as Michigan State University, appears to require a large amount of coursework in specifying 48-60 semester credits beyond the master's degree. However, a required course of study is not outlined to such great lengths as that of Michigan State University. The program here is at the discretion of a guidance committee.

The State University of New York at Albany, although requiring a four-course core for a total of 16 semester credits, is much lighter in total credits required for the doctorate than the two institutions just mentioned. It specifies only 60 semester credits beyond the bachelor's degree (or only 30 semester credits beyond the master's). Thus, by comparison, only half of the coursework of Michigan State University or Sam Houston State University is required. For one who anticipates entering a doctoral program in Criminal Justice this may be a significant consideration.

Comprehensive, Preliminary and Qualifying Examinations Required for the Doctoral Degree

In this evaluation it was found that no two institutions or programs here discussed use the same process of examination. For example, Florida State University requires, usually at the end of the first year of coursework, both a written and an oral qualifying examination prior to formal admission to candidacy. Then upon completion of a plan of study, the student is required to take a comprehensive examination in order to see if he needs additional coursework. If this is the case, courses are added to his program and he repeats the comprehensive examination upon their completion.

Michigan State University formulates a program of study. No qualifying examinations are taken, and only written comprehensives are required. They may be taken any time after the student has completed 80 per cent of his coursework.

Sam Houston State University requires what are called "preliminary examinations," to be taken prior to formal candidacy. They are written examinations as are the comprehensive examinations taken upon completion of coursework.

The State University of New York at Albany divides its qualifying examinations into "Part I" and "Part II." Part I examinations are written and are usually taken near the end of the first year of coursework. Part II consists

of the writing of a dissertation prospectus, the latter to be defended orally.

The University of California at Berkeley has oral qualifying examinations. They are similar to comprehensive examinations at the other institutions, taking place at the end of the coursework. The University of Maryland does not have comprehensive examinations, but has preliminary examinations prior to candidacy. These may be written, oral, or both.

The University of Montana on the other hand requires a written preliminary examination on completion of the first year's coursework, and then both written and oral comprehensive examinations upon completion of all coursework.

The University of Pennsylvania requires both the written and oral preliminary examinations as well as written and oral comprehensive examinations. The University of Southern California requires the student to take qualifying examinations only once; these may be both written and oral. They are usually scheduled within the first year of study.

Foreign Language Requirements Within the
Criminal Justice Doctoral Programs

As the other considerations in these programs vary, so do the language requirements of the various institutions. Michigan State University, the University of Maryland and

Berkeley make no foreign language requirement of their doctoral candidates in Criminal Justice. The University of Pennsylvania requires one language but the particular language is unspecified. The University of New York at Albany also requires one language, to be chosen from French, German, Italian, Russian or Spanish. Similarly, Montana allows a choice of one language but provides two alternatives to the foreign language requirement.² The University of Southern California also specifies one language in the doctor of philosophy program, although no language is required for the doctorate in public administration.

Florida State and Sam Houston State Universities, unlike the other institutions, require two foreign languages, although in some cases a computer language may be substituted for one foreign language.

Dissertation Requirements for the Doctoral Degree

In all of the programs considered here, the candidate for the doctoral degree is required to write a dissertation. This is expected to be a significant contribution to his individual field of study and to contain original research. Prior to its writing, the student is

²See the section on "Completion Requirements," The University of Montana, Chapter 5, under Ancillary Options.

required to present to a guidance committee a prospectus containing a description of the study, the basis for its choice, and the methodology to be used. Upon acceptance of this prospectus, the candidate may then proceed with research. Upon its completion, in all but a very few cases, the candidate is required to defend this dissertation orally before his guidance committee.

Grade Level Required for Maintenance of Doctoral Standing

In all of the institutions studied, a candidate for the doctoral degree must maintain a "B" average or its equivalent in all work taken within the program. This is usually computed on a 4.0 scale (4.0 = A). Therefore the student who wishes to maintain doctoral status must have at least a grade point average of 3.0 on this scale.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Summary

The purpose of this chapter is to provide for the reader a brief summary of the study and the author's conclusions. As mentioned earlier, this project was based on two assumptions: first, that all Criminal Justice personnel with general enforcement powers should hold the baccalaureate degree and, second, that all faculty members teaching at this level should hold the doctoral degree.

Based on these premises the author gathered data on all available doctoral programs directly related to Criminal Justice and analyzed them in regard to their relationship to each other and the Criminal Justice system. Items considered were stated goals, the origin of the Criminal Justice program within each institution, objectives of the doctoral degree, the general course of study, and requirements for admission and completion of the degree.

The above factors were used since the objectives of the study were to provide for the reader an historical analysis of Criminal Justice doctoral programs as well as to assist institutions implementing such programs with

guidelines in coursework, goals and objectives. Also it was thought that this study would provide for the aspiring Criminal Justice doctoral candidate in one volume a source of aid in program selection. Hopefully these objectives have been accomplished.

Conclusions

A number of significant conclusions can be drawn from this study. First, it can be shown that there exist two types of programs: programs such as those at the State University of New York at Albany and Michigan State University which are aimed primarily at the Criminal Justice discipline, and programs such as those at the Universities of Maryland and Pennsylvania in Sociology (and the University of Southern California's program in Public Administration) which see Criminal Justice as a sub-discipline within a broader spectrum. Of the two types, those with the main thrust toward the Criminal Justice system appear to offer the doctoral student a much broader base of coursework. Here Criminal Justice is seen as a multi-disciplinary field not to be held within the bounds of a particular social science.

In relation to stated objectives, it appears that all of the programs studied are focused on the education of personnel to enter both teaching and research. The three which offer the professional degree, however, have

a significant commitment to supplying the Criminal Justice field with top level administrators. These institutions are Sam Houston State University, The University of California at Berkeley, and The University of Southern California.

The general course of study at all of the institutions covered normally requires two years beyond the master's degree. Although the Criminal Justice programs appear to be multi-disciplinary in approach, each has a different mode of operation. Florida State University provides the bulk of the sociology courses within the Criminology Department, while Michigan State University sets up guidelines for use in other departments. Sam Houston State University's program, unlike the three which are primarily sociological, maintains a certain degree of autonomy within the Sociology Department, and provides for various other departmental course selections. Berkeley and Albany, on the other hand, are also largely autonomous but offer a multi-disciplinary approach within their own departments.

Admission requirements in all of the programs studied seem somewhat similar. In most cases at least the verbal and quantitative sections known as the aptitude portion of the Graduate Record Examination are required, as well as at least two letters of reference and all college transcripts. In general, there are indications that undergraduate grade point average is a significant factor in admission. A number of the programs studied required that

the applicant hold the master's degree.

Institutional residency requirements generally stipulate at least one academic year of full-time on-campus residency for degree completion.

Probably the greatest difference in the programs studied are the variations in coursework requirements. While higher education in general seems to be moving away from defined limits and leaving more decisions to doctoral guidance committees, many of the programs considered have set minimum limits. Michigan State University and Sam Houston State University have set the highest minimums, requiring approximately 90 quarter credits of coursework beyond the master's degree. This is somewhat contrary to the other institutions considered and the national trend.

In oral and written examinations required of doctoral students, there appears no consistency at all. Examinations are scheduled prior to, during, and upon completion of coursework, or any combination thereof. These are called either comprehensive, preliminary, or qualifying examinations and these terms do not necessarily have the same meaning from institution to institution.

Foreign language requirements are also apt to vary. For instance, Sam Houston State and Florida State Universities require reading proficiency in two foreign languages but may waive one for a computer language. Albany, on the other hand, requires only one language while Michigan State University's program has no foreign language requirement

at all. These factors and the supporting literature tend to indicate that there is a current trend to leave decisions concerning the language requirement to individual departments rather than institutional policy as had been the case in the past.

In all instances this study has found that so far no substitution exists for the doctoral dissertation or its defense--at least not in those programs covered here. Each program requires the writing of a dissertation in addition to a satisfactory grade level, usually "B" or its equivalent, on all coursework within the doctoral program.

Expectations

Federal Funding

In looking to the future for Criminal Justice doctoral programs, a number of expectations exist. To begin with, the large amount of federal funding which is presently being given to the Criminal Justice system almost assuredly implies an increase in programs. As this is being written the Law Enforcement Assistance Administration of the United States Department of Justice is evaluating grant applications for what are called "Centers of Excellence." These centers are to be universities or a consortium of academic institutions, including a central university, which offer doctoral degrees in the social sciences and affiliates with an appropriately accredited

medical school and law school. Those institutions designated as "Centers of Excellence" should offer a multidisciplinary approach to the field of Criminal Justice. One of the seven objectives outlined for the regional centers to be selected soon is the exploration of the feasibility of the eventual establishment of a new doctoral program in Criminal Justice. This in itself would indicate that those institutions designated "Centers of Excellence" in regions where no such program presently exists almost assuredly would create new doctoral programs. And since funding under this grant is designed for at least three and up to four fiscal years, it is quite possible for a program created within the next year or so within a short time to be equivalent in quality to some of those already in existence.

Enrollment Projections

In the past few years doctoral education has been one of the most rapidly expanding sectors in higher education. The number of doctorates awarded has doubled in nearly every decade since the turn of the century, and graduate enrollment increased nearly 80 per cent during the 1950's, while the number of baccalaureate degrees at the end of the decade only barely regained the 1950-51 level.¹ As of 1970 there were nearly 30,000 doctoral

¹Everett Walters (ed.), Graduate Education Today (Washington, D. C.: American Council on Education, 1965), p. 224.

degrees awarded and in some disciplines the supply has finally exceeded the demand. In certain areas in the natural sciences which boomed during the 1960s, the job market is now closed. This trend is also occurring in the social sciences, especially in education where in some subspecialties the pressure is already apparent.

Expansion in doctoral education however is expected to continue to increase and many problems concerning admissions, fellowship needs, faculty requirements, not to mention the physical problems of providing university facilities, equipment, and housing for a graduate student population three or four times larger two decades hence, will also increase.²

And when we look specifically at Criminal Justice, even though there was only an increase of two doctoral programs between 1970 and 1972, the number of baccalaureate programs within the same time span has grown from 55 to 211 which shows an obvious increased need for qualified teachers.

Admissions Problems

The swelling of doctorate enrollment has begun to create an admissions problem of major proportion. The number of applicants attempting to enter Criminal Justice doctoral programs is rapidly increasing, partly because of increased numbers of potential students and new job opportunities, but also because of the lack of employment opportunities

²Ibid., p. 229.

in other social science disciplines. Almost all of the programs considered here receive numerous applications from students desiring to enter this field. The fellowship and assistantship process is becoming more burdensome to departments, and most institutions will no longer give "admission without award" to more than a small fraction of the moderately well qualified applicants because of faculty and space limitations.

The problems discussed here are all increasing, and are expected to become even more acute as we move toward the 1980s.

Closing Remarks

As stated earlier in this study, the objectives of this thesis were threefold. An attempt was made to provide an historical as well as descriptive analysis of existing doctoral programs in Criminal Justice; to provide guidelines for possible implementation of new programs and to aid students in institutional selection. It is felt that these objectives have been accomplished, for this thesis was not written in an attempt to provide for further research, but as an end in itself. Since each of the programs considered finds justification for its method of operation, the author in no way purports to contend that one is superior to another. Such considerations are left entirely to the judgment of the reader.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. Books

- Atkinson, Carroll. True Confessions of a Ph.D. and Recommendations for Reform. Boston: Meador Publishing Company, 1945.
- Banton, Michael. The Policeman in the Community. New York: Basic Books, 1965.
- Blocker, Clyde E. The Two Year College: A Social Synthesis. Englewood Cliffs: Prentice-Hall Inc., 1965.
- Blumberg, Abraham S. Criminal Justice. Chicago: Quadrangle Books, 1967.
- Borg, Walter R. and Meredith D. Gall. Educational Research: An Introduction. New York: David McKay Company, 1971.
- Brown, James and James W. Thornton Jr. College Teaching: Perspectives and Guidelines. New York: McGraw-Hill Book Company, 1963.
- Caldwell, Robert G. Criminology. New York: The Ronald Press Company, 1965.
- Chapman, Samuel G., and T. Eric St. Johnston. The Police Heritage in England and America. East Lansing, Michigan: Michigan State University Press, 1962.
- Doll, Ronald C. Curriculum Improvement: Decision Making and Process. Second Edition. Boston: Allyn and Bacon, Inc., 1970.
- Dyer, John. Ivory Towers in the Market Place. New York: The Bobbs-Merrill Co., Inc., 1956.
- Eldefonso, Edward, Alan Coffey, and Richard C. Grace. Principles of Law Enforcement. New York: John Wiley and Sons Inc., 1968.
- Fosdick, Raymond B. European Police Systems. New York: The Century Co., 1915.

- Frost, Thomas M. A Foreward Look in Police Education. Springfield: Charles C. Thomas, 1959.
- Gammage, Allen Z. Police Training in the United States. Springfield: Charles C. Thomas, 1963.
- Germann, A. C., Frank D. Day and Robert R. J. Gallati. Introduction to Law Enforcement and Criminal Justice. Springfield: Charles C. Thomas, 1969.
- Graham, Jane (ed.). A Guide to Graduate Study: Programs Leading to the Ph.D. Washington, D. C.: American Council on Education, 1965.
- Grigg, Charles M. Graduate Education. New York: The Center for Applied Research in Education, Inc., 1965:
- Henle, R. J. "The Soundness of the American Ph.D. Program." Improving College Teaching. Calvin B. T. Lee (ed.). Washington, D. C.: American Council on Education, 1967.
- Hillway, Tyrus. The American Two Year College. New York: Harper and Brothers, 1958.
- International Association of Chiefs of Police. Law Enforcement Education Directory. Washington, D. C. International Association of Chiefs of Police, 1968.
- Lee, Captain W. L. Melville. A History of Police in England. London: Methuen and Co., Ltd., 1901.
- McGlothlin, William J. The Professional Schools. New York: The Center for Applied Research in Education, Inc., 1964.
- Schweitzer, George K. The Doctorate: A Handbook. Springfield: Charles C. Thomas, 1965.
- Smith, Alexander B. and Harriet Pollack. Crime and Justice in a Mass Society. Waltham: Xerox College Publishing, 1972.
- Smith, Bruce. Police Systems in the United States. New York: Harper & Brothers, 1960.
- Sullivan, John L. Introduction to Police Science. New York: McGraw-Hill Book Company, 1971.
- Thornton, James W. Jr. The Community Junior College. New York: John Wiley and Sons., 1960.
- Walters, Everett. Graduate Education Today. Washington, D. C.: American Council on Education, 1965.

B. Publications of and for the Government,
Learned Societies and Other Organizations

Crockett, Thompson and James D. Stinchcomb. Guidelines for Law Enforcement Education Programs in Community and Junior Colleges. Washington, D. C.: American Association of Junior Colleges, 1968.

Dickhoff, John S. Tomorrow's Professors. New York: Fund for the Advancement of Education (Ford Foundation), 1960.

Fellman, David. "The Character of College Teaching." Encyclopedia of Education, Vol. 2. New York: The Macmillan Co., 1971.

Lejins, Peter P. Introducing a Law Enforcement Curriculum at a State University. United States Department of Justice, National Institute on Law Enforcement and Criminal Justice. Washington, D. C.: United States Printing Office, July, 1970.

Michigan State University. This Is Michigan State University: Facts Book. 1971.

The National Commission on Law Observance and Law Enforcement. Wickersham Commission Reports: Number 14, Report on Police. Washington, D. C.: United States Government Printing Office, June 25, 1931.

The President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: The Police. Washington, D. C.: United States Government Printing Office, 1967.

Tenney, Charles W. Jr. Higher Educational Programs in Law Enforcement and Criminal Justice. Washington, D. C.: Law Enforcement Assistance Administration, United States Department of Justice. National Institute on Law Enforcement and Criminal Justice. United States Government Printing Office, 1971.

C. Periodicals

Brandstatter, Arthur F. "Education Serves the Police, the Youth, The Community." The Police Chief, Vol. 33, No. 8 (August, 1966), 12-14.

Fox, Vernon. "Dilemmas in Law Enforcement." Police, Vol. 14 (September-October, 1964), 69-74.

- Gourley, F. Douglas. "In-Service Training of Policemen by Universities and Colleges." Journal of Criminal Law, Criminology and Police Science, XLIV (July-August, 1953), 229-38.
- Griffin, John I. "The Police Science Program of the Baruch School of the City College of New York Conducted in Cooperation with the Police Academy, Police Department, City of New York." Police (November-December, 1959), 50-54.
- Kreml, Franklin M. "The Role of Colleges and Universities in Police Management." The Police Yearbook, 1966. Washington, D. C.: International Association of Chiefs of Police, 1966, 34-42.
- More, Harry W. "Law Enforcement Training in Institutions of Higher Learning." Police, Vol. 5 (January-February, 1961), 6-9.
- Myren, Richard A. "A Core Curriculum for Undergraduate Police Training." Journal of Criminal Law, Criminology and Police Science, Vol. 49 (Jan.-Feb., 1959), 507-509.
- Northwestern University School of Law. "Proposed Instruction for Police at Northwestern University." The Journal of Criminal Law and Criminology, Vol. 6 (January, 1916), 794-95.
- Whisenand, Paul M. "Equipping Men for Professional Development in the Police Service: The Federal Law Enforcement Assistance Act of 1965." Journal of Criminal Law, Criminology and Police Science, Vol. 5 (June, 1966), 223-27.

D. Unpublished Materials

- Fabian, Felix Monroe. "The Evolvment of Pre-Service Law Enforcement Education at the College and University Level." Unpublished Doctoral Dissertation, The University of Idaho, 1965.
- Fagan, Leon. Information taken from Contact, An In-House Publication of Alpha Phi Sigma, Beta Chapter, School of Police Administration and Public Safety, Michigan State University, 1949, 1.
- Joseph, Kenneth Edward. "A Study of the Federal Bureau of Investigation's Contribution to Law Enforcement Training and Education in the United States." Unpublished Doctoral Dissertation, Michigan State University, 1970.

Marsh, Richard F. "A Core Program Proposal of Undergraduate Studies for the Professional Preparation of Law Enforcement Personnel in Four-Year Colleges and Universities." Unpublished Advanced Master's Thesis, Florida State University, 1969.

Rich, Vernon E. "The Development of Model Training and Continuing Education Curriculum and Supporting Rationale for a Criminal Justice System Supporting a Metropolitan Region." Unpublished Doctoral Dissertation, Michigan State University, 1971.

Vaupel, Carl F. "A Survey and Analysis of Two-Year Police Science Curricula in the United States." Unpublished Doctoral Dissertation, The University of South Dakota, 1968.

Wiltberger, William A. "A Program for Police Training in a College." Unpublished Master's Thesis, The University of California at Berkeley, 1937.

E. College Catalogs

California State College at Los Angeles. General Catalog. 1971-1972.

Eastern Kentucky University. Catalog. 1971-1972.

Florida State University. University Catalog. 1970-1971; 1971-1972.

Michigan State University. Graduate Study. 1971-1972.

Sam Houston State University. The Graduate Bulletin. 1972-1974.

State University of New York at Albany. School of Criminal Justice. Bulletin. 1971-1973.

University of California at Berkeley. General Catalog. 1971-1972.

University of California at Berkeley. School of Criminology Bulletin. 1971-1972.

University of Maryland. Graduate School Bulletin. 1970-1972.

University of Montana. Bulletin: 1972-1974. Graduate School Catalog Issue.

CONTINUED

4 OF 6

University of Pennsylvania. Bulletin of Graduate Studies.
1970-1971.

University of Southern California. Bulletin. 1970-1972.

APPENDICES

APPENDIX A
COURSES AVAILABLE TO STUDENTS IN
CRIMINAL JUSTICE DOCTORAL PROGRAMS

APPENDIX A

COURSES AVAILABLE TO STUDENTS IN
CRIMINAL JUSTICE DOCTORAL PROGRAMS¹

Florida State University (quarter credits)

Department of Criminology

CRM 500	<u>Pro-Seminar in Criminology</u> (3)
CRM 501	<u>Criminological Theory I</u> (3)
CRM 502	<u>Criminological Theory II</u> (3)
CRM 503	<u>Applied Statistics in Criminology</u> (3)
CRM 504	<u>Introduction to Research Methods in Criminology</u> (3)
CRM 508	<u>Individual Treatment in Corrections</u> (4) Methods of counseling and casework procedures for adult offenders.
CRM 513	<u>Juvenile Delinquency: Theoretical Issues, Problems, and Programs</u> (3) Prerequisite: one undergraduate course in psychology or sociology.
CRM 521	<u>Field Practice in Corrections</u> (12) Practical field experience in a correctional or law enforcement facility.
CRM 525	<u>International Criminology</u> (3) Theory, concepts, and practices in criminology throughout the world.
CRM 555	<u>Survey of the Correctional Field</u> (3)
CRM 556	<u>Criminal Justice Administration</u> (4) Administrative problems and their solutions in correctional and law enforcement programs.

¹This information was obtained from the most recent catalogs available on the respective institutions as well as informal program proposals and personal interviews. Where available, course descriptions are included as well as title.

- CRM 557 Public Policy in the Criminal Justice System (4)
- CRM 558 Sociological Theories of Deviance (3)
- CRM 560 Group Methods in Corrections (3)
Comparative study of group therapy modalities in work with criminals and delinquents.
- CRM 591 A, B, C, D. Directed Individual Study (4 hours each.
Approved for S or U grade only.
- CRM 599 Thesis (5-9)
Approved for S or U grade only.
- CRM 670 History and Background in Criminology and Corrections (3)
Social control in theory and practice from primitive times to the rise of criminal law.
- CRM 671 Development of Criminal Law, Enforcement, and Corrections (3)
- CRM 674 Applications in Criminology (3)
How criminological theory relates to contemporary correctional practices.
- CRM 675 Special Problems in Criminology (3)
- CRM 681 Seminar in Criminal Behavior (3)
- CRM 682 Seminar in Social Action (3)
- CRM 683 Theory of Law Enforcement (3)
- CRM 685 A, B, C, D. Seminars in Criminology (5 hours each)
- CRM 691 A, B, C, D. Seminars in Criminology (3 hours each
Approved for S or U grade only.
- CRM 699 Dissertation (18-)
Approved for S or U grade only.
- CRM 800 Master's Comprehensive Examination (0)
- CRM 810 Preliminary Doctoral Examination (0)
- CRM 820 Dissertation Defense (0)

Allied Departments Containing Recommended
Supplementary CoursesCollege of Law

- LAW 513-514 Criminal Law (3-3)
LAW 517-518 Constitutional Law (3-4)
LAW 613-614 Evidence (3-3)
LAW 625 Advanced Criminal Procedures (3)
LAW 628 Law and Society (2)
LAW 630 Legal Process and Legislation (3)
LAW 645 Political and Civil Rights (2)
LAW 654 Criminal Procedure (2)

Department of Sociology

- SOY 520 Seminar in Complex Organization (3)
SOY 553 Seminar in Race Relations (3)
SOY 555 Seminar in Social Disorganization (3)
SOY 556 Collective Behavior: Theories of Crowd
Behavior (3)
SOY 557 Sociology of Deviant Behavior (3)
SOY 571-572 Sociology of Mental Health (3-3)
SOY 583 Sociological Theories of Deviant Behavior
This course will be cross-listed with the
Department of Criminology course listings.
SOY 631 The Community (3)

Department of Psychology

- PSY 556 Psychology of Social Deviant Behavior (3)
PSY 576 Experimental Analysis of Deviant Behavior (3)

- PSY 578 Individual Behavior Modification (4)
PSY 579 Group Behavior Modification (3)
PSY 580 Research in Behavior Modification (3)
PSY 601 Seminar in Abnormal Psychology (3)

Department of Philosophy

- PHI 513 Logical Positivism (3)
PHI 528 Philosophy of Science (5)
PHI 530 Seminar in Contemporary Social Philosophy (5)
PHI 532 Philosophy of the Social Sciences (5)
PHI 550 Seminar in the Philosophy of Law (5)
PHI 632 Systematic Political Theory
Cross-listed as Government 550c.

Department of Economics

- ECS 505 Economics of Welfare (3)
ECS 572 Seminar in Urban Economic Problems (3)

Department of Social Work

- SOK 500 Man in His Environment: Patterns of Normal
and Deviant Behavior (5)
SOK 502 Social Functioning Under Stress and Crisis (4)
SOK 513c Social Work Practice in Corrections (2)

Department of Habilitative Science

- HAS 526 Intellectual and Cultural Deprivation (3)

Department of Government

- GOV 503 Introduction to Data Processing and Elementary Computer Processes (1)
- GOV 560 A, B, C, D. Seminars in Public Administration (4)
- GOV 570 A, B, C. Seminars in Public Law (4)

Department of Mathematics

- MAT 504B Introduction to Computer Science for the Social Sciences (3)

Department of Educational Research and Testing

- EDR 510 Statistical Applications in Education: Description and Basic Inference (3)
- EDR 511 Advanced Statistical Applications in Education: Analysis of Variance and Covariance, Regression (5)
- EDR 513 Applications of Non-Parametric Statistics (3)
- EDR 514 Applications of Factor Analysis (3)
- EDR 515 Application of Multivariate Analysis to Educational Problems (3)

Department of Urban and Regional Planning

- UPL 532 Man and the Urban Environment (3)
- UPL 533 Behavioral Basis for Planned Change (3)
- UPL 534 Policy Planning for Social Change (3)
- UPL 535 Housing and Urban Redevelopment (3)
- UPL 541 Physical Environment and Social Behavior (3)

Department of Anthropology

- ANY 509 Seminar in Cultural Change (3)
 ANY 562 Comparative Social Control (3)

School of Business

- BSA 550 Evolution of Administrative Management (5)
 BSA 551 Research Seminar in Organization Theory (5)
 BSA 552 Leadership and Administrative Behavior (5)
 BSA 554 Modern Developments in Systems Theory (5)
 BSA 556 Research and Development Management (5)
 BSA 608 Advanced Models of Information and Decision Making (5)

Department of Statistics

- STS 511 Elementary Statistical Procedures (3)
 STS 516 Design of Experiments (3)
 STS 520 Applied Nonparametric Statistics (3)
 STS 531-532 Probability Theory I & II (3-3)
 STS 541-542 Statistical Inference I & II (3-3)
 STS 547 Multivariate Analysis (3)

Michigan State University (quarter credits)School of Criminal Justice

- CJ 400H Honors Work (Variable credit)
 Open only to qualified students. Individually selected program of supervised group or individual study dealing with some phase of police administration and public safety.

- CJ 401 Case Studies in Law Enforcement and Public Safety (1-6)
Surveys and applied research as approved by students' major professor.
- CJ 409 Special Issues in Criminal Justice (Variable credit)
Forum for special course offerings focusing on special issues in criminal justice by visiting instructors or regular faculty.
- CJ 429K Fundamentals of Traffic Law (3)
Nature, function and application of traffic law as it applies to the safe and efficient movement of people and goods in a broadly conceived traffic accident prevention program.
- CJ 453 Case Analysis in Prevention Programs (5)
Factors to be considered in determination of referral action for delinquent youth. Estimating significance of behavior and home situation. The referral process, selection of agency, preparation for referral, follow-up.
- CJ 465 Administration of Correctional Institutions (5)
Treatment, security, custody and discipline of the convicted law violator in correctional institutions. Social structure of the prison community; inmate social systems and interaction. Correctional clinic records. Correctional research and decision making.
- CJ 471 Criminal Procedure (4)
Study of the constitutional right of the people to be secure from unreasonable searches and seizures; how rules of evidence safeguard individual rights in the administration of criminal justice.
- CJ 475 Evidence (3)
Concepts, policies and procedures relating to the admission of evidence before judicial tribunals.
- CJ 480 Internal Security in a Democracy (3 or 5)
Approaches to the control of "subversive activities" and their effectiveness from the standpoint of security and freedoms essential in a democracy.

- CJ 481 Theft Control in Business, Industry and Institutions (3)
Causation, prevention, and control of robbery, burglary, shop-lifting, pilferage, embezzlement, and employee dishonesty in private and public institutions. Social science theory and research methods.
- CJ 490 Criminal Justice Practicum (Variable credit)
Planned program of research, observation, study, and work in selected criminal justice agencies. Designed to supplement classroom study with constructive participation in the criminal justice system of communities of the United States and foreign nations.
- CJ 492 Methods of Criminal Justice Research (4)
Elements of scientific perspective; interaction of research and theory. Introduction to research design, data collection, analytic and statistical techniques, use of data processing resources, and preparation of research reports.
- CJ 493 Problems and Techniques of Criminal Justice Research (4)
Continuation of 492 to provide depth in the various elements of research; extension to more sophisticated research models, and the relevance of findings for criminal justice program innovation and evaluation.
- CJ 499 Seminar in Criminal Justice (5)
Discussion and evaluation of criminal justice policies and practices. Preparation of undergraduate senior research paper.
- CJ 801 Directed Studies (1)
Individual research and study in student's field of interest as approved and directed by major professor.
- CJ 802 Advanced Security Administration (3 or 5)
Salient problems and issues of concern to professional security administrators with emphasis on business management approaches. Typical problem areas include: contractual security services; employee dishonesty; cost considerations; work simplification.

- CJ 812 Advanced Law Enforcement and Public Safety Administration (3 or 5)
Framework through which the objectives of the process of social control (criminal justice) are obtained. The administrative, political and social milieu in which this machinery operates.
- CJ 815 Seminar in Criminal Investigation (3 or 5)
Seminar in investigative techniques; criminalistics; case studies: including discussion on quantum of proof in criminal investigations and probative value of physical evidence.
- CH 820 Advanced Police Administration (3 or 5)
Depth analysis of the line and staff functions within a law enforcement agency. Problems of program development, execution, and evaluation.
- CJ 822 Comparative Law Enforcement Administration (3 or 5)
Comparative study of police organization and administration in various governmental and social systems. Evaluation of government's role, its limitations, the selection and training of leaders.
- CJ 823 Community Relations in the Administration of Justice (4 or 5)
Seminar in the field of community relations, encompassing the spectrum of the administration of justice and community responsibility, utilizing the interdisciplinary approval in case and situational analysis.
- CJ 840 Seminar in Highway Traffic Administration (3 or 5)
Traffic problems in their broad social setting. Inventory and critical review of the traffic safety movement and role of various professions therein. Future problems and developments.
- CJ 868 Review and Evaluation of Correctional Research (3 or 5)
Correctional research systems review, analysis and critical evaluation of correctional research findings and conclusions pertaining to correctional decision making in the treatment process.

- CJ 870 Administration of Criminal Law (3 or 5)
Major provisions of the Constitution of the United States that safeguard personal liberties. Judicial processes are examined in the light of historical experience, and social change.
- CJ 875 Seminar in Deviant Behavior (3 or 5)
Evaluation of current major hypotheses, review of recent developments, contributions by agencies and academic institutions and review of current literature in the field of deviant behavior.
- CJ 890 Field Training (1-6)
Field service training provided with federal, state, and local enforcement agencies; crime laboratories; commercial, industrial, and financial organizations with security programs; agencies working in crime and delinquency prevention; correctional agencies; and organizations engaged in highway safety.
- CJ 930 Seminar in Criminal Justice and Criminology (3)
- CJ 990 Readings in Criminal Justice and Criminology
(3 to 5)
- CJ 992 Research Methodology in Criminal Justice and Criminology (3)
- SOC SCI 999 Dissertation (36)

Allied Departments in the College of Social Science Which May Be Used in Selection of the Two Social Science Options

Anthropology

- ANY 400H Honors Work (1-16)
- ANY 411 Studies in the Anthropology of Asia (4)
Separate courses in Asian cultures: China; Japan; Southeast Asia; South Asia; Central Asia. A two part course sequence is usually given. Part I: Ethnographic survey. Part II: Sub-areas, special problems and approaches.

- ANY 415 Studies in the Anthropology of Africa (4)
Separate courses on African cultures:
West Africa; Central Africa; East Africa.
A two part course sequence is usually given.
Part I: Ethnographic survey. Part II: Sub-
areas, special problems and approaches.
- ANY 419 Studies in the Anthropology in the New World
(4)
Separate courses on New World cultures:
Arctic; North America; Middle America;
South America. A two part course sequence
is usually given. Part I: Ethnographic
survey. Part II: Sub-areas, special prob-
lems and approaches.
- ANY 423 Studies in the Anthropology of the Near East
(4)
Separate courses on Near East Cultures: North
Africa and Southwest Asia. A two part course
sequence is usually given. Part I: Ethno-
graphic survey. Part II: Sub-areas, special
problems and approaches.
- ANY 434 Ethnic Minorities Around the World (4)
Examination of ethnic minorities, their prob-
lems and patterns of adaptation in Asia,
Africa and Latin America. Emphasis is placed
on social structure of the minorities and
the dominant attitudes of both the majority
and minority peoples.
- ANY 450 Area Courses in Prehistory (4)
Archaeology of different areas with emphasis
on prehistoric adaptations to natural and
social environments. Settlement patterns,
subsistence, technology, and style will be
considered. Areas covered will vary with
staff and student interest.
- ANY 463 Social Anthropology (4)
Organization and structure of non-Western
societies, ranging from simpler tribal and
peasant societies to complex civilizations.
Social institutions, such as those based
upon kinship, sex, age and status, analyzed
for specific groups.
- ANY 464 Religion and Culture (4)
Religious beliefs and magical practices of
primitive peoples and functions of magic and
folklore in contemporary society. Religion
as an institution in society.

- ANY 466 Cross-Cultural Relations in the Modern World
(3)
Relationship of native peoples to world-wide forces and reactions of native peoples to world struggle for power. Problems involved in administration of programs for non-Western societies.
- ANY 467 Language and Culture (4)
A survey exploring the interconnectedness of language and culture. Special areas to be emphasized include: Child Language Learning; Linguistic and Cultural Contact Phenomena; "Specialized" Languages, such as Cant, Argot, Trade Jargon, Lingua Franca; "Hybridization" and "Substratum"; Language and Cultural Change; a brief examination of Theories of Origins and of the Sapri-Whorf Hypothesis.
- ANY 469 Cultural Areas of the World (4)
Social character of people, social organization, culture of area in relationship to social heritage, local conditions and world affairs. Areas emphasized will vary with staff and student's interest: Africa, American Indian, Latin America, Near East, North-east Asia, Pacific, and Southeast Asia.
- ANY 473 Culture and Personality (4)
Human nature in evolutionary and cross-cultural perspective. Special attention to relating theories of anthropology and psychology to methods of studying personality in non-Western societies.
- ANY 474 Culture and Economic Behavior (4)
Economic systems of changing cultures in Asia, Africa and Latin America. The cultural matrix of economic transactions and relations of economic and other social and cultural institutions seen in a comparative framework. Emphasis is placed on traditional agricultural or tribal communities.
- ANY 475 Culture and Political Behavior (4)
Political systems of changing cultures in Asia, Africa and Latin America. Relation between political and other social institutions and analysis of the organization of conflict in non-Western societies. The relation of tribal and peasant politics to national politics in developing countries seen in a comparative framework.

- ANY 821 Evolution of Man (5)
Intensive review of biological and cultural evolution of man, with emphasis placed on anatomy, ethnology, polymorphism, genetics, cultural ecology, prehistory, and the development of civilization.
- ANY 825 Seminar in Cross-Cultural Relations (4)
Analysis of the relations between superordinate and subordinate societies and between coordinate societies and cross-cultural exchange programs.
- ANY 826 Ethnology of Selected Areas (4)
Intensive review of ethnology of selected culture areas with emphasis on current anthropological problems of that area.
- ANY 827 Contemporary Theories in Anthropology (4)
Review of current theoretical problems in social and cultural anthropology.
- ANY 828 Social Structure (5)
Intensive analysis of theoretic models of social structure and their applicability for the analysis of cultures.
- ANY 829 History of Anthropological Theory (5)
A review of the various schools of thought, important personalities, and principal concepts that have contributed to the development of anthropological theory.
- ANY 831 Linguistic Anthropology (5)
The nature of language; techniques for the description and comparison of languages; linguistics as an anthropological tool; language and culture.
- ANY 833 Anthropological Problems of Prehistory (5)
Relation of archaeology to the other fields of anthropology on both a theoretical and practical level. Archaeological data are used to introduce problems of long-range cultural change and development.
- ANY 835 Human Osteology and Osteometry (5)
Identification of human bones and fragments; aging, sexing and determining the race of skeletal remains; measuring techniques for cranial and postcranial remains; the more common forms of paleopathology.

- ANY 836 Hominid Paleontology (4)
Seminar requiring student research of general and specific topics of hominid paleontology, events, trends, and processes in hominid evolution.
- ANY 850 Archaeological Methods and Techniques (4)
Seminar outlining archaeological method and the role of technique in the strategy of archaeology. Techniques and problems of informational retrieval will be emphasized.
- ANY 856 Methodology of Anthropological Research (1-12)
Seminar in problems of anthropological investigation considered in the framework of history and philosophy of science. Relevance of various field techniques, methods of data gathering and data handling, and strategies of analysis for various problems are treated.
- ANY 865 Environment, Technology, and Culture (4)
Cultural ecology, study of the relation of man and his physical environment, the role of technology in mediating between the two. Comparative analysis of the interdependence of social organization, technology and environment. Case histories of cultural and social change arising from technological innovations.
- ANY 870 Applied Anthropology (4)
Theoretical and methodological problems involved in planned social change. Course will focus on field experience in the local community. Designed mainly for graduate students having professional interest in the application of social change.
- ANY 872 Seminar in Special Subject Fields (Variable credit)
Special fields of study will include any area of anthropology selected.
- ANY 875 Individual Research Projects (Variable credit)
- ANY 880 Individual Readings (Variable credit)
- ANY 922 Dimensions of Culture (5)
Intensive review of principles of cultural anthropology, ethnology, and cultural change with particular attention to systems theory and interconnections of cultural, social, personality, and ecological systems.

- ANY 923 Cultural Dynamics (5)
Intensive review of culture change theories, processes of the development of the self, contemporary cultural movements, and the application of anthropological knowledge.

Geography

- GY 400H Honors Work (Variable credit)
Independent and informal study for superior students.
- GY 401 Geography of Culture (4)
A spatial analysis of the interactions among selected elements of the physical and cultural environment. Special emphasis is placed on variations in the relationship between man and the land with emphasis upon non-Western cultures.
- GY 405 Geography of South America (3)
Regional geography of South America excluding countries bordering the Caribbean Sea; an analysis of present and potential economic developments.
- GY 406 Geography of Middle America (3)
Description and interpretation of the physical and cultural environment of Mexico, Central America, West Indies, and northern South America.
- GY 407 Geography of Michigan (3)
Regional analysis of natural and human phenomena.
- GY 408 Geography of Canada (3)
Places and regions of Canada, what they are like and how they are related to each other in fashioning the important role played by Canada among the countries of the world.
- GY 411 Problems in Geography (1-6)
Research on specialized geographic problems.
- GY 413 Geography of Manufacturing (3)
Evaluation of the place to place variation of different types of manufacturing industries. Emphasis will be on industrial location theory and methods of regional analysis.

- GY 415 Techniques of Field Research (4)
Detailed and reconnaissance field work including classification of natural and cultural features, interview procedures, and preparation of geographical reports and maps based on field data.
- GY 416 Political Geography (3)
Examination of the mutual relationships between the earth and the state in various type countries, the world distribution of political characteristics, and the evolution and present status of political geography.
- GY 418 Geography of Polar Regions (3)
The Arctic, including the continental fringe lands of North America and Eurasia, and the Antarctic. Emphasis on exploration, physical geography, and recent developments in settlement and resource use.
- GY 420 Geography of Africa (3)
Natural, cultural, and regional aspects with special attention given to colonialism.
- GY 424 Advanced Aerial-Photo Interpretation (3)
Advanced interpretation of terrestrial geographic features as shown on aerial photographs. Quantitative and qualitative characteristics and the use of photographs in both regional and systematic studies will be emphasized.
- GY 425 Development of Geographic Thought (3)
Evolution, conceptual framework and methodology of geographic science.
- GY 426 Advanced Cartography (3)
Development of skills in selection of cartographic source materials and in map construction.
- GY 427 Quantitative Methods in Geographic Research (3)
Introduction to role of selected quantitative techniques used in the theory of geographic distributions and the analysis and classification of regional data.
- GY 430 Climates of the World (3)
Regional differentiation of the weather and climates of the major land and ocean areas of the world.

- GY 431 Advanced Physical Geography (3)
Selected problems of physical geography.
- GY 432 Biogeography (3)
Spatial distribution and physiognomic analysis of earth's basic life zones.
- GY 440 Geography of Western Europe (3 or 5)
Geographic analysis of physical and human resources of Western Europe (Scandinavia, British Isles, Benelux, Germany, France, and Switzerland).
- GY 441 Geography of Eastern and Southern Europe (3)
Geographic interpretation of Mediterranean and Slavic Europe (excluding the Soviet Union) with special attention to the recent changes in economic and political structures and to international relations.
- GY 450 Geography of Australia and Pacific Islands (3)
Physical and cultural geography of Australia, New Zealand, Melanesia, Micronesia, and Polynesia.
- GY 460 Geography of the Soviet Union (3)
Physical and human geography of the U.S.S.R., including its role in world affairs.
- GY 461 Geography of Southern and Southwestern Asia (3)
A regional survey of India and Southwestern Asia.
- GY 462 Geography of the Far East (3)
Physical and cultural geography of eastern Asia--China, farther India, Indonesia, Philippines, Formosa and Japan.
- GY 804 Geography of Population and Settlement (Variable credit)
Analysis of the ways man and his culture have come to be deployed, including study of sources of population information, problems of gathering primary data and cartographic presentation.
- GY 806 Economic Geography (Variable credit)
Bibliographic review and analysis of primary source materials in economic geography, including field studies where feasible.

- GY 808 Political Geography (Variable credit)
Documentary and field knowledge relating to the areal differentiation of political phenomena over the earth, including the mutual interrelationships that exist between the earth and the state.
- GY 810 Historical Geography (Variable credit)
Work in the historical record aimed at the reconstruction of the geography of former times.
- GY 814 Techniques in Geography (Variable credit)
Investigations in the techniques of presentation of map and field data and the varied approaches to field work in geography.
- GY 816 Theory and Methodology (Variable credit)
Analysis of the monographic and serial literature dealing with the theory and evolution of geographical science.
- GY 818 Problems in Geography (Variable credit)
Research on specific geographical problems.
- GY 902 Physical Geography (Variable credit)
Advanced consideration of the distribution and interrelation of components of the earth's physical environment.
- GY 912 Regional Geography (Variable credit)
Use of primary documents and field work in an effort to understand the complex geographic interrelationships that characterize the areas of the earth.
- GY 918 Problems in Geography (Variable credit)
Research on specific geographical problems.

Political Science

- PLS 400H Honors Work (Variable Credit)
Proseminar in selected areas of political science for Honors College and other qualified students.
- PLS 404 Selected Aspects of State and Local Government
(5)
Covers different subjects at different times such as community decision making, metropolitan problems, and intergovernmental relations.

- PLS 415 Advanced Seminar in Policy and Bureaucracy (5)
Special aspects of public administrative processes and organization, with special reference to particular policy areas and the policy process.
- PLS 420 Judicial Policy Making and Behavior (5)
Analysis of policy making by judicial systems. Research theory and methods in judicial behavior. Socialization of judges, and the relationship between judicial attributes, and judicial ideologies and attitudes and values.
- PLS 430 Seminar in Political Organization and Behavior (5)
Covers different subjects at different times such as legislative behavior, electoral behavior, and public opinion.
- PLS 454 Special Topics in Comparative Politics (5)
Comparative analysis of various topics, such as political recruitment, elites, urbanization, and totalitarian systems.
- PLS 469 Special Problems in International Politics (5)
Analysis in depth of special problems, subjects, or areas in international politics: Sino-Soviet conflict; nationalism and international politics; alliances and international politics.
- PLS 473 Selected Aspects of Political Thought (5)
A senior seminar which will focus on philosophical and ideological problems raised in contemporary political thought.
- PLS 494 Field Work in Political Science (3-6)
Supervised field work may be offered in several areas of departmental study, such as public administration, political organization and behavior, public law and judicial behavior, state and local government, comparative political institutions and behavior, etc. Field work may involve internship with public agencies, participation in survey research, intensive analysis of judicial behavior, etc. Students should reserve several mornings or afternoons for this work.

- PLS 800 Proseminar in Political Theory and Research Methods (4)
Issues arising in the pursuit of reliable knowledge about political phenomena; to the major problems in relating theory and empirical research; and to major theoretical ideas in the study of political institutions and behavior.
- PLS 810 Proseminar in Public Administration (4)
Survey of the important American literature, ideas and schools of thought and practice of this century. Contemporary and emerging problems of responsibility, planning, personnel and organizational methods in American government discussed against the background of the past fifty years' systematic study of public administration.
- PLS 820 Proseminar in Constitutional Politics (4)
Intensive analysis by the case method of Supreme Court decisions. Conventional doctrines of constitutional interpretation as they relate to constitutional history and political ideologies.
- PLS 830 Proseminar: Political Organization and Behavior (4)
Basic literature and concepts relating to political parties, political groups, legislative process, voting behavior, public opinion, and political attitudes.
- PLS 837 Psychological Aspects of Politics (4)
Relevance of psychological concepts, theories and methods for the study of political institutions, organizations and behavior.
- PLS 840 Proseminar in American Politics (4)
Basic literature and concepts in American politics and critical examination of approaches and methods.
- PLS 850 Proseminar in Comparative Politics (4)
Developments in comparative politics and critical examination of its methods, approaches, and purposes.
- PLS 860 Proseminar in International Relations (4)
International relations as a field of graduate study. Special attention to methods, major substantive problems, and principal bibliography.

- PLS 870 Proseminar in Political Thought (4)
Selected classics in political thought and some of the significant ways of approaching the literature. Major political concepts in the ancient and modern literature, and contemporary bibliography in political thought.
- PLS 901 Problems in the Scientific Study of Politics (4)
Humanistic and scientific approaches to the study of political science and their effects on the discipline today. Emphasis on the relations between normative and empirical problems and on the methods of inquiry most appropriate to political science.
- PLS 903 Research Methods in Political Science (4)
Study of the design and execution of research in politics, including the use of existing data and gathering of data in the field. Special attention given to the problems of cross-cultural research.
- PLS 904 Practicum in Political Research (4)
Formulation and execution of a complete research project.
- PLS 911 Theories of Administrative Organization (4)
Analysis of some recent contributions by the behavioral sciences to formal organization theory.
- PLS 913 The Functions of Top Management (4)
Requirements of institutional leadership; internal and external communications; the selection, use and evaluation of staff; advice; patterns of delegation and control; political relations.
- PLS 914 Comparative Public Administration (4)
Comparative study of the administrative systems of major nations. Analysis of the manner in which these patterns have been transplanted into dependent and developing countries and of the subsequent modifications of these patterns. Social and cultural setting of administration.
- PLS 921 Judicial Systems (4)
Structure and functions of judicial systems including both American state and federal courts and those of other countries. Interrelationships between courts, administration of judicial bureaucracies (supporting administrative personnel as well as judges) and analysis of judicial decision-making processes.

- PLS 922 Judicial Behavior (5)
Design and execution of research in judicial decision making. Projects include both individual and group work, and field as well as library research. Critical evaluation of reports of other research investigations with which seminar projects articulate.
- PLS 923 Judicial Decision Making (4)
Comparative survey of substantive findings of the empirical studies in judicial attitudes, ideologies, values, and decision-making behavior. Contributions of other social sciences to the description of decision-making processes, and to the construction of systematic theories and models.
- PLS 924 Judicial Policy Making (4)
Role of the judiciary as policy maker in legislative reapportionment, racial integration, secularism in public education or other issues. Interrelationships among judges and chief executives, legislators, administrators, political party and interest group leaders. Connections between legal concepts of judicial review and of judicial activism and restraint are examined as they relate to theories of representation.
- PLS 931 Political Groups and Movements (4)
Operation of interest groups, sociopolitical movements, cliques, and juntas. Interests and ideologies underlying these groups and channeling of their demands into the political system. Basis, growth, and internal politics of political groups and movements and their relation to formation of public policy and governmental institutions.
- PLS 932 Legislative Process (4)
Behavior of legislative bodies in the context of the political system, including other governmental institutions. Selection and legislative roles of legislators, and legislative decision making.
- PLS 933 Political Parties (4)
Operation of political parties in the political system. Relationship between party organization, electoral system, and the recruitment and advancement of political leaders. Interaction between parties and other political groups.

- PLS 934 Voting Behavior, Political Attitudes and Public Opinion (4)
Study of the voting behavior of electorates and decision-making bodies; of political attitudes and opinions; and of the relationships among political attitudes, popular voting, and public policies.
- PLS 941 Metropolitan Area Government and Politics (4)
Core city and suburbia, issues and politics resulting from rapid urbanization, causes and effects of suburban-central city frictions; the search for decision-making machinery in metropolitan areas.
- PLS 942 Federalism and Intergovernmental Relations (4)
How federal systems originate and are maintained; patterns in allocations of power between national and state levels; the political processes involved in intergovernmental relations, cooperative federalism; trends in American federalism.
- PLS 943 Community Decision Making (4)
Discussion and critique of the power structure literature; emphasis on methods of studying community elites.
- PLS 951 Comparative Political Systems (4)
Comparative analysis of those characteristics of human societies which affect political institutions and activity. Useful analytical methods, the identification of significant variables, the analysis of interaction patterns and the explanation of differences and similarities between political systems.
- PLS 952 Political Change (4)
Comparative analysis of evolutionary and revolutionary changes of political systems, both modern and developing. Methods of analysis, causes and consequences of change, and typical developmental sequences.
- PLS 953 The Politics of Selected Areas (4)
Analysis in depth, using comparative theory and method, of political systems and change in selected administrative or cultural areas.

- PLS 954 Comparative Selected Analysis of Institutions and Processes (4)
Comparative analysis of specific institutions, or processes in different cultures, e.g., comparison of legislatures, political recruitment, types of totalitarian systems, political impact of urbanization in a number of different areas or countries.
- PLS 961 History and Contemporary Theory of General International Relations and of World Order (4)
Examination of substantive problems of politics and public order in the world as a whole.
- PLS 962 Contemporary International Organizations (4)
Examination of the functions of international law and organizations in international politics.
- PLS 963 Foreign Policies of the Major Nations and Decision Making Processes (4)
Examination of foreign policies and decision making processes of selected nations--the role of ideology, national interest, and institutions.
- PLS 964 Selected Topics in International Relations (4)
Intensive analysis of special problems and issues such as international political and economic development, international and intercultural communications, international violence, etc.
- PLS 971 Classical and Medieval Political Thought (4)
Systematic analysis of selected works of such classical political philosophers as Plato, Aristotle and others whose work provides both an understanding of the pre-modern political perspective of the Western World and the philosophical underpinnings of modern political thought.
- PLS 972 Modern Political Thought (4)
Systematic analysis of selected works of such writers as Machiavelli, Hobbes, Locke, Montesquieu, Hume, Rousseau, Burke, Mill, Marx or other political philosophers. Special attention is given to those writers or works relevant to understanding the philosophical foundations of contemporary social science and ideology.

- PLS 973 American Political Thought (4)
Study of the thinkers and social forces which have shaped American political ideology.
- PLS 974 Contemporary Political Ideas in Selected Areas (4)
Extensive analysis of selected aspects of current political thought in selected areas, including the developing nations.
- PLS 990 Seminar (5-15)
Intensive training in individual or group research. Sections of the seminar may involve one or more doctoral fields and the credit earned will vary accordingly.
- PLS 993 Readings in Political Science (Variable credit).

Psychology

- PSY 400H Honors Work (3-5)
Seminars in advanced psychological topics, including both factual data and theoretical concepts. Topics include perception, learning, motivation and personality.
- PSY 401 Experimental Psychology: Perception (4)
Critical examination of problems, principles, methods, techniques, materials, results and conclusions in relation to theory in studies of perception, including experimentation and demonstrations.
- PSY 403 Experimental Psychology: Human Learning (4)
Critical examination of problems, principles, methods, techniques, materials, results and conclusions in relation to theory in studies of human learning, including experimentation and demonstrations.
- PSY 404 Experimental Psychology: Problem Solving (4)
Investigations of problem solving, concept formation and judgment; class and individual experiments.
- PSY 405 Modern Viewpoints in Psychology (4)
Survey of psychological systems in the modern era including behaviorism, Gestalt psychology, psychoanalysis, neo-behaviorism in relation to other selected disciplines.

- PSY 406 Comparative Psychology (4)
Comparative method and its application to behavior with emphasis on infrahuman organisms. Review of research on innate behavior, early experience, learning, motivation, and physiological processes.
- PSY 414 Psychology of Language Behavior (4)
Psychological processes underlying meaning, control of verbal behavior, language learning in children and adults, bilingualism, verbal aptitude, and verbal habits in learning and perception.
- PSY 415 Psychological Tests and Measurements (5)
Surveys of methods, techniques and instruments for measuring individual differences in behavior: some representative methods of test construction, a critical analysis of representative test, criteria for evaluating and selecting tests, values and limitations of tests, laboratory experience with tests.
- PSY 425 Abnormal Psychology (4)
Nature of abnormal behavior and its social significance: description of symptoms and dynamics of psychological disorders; the neuroses and psychosomatic reactions, sociopathic behavior and character disorders, functional and somatogenic psychoses; some consideration of therapies and theories of prevention.
- PSY 426 Survey of Clinical Psychology (3)
Clinical psychology; types of problems; diagnostic instruments, methods and techniques; individual and group therapeutic theories; methods and techniques; professional roles for clinical psychologist.
- PSY 427 Personality: Dynamic Theories (3)
Survey of personality theories of development, structure, and dynamics related to learning, determinants, cultural influences, behavioral disorders and assessment methods.
- PSY 428 Psychology of Physical Disability (3)
Psychological problems, principles and practice in physical disabilities and handicaps; psychological assessment and diagnosis; counseling and placement; re-education and retraining; attitudes, motivations, and emotion; psychological rehabilitation and adjustment.

- PSY 430 Experimental Psychology: Personality (3)
Critical survey of experimental investigations of personality dynamics and the effects of individual differences on social interaction; consideration of stress and anxiety, response set, cognitive styles, risk taking and subjective probabilities, and aggression. Emphasizes experimental techniques most relevant for those with clinical and social psychological interests.
- PSY 431 Experimental Psychology: Personality (2)
A laboratory course coordinated with PSY 430, with laboratory demonstration and experiments, conducted by the students, designed to clarify issues in the experimental study of personality, and to provide experience with a variety of investigatory techniques.
- PSY 436 Psychology of Communication and Persuasion (3)
Psychological processes underlying communication and persuasion; learning and using communication in interpersonal relations; effects of communication themes, techniques, symbols, and formats on thought, attitude, and personality of audiences.
- PSY 437 Psychology of Political Behavior (3)
Psychological theories, principles, methods and techniques applied to political behavior; belief systems; personality influences; decision making, psychological patterns in legislative voting; political leadership; interpersonal and international relations and tensions.
- PSY 438 Research Methods in Social Psychology (4)
Critical examination of problems, principles, methods, techniques, materials, results and conclusions in relation to theory in social psychology, including experimentation and demonstration.
- PSY 445 Psychology of Exceptional Children (3)
Psychological problems of children having superior or inferior intellectual ability; examination of research studies. Identifying such persons, assessing their potentials and limitations, planning their education and social adjustment.

- PSY 446 Child Psychology: Research Methods (4)
Methods of research in developmental psychology on selected topics such as: perception, learning, language, and social behavior.
- PSY 455 Personnel Research Techniques (4)
Quantitative psychological research technique applied to typical personnel problems in industry and government.
- PSY 456 Training and Supervising (3)
Psychological principles and methods applied to training workers, supervisors, and executives in business, industrial, and governmental organizations.
- PSY 457 Personnel Interviewing (3)
Development of interviewing skills for business, industry and government situations. Integration of interview and test finding. Review of pertinent research methods and findings.
- PSY 486 Psychology of Music (3)
Study of the psychological aspects of music with emphasis upon problems of perception, psycho-acoustics, and experimental esthetics; introduction to music test building, and the relationship of personality theory to musical preference.
- PSY 487 Psychology of Music (3)
Continuation of 486 plus introduction to basic experimental methods and procedures used in psychology of music research.
- PSY 489 Humanistic Psychology (4)
Subject matter is drawn from the psychology of personality in its various forms. The usual approaches of the behavioral sciences are subject to critical analysis. One goal is to derive some elements of a philosophy of life for man as a potentially rational and ethical being.
- PSY 490 Special Problems in Psychology (1-6)
Each student will work under direction of a staff member on an experimental, theoretical or applied problem.
- PSY 499H Senior Project (3)
Independent research involving literature survey, naturalistic observation, or experimental investigation with staff supervision. Preparation of the Senior paper.

- PSY 800 Conditioning and Learning (4)
Detailed stimulus-response analysis of the basic operations of conditioning and learning, including such variables as reinforcement, motivation, and inhibitory effects, with an emphasis on infrahuman data.
- PSY 801 Perception (4)
Consideration in depth of selected topics in perception. Integration of theoretical and empirical material.
- PSY 802 Advanced Experimental Psychology: Comparative (4)
Critical examination of theories and data relating particularly to behaviors of sub-humans. Experimentation on selected topics in the area.
- PSY 806 Advanced Comparative Psychology (4)
Behavior of infrahuman organisms with emphasis on general behavior processes as seen in a variety of animal forms. The comparative method as applied to innate behavior and behavior modification.
- PSY 808 Cognitive Processes (4)
Critical survey of theories and research on such topics as problem solving, creative thinking, reasoning, judgment, decision making, formation and use of concepts and principles.
- PSY 810 Human Learning and Performance (4)
Experimental findings and theoretical analyses of the acquisition, retention, transfer and execution of verbal materials and perceptual-motor skills. Selected demonstrations of major phenomena.
- PSY 811 Advanced Physiological Psychology (4)
Psychology as a biological science. Consideration of physiological events underlying organism-environment interaction.
- PSY 814 Psychology of Language (4)
Critical survey of research on language acquisition, utilization, and modification; psycholinguistic considerations in study of learning, perception, motivation, and cognitive processes.

- PSY 815 Advanced Psychometrics (4)
Theory and practice in analysis and interpretation of psychological data.
- PSY 816 Advanced Psychometrics (4)
- PSY 817 Advanced Psychometrics (4)
Multivariate methods of test analysis: multiple and partial correlation, factor and pattern analysis.
- PSY 818 Test Construction (3)
Theory, methods, and techniques in the preparation and development of psychological test items and tests.
- PSY 820 Mathematical Models in Psychology I (4)
Discussion of the relationship between mathematics and psychological theory. Examination of the concepts of structure and change in qualitative psychological systems. Application of algebraic techniques to psychological theory.
- PSY 821 Mathematical Models in Psychology II (4)
Representative mathematical models in psychology, attending particularly to stochastic models and the relationship between models and data. Advantages of various models for different psychological problems.
- PSY 822 Computer Models in Psychology (4)
Use of an electronic computer as a tool in theory construction. Simulation of complex psychological processes. Computer-based models in several psychological content areas.
- PSY 826 Personality Theory and Research (4)
Major current theoretical approaches and issues, with special emphasis on the relation between theory and research.
- PSY 827 Personality Theory I (4)
Freudian and neo-Freudian conceptualizations of personality and psychopathology. Examination of basic constructs; theory of psychosexual development; psychotherapeutic implications.
- PSY 828 Clinical Assessment I (2)
Assessment of psychodynamics and psychopathology. Individual case studies based on interviews and psychological tests. Behavioral correlates of psychodynamic problems.

- PSY 829 Personality Theory II (4)
Developmental and social-learning approaches to personality and psychopathology; social learning and psychodynamics, socialization, maturational theories, applications of classical and operant conditioning. Psychotherapeutic implications.
- PSY 830 Clinical Assessment II (2)
Clinical assessment of children. Individual case studies making systematic use of behavior observations, interviews, and standardized tests. Integration of data and principles of development of new assessment procedures.
- PSY 831 Personality Theory III (4)
Interpersonal and phenomenological approaches to personality theory. Survey of major conceptualizations and principles relating to the presentation of self in individual and group settings, Psychotherapeutic implications.
- PSY 832 Clinical Assessment III (2)
Self-appraisal and investigation of interpersonal transactions in two-person and larger groups. Standardized techniques, individual case studies, and principles of development of new methods.
- PSY 835 Experimental Psychology: Social (4)
Intensive experience in designing, executing, reporting and evaluating research in social psychology, including an individual research project.
- PSY 837 Psychological Aspects of Politics (4)
Relevance of psychological concepts, theories and methods for the study of political institutions, organizations and behavior.
- PSY 840 Advanced Social Psychology: Cognitive Approaches (4)
Contemporary theory and research in social psychology dealing with attitude organization and cognition, values, attitudes and behavior, attitude change and balance theories.
- PSY 841 Advanced Social Psychology: Group Processes (4)
Contemporary theory and research dealing with the individual in a group context.

- PSY 845 Infancy and Early Childhood (4)
Human infancy: conception to three years. Developmental study of: prenatal life, personality, learning, perception, sensory stimulation and deprivation, neurophysiology, psychophysiology, language and cognition.
- PSY 846 Advanced Child Psychology (4)
Psychological theories and research methods and findings related to the intellectual, emotional, perceptual, social and personality development of the child.
- PSY 855 Engineering Psychology: Individual Man-Machine Behavior (4)
Behavior of individuals operating equipment; effects of control and display design, cockpit layout, legibility, physical dimensions; principles for reducing errors; applications to aerospace, military, highway, industrial and other problems.
- PSY 859 Personnel Development (4)
Psychological principles and methods in the training and development of personnel at all levels of supervision and leadership.
- PSY 860 Advanced Industrial Psychology (4)
Industrial psychology, including such sub-areas as personnel psychology, human factors, and industrial social psychology.
- PSY 862 Organizational Psychology (4)
Survey of current theories of individual behavior in complex organizations. Examples from research in industry, government, and other complex organizations.
- PSY 866 Personnel Selection and Evaluation (4)
Critical treatment of research methods and instruments in personnel selection and evaluation as applied to governmental, business and industrial situations.
- PSY 867 Field Training in Industrial Psychology (Variable credit)
Provides field experience in selected companies to familiarize students with problems and to give training in consulting and research.

- PSY 868 Psychological Theory and Research in Advertising (4)
Survey and integration of psychological theory and research in advertising in such areas as: motivation, perception, psychophysiology.
- PSY 890 Special Problems (Variable credit).
- PSY 901 Psychological Research Methods (3)
Nature, design and critique of research; theory and interpretation of results; analysis of published research and student results.
- PSY 902 Special Research Techniques (1-4)
- PSY 902A Laboratory in Advanced Physiological Psychology I (5)
Physiological mechanisms underlying behavior. Development of skills in the methods, techniques, and instrumentation necessary for research in a variety of areas concerned with physiology and behavior with special emphasis on ablative procedures.
- PSY 902B Laboratory in Advanced Physiological Psychology II (5)
Detailed examination of the physiological mechanisms underlying behavior. Development of skills in the methods, techniques, and instrumentation necessary for research in a variety of areas concerned with physiology and behavior with special emphasis on electrical stimulation and recording.
- PSY 905 History and Systems (4)
Major scientific, cultural, philosophical, and personal influences in the development of psychology. Analysis of persisting issues.
- PSY 914 Seminar in Advanced General Psychology (1-4)
Critical study of a selected area such as sensation, perception, motivation, emotions, learning, physiological, comparative, thought and language.
- PSY 924 Seminar in Measurement (1-4)
Critical study of a selected area such as factor analysis, pattern analysis, partial and multiple correlational analysis, psychophysical methods, scaling, reliability and validity, and factorial designs.

- PSY 928 Practicum: Psychological Clinic I (3)
Introduction to clinical evaluation and treatment. Supervised experience in psycho-diagnosis and psychotherapy of adults and children in the Psychological Clinic. Primary focus on work with families. Didactic seminar in related theory and research.
- PSY 930 Practicum: Psychological Clinic II (3)
- PSY 932 Practicum: Psychological Clinic III (3)
- PSY 934 Seminar in Personality (1-4)
Clinical study of a selected area such as theory, assessments, dynamics, structure, the self and determinants.
- PSY 935 Contemporary Theory and Research in Social Psychology (3)
An intensive analysis of contemporary social psychological research monographs illustrating theoretical and methodological positions.
- PSY 936 Attitudes and Personality (3)
Review and analysis of research on sentiments, beliefs and opinions, authoritarianism, pseudo-authoritarianism, and democratic personality; functions, resistance to change and relation of value systems and ideology.
- PSY 937 Individual Behavior and Complex Groups (3)
Problems of research design and experimental method in the study of the relationship of the individual to the complex organization.
- PSY 944 Seminar in Social Psychology (1-4)
Critical study of a selected area such as roles, communication and persuasion, individual interaction within small and large groups, behavior in relation to norms and interpersonal distances.
- PSY 954 Seminar in Developmental Psychology (1-4)
Critical study of a selected area such as theory, techniques and methods of observation, parental attitudes and practices, intellectual, personal and social development, motivational, emotional, perceptual, and intellectual issues.

- PSY 956 Engineering Psychology: Systems Approach (4)
Human factors in "system" operation; sub-systems, analysis methods, criteria, information processing, communication, trade-offs; application to aerospace, military, highway, industrial and other problems.
- PSY 969 Seminar in Industrial Psychology (1-4)
Critical study of a selected area such as interpersonal relations in industry, personnel selection, evaluation and classification, training, leadership, supervision, motivation of workers, safety engineering psychology and contemporary literature.
- PSY 973 Rorschach Method (4)
History and hypotheses of the method. Review of research. Administration and scoring of the test. Introduction to interpretation.
- PSY 975 Advanced Practicum: Psychological Clinic (Variable credit)
Clinical experience in assuming responsibility for total case integration and interpretation of findings to parents and agencies.
- PSY 976 Psychopathology: Psychoanalytic Theory, Neuroses and Psychosomatics (3)
Kraepelinian, Pavlovian, and Freudian traditions in abnormal psychology and psychiatry. Psychoneuroses and psychosomatics with major emphasis in psychoanalytic approaches. Research and problems. Psychogenic and somatogenic positions in psychopathology.
- PSY 977 Psychopathology: Psychoses and Developmental Disorders (3)
Behavioral and development disorders such as psychopathy, delinquency, mental deficiencies; selected functional and organic psychotic syndromes; psychosis as distinguished from psychoneurosis; continuity versus discontinuity of normal to abnormal behavior. Research considerations.
- PSY 979 Counseling and Psychotherapy (3)
Psychotherapy with late adolescents and adults. Various points of view with emphasis on interpersonal relationship and client-centered approaches. Techniques for introducing therapeutic movement. Study of tape recordings and research findings.

- PSY 980 Practicum: Individual Counseling and Psychotherapy (3)
Detailed study of psychotherapeutic interviews aimed at developing skill as a psychotherapist. Therapeutic and assessment techniques, interview dynamics and psychotherapeutic movement studied by means of verbatim transcriptions, tape recordings, films, role playing, and observation.
- PSY 981 Practicum: Counseling and Psychotherapy (3)
Counseling with a variety of clients at the University Counseling Center. Group and individual discussions of problems, processes, counselor-client interaction, and professional ethics.
- PSY 982 Advanced Practicum: Counseling and Psychotherapy (Variable credit)
Counseling psychotherapy with a variety of clients of the University Counseling Center.
- PSY 983 Child Psychotherapy (2-4)
Dynamic process underlying therapy with children; methods and techniques; the child's symbolic communications through language, art, and play materials; assessing progress of therapy; review of research. Practicum cases.
- PSY 984 Group Psychotherapy (3)
Research-oriented treatment of the theories, principles and techniques in group psychotherapy. Role of the leader, problems of member selection and evaluation of progress. Limited, supervised experience as a group participant.
- PSY 985 Seminar in Clinical Psychology (1-4)
Critical study of a selected area such as theories, diagnosis, projective techniques, psychotherapies, hypnosis, psychopathologies.

Sociology

- SOC 400H Honors Work (1-4)
- SOC 401 Sociology of Education (3)
School as a social institution, school-community relations, social control of education, and structure of school society.

- SOC 420 Dynamics of Population (4)
General demographic theories, especially those concerning population growth. Population distribution and density, age, sex, and ethnic composition. Emphasis on fertility, mortality, and migration and their influences on population change.
- SOC 421 Industrial Sociology (3)
Industrialization in Western and non-Western societies; social organization of work; internal dynamics of work plant as a social system; and labor-management relations in various cultural settings.
- SOC 422 Political Sociology (4)
Political action in the United States in relation to theory and practice of democracy. Nature of social pressures, political group, politician and effect of local community situation on political activity will be considered.
- SOC 423 The Family in Contemporary America (3)
Sociological analysis of development of modern American family, its relationship to society, and its contribution to personality.
- SOC 428 Contemporary Communities (4)
An examination of the contemporary community. Emphasis will be placed on associational and institutional organization in communities of varying complexity. Particular attention will be paid to social organizational theory as it applies to the problems of American community life.
- SOC 429 Urban Sociology (4)
Urban theory and research techniques emphasizing the demography, ecology and social organization of American cities and sociological aspects of urban planning and redevelopment.
- SOC 430 Sociology of Occupations and Professions (3)
Social significance of work. Forces changing contemporary occupational structure. Factors associated with typical career patterns of occupations and professions. Social organization of occupational groups with emphasis on their ideology and politics.

- SOC 431 Comparative Urban Sociology (4)
Urban demography, ecology, and social organization viewed historically and cross-culturally and emphasizing the contemporary urbanization processes. Theory, techniques, and data of international comparative urban analysis.
- SOC 432 Behavior of Youth (3)
Sociological analysis of normal and deviant behavior of youth. Issues related to the existence of youth subcultures. Relation of social change to behavior of youth.
- SOC 433 Minority Peoples (4)
Sociology of majority-minority relations in contemporary, particularly American society. Attention to specific ethnic, religious, and racial minorities in terms of prejudice and discrimination, with particular concern for minority status of the American Negro.
- SOC 434 Social Deviance and Control (3)
The relationship between social structure, social control and social deviance; a survey and criticism of present social science theories in light of empirical research and application of theories to selected problem areas.
- SOC 437 Rural Sociology (4)
Structure, function, and change in rural areas of the United States. The major social systems, social class, demographic characteristics, commodity organizations and value orientations of rural people.
- SOC 438 Sociology of Developing Societies (4)
Sociological elements of modernization. Process of technological change and type of programs to induce change. Emergence and accommodation of institutions to change. The changing population, family, community and ideological structures.
- SOC 440 Sociology of Religion (3)
Relationship to society, with particular emphasis on modern society. Religion as a social institution; its relation to stratification and to political and economic organization. Forms of religious organizations. Religious believing and the rational, empirical orientation in modern culture.

- SOC 443 Personality and Social Structure (4)
Effects of social structural variables upon personality development, adult socialization, role behavior, self image, and self evaluation.
- SOC 445 Social Knowledge in the Modern World (4)
A sociological examination of the continuing effort to achieve a viable basis for relating social knowledge to the modern world. The sociology of knowledge, concerned with the relation of ideas to social life will provide the framework for the course. Attention will be given to such issues as: the role of the intellectual as cultural and political critic, and as man of knowledge; the relation of empirical knowledge to cultural values and social ideologies; the uses of reason and knowledge in human affairs; and the relation of intellect to power.
- SOC 448 Small Group Interaction (4)
Properties of social interaction in small groups. Relationship between group structure and social interaction.
- SOC 451 Public Opinion and Propaganda (3)
The nature of public opinion, its development and change, its measurement. The nature of propaganda, principles of persuasion, and methods of analysis.
- SOC 452 Collective Behavior (4)
Basic forms of collective behavior--crowds, publics, and the mass society--in terms of their institutional and social psychological consequences. Social movements and fashions within same general framework. Emphasis on personal and social significance of mass society.
- SOC 466 Cross-Cultural Relations in the Modern World (3)
Relationship of native peoples to world-wide forces and reactions of native peoples to world struggle for power. Problems involved in administration of programs for non-Western societies.
- SOC 471 Modern American Society (4)
Cultural patterns and social structures of contemporary American life. Relationship of these patterns and structures to individual and group adjustment.

- SOC 473 Culture and Personality (4)
Human nature in evolutionary and cross-cultural perspective. Special attention to relating theories of anthropology and psychology to methods of studying personality in non-Western societies.
- SOC 475 Individual Research Projects (1-4)
- SOC 477 Complex Organizations (4)
Bureaucracies and complex formal organizations in various institutional settings and the relationship among organizations in the community. Informal structures, internal conflict, integrative mechanisms, and the dilemmas of professional and administrative demands will be emphasized.
- SOC 484 Social Stratification (4)
Survey of literature on the formation and changes in social class systems in modern and traditional societies. Social mobility in class, status and political orders.
- SOC 492 Introduction to Methods of Social Research (5)
Elements of scientific logic; procedures and problem formation; development of concepts, hypotheses, theory; research design, sampling, measurement, data gathering; analysis, interpretation, and reporting research findings.
- SOC 493 Selected Exercises in Social Research (5)
A laboratory course providing training in the application of social research methods, under laboratory and field situations, to problems in the major substantive areas of sociology, social psychology and anthropology.
- SOC 494 Sociological Theory (5)
Significant theoretical contributions to the development of sociological theory, both European and American.
- SOC 499 Senior Seminar (5)
Selected issues in sociological research and theory.
- SOC 806 Sports and Society (3)
Social and cultural nature, origin, and development of sports in Western society. Examination of relationships between structure, variety, and extent of sports activity and other institutional sectors in society; family, economy, government.

- SOC 823 Organizational Behavior in Labor and Industrial Relations (4)
Analysis of why organizations, individuals and groups in unions, management and government act as they do in industrial relations situations with emphasis on sociological, psychological and cultural factors.
- SOC 825 Seminar in Cross-Cultural Relations (4)
Analysis of the relations between superordinate and subordinate societies and between coordinate societies and cross-cultural exchange programs.
- SOC 837 Special Topics in Rural Sociology (3-8)
Special fields of rural sociology such as farmers' organizations, population, migration, adaptation of practices, changing ideologies, political behavior, stratification, and attitudes.
- SOC 853 Social Attitudes (4)
Origin, development, classification, and measurement. Relationship between attitudes and behavior. Students will conduct field research.
- SOC 860 Social Statistics and Research: Seminar (4)
Applications of probability and statistical models to social research.
- SOC 862 Industry and Community (4)
Seminar analyzing the research literature and theoretical developments in the sociology of industry and community.
- SOC 864 Population Studies: Research Problems and Literature: Seminar (Variable credit)
Theoretical and substantive literature relating to demographic change, and research problems of special interest.
- SOC 866 Selected Research and Literature in Social Institutions (Variable credit)
A review and analysis of the significant literature concerning major problems in the institutional structure of modern society.
A. Economic and Industrial; B. Political; C. Religious; D. Family.
- SOC 868 Social Organization and Administration (3)
General principles of inter and intra organizational change in the administrative process.

- SOC 872 Seminar in Special Subject Fields (Variable credit)
Special fields of study will include any area of sociology and social psychology selected.
- SOC 875 Individual Research Projects (Variable credit)
- SOC 877 Seminar in Complex Organizations (4)
Major theoretical and methodological problems in studying complex organizations. Using a comparative approach, special emphasis will be given to the design and execution of empirical research.
- SOC 880 Individual Readings (Variable credit)
- SOC 884 Seminar in Social Stratification (3)
Theory and research in societal systems of stratification. The articulation of stratification orders to institutional structures. Research design in stratification studies.
- SOC 885 The Sociology of Mass Communication (4)
Seminar on social-psychological aspects of mass communication in relation to cultural values and social control and the impact of mass media in a variety of social groups and institutions.
- SOC 895 Computer Simulation of Social Behavior (4)
Survey of research in the simulation of human behavior. Training in the basic technological and conceptual tools necessary for independent research in the area. Working in detail through an operating large simulation program to appreciate how the tools apply in practice. Designing and writing a simulation program.
- SOC 899 Research (Variable credit).
- SOC 901D Educational Sociology: Seminar (Variable credit).
- SOC 930 Sociology of Work (4)
Theory and research problems in occupational structure, work settings, functions and meanings of work, occupational mobility and career patterns.

- SOC 940 Topics in Mathematical Sociology (5)
Seminar in the mathematical analysis of selected topics in sociology, such as, kinship systems, stratification systems, formal organization, social mobility, population and migration, social influence, mass behavior.
- SOC 941 Human Ecology (4)
The analysis of population aggregates in terms of their place in a total ecosystem, defined as the structure of interdependencies involving population, environment, technology, and patterns of organization.
- SOC 942 Urban Theory (4)
Examination and critique of competing theories of urban structure and process; theories of evolution of human settlement, classic location theories, human ecology, communication and system theories.
- SOC 943 Seminar in Human Ecology and Urban Sociology (4)
Presentation and critique of theory and research in human ecology and urban sociology with emphasis on student papers and research designs.
- SOC 953 Experimental Methods (4)
The design and analysis of social experiments, with special emphasis on laboratory investigation of social processes.
- SOC 954 Social Survey Methods (4)
The design and analysis of theoretically oriented survey research. Sampling, questionnaire construction, interviewing, and data processing.
- SOC 955 Field Research Methods (4)
An overview of the design and execution of social research.
- SOC 956 Theory of Sociological Inquiry (4)
Critical review of some of the procedures followed by sociologists and social psychologists in their attempts to achieve reliable knowledge.

- SOC 963 Research Problems and Literature in Social Psychology (4)
Central points of view and concepts of contemporary social psychology with emphasis upon symbolic interaction, collective behavior, small groups, attitudes and behavior, and culture and personality.
- SOC 964 Seminar in Small Group Research (3-5)
The experimental and theoretical investigation of organizational processes in small groups.
- SOC 966 Social Structure and Personality (3)
Theoretical and research problems in analysis of influence of social positions on personality, and influence of personality and social factors in allocating persons to different social positions. Stress will be placed upon quantitative research and contemporary theories of social structure and personality.
- SOC 967 Introduction to Formal Theory in Sociology (Variable credit)
Analysis of the structure of formal theory in sociology and of the problems of interpretation and verification of deterministic and probabilistic theories. Examination of specific practices of theory construction.
- SOC 968 Symbolic Interactionism: Theory and Research (1-4)
Theoretical and research problems within the framework of symbolic interaction. The socialization process and the development, maintenance, and enhancement of the self. Critique of the literature and proposals for new research directions.
- SOC 976 Contemporary Social Systems (4)
Comparison and analyses of concepts, conceptual schemes and theories of outstanding social theorists in relation to modern research.
- SOC 977 General Social Organization (4)
Research and literature on the structure and function of social organizations ranging from societies to small groups.

- SOC 978 Comparative Rural Social Organization (4)
Structure and function of social organizations ranging from societies to small groups. The comparative approach will be used in studying phenomena involved in the transitions from agrarian to industrial societies.
- SOC 981 Comparative Sociology (3 or 4)
Macro-sociological studies of societies. The relationship of the whole to the varied parts of societies, the connection between societies, and the patterns of change in different societies. The development of research with respect to the cross-cultural study of social structures, social institutions, and social systems.
- SOC 982 Comparative Social Psychology (3 or 4)
Social psychological research problems involving a comparative methodology. Social psychological functions of education, mobility, mass media use, etc. Comparative study of the social psychology of modernization.
- SOC 983 Comparative Research Methods (3 or 4)
Sampling problems, data collection strategies, problems of translation and concept equivalence. Management, analysis and interpretation of cross-cultural data.
- SOC 991 Research Seminar in Work and Organization (2)
An advanced seminar devoted to analysis of designs used in current research in work and organization.

Sam Houston State University (semester credits)

Institute of Contemporary Corrections and the Behavioral Sciences

- CJBS 430 Law and Society (3)
Law as an instrument of social control; functions and limitations of law; the machinery of law as a part of the larger society.
- CJBS 431 Personality (3)
Major theories of personality; the biological and social factors in the development and functioning of personality.

CONTINUED

5 OF 6

- CJBS 432 Legal Aspects of Corrections (3)
Legal problems from conviction to release; pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights. Emphasis on practical legal problems confronting the law enforcement officer.
- CJBS 433 Legal Aspects of Law Enforcement (3)
Investigation, arrest, searches and seizures, study of constitutional and statutory law and the decisions of the United States Supreme Court and the Texas Court of Criminal Appeals.
- CJBS 435 Criminalistics (3)
Lecture and laboratory course designed to teach investigators in-depth techniques in the analysis of physical evidence; not designed for professional lab technicians or criminalists.
- CJBS 436 Understanding Human Behavior I (3)
The dynamics of human behavior; analysis of the biological, cultural, sociological, and psychological factors.
- CJBS 437 Public and Private Security (3)
Security measures taken by industry, retail stores, private policing agencies, military services, and the United States Government.
- CJBS 438 Police Organization and Administration (3)
Organization and function of law enforcement agencies; analysis of the most effective means of social control; relationship of law enforcement to the total correctional process.
- CJBS 439 Police Problems and Practices (3)
Evaluation of police programs of crime control and prevention; maintenance of order in the community.
- CJBS 460 Penology: The American Correctional System (3)
Analysis and evaluation of contemporary correctional systems; discussion of recent research concerning the correctional institution and the various fields of service.
- CJBS 461 Probation and Parole (3)
Development, organization, operation and result of systems of probation and parole as substitutions for incarceration; methods of selection; prediction scales.

- CJBS 465 Minority Relations (3)
Patterns of adjustment between ethnic and racial groups.
- CJBS 466 Urban Sociology (3)
Urban culture as the dominant culture of contemporary life; its characteristics, peculiarities, and problems.
- CJBS 467 Survey of Psychological Tests (3)
Theory and practice of testing; an evaluation of intelligence, achievement, aptitude, interest, and personality tests used in correctional and social service settings.
- CJBS 470 Correctional Counseling (3)
Counseling psychology with emphasis on principles and procedures; the theoretical foundations of therapeutic psychology; therapeutic techniques and the therapeutic process.
- CJBS 474 Childhood and Adolescence (3)
Behavior as a developmental process; the physical, mental, emotional, and social growth of children, adolescents, and youth; the learning process. Emphasis on normal behavior.
- CJBS 475 Readings in Sociology (3)
Designed for advanced students in the behavioral sciences who are capable of independent study.
- CJBS 476 Readings in Social Services (3)
Designed for advanced students in the behavioral sciences who are capable of independent study.
- CJBS 478 Introduction to Methods of Research (3)
Methods and techniques of research in the behavioral sciences; historical development of psychological and social research; techniques and problems.
- CJBS 479 Scientific Crime Detection Photography (3)
Principles and technical aspects of photography as a scientific aid in criminal investigation and security in the areas of general crime scene photography, overt and covert surveillance photography, probative evidence photography, legal evidence and and court presentation photography, crime laboratory photography.

- CJBS 480 Readings in Social Psychology (3)
Designed for advanced students in the behavioral sciences who are capable of independent study. Registration upon approval of the Director of the Department and of the instructor directing the course.
- CJBS 482 Personality Patterns in Social Deviancy (3)
The psychological and sociological aspects of socially deviant behavior; social deviancy as a developmental process. Emphasis on the acting-out neurotic, the neurotic, the dyssocial offender as well as the drug addict, the alcoholic, and the sexually deviant offender.
- CJBS 484 Current Police Policies (3)
Analysis of police policies with particular attention to current major problem areas from the point of view of both the administrator and the line operations officer. Integration of established scientific knowledge with practical police experience in the various areas of police functioning.
- CJBS 485 Readings in Cultural Anthropology (3)
Designed for advanced students in the behavioral sciences who are capable of independent study.
- CJBS 488 Analysis of Behavioral Information (3)
Descriptive statistics, probability theory, statistical inference, and significance tests by parametric and nonparametric methods, and the measures of association.
- CJBS 489 Fundamentals of Interviewing (3)
The interaction involved in the face to face interview, knowledge of behavior reactions; development of an awareness of likely responses to the behavior of the interviewer.
- CJBS 490 Understanding Human Behavior II (3)
Continuation of CJBS 436. Emphasis placed on recent concepts dealing with diagnosis, treatment, and prevention of deviant social behavior patterns.
- CJBS 491 Middle Management for Law Enforcement: Practices and Problems (3)
Evaluation and analysis of supervisory practices for the experienced middle command offices; patrol and line operations; application of sound middle management business practices to police agencies.

- CJBS 492 Community Dynamics for Law Enforcement (3)
Survey of the police response to community change; attitudes, geography, ecology, and low visibility problems.
- CJBS 493 Communication for Law Enforcement (3)
Police image and public response; community, public, inter-group relations; special attention to news media, minority and special interest groups.
- CJBS 494 Rules of Evidence (3)
The preservation and admission of evidence in criminal cases.
- CJBS 495 Psychology of the Youthful Offender (3)
Life space environment, motivations, stresses, psychodynamics, and personality disorganization characteristic of juvenile and young adult offenders.
- CJBS 496 Data Processing and Criminal Justice (3)
History of data processing with emphasis on the current status of computer hardware; application of data processing in criminal justice in crime reporting, administrative decision making, communications, research, record keeping, and as a teaching device for administrative planning.
- CJBS 497 Police Planning and Research (3)
Problems and practices of police agency planning, budget, man-power, community needs.
- CJBS 499 Inter-Agency Workshops (Credit as announced)
Summer institutes designed for continued professional training of juvenile court workers, teachers, law enforcement officers, and personnel of mental health, child welfare, and municipal crime control agencies, and other individuals and groups interested in the problems of behavioral disorders and crime and delinquency.
- CJBS 510 Utilization of Facilities in Graduate Study in the Behavioral Sciences (1)
How to locate books, periodicals, pamphlets, government documents, and audio-visual materials on any subject; how to locate information relating to terminology, background, statistics, and bibliographies relating to any subject.

- CJBS 531 Studies in the Psychological Foundations of Social Behavior (3)
Major theories of personality. The biological and social factors in the development and functioning of the personality.
- CJBS 560 Advanced Social Statistics (3)
Statistical theory of inference, analysis of variance and sampling designs as employed in social research, problems of linear and non-linear joining distributions estimation in regression analysis, analysis of covariance designs, and configurational analysis.
- CJBS 561 Seminar in Criminal Justice (3)
The criminal justice system. Police power, due process, legal responsibility. Analysis of current problems and practices in the administration of justice.
- CJBS 562 Internship in Law Enforcement and Corrections (Credit to be arranged)
A minimum of three months in an approved criminal justice setting. Designed to provide the graduate student with an opportunity to synthesize theory and practice.
- CJBS 563 Seminar in Juvenile Court Procedures and Family Law (3)
Philosophy and procedures of the juvenile court, dependency and delinquency; evaluation of juvenile court practices. Family law.
- CJBS 564 Seminar in the Administration of Criminal Justice (3)
Problems in the administration of criminal justice, including law enforcement. Special attention will be paid to court administration.
- CJBS 567 Seminar in Criminology and Corrections (3)
Theory and problems in Criminology and Corrections. One or more term papers evidencing qualities of scholarship will be required.
- CJBS 568 Seminar in Social Ecology (3)
Spatial distribution of populations and institutions; processes such as concentration, dispersal, succession, and dominance as they affect the ecological organization of cities, metropolitan areas, and regions.

- CJBS 569 Studies in Probation and Parole (3)
Techniques and procedures utilized in the supervision of adult and juvenile probationers and parolees. Preparation of social history, pre-hearing, and pre-sentence investigation reports. Emphasis on practical problems confronting the probation and parole officer.
- CJBS 570 Seminar in Criminal Evidence (3)
Practical and legal problems in obtaining, preserving, and presenting criminal evidence. Search and seizure, the Exclusionary Rule, the Best Evidence Rule, chain of possession, discovery, expert and opinion testimony, evidence of mental condition.
- CJBS 571 Special Topics in Correctional Administration (3)
Administration of the correctional institution and agency; administrative problems and practices; service and treatment facilities for the offender. Attention given to latest research and experiments.
- CJBS 572 Seminar in Deviant Behavior (3)
Analysis of the psychological, psychoanalytic and sociological factors involved in delinquent and criminal behavior. Means of prevention, control, and treatment.
- CJBS 573 Special Problems in Correctional Treatment and Custody (3)
Constructive use of the institutional setting; evaluation of specific programs and experiments of institutional treatment; preparation for institutional release and post-release facilities.
- CJBS 575 Directed Study in Law Enforcement and Corrections: Readings (3)
Designed to give the graduate student academic flexibility.
- CJBS 576 Directed Study in Law Enforcement and Corrections: Surveys and Projects (3)
Designed to give the graduate student academic flexibility.
- CJBS 577 Seminar in the Rehabilitation and Resocialization Process (3)
The rehabilitation and resocialization process.

- CJBS 578 Seminar in Protective Services for Children (3)
The behavioral dynamics in families of neglected, abused, and battered children; the provision of professional services essential to meet the restorative needs of these families.
- CJBS 579 Practicum in Group Methods for Police and Correctional Workers (3)
A practicum in group dynamics, group therapeutic procedures, group counseling, and group therapy. The class will be divided into training groups to facilitate the analysis and change of interpersonal relationships within the group. Application of principles and procedures in the correctional setting. Enrollment limited.
- CJBS 580 Graduate Workshop (Credit as announced)
Summer institutes and workshops for continued professional training of the student and practitioner in law enforcement, corrections, social rehabilitation and social services, and correctional education. Emphasis on inter-agency relationships.
- CJBS 581 Studies in Criminological Theory (3)
Examination of classical and recent theory formulations and analytical models in criminology.
- CJBS 582 Seminar in Causes and Control of Riots and Disorders (3)
Sociological and psychological study of violence; causes of riots and disorders; constitutional questions; statutory and regulatory provisions; police response and impact on judicial process; tension reduction systems.
- CJBS 583 Seminar in Welfare Systems and Legislation of the United States (3)
Evaluation of the legal, social, economic bases, philosophy, and controversial issues of governmental programs, administered by federal-state-local units of government, and the client systems served.
- CJBS 584 Administration of Psychological Tests (3)
Supervised training in the administration, scoring, and interpretation of tests of intelligence, aptitude, interest, and personality.

- CJBS 586 Specialized Readings (3)
Directed readings in areas of pre-release, half-way houses, aftercare programs, and other community treatment of the offender and his family; treatment of the alcoholic, the addict, and the sexually deviant offender and other special topics in law enforcement, social rehabilitation and corrections.
- CJBS 588 Seminar in Sociology (3)
Graduate seminar devoted to current problems of research and theory.
- CJBS 589 Seminar in Social Relations (3)
A graduate seminar dealing with the individual, society, and culture, and the relations among them, with particular emphasis on social change and the society of the future.
- CJBS 590 Research Methods in the Behavioral Sciences (3)
Methods and techniques of research in the behavioral sciences; research design.
- CJBS 591 Research Internship (Credit as arranged)
Special internship for research oriented student. Supervised training including special applications in information acquisition, storage, retrieval, analysis, and display in criminal justice.
- CJBS 698 Dissertation Seminar
- CJBS 699 Dissertation

Allied Departments Containing Recommended Supplemental Courses

Sociology

- SOC 434 Traditional African Cultures (3)
Cultural variations and tribal organization of Sub-Saharan Africa.
- SOC 462 The Family (3)
An historical, comparative, and analytical study of marriage and family institutions. Problems of courtship, mate selection, and marriage adjustment in modern society.

- SOC 464 Social Structure and Stratification (3)
Analysis of the stratification systems of contemporary societies. Kinship, social class, occupation and authority patterns, role behavior.
- SOC 471 Sociological Theory (3)
The theoretical basis of Sociology.
- SOC 483 Analysis of the American Culture (3)
Methods of institutional analysis, systematic study of American social institutions, stratification, and mobility; recent social trends.
- SOC 486 Educational Sociology (3)
An analysis of the role of education to social organization, social change, and social control. The sociological perspectives on the history of education, social change and lags in the schools. Role conflicts in the schools, social class influence on the school system, bureaucracy in education, and the school in its power environment.
- SOC 574 Seminar in Social Gerontology (3)
Social aspects of aging, and retirement, with special reference to the United States.

Psychology

- PSY 432 Learning (3)
A study of the major theories of learning and their historical backgrounds; experimental procedures in the study of learning are discussed.
- PSY 433 Senior Seminar in Psychology (3)
Discussions of selected topics led by psychology majors.
- PSY 460 The Psychology of Subnormal Children (3)
The nature and causes of subnormality; the characteristics, needs, and adjustment problems of subnormal children.
- PSY 487 Elementary Statistics (3)
Statistics as applied to problems in psychology and education including frequency functions, correlation and regression, and statistical tests of significance.

Business Administration

- BA 474 Personnel Management (3)
 Personnel policies and administration, job classification and analysis; wage plans and employment procedure, employment interviewing and testing; employee training and evaluation; labor turnover; and legislation affecting labor problems are studied.

The State University of New York
 at Albany (semester credits)

School of Criminal JusticeThe Nature of Crime

- Crj 500 Pro-seminar on the Nature of Crime (4)
 This course surveys available data and theory relating to the scope and nature of the crime problem, to the characteristics of offenders, and to factors that are correlated with crime and which increase the probability of criminal careers. Special attention is given to social institutions that play significant roles in the increment or amelioration of the crime problem as it exists in the United States and other cultures. In dealing with individual offenders, the course will emphasize environmental and personality factors that influence criminal behavior, and trace such behavior over time. Attempts to arrive at meaningful and useful classifications of both the individual offender and collective criminal behavior will be undertaken.
- Crj 601 Crime, Deviation, and Conformity (3)
 Crime and criminal behavior is viewed as one of many forms of deviation from political, moral and conduct norms of the majority culture. Studies the parallel genesis of crime and other prevalent forms of deviance, and the relationship between some forms of deviance (such as mental illness and political extremism) and some forms of criminality. Studies the forces that produce conformity, and indirectly promote deviation.

- Crj 602 Patterns in Crime (3)
The course deals with major observable crime systems and with classifications and typologies that have relevance for understanding, prediction, prevention, control, or rehabilitation.
- Crj 603 Personality and Cultural Factors Affecting Participation in Criminal Activity (3)
This course focuses on both the individual offender and group criminal activity. Concentration with the individual offender is on the relationship of clusters of motives, attitudes and abilities to participate in criminal activity. With groups, consideration is given to peer influence in the shaping and reinforcement of criminal conduct. This course also surveys subcultures that sanction or support crime, concentrating on group processes that teach or sustain criminality.
- Crj 604 Crime, Social Institutions, and Social Change (3)
Considers the relationship of major social institutions to the etiology, prevention and control of crime and delinquency. In particular, attention is paid to the ways in which society's reaction to deviance is conditioned by such factors as urbanization, population increase and density, internal migratory patterns, automation, and changing concepts of social activism.
- Crj 605 Juvenile Delinquency and Youth Crime (3)
Examines the meaning of the concept of juvenile delinquency as a separable entity in the system of criminal justice. Considers the relationship between social attitudes and definitions of youthful law violation, and reviews studies on various forms of delinquency, such as auto theft, vagrancy, and sex delinquency. Also analyzes the diverse theoretical interpretations of delinquency including subcultural theories, ideas about distinct lower-class focal concerns, and views about delinquency and drift.
- Crj 606 Incidence of Crime and Delinquency (3)
Describes the amount, distribution and pattern of crime. Analyzes the Uniform Crime Reports, results of surveys of victimizations, self-reporting inventories of crime and delinquency, and considers attempts to construct indices of the seriousness of various offenses.

Crj 700

Seminars on Specific Problems in the Nature of Crime (2-4)

This seminar series probes specific sub-topics relating to the nature of crime. The topic may well vary in different sections in the same semester, with variety from semester to semester. Sample topics include the relationship of alcohol to criminality, drug abuse and abusers, youth crime, petty offenses and offenders, organized crime and criminals, professional crime and criminals, violence and violent offenders, white collar crime and criminals.

Law and Social Control

Crj 520

Pro-seminar on Law and Social Control (4)

A general introduction to the nature of law, legal institutions, and legal processes as one among multiple systems of social control; consideration of various theories of jurisprudence; the nature and sources of law; the enactment, interpretation, application and enforcement of law; the structure and function of legal institutions.

Crj 621

Criminal Law Process (3)

An examination of problems for decision in the promulgation, invocation, and administration of a law of crimes; its purpose, factors influencing definition of an event as a crime and a person as a criminal, consequences that should flow from conviction, and the information base necessary for these decisions.

Crj 622

Constitutional Issues and the Criminal Process (4)

Development and current status of constitutional doctrine as a series of controls on administration of criminal justice; a mechanism for the study of the United States Supreme Court as an institution and for refinement of the art of reading appellate decisions.

- Crj 623 Legal Control of Deviant Behavior (3)
 An examination of the labeling process whereby certain forms of conduct or certain human conditions are officially proscribed and assigned for processing to different legal sub-systems; exploration of the difference between civil and criminal law; analysis of the various rationales and objectives of detention and the procedures through which they are sought to be attained; specific reference to hospitalization of the mentally and physically ill, defective delinquents and sex psychopaths, commitments based on incompetency and an adjudication of insanity, the juvenile delinquency process, commitment of alcoholics and narcotic addicts, intra- and inter-system transfers.
- .Crj 624 Criminal Law Theory and Penal Code Revision (3)
 A study of the principles, doctrines, and selected rules of the criminal law and their historical evolution. In addition to the study of the substantive criminal law, the course will examine major policy issues and trends associated with completed and on-going revisions of penal codes.
- Crj 720 Seminar on Specific Problems in Law and Social Control (2-4)
 This seminar series probes specific sub-topics relating to law and social control. Topics include mental illness and the law, legal norms and the correctional process, individual right and public welfare, comparative criminal law and procedure, sanction law and public order, authority and power, and indirect social control in criminal justice.

The Criminal Justice Process

- Crj 540 Pro-seminar on the Administration of Criminal Justice (4)
 Analysis of the policies and practices of agencies involved in the operations of the criminal justice process from detection of crime and arrest of suspects through prosecution, adjudication, sentencing and imprisonment to release and revocation. The patterns of decisions and practices are

viewed in the context of the entire criminal justice system, including the relationship of the public, the legislature, court, and agency in policy determination and control. Specific attention is given to techniques of offender rehabilitation, particularly to experimental intervention programs.

Crj 642

Adjudication and Sentencing of Criminal Offenders (3)

Criminal court judges as participants in the definition of criminal law and in the operation of the criminal justice process. Analysis of the interrelationships of charging, conviction, and sentencing, with particular attention to the functions of the police, the prosecutor and the probation staff in court decisions.

Crj 643

Community Supervision and Treatment of Convicted Persons (3)

Analysis of theories and practice of probation and parole, responses of paroling authorities to public pressures and court controls and their implications for rehabilitative efforts. Analysis of efforts to create admixtures of institutional settings and normal community life; feasibility and effectiveness of treatment of individuals under sentence in the community.

Crj 644

The Incarceration Process (3)

Theory and practice of correctional institutions and their functions; the prison as a total institution; characteristics of various types of correctional facilities; problems of rehabilitation in institutional settings; analysis of the prison community; adjustment to prison life by personnel and inmates; the impact of institutionalization on the offender.

Crj 645

Detection of Crime and Arrest (3)

Police practices and problems related to investigation and arrest as posed by tradition and law; the organization and management of police services and their relationship to community groups and institutions.

- Crj 647 Detention and Prosecution (3)
The prosecutor in his dual capacity as law enforcement agent and officer of the court, with emphasis on his resolution of demands and pressures from the community, the police and the courts. Special attention is given to the detention of the accused before adjudication.
- Crj 648 The Political Basis of the Criminal Justice System (3)
Examination of power relationships among the several elements (legislature, judiciary, corrections, police, etc.) within the criminal justice system; the relationship of those elements to agencies and groups external to the system: i.e., insurance companies, political pressure groups, business and labor organizations.
- Crj 649 Professional Responsibility in the Criminal Justice System (3)
Analysis of the various career groups and professions found in criminal justice systems, their ethical codes, and their responsibility to self, group, client and system; analysis of role tension and conflicts which arise among career groups in the criminal justice system.
- Crj 650 Juvenile Justice Administration (3)
Assessment of the policies and practices of agencies involved in processing young persons through the juvenile court system. Attention will be paid to police activities with youth, detention, intake procedures for the juvenile court, adjudication of delinquents and persons in need of supervision, and the disposition of cases by probation, foster home placement, incarceration in training schools and transfer to adult correctional programs.
- Crj 651 Policing in America (3)
Survey of the facts about policing in America; contributions from the literature of administration as to the understanding of individuals, organizations and functions under stress. Using this stress theory framework, a number of issues in policing will be examined. The study and understanding of the basic problems faced by the police and the possibilities for improvement in the handling of these issues will be considered.

Crj 740

Seminar on Specific Problems in the Criminal Justice Process (2-4)

This seminar series analyzes specific topics relating to the criminal justice process: more than one topic may be covered in the same semester. Sample topics include the discovery of crime; police service functions; police-community relations; enforcement against organized crime; sentencing the dangerous offender; processing the drug addict; inmate rights, and remedies; the due process model and rehabilitative ideal; experimental sentencing and parole procedures.

Planned Change in Criminal Justice

Crj 560

Pro-seminar in Planned Change and Innovation (4)

A critical examination of important theories, methods of analysis, and techniques employed in changing individuals, communities and organizations; deliberate efforts to introduce and encourage innovation in criminal justice; and, selected models and strategies used by change agents and the resultant dilemmas which must be confronted.

Crj 661

Modes of Correctional Intervention (3)

Analysis of specific treatment and rehabilitation practices attempted with various types of offenders; problems of matching therapists and therapy methods to personality and setting; difficulties in control and treatment of non-amenable and dangerous offenders. Low-cost short-term reeducational and treatment methods uniquely suited to institutional settings and to utilization of personnel with limited professional training are studied as are impediments, limitations, objectives and evaluation of limited therapeutic interventions.

Crj 662

Community Intervention (3)

Analysis of the processes of modifying community institutions, including the organization of local groups and resources to cope with crime and delinquency, and an examination of governmental and private efforts to change relevant community behavior and political structures.

- Crj 663 Organizational Change (3)
Exploration of significant theories and methods of organizational change with special emphasis on issues involved in their application to criminal justice agencies and on methods of developing a continuous capacity for change in these organizations.
- Crj 664 Criminal Justice Planning and the Future (3)
Techniques (Delphic, statistical projection and simulation) for assessing the probability and desirability of future possible states of society, and particularly of social control systems, will be considered in relation to the goals of the criminal justice system. Normative factors (needs, desires, missions, external pressures, etc.) in planning generally and in the criminal justice field and their importance in projections will be stressed.
- Crj 665 Strategies of Innovation and Change Promotion (3)
A review of literature in social psychology, public administration and sociology that relates to the effectiveness of alternate strategies of promoting change in institutions, organizations, public and individual attitudes and values. Resistances to change and factors promotive of change; roles of change agents, sets of principles and models related to change promotion; case studies of successful and unsuccessful innovation.
- Crj 666 Innovation in Criminal Justice Administration (3)
Strategies for implementing new and innovative programs directed at social control, crime prevention and the rehabilitation of offenders. Change-relevant characteristics of the process of administration of justice and the apparatus of penology. Experiences in programmatic innovations and revolutionary interventions in criminal justice administration; case histories of past efforts at radical change and experimentation, with emphasis on implementation strategy, problems of evaluation, and consequences of innovation.

Crj 720

Seminars in Change and Innovation in Criminal Justice (2-4)

This seminar series examines specific topics related to the area; more than one topic may be covered in the same semester. Sample topics include self-help efforts by offenders and deviates, the clients of the criminal justice system as change agents, the demonstration project as a dissemination technique, the utility of survey feedback methods, laboratory training and change, the programs of the President's Committee on Juvenile Delinquency and Youth Crime, legislation as an instrument of reform, and problems in reorganizing political subdivisions for criminal justice improvement.

General Support Sequences

Crj 681

Statistical Techniques in Criminal Justice Research I (3)

An introduction to statistical techniques appropriate for use in the criminal justice field. Descriptive statistics; scales of measurement; measures of central tendency, variability, and association. Introduction to statistical inference including sampling distributions and tests of significance.

Crj 682

Research Design in Criminal Justice (3)

Development of research design of the kind most useful to criminal justice problems, construction of descriptive systems for qualitative analysis; use of various data collection methods including observation, development of interview schedules, questionnaire construction and sociometric devices; questions of validity and reliability.

Crj 683

Research in the Criminal Justice Process (3)

Critical examination of current research in criminal justice with regard to methodological adequacy, and significance and import of its contributions; problems in the design and execution of criminal justice research; the posing of research questions in context; social policy implications of criminal justice research; questions relating to the selection of designs, methods and feedback techniques; problems in the implementation of research findings in innovation.

- Crj 684 Prediction Methods (3)
A survey of prediction methods, from simple actuarial prediction to multiple regression formulas for prediction; discussion of problems implicit in these methods, and of techniques for dealing with such problems; critical examination of prediction techniques employed in relation to recidivism rates, especially of techniques current in settings concerned with sentencing, disposition and parole of offenders.
- Crj 685 Program Evaluation (3)
A systematic review of efforts to evaluate intervention programs, with special attention to attempts at assessing the effectiveness of crime prevention and rehabilitation experiments. Techniques of evaluation, from qualitative compilations of criterion scores; special problems such as those involving recidivism rates as a criterion and those implicit in attempts to record changes in personality; relationship between program administrators and evaluators.
- Crj 686 Systems and Related Models in Criminal Justice (3)
A systematic introduction to some of the concepts and models from general systems and related theories to the criminal justice process. Information systems analogues for concepts of learning theory, communications, culture and personality, decision and transactions, and the theory of organizations. Exercises in simple networks and algorithms.
- Crj 687 Statistical Techniques in Criminal Justice Research II (3)
Some techniques of non-parametric statistics, an introduction to elements of numerical taxonomy, multiple regression, discriminant analysis, and elementary decision theory. Analysis of variance and covariance. Multi-stage sampling, and calculation of error variance for such designs. Introduction to some simple methods for factor analysis, cluster analysis, and related techniques. Some notes on available 'canned' programs, and elements of computer input routines (card design).

- Crj 688 Research Design in Criminal Justice II (3)
An examination of research design problems in criminal justice at an advanced level; use of sophisticated classical research designs and data gathering techniques; analysis of problems related to sampling theory and procedures; application of mathematical models to problems in research design and analysis; use of techniques permitting causal inferences.
- Crj 788 Special Methods Seminar (2-4)
Designed to permit the exploration of data gathering and analysis techniques that attach to a specific research function in the criminal justice process.
- Crj 790 Seminar on Specific Problems in Research Methodology (2-4)
Offered either as an individual tutorial or as a seminar to focus on the specific methodological problems related to dissertation topics.
- Crj 800 Independent Study in Criminal Justice (2-15)
- Crj 801 Individual Research in Criminal Justice (2-15)
- Crj 899 Dissertation Research, Writing and Defense (0)

Allied Departments Containing Recommended Supplementary Courses

Department of Computer Science

- Csi 500 a+b Systems Programming (6)
- Csi 501 a+b Numerical Methods for Digital Computers (6)
- Csi 580 Computer Science in Scientific Disciplines (3)

Department of Economics

- Eco 501 a+b Theory and Method of Economic Analysis (6)
- Eco 700 Uncertainty, Inference, and Decision Theory (3)
- Eco 750 Governmental Fiscal Administration (3)

Department of History

His 517 History of the American City (3)

Department of Mathematics

Mat 562 Design of Experiments (3)

Mat 564 Statistical Theory (3)

Mat 666 Mathematical Probability (3)

Department of Philosophy

Phi 510 Intermediate Symbolic Logic (3)

Phi 520 Philosophy of Science (3)

Phi 522 Theory of Knowledge (3)

Phi 630 Philosophy and Public Affairs (3-6)

Phi 704 Advanced Symbolic Logic (3)

Phi 711 Philosophical Problems of the Behavioral Sciences (3)

Department of Psychology

Psy 501 Doctrines of the Nature of Man (3)

Psy 502 Models of Man (3)

Psy 512 Quantitative Methods (4)

Psy 522 Psychological Scaling Techniques (3)

Psy 530 Physiological Bases of Behavior (3)

Psy 541 Psychology and Social Issues (3)

Psy 620 Theories of Personality (4)

Psy 632 Advanced Social Psychology (4)

Psy 666 Thinking (4)

- Psy 668 Group Dynamics (4)
- Psy 670 Motivation and Emotion (4)
- Psy 720 Group Psychotherapy (3)
- Psy 725 Advanced Quantitative Methods (4)
- Psy 750 Psychopathology (4)
- Psy 755 Personality Assessment (4)
- Psy 777 Counseling and Psychotherapy (4)

Department of Sociology and Anthropology

- Soc 510 Theories and Systems in Sociology (4)
- Soc 522 Quantitative Sociological Analysis (3)
- Soc 525 The Logic of Social Inquiry (4)
- Soc 526 Survey Design and Analysis (3)
- Soc 553 Social Stratification (3)
- Soc 654 Formal Organization (3)
- Soc 750 The American Community (3)
- Soc 771 Social Structure (3)
- Soc 792 The Research Report (2-4)

Department of Educational Psychology and Statistics

- Psy 600 Psychology of Individual Behavior (3)
- Psy 640 Educational and Psychological Measurement (3)
- Psy 740 Seminar in Topics of Measurement (3)
- Psy 741 Advanced Educational Measurement: Theoretical Constructs (3)
- Psy 742 Advanced Educational Measurement: Test Construction (3)
- Psy 743 Advanced Educational Measurement: Laboratory in Test Construction (3)

- Psy 744 Advanced Educational Measurement: Theories of Validity and Reliability (3)
- Psy 530 Statistical Methods: I (3)
- Psy 630 Statistical Methods: II (3)
- Psy 731 Experimental Design (3)
- Psy 733 Factor Analysis (3)
- Psy 734 Multivariate Analysis with Computer Applications (4)

Graduate School of Public Affairs

- Pos 517 Methods of Empirical Research (3)
- Pos 603 Contemporary Political Theory (3)
- Pos 607 American Political Thought (3)
- Pos 610 Law and Ethics (3)
- Pos 615a Political Theory and Analysis I (4)
- Pos 615b Political Theory and Analysis II (4)
- Pos 520 American Federalism (3)
- Pos 522 State Government (3)
- Pos 523 Governments of Urban Areas (3)
- Pos 530 The Federal Courts (3)
- Pos 531 The Legislative Process (3)
- Pos 532 The Chief Executive (3)
- Pos 534 American Political Parties (3)
- Pos 535 Group Politics (3)
- Pos 539 Political Behavior (3)
- Pos 540 Urban Politics (3)
- Pos 624 Problems in Metropolitan Areas (3)
- Pos 631 Legislative Behavior (3)

Pos 637	<u>Political Communication</u> (3)
Pos 640	<u>Community Power and Decision Making</u> (3)
Pos 643	<u>Science and Public Policy</u> (3)
Pos 626a	<u>Constitutional Law: Federal System</u> (3)
Pos 626b	<u>Constitutional Law: Civil Rights</u> (3)
Pos 551	<u>Comparative Government in Democracies</u> (3)
Pos 552	<u>Totalitarian Political Systems</u> (3)
Pos 554	<u>Traditional Societies and Modern Political Systems</u> (3)
Pos 575	<u>The United Nations</u> (3)
Pos 577	<u>Regional International Organization</u> (3)
Pos 650	<u>Comparative Political Systems</u> (3)
Pad 702	<u>Bureaucracy and Politics</u> (3)
Pad 610	<u>Theories of Administrative Organization</u> (3)
Pad 611	<u>Decision Making in Government and Administration</u> (3)
Pad 621	<u>Quantitative Methods in Public Administration</u> (3)
Pad 622	<u>Systems for Policy Decisions</u> (3)
Pad 623	<u>Management Information Systems</u> (3)
Pad 624	<u>Models, Simulation, Gaming</u> (3)
Pad 632	<u>Organizational Behavior</u> (3)
Pad 662	<u>Comparative Public Bureaucracies</u> (3)
Pad 670	<u>Program Seminar in Social Welfare Administration</u> (3)
Pad 672	<u>Program Seminar in Health Services Administration</u> (3)
Pad 674	<u>Program Seminar in Urban Renewal and Housing</u> (3)
Pad 680	<u>The Development of Cities</u> (3)
Pad 681	<u>Urban Planning Problems</u> (3)

- Pec 541 Industrial Organization and Public Policy (3)
 Pec 543 Labor Problems (3)
 Pec 749 Seminar in Economic Organization and Social Control (3)

School of Social Work

- Ssw 600 Social Welfare Policy and Services I (3)
 Ssw 601 Social Welfare Policy and Services II (2)
 Ssw 610 Human Growth and Social Environment I (3)
 Ssw 611 Human Growth and Social Environment II (3)
 Ssw 612 The Basis of Social Functioning (2)
 Ssw 624 Group and Community Concepts (3)
 Ssw 620 Social Work Practice I (3)
 Ssw 621 Social Work Practice II (3)
 Ssw 722 Social Work Practice III (3)

The University of California at Berkeley
(quarter credits)

School of Criminology

- CRM 102 The Etiology of Crime: Psychiatric (5)
 Psychopathology and psychodynamics of the psychoses, psychoneuroses, and character disorders; mental disorders in relation to crime and delinquency.
- CRM 103 Sociological Perspectives on Crime (5)
 Analysis of major sociological theories of crime and delinquency.
- CRM 107 Psychological Perspectives on Crime (5)
 Psychological views of the etiology of crime and other forms of deviant behavior; studies in conformity, moral development, family psychopathology and the assumption and maintenance of deviant roles; comparative studies of deviance in different cultural, ethnic, and sexual groups.

- CRM 109 Political Perspectives on Crime (5)
Analysis of theories of political power, social control, and the criminal justice system. Critique of traditional criminological theory and examination of relationships between crime, class and power. Emphasis on library research, analysis, and discussions.
- CRM 111 Scientific Methodology (5)
An exploration of the systems presently in use by the physical and social sciences for the purposes of identifying groups and characterizing individuals. Discussion of the probabilistic nature of all such systems and the elements of data evaluation employed.
- CRM 111L Scientific Methodology: Laboratory (5)
- CRM 115A-B Criminal Law and Procedure (5-5)
Basic concepts of the criminal law, their origin and development in Anglo-American jurisdictions; constitutional limitations on the police power; the administrative processes of law enforcement; modern criminal procedure.
- CRM 126 Police: Law and Society (5)
The social and historical origins of the police; police culture, role and career; police in the legal system; legal restraints on police practices; police discretion in practice; police and the community; police organization and community control.
- CRM 130 Basic Criminological Research Operations (5)
Designed to provide a general introduction to research theory and methods of special relevance to the field of criminology.
- CRM 141A-
141B Community Structure, Power and Crime (5-5)
The facts and theories of community explored with the view of providing a working handle for criminological study. Focus on studying a local community after a brief theoretical survey.
- CRM 142 Crime, Class and Social Policy (5)
Analysis of the effects of social class on crime patterns and efforts to cope with crime.

- CRM 143 Crime, Race and Social Policy (5)
An examination of crime in relation to race with the context being provided by policies guiding law enforcement, criminal justice, treatment and prevention programs.
- CRM 144 Women, Crime and the Criminal Justice System (5)
Women as deviants, criminals, victims, and as professionals in the criminal justice system; the legal status of women.
- CRM 145 The Judicial Process (5)
An examination of judicial systems (criminal and juvenile), their functions and operation, their internal and external relationships, and their impact on the community. Emphasis on field visits, group projects, and research.
- CRM 146 The Correctional System (5)
An analysis of the organization of correctional agencies, particularly prisons and parole.
- CRM 147A-
147B The Prison (5-5)
Research and field study in problem areas in prisons.
- CRM 151A-
151B Microanalytic Concepts (5-5)
Form and substantive pattern analyses by means of chemical and physical methods and techniques with relation to forensic purposes.
- CRM 153A-
153B Quantitative and Instrumental Techniques (5-5)
Instrumental approaches to identification and characterization.
- CRM 155 Comparative Evidence and Evaluation (5)
Comparative studies of gross and microscopic characteristics of various types of physical evidence, interpretation and evaluation as investigative aids and legal proof.
- CRM 156 Forensic Toxicology (5)
Methodology in detection and estimation of toxic substances by chemical and physical means. Systematic analysis as scientific study of normal and abnormal constituents to determine presence or absence of toxic substances in relation to legal standards of proof.

- CRM 180 Juvenile Delinquency: Prevention and Control (5)
Social dimensions of juvenile delinquency, its nature, amount and distribution; comparison and analysis of agencies of control and correction; the role of the police and the courts; individual, group and community oriented programs of treatment and prevention.
- CRM 191M Delinquency and Criminology in Britain: A Comparative Perspective (5)
Analysis of the forms of and social responses to juvenile delinquency in Great Britain; comparison with the United States.
- CRM 197 Field Study in Criminology (1-5)
Supervised experience relevant to specific aspects of criminology in off-campus organizations. Regular individual meetings with faculty sponsor and written reports required.
- CRM 199 Supervised Independent Study and Research (1-5)
- CRM 200A Theories of Crime (4)
An analysis of theories of crime and delinquency, in historical perspective, with emphasis on sociological and social psychological frameworks.
- CRM 200B Theories of Control (4)
An analysis of theories of social control, in historical perspective, with emphasis on their application to the control of crime and delinquency.
- CRM 201 Introduction to Criminological Graduate Studies (4)
An introduction to theoretical and policy issues in criminology. Overview of different schools of criminological thought and analysis of contemporary problems in practice and theory. Discussion, field visits, and guest speakers.
- CRM 202 Psychopathology and Criminal Behavior (4)
Advanced work in the psychopathology and psychodynamics of certain varieties of criminal behavior.
- CRM 230 Methods of Criminological Research (4)
A treatment of criminological research methods emphasizing the logic of social inquiry, problems of research design and execution, problems of measurement and analysis.

- CRM 231 Advanced Methods in Criminological Research (4)
Topics of relevance to criminology will include: special typological problems; numerical taxonomy; smallest space; oblique cluster analysis; and problems in graph theory and structural analysis.
- CRM 232 Qualitative Research in Criminal Justice (4)
An introduction to qualitative research in criminal justice as a methodological tool. An examination of major studies of communities, organization and institutions, followed by an examination of field studies of the criminal justice system.
- CRM 242 The Politics of Childhood (4)
Literature on relations between adults and children will be sought and discussed to discover what can be said about changes, the role of power, and the implications for social and legal control.
- CRM 254 Instruments of Discovery in Criminal Research (4)
A view and analysis of methodology as a means of stimulating theoretical concept formation, as well as testing of interrelated theorems about crime. Introduction to and study of a variety of methods of concept formation that aid in discovery of new empirical uniformities.
- CRM 256 Groups, Crowds and Gangs (4)
An examination of the social and social-psychological dynamics of groups, crowds, and gangs with special emphasis on adolescents.
- CRM 264 Seminar in Problems of Criminal Responsibility (4)
Current problems of criminal responsibility; an historic review of legal concepts and contemporary theological, philosophical, and behavioral science aspects; contemporary ideas of individual responsibility.
- CRM 267 Aggression (4)
A critical examination of methods of data collection and theoretical formulations of aggression in a variety of disciplines. Discussions of field observations, tapes, and films of quarrels.

- CRM 268 Therapeutic Intervention and the Criminal Justice System (4)
Innovative methods of prevention and treatment of crime and mental disorder, such as behavior therapy, crisis intervention, training of police violence prevention units, store-front clinics, use of non-professionals, and community action and advocacy. Field placements.
- CRM 274 Selected Problems in Scientific Evidence (3)
- CRM 275 Seminar in Scientific Evidence (2)
Topics to vary.
- CRM 276 Advanced Forensic Toxicology (4) -
Seminar and four laboratory hours per week.
- CRM 277 Advanced Forensic Instrumentation (4)
Seminar and four laboratory hours per week.
- CRM 278 Advanced Comparative Evidence and Evaluation (4)
Seminar and four laboratory hours per week.
- CRM 279 The Role of Scientific Evidence in the Administration of Justice (2)
Advanced study of operational concepts of investigative, legal, and scientific professions as affecting discovery, preservation, and examination of physical tracings from negligent or criminal events. The specific advantages and limitations of scientific interpretations.
- CRM 290 Seminar in Criminology (4)
Special topics to be announced at the beginning of each quarter.
- CRM 296A-
296B Seminar in Crime Investigation (4-4)
- CRM 298 Directed Group Study (2-6)
Individual conferences.
- CRM 299B Research and Special Study for Doctoral Candidates (2-6)
Individual conferences, research, internship and supervised field study.
- Law 278 Selected Problems in Criminal Law and Administration (3)
Legal problems relating to the criminal law and its administration.

- Law 278F Functions of the Criminal Law (4)
- CRM 602 Individual Study for Doctoral Students (1-6)
 Individual study in consultation with the major field adviser, intended to provide an opportunity for qualified students to prepare themselves for the various examinations required of candidates for the D. Crim. May not be used for unit or residence requirements for the doctoral degree.

Other Schools and Departments Which Offer Courses Acceptable for the Major

Social Science Emphasis

Agricultural Economics	Mathematics
Anthropology	Military Science
Architecture	Nutritional Sciences
Business Administration	Philosophy
City and Regional Planning	Physical Education
Civil Engineering	Political Science
Demography	Psychology
Economics	Public Health
Education	Rhetoric
Environmental Design	Social Science
Geography	Social Welfare
History	Sociology
Journalism	Statistics
Landscape Architecture	Zoology

Natural Science Emphasis

Biochemistry	Geology
Botany	Mathematics
Chemistry	Physics
Computer Science	Physiology-Anatomy
Forestry	Statistics
Genetics	Zoology

University of Maryland (semester credits)Department of Sociology

SOCY 102	<u>Intercultural Sociology</u> (3)
SOCY 111	<u>Sociology of Occupations and Careers</u> (3)
SOCY 112	<u>Rural-Urban Relations</u> (3)
SOCY 113	<u>The Rural Community</u> (3)
SOCY 114	<u>The City</u> (3)
SOCY 115	<u>Industrial Sociology</u> (3)
SOCY 116	<u>Military Sociology</u> (3)
SOCY 118	<u>Community Organization</u> (3)
SOCY 121	<u>Population</u> (3)
SOCY 122	<u>Population</u> (3)
SOCY 123	<u>Ethnic Minorities</u> (3)
SOCY 124	<u>Sociology of Race Relations</u> (3)
SOCY 131	<u>Introduction to Social Service</u> (3)
SOCY 136	<u>Sociology of Religion</u> (3)
SOCY 141	<u>Sociology of Personality</u> (3)
SOCY 143	<u>Formal and Complex Organizations</u> (3)
SOCY 144	<u>Collective Behavior</u> (3)
SOCY 145	<u>Social Control</u> (3)
SOCY 147	<u>Sociology of Law</u> (3)
SOCY 148	<u>Sociology of the Arts</u> (3)
SOCY 153	<u>Juvenile Delinquency</u> (3)
SOCY 154	<u>Crime and Delinquency Prevention</u> (3)
SOCY 155	<u>Treatment of Criminals and Delinquents in the Community</u> (3)

- SOCY 156 Institutional Treatment of Criminals and Delinquents (3)
- SOCY 162 Social Stratification (3)
- SOCY 164 The Family and Society (3)
- SOCY 174 Senior Seminar in Social Work (3)
- SOCY 180 Small Group Analysis (3)
- SOCY 186 Sociological Theory (3)
- SOCY 191 Social Field Training (1-3)
Supervised field training in public and private social agencies.
- SOCY 195 Intermediate Statistics for Sociologists (3)
- SOCY 196 Introduction to Research Methods in Sociology (3)
- SOCY 199 Independent Study in Sociology (1-6)
- SOCY 201 Methods of Social Research (3)
Selection and formulation of research projects; methods and techniques of sociological investigation and analysis.
- SOCY 202 Advanced Research Methods in Sociology (3)
Instruction in more advanced methodology in sociological research.
- SOCY 204 Practicum in Data Analysis in Field Research (3)
Field training in the conduct of research in an organized research setting. Supervised instruction in the sequence of a total research project including preparation of research design, data collection, data coding, scaling, tabulation, and report writing.
- SOCY 205 Computer Methods for Sociologists (3)
Designed to present the potential of the computer as a tool in sociological research. Projects involving programming and running of data manipulation techniques, statistical techniques, and simple simulations.
- SOCY 214 Survey in Urban Theory (3)
Theoretical approaches of sociology and other social sciences to urbanism, urbanization, and urban phenomena. Selected approaches: Chicago school; metropolitan region; demography; institutions.

- SOCY 215 Community Studies (3)
Intensive study of the factors affecting community development and growth, social structure, social stratification, social mobility and social institutions; analysis of particular communities.
- SOCY 216 Sociology of Occupations and Professions (3)
An analysis of the occupational and professional structure of American society, with special emphasis on changing roles, functions, ideologies, and community relationships.
- SOCY 217 Seminar in Field Work in Urban Research (3)
Methods of research in sociology applied to the urban and metropolitan community; reviews of needed research; reviews of contemporary research; the design and execution of field studies.
- SOCY 219 Human Ecology (3)
Review of research and theory in Human Ecology. Assessment of the Ecological Complex (population, organization, environment, technology).
- SOCY 221 Population and Society (3)
Selected problems in the field of population; quantitative and qualitative aspects; American and world problems.
- SOCY 230 Comparative Sociology (3)
Comparison of the social institutions, organizations, patterns of college behavior, and art manifestations of societal values of various countries.
- SOCY 241 Personality and Social Structure (3)
Comparative analysis of the development of human nature, personality, and social traits in select social structures.
- SOCY 246 Public Opinion and Propaganda (3)
Process involved in the formation of mass attitudes; agencies and techniques of communication; quantitative measurement of public opinion.

- SOCY 250 Formal Organization (3)
The study of organizations; the nature of organizations; types of organizations; determinants and consequences of organizational growth; determinants and consequences of growth for administrative staff; determinants of effectiveness; and research in organizations.
- SOCY 253 Advanced Criminology (3)
Survey of the principal issues in contemporary criminological theory and research.
- SOCY 254 Seminar: Criminology (3)
Selected problems in criminology.
- SOCY 255 Seminar: Juvenile Delinquency (3)
Selected problems in the field of juvenile delinquency.
- SOCY 256 Crime and Delinquency as a Community Problem (3)
An intensive study of selected problems in adult crime and juvenile delinquency in Maryland.
- SOCY 257 Social Change and Social Policy (3)
Emergence and development of social policy as related to social change, policy-making factors in social welfare and social legislation.
- SOCY 262 Family Studies (3)
Case studies of family situations; statistical studies of family trends, methods of investigation and analysis.
- SOCY 264 The Sociology of Mental Health (3)
A study of the sociological factors that condition mental health together with an appraisal of the group dynamics of its preservation.
- SOCY 266 Research Literature in Social Stratification (3)
A comprehensive review and detailed examination of the major theoretical and research problems in the sociology of social stratification. A critical review of the study of social stratification in American sociology. The relationships of social stratification to ideology and the institutional orders of the society.

- SOCY 271 Theory of Social Interaction (3)
Positions of major sociologists and social psychologists as to how the individual interacts with various groups and the issues involved. Trends in recent interaction theory.
- SOCY 282 Sociological Methodology (3)
Local and method of sociology in relation to the general theory of scientific method; principal issues and points of view.
- SOCY 286 Development of European and American Sociological Theory (3)
Review of systematic sociological theories (such as Positivism, Organicism, Conflict, etc.) from the early 19th century to the present. A review of the emerging self-evaluation of Sociology.
- SOCY 287 Seminar: Sociological Theory (3)
Systematic examination of contemporary sociological theories such as structural functionalism and social action. Special reference is given to the relevance of each theory to the conduct of sociological investigation.
- SOCY 288 The Sociology of Knowledge (3)
Analysis of the relation of types of knowledge to social structure. Role of social class and social organization in the development of science, political ideology, belief systems and social values. Social roles associated with production of knowledge.
- SOCY 291 Special Social Problems (Credit to be determined)
Individual research on selected problems.
- SOCY 295 Advanced Statistics for Sociologists (3)
Advanced treatment of inferential statistics; sampling; research design; non-parametric techniques; scaling. Required of all candidates for the Ph. D. degree.
- SOCY 499 Dissertation Research

The University of Montana (quarter credits)Department of Sociology

SOC 302	<u>Social Stratification</u> (3)
SOC 304	<u>Population</u> (4)
SOC 305	<u>The Family</u> (5)
SOC 306	<u>Criminology</u> (5)
SOC 307	<u>Socialization</u> (3)
SOC 308	<u>Race and Ethnic Relations</u> (3)
SOC 309	<u>Introduction to Complex Organizations</u> (4)
SOC 310	<u>Development of Social Thought</u> (5)
SOC 311	<u>Juvenile Delinquency</u> (5)
SOC 312	<u>Urban Sociology</u> (4)
SOC 313	<u>Rural Sociology</u> (4)
SOC 314	<u>Field Observation</u> (3)
SOC 315	<u>Human Ecology</u> (3)
SOC 316	<u>Sociology of Education</u> (5)
SOC 317	<u>The Community</u> (3)
SOC 371	<u>Culture and Personality</u> (4)
SOC 400	<u>Problems in Social Organization</u> (Variable)
SOC 401	<u>Foundations of Modern Sociology</u> (5)
SOC 402	<u>Institutional Dynamics</u> (3)
SOC 404	<u>Collective Behavior</u> (3)
SOC 405	<u>Sociology of Work</u> (5)
SOC 406	<u>Medical Sociology</u> (5)
SOC 407-408 409	<u>Seminar</u> (2-5)
SOC 410	<u>Penology</u> (5)

SOC 411	<u>Personality and Social Structure</u> (3)
SOC 412	<u>The Criminal Justice System</u>
SOC 499	<u>Field Work Practicum</u> (Variable)
SOC 501	<u>Graduate Research</u> (Variable)
SOC 502	<u>Advanced Research Methods</u> (5)
SOC 503	<u>Sociological Statistics</u> (5)
SOC 504	<u>Social Change</u> (2-5)
SOC 506	<u>Advanced General Sociology</u> (4)
SOC 507-508 509	<u>Seminar</u> (Variable)
SOC 587-588 589	<u>Seminar in Urban Studies</u> (3)
SOC 599	<u>Field Work Practicum</u> (Variable)
SOC 607-608 609	<u>Seminar</u> (Variable)
SOC 612	<u>Issues in Sociological Theory</u> (3)
SOC 613	<u>Issues in Sociological Research</u> (3)

The University of Pennsylvania (course units)²

Department of Sociology

SOC 535	<u>Sociology of India and Pakistan: The Traditional Structure</u> (1 c.u.) An analysis of national and sub-cultural values and attitudes; the formation of personality; and the basic units of the social system--family caste, community, and ecological units.
---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

²1 course unit = 3 semester credits.

- SOC 536 Sociology of India and Pakistan: Complex Organization and Social Change (1 c.u.)
An analysis of the impact on the traditional structure of such forces as urbanization, industrialization, economic development, and modernization of values.
- SOC 540-541 Political Sociology (1 c.u.)
A review of the major theories of politics and overview of different political systems. The first semester will be devoted to problems of statics--existing forms and structures of political society. The second semester will deal with movements and processes of political change.
- SOC 601 Contemporary Sociological Theory I (1 c.u.)
A presentation of fundamental approaches to the critical analytic modes in the history of sociological theory.
- SOC 602 Contemporary Sociological Theory II (1 c.u.)
Analysis of the fundamental theoretical instruments in terms of their adequacy and relevance for use in empirical research areas of sociology.
- SOC 603 Social Organization (1 c.u.)
A systematic analysis of the character and forms of organized relations. Attention is given to problems of order, social change and conflict.
- SOC 605-606 Quantitative Methods in Sociology (1 c.u.)
Introduction to inferential statistics: theory, techniques and applications using materials with sociological content. Lectures and supervised problem solving in the statistical laboratory.
- SOC 607 Introduction to Demography (1 c.u.)
An overview of demography and its relation to other fields of inquiry. Special attention will be given to fertility, mortality, migration, and urbanization. Relationships between population and other social and economic factors will be considered.
- SOC 608 Proseminar in Demography (1 c.u.)
Introduction to research through preparation of reports and a project of supervised research.

- SOC 610 Prosèminar: Methods and Theory in Criminology
(1 c.u.)
Critical analysis of contemporary theoretical and empirical research in the sociology of the causation and treatment of crime and delinquency, with emphasis on the development of theoretical models, research design and techniques.
- SOC 611-612 Social Structure and Interpersonal Behavior
(1 c.u.)
Interactional dynamics in small groups and large-scale organizations. Some consequences of variations in social structure for personality development.
- SOC 613 Social Psychology (1 c.u.)
A survey of major areas of research in social psychology, including socialization, leadership, attitude congruence and change, primary group process, and the effects of social structure on individual behavior.
- SOC 614 Social Psychology of Conformity (1 c.u.)
An examination of theory and research into the processes of verbal and non-verbal compliance. Experimental studies and mathematical models will be emphasized.
- SOC 615 Theories of Religious Behavior (1 c.u.)
Classical social scientific theories of religious behavior such as those of James, Freud, Durkheim, Troeltsch and Weber will be reviewed in the light of the critical literature which has developed around each. Contemporary empirical sociological research in religion will be reviewed in relation to its theoretical context, the adequacy of its measures, character of data base and analysis of data.
- SOC 621-622 Mortality and Fertility (1 c.u.)
Socio-economic and biological factors in variations of mortality and fertility. Interrelations of mortality, fertility, and population structure. Determinants of population growth. Stable and quasi-stable population theory and fertility models. Basic data, their accuracy and adjustment.

- SOC 623 Principles of Sociology (1 c.u.)
The concepts, theories, and methods that form the core of the sociological perspective on human behavior.
- SOC 627-628 Problems of Microsociology (1 c.u.)
Analysis of theoretical models and related research on the structure and process of interaction in small social groups. The first term covers such topics as individual and group decision making, bargaining and exchange, coalition formation and communication. The second term covers group stability, role theory, deviance and control.
- SOC 634 The Community (1 c.u.)
The origin and development of communities, community types, organization and functions and their sociological significance.
- SOC 635 Social Disorganization (1 c.u.)
An examination of changes in social structure and forms of social organization as the setting for deviant behavior. The relation of social disorganization to social change.
- SOC 637-638 Introduction to Mathematical Sociology (1 c.u.)
Mathematical theories of social phenomena are discussed from the point of view of the mathematical techniques employed, the derivation of testable consequences and the fit between model and data. The first semester deals primarily with probabilistic models, the second with non-probabilistic models.
- SOC 641 Social Psychological Aspects of Deviance (1 c.u.)
An interdisciplinary approach to internalization of norms and values, guilt, and fear, punishment, aggression, conformity and deviance. Psychodynamic models of mental disorders.
- SOC 645 The Sociology of Crime and Delinquency (1 c.u.)
Analysis of the extent, distribution and character of crime and delinquency with emphasis on sociological theory and research on causation, prediction and prevention.

- SOC 647-648 Treatment of the Offender (1 c.u.)
A study of official agencies--police, courts, corrections--and their methods in dealing with offenders, with emphasis on aims and effectiveness. The first term deals with such non-institutional methods as capital and corporal punishment, probation and parole. The second term covers correctional institutions.
- SOC 649 Methods of Social Research I (1 c.u.)
An introduction to nonstatistical research procedures; research procedures; research design, methods of data collection, including the interview and questionnaire, sampling and the evaluation of research studies.
- SOC 652 Science and the Social Order (1 c.u.)
This semester will be devoted to examination of the relationship between Science and Technology, and of their effect upon each other. Special attention will be given to the work of Kuhn, and Elbul, Mannheim, Weber, and Aarendt. Individual research on specific topics will be expected.
- SOC 653 Sociology of Occupations (1 c.u.)
A comparative analysis of the social role of occupations differing in degree of professionalism, with attention to theories of work and occupational choice; an examination of the components of occupational systems, including recruitment, education, career patterns, and occupational associations; the impact of industry, bureaucracy, science and technology on occupational systems; cross-cultural research on manual occupations, white-collar, quasi-professional, and professional occupations.
- SOC 666 Sources of Demographic Data (1 c.u.)
Beginnings of Population Study; political arithmetic and its pioneers. History of census-taking; development of vital registration and other sources of demographic data. Survey of present status of demographic data sources in various parts of the world, with regard to types of data compiled, methods, and quality. Principal publications.

- SOC 671-672 Social and Economic Theories of Population
(1 c.u.)
Fall term: the development of population thought before 1800, with particular attention to mercantilist thought and the predecessors of Malthus. Spring term: population thought in classical economics and the development of modern population theory.
- SOC 677 International Migration (1 c.u.)
Survey of international migration studies. Topics include the history of world migration, economic and cultural aspects, governmental policies on immigration and emigration, and studies of immigrant ethnic groups. Examination of selected examples of research.
- SOC 681 Demographic Aspects of Manpower (1 c.u.)
Demographic, economic, and other factors affecting growth and structure of the labor force, employment, unemployment and underemployment. Variations of labor force participation rates and labor force structure in space and time, as related to economic development. Sources of data, problems and methods of analysis.
- SOC 682 Demographic, Economic, and Social Interrelations (1 c.u.)
Economic and social determinants of fertility, mortality, and migration. Effects of population variables on economic and social conditions. Demographic aspects of problems of economic and social development.
- SOC 683 Mathematical Demography (1 c.u.)
This course will be designed to acquaint students with the growing body of mathematical models in demography and their applications. Among others, models of contraception, conception, birth, mortality, migration, and population growth will be considered, with emphasis on substantive aspects.
- SOC 684 Advanced Techniques of Numerical Processing in Demography (1 c.u.)
Techniques and problems in the calibration of fertility, mortality, and migration schedules. Applications in demography of curve fitting, smoothing, interpolation and the assessment of errors inherent or introduced into demographic data.

- SOC 688 Criminal Law and Administration (1 c.u.)
Critique of definitions of principal crimes, considering the aims of punishment. Criminal procedures and administration and their adequacy in securing justice. Emphasis is placed on the contributions of major studies in the social sciences. This course is offered in the Law School.
- SOC 690 Interdisciplinary Intervention Systems (1 c.u.)
Problems of interdisciplinary research and treatment in mental health agencies; role negotiations among the members of the mental health team and between therapists and patients; concepts of therapeutic means and goals; evaluating success of interdisciplinary intervention.
- SOC 694 Political Sociology: Power (1 c.u.)
An examination of theories and forms of power; an attempt will be made to generate an adequate and contemporary definition of power.
- SOC 695 Political Sociology: Modernization (1 c.u.)
A review of major theories and empirical processes of modernization; special attention will be paid to the link between develop and developing countries.
- SOC 698 Population Policies (1 c.u.)
Types of policies relating to population growth, composition and spatial distribution that have been advocated or put into effect in different parts of the world. Problems and methods of research pertinent to the formulation and implementation of population policies and the evaluation of the effectiveness of policy measures.
- SOC 699 Social Change: Collective Behavior and Social Movements (1 c.u.)
The literature on the sources and natural histories of collective behavior sequences and social movements will be examined from the perspectives provided by the different major theories of social change.
- SOC 700 Theories of Change in Large Organizations (1 c.u.)
An examination of the positions of various schools of thought on the sources and processes of organizational change and the methods of making planned change.

- SOC 701-702 Seminar in Sociological Theory (1 c.u.)
Consideration of various topics and preparation of related research reports.
- SOC 703-704 Seminar in Social Organization (1 c.u.)
Consideration of various topics and preparation of related research reports.
- SOC 705-706 Advanced Methods Seminar (1 c.u.)
Translating theory into research. Analysis of selected quantitative studies. Emphasis on such special topics as research design, sampling, measurement, and the extraction of information from data.
- SOC 707-708 Seminar in Demographic Research (1 c.u.)
Consideration of problems in demographic research. Advanced training in research through preparation of a research project and seminar discussion of methods and findings.
- SOC 709-710 Seminar in Criminology (1 c.u.)
Individual research projects on crime and delinquency or punishment and corrections.
- SOC 727-728 Population Distribution, Migration and Urbanization (1 c.u.)
The process of urbanization and its relation to demographic differentiation and industrial development. Migration as a component of population growth and as an agent of redistribution. Migration differential: age, sex, family status, ethnic characteristics, labor force status, income, education, etc.
- SOC 733-734 Community and Ecology (2 c.u.)
Human ecology, urban structure, the urbanization process, historical development of community structures, the primate city, the rise of metropolitan areas, and related topics, considered with special attention to demographic aspects and emphasis on significant research. The focus varies from year to year.
- SOC 736 Seminar in Stratification (1 c.u.)
Stratification, comparative, historical social structures. Introduction to theories of authority, prestige and power and an exploration of new problems and theories which have been suggested by both the classic literature, modern scholarship, etc.

- SOC 755-756 Organization Theory and Research (1 c.u.)
The fall semester consists of a critical examination of various theories of organization, an analysis of recurrent organizational processes, and a review of empirical literature. The spring semester consists of a review of major research procedures and of a practicum; an opportunity for students, individually or collectively, to conduct field studies, sample surveys, laboratory experiments or field experiments on organizational problems.
- SOC 759 Comparative Social Systems (1 c.u.)
An examination of the meaning and utility of the comparative method for the study of complex social systems; an appraisal of theories of macrosociology; a review of efforts at developing data archives for studying pre-literate societies, legal systems, and public opinion; an analysis of problems of developing quantitative indicators of social systems and of analyzing aggregate data; an exploration of models for cross-cultural research.
- SOC 761-762 Seminar in the Sociology of Health and Welfare: Intervention Theory (1 c.u.)
Intervention systems in the health and welfare professions such as psychiatry, rehabilitation, and social welfare services are studied in a combination of seminar and field work. Designed to give the student an opportunity to specialize in the sociology of the family, of medicine, or of mental health.
- SOC 763-764 Seminar in the Social Factors in Chronic Illnesses (1 c.u.)
Individual research projects on social and ecological factors related to chronic diseases and their treatment; consideration of on-going research in these areas. The seminar is conducted in combination with field work in hospitals and research organizations.
- SOC 767-768 Seminar in Advanced Research Methods in Social Psychology (1 c.u.)
Students will familiarize themselves with an area of social psychological research (e.g. conformity, leadership, group cohesiveness) and conduct, under supervision, a replication of an important study in their area of choice.

- SOC 798-799 Seminar in Selected Sociological Problems
(1 c.u.)
Intensive investigation of selected topics in sociology.
- SOC 999 Independent Study and Research (1 c.u.)
Primarily for advanced students who work with individual instructor upon permission. Intended to go beyond existing graduate courses in the study of specific problems or theories or to provide work opportunities in areas not covered by existing courses.

The University of Southern California
(semester credits)³

School of Public Administration

- PA 403 Administrative Systems Analysis
Introduction to systems and organization analysis; overview of electronic systems; developing work units and standards; procedures analysis; management planning.
- PA 404 Statistics in Public Administration
Elementary statistical techniques; descriptive measures, contingency, association and correlation for qualitative and quantitative data; theory of sampling; means and proportion; theory of measurement and prediction.
- PA 405 The Administrator and Public Relations
Requisites of sound public relations programs in government agencies; techniques for selecting, preparing, and disseminating governmental issues; media; social, psychological, and political principles.
- PA 408 Governmental Administration Laboratory
Observation and analysis of administrative agencies of national, state, and local governments; visits to agencies; conferences with administrative officials; analysis of operating problems.

³All courses listed are 4 semester credits each unless otherwise noted.

- PA 409 Administrative Law
Functions of administrative tribunals; administrative procedure; notice and hearing; judicial review; regulatory administration; delegation of legislative power; safeguards against arbitrary action.
- PA 417 Development of Public Personnel Resources
Training needs; methods and terms; special training devices in supervisory and executive development, role playing, conference leader training, simulation exercises, management games, sensitivity training; evaluation; program building.
- PA 420 The Management of Local Government
Intensive examination of the problems faced by the local government executive; pressure stemming from the urban environment; research preparation and discussion of cases.
- PA 421 Government and Administration of Metropolitan Areas
Administration problems created by large urban areas comprising many political entities; suggested solutions; experience in Los Angeles area; current trends.
- PA 422 Public Works Administration
Planning and budgeting for public works; man-power requirements; fiscal administration; management of equipment; maintenance and construction; refuse and sewage disposal.
- PA 423 Disaster Control Administration
Planning, organization, and administration of federal, state, and local civil defense and disaster control programs; communications and relief problems; problems of coordination of community resources.
- PA 425 Law of Local Government
Legal doctrines relative to cities, counties, special districts; freeholders' and general charters; liabilities of municipal and quasi-municipal corporations; fire and police officials' rights, duties, and liabilities.
- PA 440 Administration of Criminal Justice
Law and procedure affecting handling of criminal offenders; overview of institutional systems involved in administration of justice; theories concerning cause and treatment of crime.

CONTINUED

6 OF 7

- PA 442 Police Administration and Operations
Organization and management of police agencies; police history; comparison of police systems; program analysis and study of police operations.
- PA 443 Public Order in a Free Society
An overview of problems associated with the maintenance of order in a free society; interdependencies among police, courts, corrections, and other public and private institutions.
- PA 444 Probation and Parole Administration (2)
Concepts underlying probation and parole work; organizational approaches to probation and parole, federal county, and city; prediction techniques; current research findings; management problems and functions.
- PA 445 Administration of Correctional Institutions
The correctional institution as a social system; federal, state and local penal systems; management problems and functions; specialized facilities; current research findings on institutional administration.
- PA 446 Administration of Police Juvenile Programs
Administrative techniques in the prevention and control of juvenile delinquency; role of the police in the juvenile justice system; coordination with courts and corrections agencies.
- PA 447 Conditioning Factors in Juvenile Delinquency
Personality factors; family, companionship, population, culture conflicts, economic status, physical environment, and community as factors; effects of law enforcement and treatment of offenders.
- PA 450 Fire Department Administration (2)
Department organization problems; records, reports; personnel regulations; budget making; laws, ordinances; water supply problems; underwriters' standards; fire education and prevention.
- PA 452 Fire Prevention Administration (2)
Organization, administration, and functions of the fire prevention bureau; records, planning and programing, personnel, public relations, legal problems, and overlapping jurisdictions.

- PA 460 Urban Administration and Social Change
Survey of social change and administrative processes. Examines change in urban areas focusing on the role of the administrator as change agent within organizations.
- PA 482 Comparative Public Administration
Methodology, theories, and models of comparison; functional processes of administration in developing and developed nations compared; role of bureaucracy in development and nation-building; ecology of administration.
- PA 485 Administrative Leadership and Behavior
Functions of the executive; the nature of authority and leadership; communication; conflicts between organization members and systems; human behavior in complex organizations; motivation; control.
- PA 486 Politics and Administration
Administrative relationships to the policy processes; influence of political and economic pressures on administrative policy determination; political behavior by administrators; case analysis.
- PA 495 Philosophy of Public Administration
History of administrative ideas; contemporary administrative theory; nature of and meaning of public service ethics in society; values as factors in administration; current issues.
- PA 500 Fundamentals of Public Administration
Concepts of the discipline; role of government in modern society; essentials of the management of public business; introduction to organizational theory, personnel, finance administration.
- PA 501 Public Administration Problems (2-4, maximum 8)
Investigations, reporting, and reviews of literature invariable subject matter relating to the administration of public functions.
- PA 503 Field Work (2-4, maximum 4)
Supervised study of management activities in governmental agencies.
- PA 505 Administrative Data Processing
Punch cards; integrated and electronic data processing; technological and other developments; equipment and methods; staff studies; potentialities and applications in government.

- PA 506 Advanced Systems and Operations Analysis
Systems analysis and systems approaches to major social and governmental problems; introduction to cost effectiveness and related economic analysis; theories and representative techniques of scientific, mathematical, and logical methods of decisioning, program planning, management and resource allocation; problems with application of techniques in government.
- PA 513 Problems in the Administration of Financial Resources
Alternative sources of public revenue; public credit; administrative aspects of budgetary planning and control; financial organizations; intergovernmental financial relationships.
- PA 516 Problems in the Administration of Personnel Resources
Evaluation of government personnel systems; classification, compensation, recruitment, examination, training, working conditions, incentives, performance ratings, and employee organizations in the public service.
- PA 517 Problems in the Development of Personnel Resources
Problems of training in government service; determining needs; planning; implementation; training techniques--role planning, simulation exercises, sensitivity training; evaluation.
- PA 520 Seminar in the Administration of Local Government
Intensive consideration of the functions of the municipal executive and his environment. Research preparation and discussion of cases.
- PA 530 Problems and Issues in the Health Field
Environmental health, chronic diseases, medical care programs, health insurance, communicable diseases, mental health, and health education; role of research; theory building.
- PA 531 Management of Health Services
Organizational characteristics of health agencies; management problems of program development, agency building, staffing, budgeting, and controlling; performance standards; research needs; interagency coordination.

- PA 532 Health Information Systems
Definitions (information, memory, system communication), technologies of documentation, data processing, retrieval and communication; role and characteristics of health information system; quality control; dynamic programming.
- PA 533 Organization of Health Services
Role of health service organizations in local, state, national, and international communities; problems of organization and administration; identification of goals; examination of functional areas of operation.
- PA 534 Seminar in Comparative Health Systems
Reviews historical and philosophical developments of health care activities; identifies various patterns of medical care practice and relates to changes in social, historical, cultural, and economic environments; examines changes in the role of health care, and influences on science and technology.
- PA 542 Seminar in Police Administration
Problems of national, state and local law enforcement; reports based on original investigation; reviews of recent books and periodical literature; topics of current interest.
- PA 545 Seminar in Correctional Administration
Problems in correctional administration; special institutional programs; group therapy, vocational training, therapeutic community; management implications of current research; experimental programs in probation and parole problems.
- PA 550 Public Buying
Scope and complexities of the procurement function in public organizations; buying techniques; budget aspects; value analysis; standardization; purchasing administration and the law; fixed price, cost plus fixed fee, and incentive contracting.
- PA 551 Governmental Managerial Accounting
Accounting as a management tool; accounting systems; basic concepts; budgets; statements. Designed for nonaccounting administrative personnel.

- PA 552 Public Personnel Classification and Compensation
Systems of position evaluation; job ranking, position classification, factor comparison, point evaluation; fact-finding techniques; installation and maintenance problems; salary plans; prevailing pay concepts; nonwage benefits; legal problems.
- PA 553 Public Personnel Selection
Study and evaluation of the process involved in the selection cycle; recruitment; testing methods and techniques; placement theory and methods; transfers and separation.
- PA 561 The Administration of Programs on Intergroup Conflict
Survey of the literature on prejudice, discrimination, and inter-group relations; urban cleavages and social change; conditions for functional group processes; coalition politics; and negotiation between groups.
- PA 563 The Community and the Administration Process
Examination of the link between the administrative, political, and community processes; community influences on policy formation and the public administrator.
- PA 565 The Administrator and Social Conflict
Examines literature of communication, administration, general semantics, and social conflict related to the process of social change; development of models to deal with social change.
- PA 567 Problems in Social Change and the Administrative Process
Individual and group research in social change and the community process; formulation of conceptual models through general semantics and social conflict theories of change.
- PA 575 Science, Technology, and Government
Impact of science/technology on governmental policy, processes, institutions; critical policy areas in science/technology; machinery for formulating science policy; governmental impact on science/technology.

- PA 577 Problems in Research and Development Administration
Research and Development laboratories as unique organizational environments. Organizational and managerial problems associated with laboratory administration. Analytical methods useful in problem-solving activities of R & D managers.
- PA 579 Behavioral Problems in Research and Development Management
Effects of Research and Development environments on interpersonal conflict, group orientations, interpersonal and group relations, behavioral change and adaptation, accommodating technically trained professional men in modern organizations.
- PA 582 The Processes of Change in Developing Societies
Nature of traditional and transitional societies; theories and practices of change; role of bureaucracy in development; problems of maintaining stability; foreign assistance to the development.
- PA 585 Seminar in Administrative Behavior
Concepts of administrative leadership; the organization and the individual; group dynamics; social and psychological aspects of organization and management.
- PA 591 Research in Complex Organizations
Philosophy of science; research theory and methodology in the social sciences; preparation of research designs, solving bibliographical problems.
- PA 595 Organization and Management Theory
Organization and management; the executive role; decision making; bureaucracy; authority and power; communication and control in organizational systems; tactics and strategies in effective management.
- PA 596 Seminar on the Community and the Administrative Process
Social stratification, the socioeconomic basis of community power, and external special interest group influences on policy formation and the public administrator.

- PA 598 Interdisciplinary Seminar for International Development
Interdisciplinary investigations of international development and change, including appropriate research methodology, disciplinary contributions, impact of interdisciplinary effort on individual disciplines, through study of specific problems.
- PA 613 Seminar in Financial Policy
Historical development and trends in public revenues and expenditures; political, economic, and administrative significance of decisions in the field of financial management.
- PA 616 Seminar in Public Personnel Policy
Determination of policy by legislature; civil service commissions; departmental practices; human resource development, trends, processes and problems of public management.
- PA 682 Seminar in Development Administration
The development process; planning; assistance; the role of administration in achieving development goals.
- PA 685 Advanced Seminar in Administrative Behavior
Organizing processes; decision-making, communication; leadership, behavioral models, and political and social behavior in organization.
- PA 691 Advanced Seminar in Research Theory
Philosophy and sociology of science; conceptual models; models of analysis, behavioral approaches; survey research project; individual research papers.
- PA 695 Seminar in Administrative Theory
Historical perspective and philosophical foundations of administration; conceptual systems; value assumptions; the role of government bureaucracies in the total society.
- PA 696 Seminar in Comparative Administrative Processes
Administration as a generic process involved in accomplishing human cooperative purposes; similarities and differences in business, religion, schools, voluntary organizations, government functions.

- PA 700 Seminar in Public Administration Curriculum
History and philosophy of professional education for public administration in the United States and other countries; curriculum design, syllabus development, teaching techniques, learning aids.
- PA 790 Research
Research leading to the doctorate. Maximum units which may be applied to the degree to be determined by the department.
- PA 794 Dissertation

APPENDIX B

(INSTRUMENT)

A SURVEY TO DETERMINE A CORE PROGRAM OF UNDERGRADUATE
STUDIES FOR THE PROFESSIONAL PREPARATION OF
LAW ENFORCEMENT PERSONNEL IN FOUR-YEAR
COLLEGES AND UNIVERSITIES

APPENDIX B

A SURVEY TO DETERMINE A CORE PROGRAM OF UNDERGRADUATE
STUDIES FOR THE PROFESSIONAL PREPARATION OF
LAW ENFORCEMENT PERSONNEL IN FOUR-YEAR
COLLEGES AND UNIVERSITIES

Is there a core of experiences that should be common to all law enforcement personnel, assigned general enforcement functions, regardless of later specialization: common to patrolmen, investigators, supervisors as well as administrators? The attached survey is designed to answer this question.

Core program areas are to be categorized as essential, desirable but not essential, or unimportant to law enforcement.

Before you begin the survey please make the following assumptions:

1. A core program of undergraduate studies for the professional preparation of law enforcement personnel in four-year colleges and universities is desirable.
2. This core program of undergraduate studies is necessary for the professional preparation of all law enforcement personnel, assigned general enforcement functions, regardless of later specialization.

The core program to be developed is predicated upon your philosophy concerning the functions of law enforcement.

(1) Therefore, it is extremely important that you follow the survey form in the order in which it is presented.

(2) It is also very important that you complete the survey in one sitting.

Please feel free to add any core program area to the survey form. Space for comments is provided at the end of the survey form.

A SURVEY TO DETERMINE A CORE PROGRAM OF UNDERGRADUATE STUDIES FOR THE PROFESSIONAL PREPARATION OF LAW ENFORCEMENT PERSONNEL IN FOUR-YEAR COLLEGE AND UNIVERSITIES

Directions: Following is a list of seventeen Core Program Areas. Please rate each program area by placing a check mark in the appropriate space to indicate whether you consider the core program area: (a) Essential to a core program of undergraduate studies for the professional preparation of law enforcement personnel in four-year colleges and universities, (b) Desirable but not essential, (c) Unimportant.

For each core program area rated Essential please indicate in the last column the amount of time, in semester hours, which you judge should be devoted to the area. Use class hours to indicate time less than a semester hour.

CORE PROGRAM AREAS:

1. Psychology, including developmental theories of personality and social factors in criminal and delinquent behavior, and legal, social, psychological and moral problems associated with aberrant behavior. 1.
2. Human relations skills, the role of police in community relations regarding tension and conflict with racial, religious, ethnic minorities and lower social classes. 2.
3. Principles of administration and decision-making, including the theory and practice of organization and fiscal management, selection and training of personnel. 3.

Essential	Desirable but not essential	Unimportant	Amount of time

APPENDIX C

NUMBER OF LAW ENFORCEMENT DEGREE PROGRAMS AVAILABLE IN
THE UNITED STATES AND OUTLYING AREAS

APPENDIX C

NUMBER OF LAW ENFORCEMENT DEGREE PROGRAMS AVAILABLE IN
THE UNITED STATES AND OUTLYING AREAS¹

State	Certificate	Associate	Baccalaureate	Masters	Doctorate	Number of Institutions
Alabama	2	10	9	2	0	15
Alaska	0	1	1	0	0	1
Arkansas	0	1	1	0	0	1
Arizona	0	9	2	0	0	9
California	3	78	14	10	2*	67
Colorado	0	5	2	0	0	5
Connecticut	0	8	1	1	0	6
Deleware	0	3	2	0	0	4
District of Columbia	0	4	1	1	0	2
Florida	2	46	7	3	1*	27
Georgia	2	16	4	1	0	12
Hawaii	0	2	0	0	0	2

¹This information obtained from galley proofs of The Law Enforcement Education Directory, 1972-1973, supplied to the author by the International Association of Chiefs of Police, June, 1972. Detailed information on each of the programs listed above can be found in the directory, which can be obtained from: The International Association of Chiefs of Police, 11 Firstfield Road, Gaithersberg, Maryland, after July 1, 1972.

*Denotes programs discussed in this study.

State	Certificate	Associate	Baccalaureate	Masters	Doctorate	Number of Institutions
Idaho	0	2	2	0	0	2
Illinois	5	16	5	1	0	19
Indiana	1	2	7	4	0	6
Iowa	0	7	1	0	0	5
Kansas	0	6	1	0	0	7
Kentucky	1	5	7	1	0	6
Louisiana	2	2	6	0	0	6
Maine	0	4	1	0	0	5
Maryland	2	12	6	1	1*	14
Massachusetts	0	13	7	0	0	18
Michigan	1	25	3	1	1*	23
Minnesota	0	10	6	1	0	13
Mississippi	1	5	5	1	0	7
Missouri	1	10	7	2	0	11
Montana	1	1	2	1	1*	3
Nebraska	0	0	2	0	0	2
Nevada	0	4	0	0	0	3
New Hampshire	0	2	1	0	0	2
New Jersey	1	12	5	0	0	15
New Mexico	0	2	3	0	0	2
New York	2	31	11	3	1*	30

State	Certificate	Associate	Baccalaureate	Masters	Doctorate	Number of Institutions
North Carolina	0	6	2	0	0	6
North Dakota	0	1	0	0	0	1
Ohio	0	16	5	1	0	14
Oklahoma	1	6	5	0	0	9
Oregon	1	12	4	0	0	9
Pennsylvania	1	17	6	1	1*	15
Rhode Island	0	2	2	0	0	2
South Carolina	1	5	1	0	0	5
South Dakota	0	1	4	0	0	1
Tennessee	0	5	7	0	0	8
Texas	0	28	23	3	1*	40
Utah	1	4	3	1	0	3
Vermont	0	5	2	0	0	2
Virginia	8	12	4	0	0	17
Washington	1	16	4	1	0	16
West Virginia	0	2	1	0	0	2
Wisconsin	1	7	3	0	0	9
Wyoming	0	4	2	0	0	4
Guam	0	1	1	0	0	1
Virgin Islands	0	1	0	0	0	1
Total	42	505	211	41	9	515



APPENDIX D
ABBREVIATIONS OF DOCTORAL DEGREES

APPENDIX D

ABBREVIATIONS OF DOCTORAL DEGREES

A.Mus.D.	Doctor of Musical Arts ¹
D. Arch.	Doctor of Architecture ²
D.B.A.	Doctor of Business Administration ²
D.C.	Doctor of Chiropractic ¹
D.C.L.	Doctor of Civil Law ³
D.C.S.	Doctor of Commercial Science ³
D.Comp.L.	Doctor of Comparative Law ²
D.D.	Doctor of Divinity ³
D.D.S.	Doctor of Dental Surgery ¹
D.Ed.	Doctor of Education ²
D.Eng.	Doctor of Engineering ²
D.Eng.Sc.	Doctor of Engineering Science ²
D.F.	Doctor of Forestry
D.F.A.	Doctor of Fine Arts ³
D.H.L.	Doctor of Hebrew Literature ¹
D.L.S.	Doctor of Library Science ¹
D.M.A.	Doctor of Musical Arts ¹
D.M.D.	Doctor of Dental Medicine ¹
D.M.L.	Doctor of Modern Languages ¹
D.M.S.	Doctor of Medieval Studies ¹
D.Mus.	Doctor of Music ²

1--Earned

2--Earned and honorary

3--Honorary.

D.Mus.A.	Doctor of Musical Arts ¹
D.Mus.Ed.	Doctor of Musical Education ¹
D.O.	Doctor of Osteopathy ¹
D.P.A.	Doctor of Public Administration ²
D.P.E.	Doctor of Physical Education ¹
D.P.H.	Doctor of Public Health ²
D.Phys.Ed.	Doctor of Physical Education ¹
D.R.E.	Doctor of Religious Education ²
D.S.C.	Doctor of Surgical Chiropody ²
D.S.M.	Doctor of Sacred Music ²
D.S.S.	Doctor of Social Science ¹
D.S.W.	Doctor of Social Work ¹
D.Sc.	Doctor of Science ²
D.V.M.	Doctor of Veterinary Medicine ¹
Ed.D.	Doctor of Education ²
Ed.R.D.	Doctor of Religious Education
Eng.D.	Doctor of Engineering ²
Eng.Sc.D.	Doctor of Science in Engineering ²
J.C.D.	Doctor of Canon Law ²
J.D.	Doctor of Jurisprudence ²
J.S.D.	Doctor of the Science of Law ¹
L.H.D.	Doctor of Humane Letters ³
Lit.D.	Doctor of Literature ³
Litt.D.	Doctor of Letters ³
LL.D.	Doctor of Laws ³
M.D.	Doctor of Medicine ¹
Med.Sc.D.	Doctor of Medical Science ²

Mus.D.	Doctor of Music ²
O.D.	Doctor of Optometry ¹
Pd.D.	Doctor of Pedagogy ³
Ph.D.	Doctor of Philosophy ¹
Pharm.D.	Doctor of Pharmacy ²
Sc.D.	Doctor of Science ²
S.J.D.	Doctor of the Science of Law ²
S.M.D.	Doctor of Sacred Music ²
S.T.D.	Doctor of Sacred Theology ²
Th.D.	Doctor of Theology ¹

END

7. 10/15/1960