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DEGREE LAW ENFORCEMENT CURRICULA IN THE  
PUBLIC COMMUNITY AND JUNIOR  
COLLEGES OF MICHIGAN

By

William Joseph Yankee

A THESIS

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## **ABSTRACT**

### **A DESCRIPTION AND EVALUATION OF THE ASSOCIATE DEGREE LAW ENFORCEMENT CURRICULA IN THE PUBLIC COMMUNITY AND JUNIOR COLLEGES OF MICHIGAN**

**By**

**William Joseph Yankee**

The purpose of the study was twofold: (1) to describe the associate degree law enforcement curricula in the public junior and community colleges in the State of Michigan, and (2) to determine the extent which the associate degree curricula of Michigan junior and community colleges are congruent with selected dimensions of the associate degree curriculum recommended in the American Association of Junior Colleges' Law Enforcement Program Guidelines.

Thirteen descriptive questions were formulated pertaining to curricula variables, such as, how many curricula exist or are planned, a chronology of their implementation, their distribution throughout the State, titles of the curricula, administrative units responsible, degree granted, range of required courses, number and qualifications of full-time and part-time faculty, teaching loads, number of students enrolled, and the number of graduates expected in 1970.

Five evaluation questions were formulated to determine the extent to which five curriculum dimensions were congruent with the curriculum dimensions recommended in the American Association of Junior Colleges' Law Enforcement Program Guidelines; namely, (1) objectives, (2) advisory committee composition, (3) curriculum course requirements, (4) faculty qualifications, and (5) learning resource materials.

A survey of all (29) Michigan public junior and community colleges was conducted using a standard interview questionnaire designed to collect data to answer the questions posed. The data were organized and tabulated to provide a collective profile and description of the law enforcement curricula as they presently exist. A Curriculum Evaluation System was devised by identifying the component elements and the "ideal standard" in each of the dimensions listed above as recommended by the American Association of Junior Colleges' Law Enforcement Program Guidelines. Appropriate scales for determining component congruency scores were devised, dimension congruency scores for each college were computed, and a percentage of congruency for each dimension was reported.

Ten descriptive conclusions were drawn: that there are 21 implemented programs, and that there is one planned for fall 1970, and one for fall 1972; that 13 of the 22 were implemented since 1968; that five different titles are used to describe the curricula; that 18 of the curricula are located in the southern part of the State, with 12 in the southeast, six in the southwest, two in each of the two northern sections,

and none in the Upper Peninsula; that four different types of administrative units are responsible for the programs; that there are 48 apparently different courses offered, and that each of these is required in one or more of the 22 curricula, with only one course (English) required in all curricula, whereas 22 courses are required in only five curricula; that there are 14 full-time faculty in 11 curricula, with an average academic preparation of less than a masters degree, an average of 13.6 years' field experience, 5.2 years' average in teaching experience, and an average teaching load of 13.4 credit hours; that 47 (77%) of the faculty are part-time, with an average of less than a masters degree, 11.7 average years' field experience, 1.5 average years' teaching experience, and that they are teaching an average load of 3.7 credit hours and 49% of the courses offered; and, that there were an estimated 2,296 students enrolled, 67% of whom were part-time students, but full-time policemen.

Six evaluative conclusions were drawn: that the overall percentage of congruency, between the objectives of the law enforcement curricula and the recommended curriculum objectives in the AAJCLEPG, was 45%; that the overall percentage of congruency, between the professional background composition of the law enforcement advisory committees and the AAJCLEPG recommended advisory committee composition, was 36%; that the overall percentage of congruency between the courses required in the curriculum recommended in the AAJCLEPG and the

corresponding courses required in the 22 curricula, was 63%; that the overall percentage of congruency, between faculty qualifications as recommended by the AAJCLEPG and the total faculty (61) qualifications, was 62%; that the overall percentage of congruency, between the learning resource materials recommended by the AAJCLEPG and the corresponding materials subscribed to by the 22 colleges, was 32%; that 10 colleges rated High on curriculum objectives and 12 Low; 3 colleges rated High, 7 Average and 12 Low on advisory committee composition; on curriculum 10 colleges rated High, 4 Average and 8 Low; on faculty qualifications 5 colleges rated High, 10 Average, and 7 Low; and on learning resource materials 5 colleges rated High, 7 Average and 10 Low.

Nine general conclusions were drawn: that the evidence from the study tends to support Dressel's theory that distinctions between general education and vocational education tend to proliferate courses, produce insufficient attention to instruction, and create variations in requirements among colleges; that law enforcement curricula implemented since 1968 paid little attention to or for some reason ignored the AAJCLEPG; that the AAJCLEPG are in need of revision; that the curricula are adequately distributed in the lower peninsula; that a four-year curriculum should be implemented at Northern Michigan University; that the curricula in the southeast section of the State should be expanded and strengthened; that no further associate degree curricula should be

established; that the academic preparation and teaching experience of the law enforcement faculty is low and their field experience high; that the overall congruency between the 22 curricula and the AAJCLEPG is low; and, that a "teaching methods" course should be established for all part-time faculty.

## ACKNOWLEDGMENTS

The writer wishes to thank the many people who made this study possible. Special thanks must go to Dr. Max Raines, Chairman of the Guidance Committee and Professor Russell Kleis, a committee member, whose critical questioning in the initial stages precipitated the curriculum evaluation method established in this study. To these colleagues and Dr. Edward Blackman, and Professor Louis Radalet, the writer is indebted for the liberal advice and counsel given. Special thanks must also be extended to Dr. Gunder Myran who, in the final stages of the study, consented to accept the committee responsibilities of Dr. Edward Blackman whose unfortunate illness prevented his continued participation.

The valuable suggestions, assistance and advice of Dr. Lawrence Lezotte must also be acknowledged with a special thanks.

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## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	ii
LIST OF TABLES . . . . .	v
LIST OF APPENDICES . . . . .	viii
Chapter	
I. THE PROBLEM . . . . .	1
Need for the Study . . . . .	4
Overview of Crime and the Need for Police	
Education . . . . .	4
Commitment to Higher Education for	
Policemen . . . . .	6
Rapid Development of Law Enforcement	
Program . . . . .	9
Curricula Concerns . . . . .	12
Faculty Concerns . . . . .	17
Haphazard Development . . . . .	21
The Problem . . . . .	25
Purpose . . . . .	26
Assumptions . . . . .	27
Descriptive Questions . . . . .	27
Evaluative Dimensions . . . . .	29
Delimitations . . . . .	30
Definitions . . . . .	30
Overview . . . . .	32
Chapter II . . . . .	32
Chapter III . . . . .	32
Chapter IV . . . . .	33
Chapter V . . . . .	33
II. REVIEW OF THE LITERATURE AND RESEARCH . . . . .	34
General Curriculum Studies . . . . .	34
Law Enforcement Curricula Studies . . . . .	40
Junior College Faculty Studies . . . . .	52
Law Enforcement Faculty Studies . . . . .	55
Discussion of Previous Research . . . . .	55
Summary . . . . .	61

Chapter	Page
III. METHODS AND PROCEDURES. . . . .	64
Colleges Studied . . . . .	64
Instruments. . . . .	66
Questionnaire . . . . .	66
Learning Resources Questionnaire . . . . .	67
Guidelines . . . . .	67
Materials . . . . .	67
Curriculum Evaluation System . . . . .	67
Design . . . . .	68
Preparation and Treatment of Descriptive Data. . . . .	68
Preparation and Treatment of Evaluative Dimensions. . . . .	73
Summary . . . . .	83
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	87
Questions . . . . .	87
Evaluative Dimensions . . . . .	104
Summary . . . . .	117
V. SUMMARY AND CONCLUSIONS . . . . .	122
Summary . . . . .	122
Descriptive Conclusions . . . . .	124
Evaluative Conclusions . . . . .	128
General Conclusions and Discussion . . . . .	130
Recommendations . . . . .	142
Implications for Future Research. . . . .	144
Unanswered Questions . . . . .	144
Methodology and Limitations. . . . .	145
BIBLIOGRAPHY. . . . .	147
APPENDICES . . . . .	154

## LIST OF TABLES

Table	Page
2.1. A Curriculum Model . . . . .	37
2.2. Summary of the First Law Enforcement Curriculum - San Jose College. . . . .	41
2.3. Suggested Two-Year Law Enforcement Curriculum - Gammage. . . . .	43
2.4. Suggested Two-Year Law Enforcement Curriculum - Rutherford. . . . .	45
2.5. Suggested Two-Year Law Enforcement Curriculum - Vaupel . . . . .	47
2.6. Suggested Two-Year Law Enforcement Curriculum Recommended by the American Association of Junior Colleges' Law Enforcement Program Guidelines . . . . .	49
2.7. Core Program Areas Termed Essential and Recommended by Expert Panel . . . . .	51
2.8. Per Cent of Instructors in Public Junior Colleges for the Years Designated Who Have the Doctor's, Master's, Bachelor's and No Degrees for Their Highest Degree. . . . .	54
2.9. General Education and Related Course Requirements and Credit Hours Recommended in Reviewed Two-Year Law Enforcement Curricula . . . . .	57
2.10. General Law Enforcement Course Requirements and Credit Hours Recommended by Selected Curricula . . . . .	58
2.11. A Comparison of Marsh's Curriculum Essentials and AAJCLEPG Courses . . . . .	60
3.1. Public Junior and Community Colleges in the State of Michigan and Their Location . . . . .	65

3.2.	Criteria for Rating Each College for Congruency with the AAJCLEPG on Five Different Dimensions. . . . .	84
4.1.	Public Junior and Community Colleges, the Identification of Those with, or a Planned Law Enforcement Curriculum, the Date of Implementation and the Sectional Location in the State . . . . .	88
4.2.	Accumulative Development of Law Enforcement Curricula by Years of Implementation in Relation to the Passage of Federal Law Enforcement Acts . . . . .	89
4.3.	Distribution of Junior and Community Colleges with Law Enforcement Curricula by Sections of the State and the Ratio of Law Enforcement Curricula to the Distribution of Population and Policemen . . . . .	91
4.4.	Summary of Law Enforcement Curricula Titles.	92
4.5.	Classification of Administrative Units Responsible for Law Enforcement by Institutions . . . . .	93
4.6.	Classification of Law Enforcement Associate Degrees Granted by Colleges . . . . .	95
4.7.	Range of Categories of Courses Required in 22 Law Enforcement Curricula, Classified by Description by Five Judges . . . . .	96
4.8.	Academic Preparation, Field Experience, and Teaching Loads of the Full-time Law Enforcement Faculty by Individuals and Colleges . . . . .	98
4.9.	Academic Preparation, Field Experience and Teaching Loads of the Part-time Law Enforcement Faculty by Individuals and Colleges. . . . .	99
4.10.	Comparison of Full-time Faculty and Part-time Faculty on Academic Preparation, Field Experience and Teaching Experience . . . . .	101

## TABLE

Page

4.11.	A Summary of Teaching Loads and Sections Covered by Full-time and Part-time Faculty, Winter, 1970 . . . . .	103
4.12.	Students Enrolled in Law Enforcement Curricula by Colleges . . . . .	105
4.13.	Opinions on the Adequacy of the Abstracted Objective of the AAJCLEPG Statements . . . . .	106
4.14.	Opinions on the Agreement of the Stated Objectives of Law Enforcement Curricula of Each College with the AAJCLEPG Objectives and Agreement Scores . . . . .	107
4.15.	A Compilation of Congruency Scores Between Michigan Junior and Community College Advisory Committees Professional Composition and the AAJCLEPG Recommended Professional Composition . . . . .	109
4.16.	A Compilation and Summary of Congruency Scores Between the Courses Required in the Michigan Junior and Community College Law Enforcement Curricula and the Recommended Courses Required in the AAJCLEPG . . . . .	111
4.17.	A Compilation and Summary of Congruency Scores Between the Faculty Qualification Components Recommended by the AAJCLEPG and the Law Enforcement Faculty of the Junior and Community Colleges of Michigan . . . . .	113
4.18.	A Compilation and Summary of Congruency Scores Between the Journals and Publications Subscribed to by the Michigan Community and Junior Colleges and the Recommended Journals and Publications in the AAJCLEPG. . . . .	114
4.19.	Congruency Ratings, H (High), A (Average), or L (Low) on Five Selected Dimensions Between Individual Colleges and the AAJCLEPG Recommendations . . . . .	116
4.20.	Congruency Rating Profiles of Two Colleges on Five Selected AAJCLEPG Curriculum Dimensions . . . . .	117

## CHAPTER I

### THE PROBLEM

The need to expand the concern of higher education for law enforcement officers has never been more critical. Never before has there been such a mixture of social systems and sub-systems controlled by so many ambiguous and complicated local, state and federal laws. It is the responsibility of the law enforcement officer to enforce these laws. The first step in this enforcement, the arrest, initiates the action of a complex and cumbersome system of criminal jurisprudence. The decision to make, or not to make, an arrest, along with many other police responsibilities, is endowed with a frightening amount of descretionary power. The use of this power within the restraining intent of the Bill of Rights, is a delicate, precarious and comprehensive intellectual task. It doesn't seem logical that this function should be left in the hands of individuals whose observation and understanding of this world is informed by no more than the eighth, tenth, or twelfth grade of schooling.

Over the past decade or so, lawlessness has become a national concern. The crime rates have continued to climb year after year. Rapid changes in social conditions and moral philosophies, minority demands for equality precipitating

sit-ins and riots, Supreme Court decisions broadening the interpretations of constitutional rights, and political campaigns based on law and order themes have all played a part in arousing anxiety and feelings of conflict in citizens and law enforcement officials alike.

The above conditions have, on numerous occasions, created situations of severe and prolonged confrontation between the police and certain segments of the citizenry. The action, often occurring under the scrutiny of national TV, has produced waves of criticism or praise. Regardless of the nature or merit of the criticism or praise, situations and confrontations have revealed many of the problems and weaknesses of law enforcement officers.

For some people, the answer to what appears to be unchecked crime, riots, sit-ins, and other forms of lawlessness is simply tougher law enforcement. Unshackle the hands of the police; pass legislation that will liberalize powers of arrest, search and seizure authority, stop and frisk and anti-knock-knock laws, and provide stiffer penalties for all violations of the law are frequently heard emotionally toned sentiments.

Others, however, take a more global view, and perceive police shortcomings existing within, and as but one element of, a total concept of criminal jurisprudence. This position is clearly indicated in the following statement:

The fact is . . . that even under the most favorable circumstances the ability of the police to act

against crime is limited. The police did not create and cannot resolve the social conditions that stimulate crime. They did not start and cannot stop the convulsive social changes that are taking place in America. They do not enact the laws that they are required to enforce, nor do they dispose of the criminals they arrest. The police are only one part of the criminal justice system; the criminal justice system is only one part of the government; and the government is only one part of society.<sup>1</sup>

Although the police-citizenry-jurisprudence represent but one element in the myrial of problems, police are nevertheless a very significant element; and, as the Report by the President's Commission on Law Enforcement and the Administration of Justice put it,

Widespread improvement in the strength and caliber of police manpower, supported by a radical revision of personnel practices, are the basic essentials for achieving more effective and fairer law enforcement.<sup>2</sup>

The Commission's recommended means for improving the strength and caliber of police manpower are centered upon improving training programs and raising educational requirements to college levels.<sup>3</sup> The goal, ultimately, " . . . is that all personnel with general law enforcement powers . . . ."<sup>4</sup> have at least a baccalaureate degree.

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<sup>1</sup>The report of the President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: The Police, (Washington, D.C.: U.S. Printing Office, 1967), p.1.

<sup>2</sup>A report by the President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society, (New York: E. P. Dutton & Co., Inc., 1968), p. 653.

<sup>3</sup>Ibid.

<sup>4</sup>Task Force Report: The Police, op. cit., p. 126.



## Need For The Study

### Increasing Incidence of Crime and the Need for Police Education

Between 1963 and 1967,<sup>5</sup> the national crime rate increased about 58%, whereas the population rate increased by about 6%.<sup>6</sup> Violent crimes such as murder, forcible rape, robbery, and aggravated assault increased around 50%, whereas offenses such as burglary, larceny \$50 and over, and auto theft increased 60%.<sup>7</sup> During this same period, there was a 30% increase in arrests, a 20% increase in crimes cleared; but, a 30% decrease in clearance rate.<sup>8</sup> In Michigan, during the same period, the crime rate increased 98.4%,<sup>9</sup> whereas the clearance rate dropped 5.3%, from 25.6% in 1963 to 20.3% in 1967.<sup>10</sup> Since 1967, the State and national crime rates have continued to rise with no appreciable change in the clearance rate.

Although the clearance rate is only a crude indicator of police effectiveness, the fact that for years over

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<sup>5</sup>Dates selected to correlate with Michigan State Police compilation.

<sup>6</sup>Uniform Crime Reports for the United States, (Washington, D.C.: U.S. Department of Justice, 1968), Chart No. 1, p. 2.

<sup>7</sup>Ibid., Chart No. 3, p. 3.

<sup>8</sup>Ibid., Chart No. 18, p. 32.

<sup>9</sup>Michigan Law Enforcement Officials' Report on Crime, 1967, compiled by Michigan State Police, East Lansing, Michigan, 1968, p. 8.

<sup>10</sup>Ibid., Table No. 6, p. 13.

three-fourths of the reported serious crimes have not been cleared by an arrest suggests that there are other inherent problems aside from the incidence of crime itself. The effectiveness of the police must certainly be questioned.

Many authorities, but not all by any means, agree with Turner's position that:

Only by a massive proselytization of an entirely new breed of police officer, and by a drastic restructuring of the system in which he will work, can American law enforcement solve the crisis now confronting it.<sup>11</sup>

To Turner, the new breed of police officer will be an educated officer. Education as he sees it, is indispensable to the officer that is needed in today's world. It is his opinion that education will diminish authoritarianism, broaden the outlook of the officer, and elicit self-discipline and reasoned thinking.<sup>12</sup>

The significance of the need for education is more apparent when the educational level of police officers in the United States is reviewed. In 1950, the median of school years completed for all officers in the United States was 11.7%. Even more revealing, however, is the fact that 10% had less than eight years of education, 18% had completed only the eighth grade, 25% had one to three years of high

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<sup>11</sup>William W. Turner, The Police Establishment (New York: G. P. Putnam's Sons, 1968), p. 302.

<sup>12</sup>Ibid., p. 308.

school, 34% had completed high school, 9% had one to three years of college, and 3% had four or more years of college.<sup>13</sup>

In a 1964 study by the International Association of Chiefs of Police, it was learned that 30.3% of the officers surveyed had taken one or more college courses, and only 7.3% held a college degree.<sup>14</sup> In the same study, it was found that at the administrative level only 33.6% had attended college at all, of which 9.2% had one or more degrees.<sup>15</sup> This fact suggests an increase of 4.3% in college graduates in police service over a 14 years period.

#### Commitment to Higher Education for Policemen

In 1965, the Commission on Law Enforcement and Administration of Justice was created by the President to examine existing operations and methods of police, court, and correctional institutions, and to make appropriate recommendations for improvement in operations and procedures for the control of crime.<sup>16</sup> In February of 1967, the Commission issued its

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<sup>13</sup> 1950 United States Census of Population, U.S. Department of Commerce, Bureau of Census Special Report, P.E., Table II, pp. 81-120 and No. 18, Table 10, pp. 18-113.

<sup>14</sup> Turner, op. cit., p. 308.

<sup>15</sup> Ibid., p. 313.

<sup>16</sup> Paul B. Weston and Kenneth M. Wells, The Administration of Justice (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967), p. 19.

report<sup>17</sup> which included extensive findings and recommendations pertaining to problems facing the nation's entire system of criminal jurisprudence. Supporting materials to the general report were published in the same year under nine different Task Force Report headings. One of these reports, The Police, is an elaboration of the findings as they specifically relate to the problems of the police.<sup>18</sup>

Immediately following the publications of these reports, significant civil disorders, for the second straight summer, erupted. On July 28, 1967, the President established another commission, The National Advisory Commission on Civil Disorders, to investigate and recommend solutions.<sup>19</sup> Chapter 11 of the new commission's report is devoted to recommendations for improving the operations and procedures of police systems.

Subsequent to and undoubtedly stimulated by these two major investigations, the Omnibus Crime Control and Safe Streets Act of 1968<sup>20</sup> was enacted by Congress. An analysis

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<sup>17</sup> Report of the President's Commission on Law Enforcement and the Administration of Justice, The Challenge of Crime in a Free Society, (Washington, D.C.: U. S. Government Printing Office, 1967).

<sup>18</sup> Task Force Report: The Police, op. cit.

<sup>19</sup> U. S. Riot Commission Report, Report of the National Advisory Commission on Civil Disorders (New York: Bantam Publishing Co., 1968), p. 1.

<sup>20</sup> Omnibus Crime Control and Safe Streets Act of 1968, Public Law 90-351, June 19, 1968.

of the Act clearly suggests that it was designed to provide organization and finances to implement many of the recommendations made by the two Commission reports.

More specifically, Title I, Part D, Section 406 of the Omnibus Crime Control and Safe Streets Act of 1968<sup>21</sup> provides the authorization to implement the educational intent of the Act. In general, it is the expressed goal of the Office of Academic Assistance to elevate law enforcement through education and professionalization.<sup>22</sup>

Michigan, like all other states, has been organizing and planning to make its appropriate contribution in implementing the Federal Act to improve law enforcement procedures and methods and to elevate its law enforcement personnel through training and education. On November 27, 1968, Governor Romney appointed the Michigan Commission on Law Enforcement and Criminal Justice.<sup>23</sup> The purposes of the Commission are to set policy under federal guidelines and to approve funds for local action programs. Local action grants may be allowed under seven categories of assistance. Five of the seven require that the funds be directly or indirectly used for the training and/or education of law enforcement

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<sup>21</sup>See Appendix A for text of Title I, Part D, Section 406.

<sup>22</sup>Ibid., p. 2.

<sup>23</sup>Robert H. Scott, Michigan Municipal Review, "Michigan Responds to the Crime Control Act", Vol. XLII, No. 3 (Ann Arbor: The Michigan Municipal League, 1969), pp. 52.54.

personnel.<sup>24</sup> The commitment to law enforcement education, nationally and in Michigan, seems well established.

#### Rapid Development of Law Enforcement Programs

Since 1930, when State College, San Jose, California, began the first undergraduate curriculum for prospective policement,<sup>25</sup> over 234 colleges and universities have implemented over 261 academic law enforcement curricula leading to associate, baccalaureate, masters, or doctorate degrees.<sup>26</sup> Of the 234 programs offered during the 1968-69 academic year, 199 were associate degree curricula, most of which were offered in community and junior colleges. The accelerated growth of associate degree curriculums in recent years is reflected by the fact that there were only 26 associate degree programs in 1958;<sup>27</sup> 152 in 1965-66,<sup>28</sup> and 199 in

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<sup>24</sup>Law Enforcement Education Program Manual, 1969, Office of Academic Assistance, Law Enforcement Assistance Administration (Washington, D.C.: U. S. Department of Justice), p. 2.

<sup>25</sup>George H. Brereton, "The Importance of Training and Education in the Professionalization of Law Enforcement", Journal of Criminal Law, Criminology and Police Science, Vol. 52, No. 1, May-June 1961, p. 114.

<sup>26</sup>Law Enforcement Education Directory; 1968-69 (Washington, D.C.: Association of Chiefs of Police, 1968), p. 2.

<sup>27</sup>A. C. Germann, "Law Enforcement Programs in Institutions of Higher Learning", American Association of University Professors' Bulletin, Vol. 44, September, 1958, p. 612.

<sup>28</sup>Police Science Programs, (Washington, D.C.: International Association of Chiefs of Police, 1967), p. 2.

1968-69. On an average, 14 curricula per year were established between 1965 and 1968.

In Michigan, seven associate, two baccalaureate, and one masters degree programs were offered in 1965-66.<sup>29</sup> In 1968-69, there were eight associate programs, whereas the number of baccalaureate and masters programs remained the same.<sup>30</sup> However, according to the Michigan Bureau of Education, nine additional associate programs are being planned for fall 1970 implementation.<sup>31</sup>

This phenomenal growth in law enforcement programs at the junior and community college level has been stimulated by a variety of factors. Almost incessantly since Vollmer succeeded in getting the University of California to offer a course in police administration during the summer session of 1916,<sup>32</sup> police administration authorities have been advocating training and higher education for police officers. In the early 1950's, California passed a Law Enforcement Training Act to provide minimum training for police officers

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<sup>29</sup> Ibid.

<sup>30</sup> Law Enforcement Education Directory, 1968-69, op. cit.,  
p. 2.

<sup>31</sup> Personal conversation with Gerald Beckwith, Director of Program Planning, State Department of Education, Prudden Building, Lansing, Michigan, January 29, 1970.

<sup>32</sup> Institute for Training in Municipal Administration, Municipal Police Administration (Chicago, Ill.: The International City Managers Association, 1954), p. 210.

throughout the State.<sup>33</sup> The costs were financed by providing that a percentage of fine money from certain classes of crimes be allocated for training purposes. This Act was undoubtedly the major impetus to the growth of law enforcement programs in California. In 1958, over half of the 26 curricula existing in the United States were in that state.<sup>34</sup>

After several years of debate, the Michigan Legislature passed Public Act 203 of 1965 which authorized the development of the Michigan Law Enforcement Officers Training Council. As in California, the purpose of the Council was to develop recruitment, selection, and training criteria in order to assure a continual growth of law enforcement for the State.<sup>35</sup> To date, the Council has certified 22 police training schools in the State.

In September 1965, Congress enacted the Law Enforcement Assistance Act of 1965 (L.E.A.A.).

To provide assistance in training State and local law enforcement officers and other personnel, and in improving capabilities, techniques and practices in State and local law enforcement and prevention and control of crime, and for other purposes.<sup>36</sup>

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<sup>33</sup>Gene S. Muehleisen, "Standards and Training for Police Officers", Commission on Peace Officer Standards and Training, State of California, March, 1965, pp. 11-23.

<sup>34</sup>Germann, 1958, op. cit., p. 613.

<sup>35</sup>Law Enforcement Officers' Training Council, 1969 Annual Report, Department of State Police (Lansing, Michigan: State of Michigan).

<sup>36</sup>Law Enforcement Act of 1965, P.L. 89-197, LEAA, September 22, 1965, p. 1.



The California Act, the Michigan Act, and the Federal LEAA were all designed to provide and expand basic training for police officers. The net effect resulted in an attention to and a desire for training and education from within police ranks.

The LEAA of 1965 was followed by the Omnibus Crime Control and Safe Streets Act of 1968, which, in addition to other matters as indicated previously, provided scholarship and loan funds for in-service and pre-service students pursuing an education in law enforcement at the college level.

All of these factors and undoubtedly many others have served as stimulants in expanding the development of law enforcement curricula in the junior and community colleges of Michigan from seven in 1965 to an estimated 17 to 21 in 1970.

### Curriculum Concerns

As these curricula emerged over the years, the emphasis in the literature previously limited to urging the development of college level programs, shifted to include a concern with the content and standardization of the curricula offered.

As early as 1953, Gourley recognized that law enforcement programs in the colleges and universities had assumed a variety of patterns. Most programs, he observed, were designed to supplement basic, advanced and specialist training

offered in the local police academies. However, some seemed designed to supplant the academy entirely.<sup>37</sup>

In 1956, Day, also recognizing the various patterns that had emerged, was emphatic in stating "standardization must be evolved in the police curriculums of higher education."<sup>38</sup> In 1958, faculty members in law enforcement at Indiana University settled on a core curriculum and implemented it that year.<sup>39</sup> In their opinion, the growth of law enforcement programs was plagued by the lack " . . . of any definite agreement among institutions on what curriculum such a program should offer."<sup>40</sup>

After reviewing a number of existing curricula, Germann, another recognized authority in the field of higher education for law enforcement, concluded:

. . . we have not progressed yet to the stage of standardized curricula. The careless development of curricula has resulted in manifestations prejudicial to professional development. The lack of

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<sup>37</sup>G. Douglas Gourley, "In-service Training of Policemen by Universities and Colleges", Journal of Criminal Law, Criminology, and Police Science, Vol. 44, 1953-54, pp. 229-238.

<sup>38</sup>Frank Day, "Police Administration Training", Journal of Criminal Law, Criminology and Police Science, Vol. 47, 1956-57, pp. 253-259.

<sup>39</sup>Richard A. Myren, "A Core Curriculum for Undergraduate Academic Police Training", Journal of Criminal Law, Criminology and Police Science, Vol. 49, No. 5, January-February, 1959, pp. 507-509.

<sup>40</sup>Ibid., p. 507.

standardized course titles, course descriptions, and course syllabi have resulted in general disorganization . . .<sup>41</sup>

Not all authorities agree that the lack of standardized curricula has retarded the academic development of law enforcement education. LeGrande, unlike the others, insists that standardization would stifle needed experimentation and beneficial change, in the relatively new academic discipline.<sup>42</sup>

The President's Commission, recognizing the various patterns of curricula and the lack of consensus as to what a core program should be, recommended that the emphasis should be placed on courses in the social sciences until a better solution is found.<sup>43</sup>

In a nation-wide study of law enforcement curricula at four-year institutions, Fabian found " . . . a substantial segment of a core curriculum already constructed and common to practically all institutions."<sup>44</sup> This common core, however, consisted primarily of courses in general education and was related to college-degree and university-degree requirements for graduation.

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<sup>41</sup>A. C. Germann, "Scientific Training for Cops?", Journal of Criminal Law, Criminology and Police Science, Vol. 50, No. 2, July-August, 1959, p. 208.

<sup>42</sup>J. L. LeGrande, "Two-year and Four-year Law Enforcement Education Programs", Police, Vol. 12, No. 6, July-August, 1968, p. 59.

<sup>43</sup>Task Force Report: The Police, op. cit., p. 128.

<sup>44</sup>Felix M. Fabian, "The Evolvment of Pre-Service Law Enforcement Education at the College and University Level", (unpublished Doctoral dissertation, University of Idaho, 1965), p. 151.

Marsh, in another nation-wide study of law enforcement curricula in four-year institutions, found little similarity between law enforcement courses.<sup>45</sup> As a result of the study he proposed a core curriculum for the four-year colleges and universities. Whether or not his findings will be accepted and implemented remains to be seen.

The two-year law enforcement curricula in the junior and community colleges also lacked uniformity and standardization. In addition to the lack of an agreed upon model curriculum, the community and junior colleges are compelled by their adopted unique function of adjusting " . . . to the needs and characteristics of students and to the needs of the community or region . . .",<sup>46</sup> and thus have created even further diversity.

A suggested solution to this dilemma was theoretically resolved in a study by Rutherford in 1964 when he concluded:

There is little question that the formulation of a specific curricula [sic] should be based upon the philosophy of providing a dual function police program. Both the terminal and the transfer student can be accommodated at a junior college.<sup>47</sup>

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<sup>45</sup>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 Masters thesis, Florida State University, 1969).

<sup>46</sup>Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Co., Inc., 1960), p. vii.

<sup>47</sup>James W. Rutherford, "The Feasibility of Instituting a Police Curriculum at the Junior College Level, (unpublished Masters thesis, Michigan State University, 1964), p. 83.

Although Rutherford's study was national in scope, his attention and concern was with law enforcement programs in Michigan. He proposed a curriculum he felt would serve the terminal and transfer student, and urged standardization for the State. In his opinion, " . . . delay will only lead to the same type of patchwork academic programs which developed in the California Junior Colleges."<sup>48</sup>

Four years later, Vaupel, in a national study of two-year curricula, found little change in the diversity of programs. His findings led him to recommend a two-track curriculum, one track for terminal and one for transfer purposes.<sup>49</sup>

In 1967, the American Association of Junior Colleges assembled a national advisory committee to develop a suggested standardized curriculum for the community and junior colleges. A suggested two-track curriculum and guidelines were published in 1968 " . . . to advise junior college administrators regarding the law enforcement instructional program."<sup>50</sup> It is interesting to note that Rutherford, previously cited, served on this national committee.

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<sup>48</sup> Ibid., p. 134.

<sup>49</sup> Carl F. Vaupel, "A Survey and Analysis of Two-year Police Science Curricula in the United States with Recommended Criteria", (unpublished dissertation, University of South Dakota, 1968).

<sup>50</sup> Thomas S. Crockett and James D. Stinchcomb, Guidelines for Law Enforcement Education Programs in Community and Junior Colleges, (Washington, D.C.: American Association of Junior Colleges, 1968), p. 11.

Currently, George and Esther Eastman of the Institute of Government Research and Service, Kent State University, Kent, Ohio, are engaged in a study entitled: "Police Education in American Colleges and Universities: A Search for Excellence". The study is designed to obtain information regarding curriculum content as well as faculty background. The study is limited, however, to those programs listed in the 1968-69 Law Enforcement Education Directory, and it will emphasize the four-year institutions.<sup>51</sup> It will obviously not include the eight to ten new programs currently being scheduled in Michigan for fall 1970 implementation.

It is obvious that over the years there has been considerable concern regarding the diversity and the content of law enforcement curricula among both the four-year and the two-year institutions. In spite of the fact that several model proposals have been published, there is no information or study to indicate whether, or to what extent, the models have been adopted. As will be indicated later, this is especially true in the State of Michigan.

### Faculty Concerns

Although a considerable amount of thought, numerous studies, and hundreds of publications have been devoted to the need for and the curriculum content of law enforcement programs in junior and community colleges, little or no

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<sup>51</sup>Personal telephone conversation with Esther Eastman, Thursday, January 29, 1970.

attention has been focused upon the faculty members of such programs. Yet, the Rockefeller report contends that the quality of an educational system cannot exceed the quality of its faculty.<sup>52</sup>

Numerous studies have been conducted regarding the quality and preparation of community college teachers in general. Other studies have dealt with the preparation and needed experiences in special disciplines such as accounting.<sup>53</sup>

In a study of the preparation of academic teachers in the community college, Loomis suggested that they should have an MA in the subject field, plus more general education and field experience. He suggested six professional education courses that his study revealed as valuable.<sup>54</sup> Alpren also suggests the MA, plus four or five education courses to broaden the prospective community college teacher's background.<sup>55</sup>

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<sup>52</sup>Rockefeller Brothers Fund, Inc., The Pursuit of Excellence: Education and the Future of America (New York: Doubleday Co., Inc., 1958).

<sup>53</sup>B. G. Rainey, "Analysis of Criticisms of Junior College Teachers by University and Senior College Staff", Junior College Journal, Vol. 30, December, 1959.

<sup>54</sup>William G. Loomis, "A Study of the Formal Preparation of Academic Teachers in Community Colleges with Proposals for Oregon", (unpublished Doctoral dissertation, Oregon State University, 1965).

<sup>55</sup>M. Alpren, "Survey of Courses and Programs for the Preparation of College Teachers", Journal of Teachers Education, Vol. 13, September, 1962.

Fears regarding college-teacher shortages and the subsequent lowering of standards of qualifications have been voiced for years. In 1959, Farber and Bonsfield pointed out that there was a danger that vacancies " . . . will merely be filled by persons of lower qualifications, or the class size and teaching loads will be increased . . ." <sup>56</sup>

These fears, at the community college level, seem to have been well founded. A study by Brunner and Lindquist revealed the following:

At the head of the list for junior colleges the practice most commonly followed, as reported in this survey, was the employment of less qualified personnel than had previously filled the positions. Of the junior colleges, 41.9% reported they had to resort to the practice because of faculty shortage. <sup>57</sup>

By 1967, however, the picture was not so gloomy; and as Gleazer put it ' . . . generally, junior colleges employ teachers who have at least a Master's degree. In occupational fields, however, practical experience in a specialty may be substituted to some extent for advanced degrees.' <sup>58</sup>

The above related concerns regarding faculty in general arouse parallel concerns in respect to law enforcement faculty.

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<sup>56</sup> M. L. Farber and W. A. Blonsfield, "College Teaching as a Profession", Journal of Higher Education, Vol. 29, February, 1959, p. 72.

<sup>57</sup> K. A. Brunner and C. B. Lindquist, "Recent Faculty and Instructional Practices in Junior Colleges", Junior College Journal, Vol. 30, February, 1960, p. 337.

<sup>58</sup> Edmund J. Gleazer and Paul L. Houts, eds., American Junior Colleges, American Council on Education, 7th Edition, 1967.



As early at 1953, Gourley identified as a major problem " . . . the recruitment of competent instructors acceptable to both education and law enforcement officials . . . "<sup>59</sup> A similar statement by Brandstatter in 1957 indicated he felt that the professional police courses should be provided " . . . by people who have a satisfactory academic background in addition to practical law enforcement experience".<sup>60</sup>

A more forceful statement was made on the matter in 1959 when Germann wrote:

If academic respectability is to be achieved . . . the utilization of instructional staff must be rigidly controlled. Not only police experience, but the possession of an academic degree should be required. It would seem obvious that the instructors in college police programs should be equipped with, at the very least, the degree to which the students are candidates. It would also seem obvious that the staff member should be expected to do . . . basic research, instruct, publish, and counsel."<sup>61</sup>

Germann goes on to present a worthwhile but untested personal opinion: " . . . fully qualified instructors are scarce at the moment, and exceptions must be made, and are made, in most of our programs."<sup>62</sup>

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<sup>59</sup>Gourley, op. cit., p. 238.

<sup>60</sup>A. F. Brandstatter, "The School of Police Administration and Public Safety, Michigan State University", Journal of Criminal Law, Criminology, and Police Science, Vol. 48, May, 1957, p. 566.

<sup>61</sup>Germann, "Scientific Training for Cops?", op. cit., p. 208.

<sup>62</sup>Ibid.

As far as Michigan was concerned, Rutherford had concluded in his 1964 study: "Not all of Michigan's Community Colleges should seriously consider immediate adoption of a police program".<sup>63</sup> If development is too rapid, it was his opinion: " . . . Michigan Junior Colleges may face a problem of qualified instructors".<sup>64</sup> Because the development of new programs have taken place rapidly within the last two years there is reason to believe this prophecy may have materialized by 1970. However, there is no evidence to accept or reject the position. It appears that a Michigan law enforcement faculty profile is imperative.

#### Haphazard Development

It is becoming more and more apparent that unilateral action on the part of institutions of higher education can be extremely costly. The recent concerns of the Michigan Senate Appropriation Committee is a matter of extensive public record.

The national issue of unplanned development in education is well put by Logan Wilson:

" . . . unplanned diversification . . . is not to be equated with the best interest of any particular college or university, much less that of our entire education structure . . . rich diversity of our educational ideal can become in reality little more than a poor divisiveness."<sup>65</sup>

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<sup>63</sup>Rutherford, op. cit., p. 115.

<sup>64</sup>Ibid., p. 93.

<sup>65</sup>Logan Wilson, ed., Emerging Patterns in American Higher Education (Washington, D.C.: American Council on Education, 1965), p. 3.

The studies by Fabian, Marsh, and Vaupel are all supportive of Wilson's contention. Further, the guidelines for two-year programs published by the American Association of Junior Colleges are both a response to this diversity and a recommendation for standardization. In still another study, which dealt comprehensively with the administration of justice, Carnahan concluded bluntly:

The problem in law enforcement education today is that we simply do not know what we are doing in terms of curriculum and program development. Police education has experienced a haphazard development in an attempt to fill a need faster than personnel have been available.<sup>66</sup>

In Michigan, Rutherford arrived at similar conclusions following completion of his 1964 study: "There is an urgent need for the directors and coordinators of established police programs to establish a standardized curriculum."<sup>67</sup> Yet many new programs have been added and a cursory inspection of the catalogues do not show any evidence of congruency. Thus, there is ample evidence to conclude that the law enforcement curricula in institutions of higher education are unnecessarily diversified.

Although a good argument for diversity can be made by the community colleges of Michigan because of their philosophical responsibility to meet local law enforcement needs,

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<sup>66</sup>James E. Carnahan, "Higher Education and the Administration of Justice", (unpublished Doctoral dissertation, University of Arizona, 1968), pp. 121-122.

<sup>67</sup>Rutherford, op. cit., p. 134.

the fact remains that the basic framework within which all police must work are standardized. The Constitution of the United States, the Michigan Constitution, federal laws, state laws, case law, and Supreme Court decisions are binding on all police officers. Further, the basic theories and principles to be applied to varying problems and circumstances remain the same: The philosophy of law enforcement, the theories and principles of investigation, the principles of administration and the theories and principles of criminal and delinquent behavior remain fairly standard until changed by empirical evidence that leads to theoretical revisions. The special needs of a particular community usually result from unique or unusual city or county ordinances, or idiosyncracies in organization and administration. These needs are matters to be dealt with by in-service training rather than academic curriculum content.

LeGrande's argument that standardization of law enforcement curricula is premature because it would stifle experimentation and prevent change as the discipline grows should be dismissed on the grounds that all disciplines, regardless of their level of maturation, should remain experimental. Further, curriculum change should be automatically contingent upon the emergence of new knowledge and changes in the needs of society. The fact that many older and "standardized" disciplines have become archaic and not easily changed, is more of a reflection on the disciplinarians involved than on the concept of

standardization. Standardization, in and of itself, need not stifle growth or change.<sup>68</sup>

In some instances, the community colleges in Michigan in planning their programs, contacted the faculty or the directors of the Michigan State University and Wayne State University law enforcement programs. Their concern was with course content and transferability. Interinstitutional planning to meet in an economical and quality fashion the law enforcement educational needs of the State appears not to have been part of the considerations.<sup>69</sup>

A concern for the lack of congruency between the various law enforcement curricula in the State of Michigan stimulated several law enforcement faculty members to form the Michigan Law Enforcement Educators Association in the fall of 1969. The members of the association have met on several occasions in an attempt to establish a reasonable degree of congruency among curricula in regard to specific law enforcement courses. They have not as yet concerned themselves with congruency in regard to general education courses, the total curriculum, or the qualifications of faculty.<sup>70</sup>

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<sup>68</sup>Based on the writer's four years of administrative experience in curriculum building and curriculum modification.

<sup>69</sup>Conversations with Deans and Program planners at several community colleges.

<sup>70</sup>Conversation with Paul Leek, Secretary of the Michigan Law Enforcement Educators Association, February 20, 1970.

Under the State Constitution the Michigan Department of Education carries the responsibility for planning, coordinating, and approving all new curricula being planned by institutions of higher education in Michigan. Gerald Beckwith, Director of Program Planning for the State Department of Education, has voiced an urgent concern about the rapid emergence of diversified law enforcement programs in the junior and community colleges of Michigan. He is of the opinion that the prospect of federal monies, the aroused interest of local law enforcement leaders in higher education, and the philosophical tendencies on the part of community colleges to respond unilaterally to local requests has led, from a state-wide point of view, to haphazard, unplanned, and potentially dangerous proliferation. In his opinion, an analysis of the present status of these programs is overdue.<sup>71</sup>

#### The Problem

There is a serious national concern with crime and general lawlessness. Part of the solution is believed to be in educational and professional development of police officers, and this belief has resulted in national and state commitments to provide opportunities for such development.

The passage of the Omnibus Crime Control and Safe Streets Act of 1968 has apparently influenced the proliferation of law enforcement curricula in the junior and community colleges of

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<sup>71</sup>Personal conversation with Gerald Beckwith, Prudden Building, Lansing, Michigan, February 12, 1970.

Michigan. There is uncertainty as to how many institutions have implemented or are planning to implement a law enforcement curriculum. Further, there is no collective information regarding the objectives, curriculum content, faculty qualifications or any other aspect of these programs. The present status of these curricula is simply unknown.

In 1968 the American Association of Junior Colleges published guidelines for law enforcement education programs in community and junior colleges. The guidelines emerged from the efforts of a national advisory committee composed of experts representing law enforcement and education. No attempt has ever been made to compare the law enforcement curricula in the junior and community colleges of Michigan in relation to these guidelines.

The problem is to establish knowledge of the existing situations and conditions of the law enforcement curricula in community and junior colleges of Michigan.

### Purpose

The purpose of this study is twofold:

1. To describe the Associate Degree law enforcement curricula in the junior and community colleges in the State of Michigan as they presently exist, and
2. To determine the extent to which the Associate Degree law enforcement curricula of Michigan junior and community colleges are congruent with selected dimensions of the Associate Degree Curriculum recommended in

the American Association of Junior Colleges' Law Enforcement Program Guidelines (AAJCLEP).<sup>72</sup>

### Assumptions

1. That the guidelines for law enforcement education programs in community and junior colleges as published by the American Association of Junior Colleges in 1968 is the best reference point available.
2. That the selected curriculum dimensions as recommended in the AAJCLEPG are essential features of a curriculum.

### Descriptive Questions

1. How many junior and community colleges have implemented, or plan to implement, an Associate Degree Law Enforcement Program?
2. What has been the chronological implementation sequence of the law enforcement curricula in the State?
3. How are the law enforcement curricula distributed throughout the State? What is the ratio of these curricula to the population and to policemen by regions of the State?
4. What titles are used to identify the associate degree law enforcement curricula?

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<sup>72</sup>Throughout the study, the initials, AAJCLEPG will be used to represent the American Association of Junior Colleges' Law Enforcement Program Guidelines.



5. What major administrative units of the colleges are responsible for the law enforcement curricula?
6. What associate degrees are granted upon completion of law enforcement curricula?
7. What is the range of required courses in the various curricula? What is the frequency with which each course in the range is required by the various colleges?
8. How many law enforcement curricula have full-time faculty members?
9. What is the academic preparation, teaching experience, and field-experience of typical (or average) full-time faculty members?
10. What is the academic preparation, teaching experience, and field experience of typical part-time faculty?
11. How do the full-time faculty and part-time faculty compare on academic preparation, field experience, and teaching experience?
12. What is the typical teaching load of the full-time faculty? Of the part-time faculty? What percentage of the law enforcement courses offered by the various curricula are generally taught by part-time faculty?
13. How many full-time students were enrolled in the law enforcement curricula during the winter semester of 1970? How many of the full-time students were pre-service students? How many part-time students were enrolled in the law enforcement curricula? How many of the part-time students were practicing policemen?

Evaluative Dimensions

14. To what extent are the objectives of the law enforcement curricula of junior and community colleges of Michigan congruent with the recommended objectives of the AAJCLEPG?
15. To what extent is the professional background composition of each law enforcement advisory committee to Michigan junior and community colleges congruent with the professional background composition of law enforcement advisory committee recommended in the AAJCLEPG?
16. To what extent are the law enforcement curricula course requirements of the Michigan junior and community colleges congruent with the curriculum course requirements recommended by AAJCLEPG?
17. To what extent are the law enforcement faculty qualifications of the junior and community colleges of Michigan congruent with the faculty qualifications recommended in the AAJCLEPG?
18. To what extent are the subscriptions to law enforcement journals and publications of the junior and community colleges of Michigan congruent with the subscriptions recommended in the AAJCLEPG?
19. How do the individual colleges rate in congruency on the five selected dimensions?

### Delimitations

1. This study is confined to the State of Michigan.
2. This study is confined to public junior and community colleges.
3. This study is limited to law enforcement curricula that lead to associate degrees.
4. This study is limited to, but will not necessarily make use of, all the data collected in the survey questionnaire, and in catalogues, brochures and reprints of the various colleges.

### Definitions

1. Junior and Community Colleges are any institution legally chartered as a public two-year college, that receives a portion of its support from State taxes, and is authorized to grant degrees below the baccalaureate level.
2. Law enforcement curriculum is any curriculum regardless of name, e.g., Police Administration, Police Science, etc. which is designed to provide pre-service or in-service education for careers in the general police field and which can result in an associate degree.
3. Law enforcement curricula refers to the aggregate of law enforcement curricula in the junior and community colleges in the State of Michigan.
4. Major administrative units of the college will mean one of the following: General Education, Vocational-

Technical Education, Continuing Education, or Community Services.

5. Curriculum objectives are the aims of the law enforcement curriculum as stated in the catalogue, brochure, or reprint of each individual college.

6. Range of required courses is a listing of all of the different but required course, from the most frequent to the least frequent found in the law enforcement curricula.

7. Full-time law enforcement faculty member is any person appointed to the faculty of an institution as a full-time employee and who has the responsibility to teach, coordinate, and advise students in the law enforcement curriculum.

8. Part-time law enforcement faculty member is any individual who teaches law enforcement courses in an institution but does not fit the definition of a full-time faculty member.

9. Consensual opinion is an opinion upon which three or more of five panel judges agree on the congruency between statements.

10. Per Cent of congruency is the extent of agreement between two or more variables expressed in percentage.

## Overview

A description and evaluation of the law enforcement curricula and faculty of the community and junior colleges of Michigan is presented in the chapters which follow.

Chapter II.--A review of the literature and research as it pertains to curriculum problems in general, to law enforcement curriculum problems in both the four-year and the two-year institutions, and to community and junior college faculty qualifications is presented. The literature is limited but the problem has been recognized and a proposed curriculum has been recommended by the American Association of Junior Colleges. There was no literature on the qualifications of law enforcement faculty other than an alphabetized directory.

Chapter III.--The methods, procedures, and treatment of the data collected are presented in this chapter. The survey, catalogues, brochures, and personal conversations with administrators and faculty provided the data for the description of the objectives, curricula, faculty, advisory committees, degrees granted, administrative units responsible, and law enforcement learning resources.

The method for determining the "ideal standard" for each of the five selected dimensions recommended in the AAJCLEPF is presented. A scale for determining faculty academic preparation, and scales for determining congruency scores for each dimension and the components of each dimension, are presented.

The method for determining the per cent of congruency between the descriptive data of selected dimensions of all colleges and the corresponding dimensions recommended in the AAJCLEPG is presented.

Chapter IV.--The data, organized and tabulated to describe each element and comparisons between colleges, are presented in this chapter. An evaluation of five described dimensions of each college as compared with the corresponding recommended dimensions in the AAJCLEPG is presented and a percentage of congruency is reported for each dimension. A congruency rating (High, Average or Low) of each dimension for each college is presented. The profiles of two colleges, as rated on each of the five dimensions, are presented to illustrate evaluated differences between curricula.

Chapter V.--A summary of the findings and conclusions is presented in the final chapter. A discussion of the findings, recommendations, and implication for future studies are presented.

## CHAPTER II

### REVIEW OF THE LITERATURE AND RESEARCH

As a college level discipline law enforcement is, comparatively speaking, a new development. Consequently, literature on law enforcement curricula and faculty is rather sparse; and, dominated by a limited number of individuals. Much of its content has been verified by authority, rather than by empirical evidence or knowledge objectively arrived at. Many of the basic tenets and developmental trends that represent the field have been cited in Chapter I. There is no advantage in citing additional resources, that report essentially the same things, in this chapter. Consequently, this review will be devoted to an in-depth analysis of the few studies that relate to the problem at hand.

#### General Curriculum Studies

In 1963, Paul Dressel published a study of the undergraduate curriculum in higher education. It was his purpose " . . . to analyze the nature of and the assumptions underlying present curriculums and to offer suggestions for their reform . . . ." <sup>1</sup>

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<sup>1</sup>Paul L. Dressel, The Undergraduate Curriculum in Higher Education (New York: Center for Applied Research in Education, Inc., 1963), p. vii.

After reviewing the historical trends in higher education and the basic considerations in curriculum planning, Dressel identified three distinctive types of undergraduate curriculum modals that pervaded higher education at that time. The characteristics of the modal structures as summarized by Dressel were essentially that: (1) there was a distinct separation of liberal education and education for a vocation, (2) that the administrative organization of institutions, one unit for general education and another for vocational education, perpetuate the separation, and (3) the departmental unit that provides instruction in what is regarded as a separate and distinct discipline.<sup>2</sup>

Dressel concluded that as long as these characteristics persisted, proliferation of courses and curricula, insufficient attention to instruction and academic advising, and variations in requirements among colleges, would continue to plague institutions of higher education. His findings suggested that course offerings and curriculum groupings should be predicated on broad interests, transcend the practices upon which most curriculums are based, and bridge " . . . the gap between liberal and professional curriculums."<sup>3</sup> Undergraduate programs should organize so that the arts and science majors and the technical majors can be viewed in the same way.<sup>4</sup>

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<sup>2</sup>Ibid., p. 55.

<sup>3</sup>Ibid., p. 64.

<sup>4</sup>Ibid., p. 80.



An inspection of Dressel's model presented in Table 2.1 clearly indicates that 55% of the curriculum should be devoted to liberal arts and sciences, designed to serve as an integrative building block to a 25% sequence of studies reserved for a major or speciality. Further, 20% of the curriculum should be in electives, with 10% in speciality electives and 10% in free electives.

The per cent of requirements in each category of the model were arbitrarily determined. However, Dressel contended that his analysis of undergraduate curricula indicated that they were reasonable proportions. Further, the model provides for curriculum interaction of breadth and depth of specialization in both the arts and sciences and the vocationally oriented disciplines.<sup>5</sup>

Dressel's summary proposed that the model could provide means for minimizing " . . . the distinction between liberal and vocational programs by principles that apply equally to both."<sup>6</sup> Further, he contended that the model would encourage a restriction on the range of courses offered at the undergraduate level, and would encourage planning the educational experience on a more unitary basis.

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<sup>5</sup>Ibid., p. 87.

<sup>6</sup>Ibid., p. 90.

TABLE 2.1.--A Curriculum Model.<sup>7</sup>

Curriculum Component	Per cent of Degree Re- quirements (based on 120 Semester Credits)	Arts & Science Majors	Technical & Professional
A. University-wide Core	25	Basic Courses in composition, Social Science Science, Humanities	
B. General Requirement in Arts & Science	30	Foreign Languages, Mathematics, Addi- tional breadth	Concentration in the disciplines upon which field is based
C. College or Divi- sional Wide Special- ization Core	10	Divisional require- ments to buttress majors	Common requirements for all specialities included in a college
D. Major or Concentra- tion Common Require- ment	15	Departmental core required of all majors in a department	Common requirements within each of sev- eral specialities included in a college
E. Major or Concentration Electives	10	Elective within major field	Electives within speciality
F. Free Electives	10	Preferably not to be taken in department of major	Preferably not to be taken in professional or technical college

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<sup>7</sup>"Curriculum Planning and Development", Review of Educational Research, Vol. 36, (3), 1966, p. 81.

Reviews of the research on curricula and curriculum planning in 1965,<sup>8</sup> and again in 1966,<sup>9</sup> reported that the publications reviewed generally emphasized curriculum problems and problems regarding the role and nature of general education. Curriculum theory and research seemed to be playing relatively minor roles in influencing or regulating new curriculum programs. It was concluded by the reviewers that in order to bring order into the process of curriculum planning development a great deal of theory research and evaluations would be necessary.

Recent studies, dealing specifically with curriculum trends and the dynamics of curriculum change, reveal that despite the furor, unrest, and demands for curriculum change, little change has actually taken place. After surveying 322 colleges and universities, Dressel and DeLisle analyzed the changes in curriculum between 1957 and 1967. They concluded:

The trends substantiated by this study are not great in number and less extensive in nature than one might have expected considering the curriculum ferment of the past decade. There are definite trends toward the reduction in specific requirements in particular

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<sup>8</sup> Ralph R. Fields, John W. Maston and James P. Walls, "Educational Programs", Review of Educational Research, Vol. 35, (4), pp. 292-303.

<sup>9</sup> "Curriculum Planning and Development", Review of Educational Research, Vol. 36, (3), 1966, pp. 339-398. Entire issue devoted to this topic.

subjects, but the overall pattern and general and concentration requirements has changed but slightly.<sup>10</sup>

In an effort to understand the forces that effect educational change and in the hopes of stimulating more continuous academic reform, Hefferlin studied 110 four-year colleges and universities and 11 two-year colleges, covering a period from 1962 to 1967. He found that,

By 1967, the 110 institutions that were surveyed had reorganized or substituted, on the average, one out of every five courses that they had offered in 1962 . . . Theoretically . . . this means that the content of the undergraduate curriculum is being reconstituted completely at least every 22 years.<sup>11</sup>

Unexpectedly, the conditions that tend to stimulate change were, among other variables, " . . . expansion, urbanity, a need to recruit students, limited tenure in department chairmanships, and a positive attitude toward change . . ."<sup>12</sup> In short, instability rather than stability precipitated changes.

In terms of the average per cent of course reform by level and type of institution, Hefferlin found a range of 30.1% for independent four and five-year colleges to a low of 8.0% for two-year institutions. This is a surprising matter when it is considered that "The emphasis in the community junior college is on providing legitimate

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<sup>10</sup> Paul Dressel and Francis H. DeLisle, Undergraduate Curriculum Trends, American Council on Education, 1969, p. 74.

<sup>11</sup> J. B. Lon Hefferlin, Dynamics of Academic Reform (San Francisco: Jossey-Bass, Inc., Publishers, 1969), pp. 54-55.

<sup>12</sup> Ibid., p. 135.

educational services . . ." by studying " . . . the local community in order to determine . . . ." <sup>13</sup> their needs and to develop appropriate kinds of instruction.

The studies cited seem relevant to this description and evaluation of law enforcement curricula in the junior and community colleges of Michigan. Although this study is not designed to determine curricula change or the dynamics of curricula change, its findings should nevertheless provide insights for future planning and development. Dressel's 1963 work <sup>14</sup> seems especially relevant. First, it is a scholarly analysis, objectively presented, and provides a model as well as guidelines to meet the incessant demands for curricula revision. Secondly, an emerging and groping discipline, such as, law enforcement, could by-pass the commitments and handicaps of past modal structures. By considering the model and the principles inherent in it, the unity of educational experience in law enforcement could be implemented before traditional patterns become firmly established.

#### Law Enforcement Curricula Studies

Although it is not a study as such, it seems historically significant to review this country's first law enforcement

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<sup>13</sup> James W. Thornton, Jr., The Community Junior College (New York: John Wiley & Sons, Inc., 1964), Second Printing, p. 275.

<sup>14</sup> Dressel, op. cit.

curriculum established at San Jose College.<sup>15</sup> The curriculum and its course descriptions are far too cumbersome to present in this study. However, a summarization is presented in Table 2.2.

TABLE 2.2.--Summary of the First Law Enforcement Curriculum--  
San Jose College

Curriculum Component	Unit Hours (Quarter)
Police	54
Political Science	31
Chemistry	18
Physiology	15
Psychology	11
Speech	9
Sociology	6
Typing	6
Physics	5
Photography	4
Education	3
English	3
Physical Education	3
Health	2
Library Usage	2
Biology	2
Art	1
Total	175

The curriculum was rather extensive in terms of disciplines involved. Generally, it was weak in the humanities but

<sup>15</sup>T. W. MacQuarrie, "San Jose State College Police School," Journal of Criminal Law, Vol. 26, 1935, pp. 255-260.

strong in the sciences and social sciences. Because the political science units seem strong, it should be noted that in addition to government courses, courses such as criminal law, police administration, public administration, were all under the political science discipline. Except for curricula in criminalistics, no present day law enforcement curriculum requires 20% of the work to be done in chemistry, physiology, and physics.

In a survey of 49 community colleges that offer law enforcement curricula, Gammage reports that these institutions have established two types of programs:

1. transfer programs--dedicated to the preparation of students for transfer to four-year colleges and universities, and
2. terminal programs--dedicated to equal or supplement local police academy training and offer a general education background.<sup>16</sup>

Gammage, basing a curriculum on the goals and objectives set forth by the California State College Law Enforcement Program Administrators,<sup>17</sup> supports the two-track curriculum, transfer and terminal, but insists that whenever possible there should be little difference and that the first two years of the four-year curriculum should be implemented. He therefore suggested the curriculum presented in Table 2.3.

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<sup>16</sup> Allen Z. Gammage, Police Training in the United States (Springfield, Ill.: Charles C. Thomas, Publisher, 1963), p. 190.

<sup>17</sup> A. C. Germann, "Curriculum Development for Law Enforcement in the State Colleges", The Police Chief, April, 1961.

TABLE 2.3.--Suggested Two-Year Law Enforcement<sup>18</sup> Curriculum - Gammage

First Year			
Course	Credit	Course	Credit
Introduction to Law Enforcement	3	General Education (Social Science)	6
General Education (Social Science)	3	Criminal Evidence	3
Criminal Law	3	General Education (Life Science)	3
English Composition	3	Police Report Writing	2
Physical Education	1/2	Physical Education	1/2
General Education (Electives)	4	General Education (Electives)	2
Second Year			
Course	Credit	Course	Credit
Criminal Procedure	2	Criminal Investigation	3
Patrol Procedure	3	Traffic Control	3
General Education (Physical Science)	3	Physical Science	3
Physical Education	1/2	Philosophy	3
General Psychology	3	Health and Hygiene	2
Speech	2	Physical Education	1/2
American Literature	3	General Education (Electives)	2

<sup>18</sup>Allen Z. Gammage, *op. cit.*, p. 178. Gammage prefers to use 'Criminology' as the appropriate and descriptive title for all curricula theoretically or practically associated with the broad spectrum of the administration of justice.



Approximately 33% of the work is in the law enforcement specialty, with 35% in the social sciences and humanities and 17% in the sciences. The 12% for free electives in general education allows a great deal of flexibility for the student and his advisor.

In a 1964 study, Rutherford<sup>19</sup> also proposed two curricula, and like Gammage recommended the transfer curriculum whenever possible. Rutherford's study traced the development and role of the community colleges in the United States, the need for higher education in law enforcement, and the problems encountered in developing junior college police programs. Rutherford did not actually sample the community colleges in the United States and relied heavily on curricula descriptions from California colleges and two Michigan community colleges--Grand Rapids and Flint.

Noting the wide diversity in the curricula surveyed, Rutherford recommended standardization and offered the curriculum presented in Table 2.4. The requirements in law enforcement courses amount to 24% of the curriculum, whereas electives are absent. The rationale for the courses in accounting is not clear in the study; however, they probably have some association with occasional requirements for accounting majors by the F.B.I. The Lansing Community College Curriculum parallels Rutherford's recommendations; and, interestingly enough, it is administered under the Business Division.

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<sup>19</sup>Rutherford, op. cit., p. 136.

TABLE 2.4.--Suggested Two-Year Law Enforcement Curriculum - Rutherford<sup>20</sup>

First Year			
Course	Credit	Course	Credit
English	3	English	3
Sociology	3	Political Science	4
Police Administration	3	Police Administration	3
Typing	2	Psychology	3
Speech	3	Police Administration (Traffic)	2
Physical Education	1	Physical Education	1
Second Year			
Course	Credit	Course	Credit
Political Science	3	Criminal Law	3
Accounting (or History)	4	Accounting (or History)	4
Criminal Investigation	4	Biology	4
Chemistry	4	Juvenile Delinquency	2
		Business Law	3

<sup>20</sup> Rutherford, op. cit., p. 136.

In a 1968 study, Vaupel<sup>21</sup> surveyed 146 two-year law enforcement programs. One hundred and eleven institutions responded for 76% of the sample. In addition to studying curriculum guides and program bulletins, Vaupel obtained information regarding changes in program goals, course changes, opinions from coordinators as to relevancy and importance of various general education and law enforcement courses, the incidence of required courses and electives, and the occupational background of full-time and part-time faculty.

In addition to two-curricula, one for pre-service students and one for practicing police officers, Vaupel reported, among other things that:

1. There was wide divergence in the requirements of total credit hours and there was a need for uniformity in the two-year police science programs. Part of the problem seemed to stem from the fact that no official voice controlled the operation or development of law enforcement programs, and
2. The two-year police science programs should strive for the elimination of part-time instructors.<sup>22</sup>

Among the most meaningful law enforcement courses as listed by coordinators, in rank order, were Introduction to Law Enforcement, Criminal Law, Criminal Investigation, and Administration of Justice, with 11 others dropping off sharply from this point on.<sup>23</sup> The most meaningful general education

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<sup>21</sup>Vaupel, op. cit.

<sup>22</sup>Ibid., pp. 141-144.

<sup>23</sup>Ibid., p. 88.

courses were listed, in rank order as English, Psychology, Sociology, Political Science, and Speech with seven others dropping off sharply after Speech. Typing came in ninth out of 12.

The curriculum for pre-service students (transfer) was prescribed as listed in Table 2.5.

TABLE 2.5.--Suggested Two-Year Law Enforcement Curriculum -  
Vaupel<sup>24</sup>

First Year			
Course	Credit	Course	Credit
Introduction to Law Enforcement	3	Criminal Law	3
English	3	English	3
History	3	Psychology	3
Political Science	3	Speech	3
Physical Education	1	Health	2
		Physical Education	1
Course	Credit	Course	Credit
Introduction to Criminal Investigation	3	Juvenile Procedures	3
Criminal Evidence	3	Police Internship	2
Administration of Justice	3	First Aid	2
Police Patrol	3	Beginning Gunnery	2
Sociology	3	Electives	
Physical Education	1	(General Education)	6
		Physical Education	1

<sup>24</sup>Vaupel, op. cit., pp. 137-138.

Although the curriculum recommended by Vaupel bears a lot of resemblance to Gammage's and Rutherford's (see Pages 43 and 45, respectively), the required internship, first aid, and beginning gunnery courses are unique and had no relationship to the data in his study.

Under a Kellogg Foundation Grant to the American Association of Junior Colleges, the American Association of Junior Colleges in conjunction with the International Association of Chiefs of Police, established a national law enforcement advisory council. Under the co-authorship of Thompson Crockett and James Stinchcomb, the council published guidelines for law enforcement programs in community and junior colleges.<sup>25</sup> Based on the expert advice of a nine member advisory committee, suggested curriculum patterns--degree and certificate--plus course descriptions for professional police courses were established. The recommended degree curriculum is presented in Table 2.6. Approximately 37% of the requirements are in the speciality of law enforcement. The six per cent in physical education are also related to general law enforcement in that it was recommended that these courses be such things as first aid, defensive tactics, firearms, and related topics. Except for the one course in mathematics, there are no requirements in the sciences. The required course in logic is unique but reasonable when one considers the nature of criminal investigative work.

The AAJCLEPG provides recommendations for program dimensions other than curriculum. The objectives for a law enforcement curriculum are alluded to rather extensively. The professional background composition of advisory committees

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<sup>25</sup> Crockett and Stinchcomb, op. cit.

TABLE 2.6.--Suggested Two-Year Law Enforcement Curriculum Recommended by the American Association of Junior Colleges Law Enforcement Program Guidelines<sup>26</sup>

First Year			
Course	Credit	Course	Credit
English	3	English	3
Psychology	3	National Government	3
State & Local Government	3	Sociology	3
Introduction to Law Enforcement	3	Police Operations	3
Police Administration	3	Police Role in Crime & Delinquency	3
Physical Education	1	Physical Education	1
Second Year			
Course	Credit	Course	Credit
Humanities	3	Adolescent Psychology or Social Problems	3
Criminal Law	3	Logic	3
Mathematics	3	Criminal Evidence & Procedures	3
Criminal Investigation	3	Introduction to Criminalistics	3
Public Speaking	3	Elective	3
Physical Education	1	Physical Education	1

<sup>26</sup>Crockett and Stinchcomb, op. cit., p. 18. (The initials AAJCLEPG will be used throughout the study).

is specifically recommended. The qualifications for faculty are recommended in more general terms but clearly indicate a preference for full-time status of at least one faculty member, and that the academic preparation should be at the Masters level. Although the guidelines recommend that the faculty member should have had occupational experience, there is no suggestion of how much or at what level this experience

should have been. Recommendations for learning materials are specifically presented in regard to journals and publications.

The AAJCLEPG is the only publication found that was intended to provide direction and advise for the development of two-year associate degree curricula.

In a study to develop a core program of undergraduate studies for the professional preparation of law enforcement personnel in four-year colleges and universities, Richard Marsh<sup>27</sup> surveyed 47 administrators of schools and departments offering bachelor's degrees in law enforcement. He inquired as to the content of their present curriculum and obtained their opinions as to what they considered to be an adequate and appropriate core curriculum. From the data collected, Marsh developed a tentative core program and submitted it to a panel of 37 experts for their appraisal. Each panel member reacted to the program in terms of essentiality, desirability, and unimportance; and, in addition, each member provided a rationale for each program area selected as essential. Each member was advised that his responses were to be predicated on his philosophy concerning the function of law enforcement.

Marsh found from his initial survey that there were 29 core course areas that constituted the basic program in the colleges and universities surveyed. After adjustments, the

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<sup>27</sup>Marsh, op. cit.

final survey form listed 17 core program areas. The results are presented in Table 2.7.

TABLE 2.7.--Core Program Areas Termed Essential and Recommended by Expert Panel.<sup>28</sup>

Core Program Areas	Expert Panel Per Cent	Mean Semester Hours Recommended
<b>Essential</b>		
Legal aspects	100.0	6
Human relations skills	97.0	5
Philosophy & History of Law Enforcement	97.0	3
Principles of Administration	87.0	5
Psychology	80.0	6
Juvenile Delinquency	67.0	3
<b>Recommended</b>		
Statistics & research methods	53.0	3
Correctional philosophy	50.0	3
Senior seminar	50.0	3
Police problems & practices	43.0	3
Criminal investigation	40.0	3
Communications & records	37.0	3

<sup>28</sup>Marsh, op. cit., p. 49.

Areas listed as unimportant were criminalistics, internship, traffic control, defense tactics, and planning and management of physical facilities.

Each of the core program area categories were defined. For example, those that were rated as essential were as follows:

1. Legal aspects of law enforcement, including basic concepts of criminal law, constitutional limitations on police power, trial procedure, development and philosophy of rules of evidence.



2. Human relations skills, the role of police in community relations regarding tension and conflict with racial, religious, ethnic minorities, and lower social classes.
3. Philosophy and history of law enforcement, an overview of the process of the administrators of criminal justice (law enforcement, judicial process and corrections).
4. Principles of administration and decision-making including the theory and practice of organization and fiscal management, selection and training of personnel.
5. 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.
6. Juvenile delinquency; theories of causation, community resources for prevention, juvenile law, and court procedures.<sup>29</sup>

Unlike the other studies, Marsh did more than merely describe what was being offered in terms of curricula and course descriptions. He established areas of essential and recommended content, as perceived by an elite panel of judges, against which curricula could be compared. He did not, however, make any comparisons or analyses.

#### Junior College Faculty Studies

No comprehensive method for measuring the 'quality' of a "faculty" has ever been developed. It is safe to say that:

. . . relatively little is known about teacher characteristics form, the description and measurements of such behavior patterns, or their genesis and cultivation.<sup>30</sup>

This situation is probably the result of the many difficulties that arise out of trying to define quality.

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<sup>29</sup>Marsh, op. cit., p. 52.

<sup>30</sup>David G. Ryans, Characteristics of Teachers (Washington, D.C.: American Council on Education, 1960), p. 13.

Consequently, over the years, judgments regarding the quality of a faculty have been based on limited, but observable and measurable criteria. From this data, inferences regarding quality are made. The criteria traditionally used to make these inferences are academic preparation (degrees held), professional recognition (honors, assistantships, fellowships, publications, professional organizations), teaching experience (years and level), and discipline related field experience (years and level).

Through the years, several studies have been conducted in attempts to determine the qualifications of junior and community college instructors by the inferential method. A summary of these studies was made by Thornton<sup>31</sup> and appears in Table 2.8.

It is obvious that between 1918 and 1958 the per cent of doctorates increased from 2.8 to 9.7, the per cent of masters, from 39.5 to 67.5, and the per cent of no degrees, from 2.8 to 6.8; whereas the per cent of bachelors decreased from 55.0 to 17.0.

In reference to experience,

A study by Edinger of 589 new employees of the junior colleges of California in the fall of 1957 found that 78% of these instructors had come from other teaching position. Of the total group, about 46% had previously taught in high schools and 11% in senior colleges and universities.<sup>32</sup>

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<sup>31</sup>Thornton, op. cit., p. 134.

<sup>32</sup>Ibid., p. 135.

TABLE 2.8.--Per Cent of Instructors in Public Junior Colleges for the Years Designated, Who Have the Doctor's, Master's, Bachelor's and No Degrees for their Highest Degrees.<sup>33</sup>

Year and Study	Total No. of Instructors	Per Cent of Doctors	Per Cent of Masters	Per Cent of Bachelors	Per Cent of no Degree
1918, McDowall	180	2.8	39.5	55.0	2.8
1922, Koos	163	3.0	47.0	47.0	3.0
1953, Colvert & Litton	4,955	6.4	67.5	20.9	5.3
1958, Medsker	3,274	9.7	64.6	17.0	6.8
1955, College and University, all ranks	58,719	40.5	49.1	10.4	
1955, College and University, Instructors only	11,646	11.0	62.0	27.0	

<sup>33</sup>Thornton, op. cit., p. 135.

No information as to number of years experience, or other variables, such as, professional recognition was found in the literature.

#### Law Enforcement Faculty Studies

Except for the reference to what law enforcement faculty qualification "should be," as cited in Chapter I, and the occupational background data reported by Vaupel, there have been no studies published which describe these disciplinarians in terms of the traditional criteria. The most extensive listing of law enforcement faculty appears in the Directory of Law Enforcement Professors.<sup>34</sup> A cover letter accompanying the listing stated that the listing was incomplete. Further, only names, degrees attained, and subjects taught accompanied the biographical matter. An inspection of the listings for Michigan community and junior colleges verified the incompleteness of faculty and college coverage.

#### Discussion of Previous Research

For years, the institutions of higher education have been confronted with problems of diversity and relevancy of their curricula. Dressle theorizes that administrative organizations perpetuate the separation of general education and vocational-technical education. This separation forces the emergence of departmental units that provide instruction

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<sup>34</sup>Directory of Law Enforcement Professors, 1970 (Cincinnati, Ohio: The W. H. Anderson Company, 1970).

as separate and distinct disciplines. This creates proliferation of courses and curricula and does not allow educational unity. He proposed that curricula should be designed to provide unity of educational experience and to reduce diversity.

In spite of the fact that Dressle's model has been published since 1963, Hefferlin found that very little change took place in terms of curriculum reform between 1962 and 1967. The greatest reform took place in the independent four-year college, with an average of 30.1% of course reform; whereas the least reform occurred in what is supposed to be the most dynamic of institutions, the junior and community colleges--with an average of 8.0% of course reform. The dynamics of change emerged from institutional conditions associated with instability rather than from expected stable and calculated planning.

The studies of Dressel and Hefferlin illustrate that curricula in general, throughout all institutions in higher education, need to be more uniform.

Law enforcement curricula are also plagued by problems of diversity and the lack of standardized curricula. The curricula recommended by Gammage, Rutherford, Vaupel, and the American Association of Junior Colleges differ considerably in a number of respects. The diversity in course requirements among these recommended curricula can be observed Table 2.9 for general education courses and Table 2.10 for the law enforcement courses.

TABLE 2.9.--General Education and Related Course Requirements and Credit Hours Recommended by Reviewed Two-Year Law Enforcement Curricula.

Course Requirements	Rutherford	Gammage	Vaupel	AAJCLEPG
English & Humanities				
English	6	3	6	6
Speech	3	2	3	3
Humanities	-	-	-	-
Logic (philosophy)	-	3	-	3
Literature	-	3	-	-
Social Sciences				
Political Science	7	3	3	6
Psychology	3	3	3	3
Sociology (Social Science)	-	-	-	-
Social Problems	-	-	-	3(0) *
Adolescent Psychology	-	-	-	3(0) *
Crime & Delinquency	2	-	-	-
History	8(0) **	-	3	-
Science & Mathematics				
Chemistry	4	-	-	-
Biology	4	-	-	-
Physical Science	-	6	-	-
Physics	-	-	-	-
Physiology	-	-	-	-
Mathematics	-	-	-	3
Other				
Business Law	3	-	-	-
Health	-	2	2	-
Library	-	-	-	-
Accounting	8(0) **	-	-	-
Typing	2	-	-	-
Physical Education	2	2	4	4
Electives	-	8	6	-
Totals	67***	44	33	40

\* - Interchangeable but only one required.

\*\* - Interchangeable but only one required.

\*\*\* - Quarter hour credits.

TABLE 2.10.--General Law Enforcement Course Requirements and Credit Hours  
Recommended by Selected Curricula.

Course Requirement	San Jose	Ruther- ford	Gammage	Vaupel	AAJCLEPG
Introduction to Law Enforcement	-	-	3	3	3
Police Administration	6	6	-	-	3
Police Operations	6	-	3	3	3
Criminal Law	2	3	3	3	3
Criminal Investigation	-	4	3	3	3
Criminal Evidence & Procedure	1	-	5	3	3
Introduction to Criminalistics	3	-	-	-	3
Administration of Justice	-	-	-	3	-
Juvenile Procedure (Delinquency)	-	-	-	3	3
Police Internship	-	-	-	2	-
First Aid	-	-	-	2	-
Beginning Gunnery	-	-	-	2	-
Police Report Writing	3	-	2	-	-
Traffic Control	-	2	3	-	-
Military Drill	1	-	-	-	-
Fingerprints	3	-	-	-	-
Police Tactics	3	-	-	-	-
Descriptions of persons	1	-	-	-	-
Law Enforcement Electives	-	-	-	-	3
Totals	29	15	22	27	24

An observation of Table 2.9 will reveal that there are only six general education courses that appear in every model: English, speech, political science, psychology, sociology and physical education. In spite of the course congruency, there is no similarity in the number of credits recommended for each. The emphasis on the social sciences is apparent.

The law enforcement course requirements presented in Table 2.10 reveal additional differences. Only two courses--criminal law and criminal investigation--appear in all reviewed curricula; whereas police operations, introduction to law enforcement, and criminal evidence and procedure appear in three of curricula.

Judging from the diversity of programs in the national studies, the diversity of programs that were found in Michigan in the Rutherford study, and a cursory inspection of the community and junior catalogues of Michigan, there is reason to believe that there is wide diversity of law enforcement curricula in this State.

The Associate Degree curriculum recommended in the AAJCLEPG appears, for various reasons, to be the best curriculum to evaluate the various law enforcement curricula in the junior and community colleges of Michigan. First, as can be observed in Table 2.11, the curriculum meets all the requirements of law enforcement curriculum essentials as reported in the Marsh study. Secondly, specific course recommendations



TABLE 2.11.--A Comparison of Marsh's Curriculum Essentials and AAJCLEPG Courses.

Curriculum Essentials	AAJCLEPG Recommended Courses
Legal Aspects*	Criminal Law, Criminal Evidence and Procedures, Criminal Investigation, Police Operations, Introduction to Criminalistics
Human Relation Skills	Sociology, Social Problems, Logic, Public Speaking, English
Philosophy and History of Law Enforcement	Introduction to Law Enforcement, Political Science
Principles of Administration	Police Administration
Psychology	Introduction to Psychology, Adolescent Psychology
Juvenile Delinquency	Police Role in Crime and Delinquency

\* - See pages 51 and 52 for detailed definitions of these essentials.

from the AAJCLEPG as they relate to curriculum essentials as determined by Marsh were the product of nine nationally recognized authorities on police operations and law enforcement academics. Their awareness of the needs of law enforcement as well as the present status of diversity in the junior and community college curricula of the country is difficult to question. Third, one of the members of this committee is a practicing Chief of Police in Flint, Michigan, and is the author of the Rutherford study previously cited. Fourth, the curriculum appears to compare favorably with the Dressel

model in that only about a third of the courses are in the speciality (Dressel recommended 25%); whereas the balance are well represented in general education courses and electives.

Three of the studies cited, Gammage, Rutherford and Marsh were limited to the description of curricula content. Vaupel, in addition to describing curricula, described the faculty but limited his description to the experimental background. There was no attempt (and no known attempt) to describe other dimensions of a program such as the academic preparation of the faculty, the teaching experience, the objectives of the various curricula, the composition of advisory committees, the types of degrees granted, the administrative aspect of the college that carried the responsibility for the law enforcement curriculum, the availability of learning resources, and many other aspects that bear on the totality of a curriculum. Further, not one study known has attempted to evaluate law enforcement curricula with each other or with a set of guidelines, nor is there a known method for such an evaluation.

### Summary

The problem of diversity and proliferation of curricula have plagued institutions of higher education for years. Dressel's theory is that this diversity and proliferation is perpetuated by distinctions made between general education and vocational-technical education. He provides a model

curriculum designed to balance course offerings and to bridge the gap between general and vocational education.

Studies relating to law enforcement curricula, at the two-year and four-year level, have all reported excessive diversity among curricula. Each study has recommended a model curriculum, or a core curriculum, but a comparison of these curricula reveals considerable diversity among the models. None of the studies described curriculum dimensions other than courses required, and, in one instance, the experiential background of the faculty.

The AAJCLEPG is the only known publication designed to give national direction to the development of two-year law enforcement curricula. Further, the guidelines provide a reference point for curriculum dimensions other than courses required. Objectives, faculty qualifications, advisory committee composition, and learning resource materials are included to provide comprehensive considerations.

The curriculum recommended in the AAJCLEPG compares favorably with the balance of courses suggested in the Dressel model. It also compares favorably with the "essentials" of course offering as reported in the Marsh study.

Studies regarding junior college faculty have been conducted on several occasions from 1918 to 1955. The per cent with Masters Degrees has risen from 39.5% in 1918 to 62% in 1955. There is no information regarding the academic preparation of law enforcement faculty.

There are no known studies that describe multiple-dimensions of law enforcement curricula, nor are there any known methods established to evaluate curricula against a standard or guidelines. The methods and procedures used to obtain data to complete such a study are presented in Chapter III, which follows.

## CHAPTER III

### METHODS AND PROCEDURES

#### Colleges Studies

Every public community and junior college in the State of Michigan is included in this study. Each, along with its location, is presented in Table. 3.1.

Each campus was visited by the investigator. Personal interviews were held with at least one or more of the following persons: the president, the instructional dean, administrators directly responsible for the law enforcement curriculum (if the college had one), the director of the law enforcement program, and law enforcement faculty. The average number interviewed per institution was two. (See Appendix B for a complete list of persons interviewed.) Institutions that did not have a law enforcement program were interviewed regarding their plans for one. Physical plants--law enforcement laboratories and classrooms--also were observed. From one-half day to a full day was spent at each campus.

In addition, interviews were held with members of the State Department of Education, the Michigan Law Enforcement Council, Michigan Traffic Safety Center, and Michigan Commission on Law Enforcement.

TABLE 3.1.--Public Junior and Community Colleges in the State of Michigan and Their Location

College	Location
Alpena Community College	Alpena
Bay De Noc Community College	Escanaba
Delta College	University Center
Flint Community Junior College	Flint
Glen Oaks Community College	Centerville
Grand Rapids Junior College	Grand Rapids
Gogebic Community College	Ironwood
Henry Ford Community College	Dearborn
Highland Park College	Highland Park
Jackson Community College	Jackson
Kalamazoo Valley Community College	Kalamazoo
Kellogg Community College	Battle Creek
Kirtland Community College	Roscommon
Lake Michigan College	Benton Harbor
Lansing Community College	Lansing
Macomb County Community College	Warren
Mid-Michigan Community College	Clare
Monroe County Community College	Monroe
Montcalm Community College	Sidney
Muskegon Community College	Muskegon
North Central Michigan College	Petoskey
Northwestern Michigan College	Traverse City
Oakland Community College	Auburn Heights
Schoolcraft College	Livonia
Southwestern Michigan College	Dowagiac
St. Clair Community College	Port Huron
Washtenaw Community College	Ypsilanti
Wayne County Community College	Detroit
West Shore Community College	Ludington

## Instruments

### Questionnaire

A standard questionnaire was developed to obtain uniform information from each institution. The complete questionnaire may be observed in Appendix C. The elements of the questionnaire that are used in the study follow:

1. Name and address of each institution.
2. Title of the law enforcement curriculum (if it had one).
3. The year the curriculum was implemented.
4. Title of associate degree granted for the law enforcement curriculum.
5. Objectives of the curriculum.
6. Names and professional background of advisory committee.
7. Major administrative unit responsible for the law enforcement curriculum.
8. Required courses in the curriculum.
9. Special laboratory facilities.
10. Name, title, academic preparation, field experience, and teaching experience of each faculty member.
11. Teaching load of the faculty members.
12. Number and composition of students enrolled in law enforcement courses.
13. Expected graduates.
14. Law enforcement journals subscribed to.

### Learning Resources Questionnaire

A special questionnaire requesting information as to the number of books, range of journals, government documents, and films on the general topic of law enforcement, was mailed to the librarians of each college where a law enforcement curriculum has been implemented. To obtain the information from colleges not returning the questionnaires, telephone calls were made to the librarians.

### Guidelines

A copy of the 1968 American Association of Junior Colleges Law Enforcement Program Guidelines was obtained.

### Materials

The latest college catalogue, law enforcement brochures, and law enforcement curriculum feasibility studies were obtained whenever possible. Interviewees were queried as to the accuracy of the law enforcement curriculum as it appeared in the catalogue. Where revisions had been made, reprints of the latest curriculum was requested.

### Curriculum Evaluation System

A curriculum evaluation system was developed. A method for identifying component elements and an ideal standard for each component and for each dimension was established. A scale for determining academic preparation scores was devised. Several scales for determining component congruency scores within each dimension were developed.



### Design

The first part of this study is basically descriptive. The data was organized to provide a collective and, wherever possible, quantified profile of the basic characteristics. The second part is evaluative, and it draws upon aspects of the descriptive data and their corresponding components in the 1968 American Association of Junior Colleges' Law Enforcement Programs Guidelines.

### Preparation and Treatment of Descriptive Data

The descriptive data was prepared and treated, by item of concern, in the following manner:

Number of implemented curricula, chronology of implementation and location in the State (Questions 1, 2 & 3).

A summary sheet was prepared that listed all of the junior and community colleges in Michigan. It provides for the identification of those with a law enforcement curricula, the date it was implemented, and the location, in terms of sections of the State. The State was sectioned as follows: The Lower Peninsula was quartered by drawing a vertical line beginning at St. Ignace, and a horizontal line using the Northern boundary of Midland County. The resulting quarters were labeled southeast, southwest, northeast and northwest. The Upper Peninsula was treated as a single section.

The data on dates of implementation were extracted and treated separately to more clearly show the developmental

trend of law enforcement curricula. Information regarding the location of the curricula, by section, was also extracted and illustrated separately to provide a summary of distribution of curricula within the state. Population statistics, by sections, were added to the data. The number of law enforcement officers for each section, based on 1.7 policemen per 1,000 population, was estimated. Ratios were established between the number of law enforcement curricula in a section and the population and the number of law enforcement personnel.

An analysis of the data was made.

Law Enforcement Curricula Titles (Question 4). The colleges were listed, and the curriculum title for each institution was identified. Summaries were determined, and an analysis of the data was made.

Administrative Units Responsible for Law Enforcement Curricula (Question 5). All the colleges were listed, and each was identified in terms of which of four major administrative units was responsible for the law enforcement curriculum. The administrative categories were (1) General Education, (2) Vocational-Technical Education, (3) Continuing Education, and (4) Community Services. Summaries were determined, and an analysis of the data was made.

Associate Degrees Granted (Question 6). All colleges were listed, and each was identified in terms of the associate degree(s) granted in law enforcement. The categories are

(1) Associate in Arts, (2) Associate in Science, (3) Associate in Applied Science, (4) Associate in Technology, (5) Associate in Business, (6) Associate in Applied Arts and Sciences, and (7) Undertermined. Summaries were determined, and an analysis of the data was made.

Range and Frequency of Required Courses (Question 7).

The course description for each course in each curriculum was clipped out of the catalogue, reprint, or brochure and it was posted on a 3 X 5 card. The investigator sorted all the courses by placing all courses with common title and/or common description into separate categories. These categories became the "initial range" of courses. A panel of five judges (See Appendix D for Instructions) was asked to judge each course description in each category of the "initial range", in terms of "agree" or "disagree" that each course is similar to the others in the category.

If three of the five judges agreed that a course description is similar with the others in a category, it remained in that category. If a course description was judged not to be similar to the others in that category, it was compared with course descriptions in all the other categories. When at least three judges agreed upon the relocation of a particular course description in another category, it was placed in another category. When at least three judges agreed that a course should be treated independently, it was added to the range.

This process resulted in a "final range" of course categories. The number of courses judged common to each category became the reported frequency.

An analysis of the data was made.

Academic Preparation, Teaching Experience, Field Experience, and Teaching Loads of Full-time Faculty Members (Questions 8, 9 & 12). Each full-time faculty member was listed by institution. The academic preparation of each faculty member was given a value based on the following scale:

Less than a Bachelors Degree	0
Bachelors to +10	1
Bachelors +11 to +20	2
Bachelors +21 to +30	3
Masters Degree	4
Masters to +10	5
Masters +11 to +20	6
Masters +21 to +30 (L.L.B. or J.D.)	7
Masters +31 to +40	8
Masters +41 to +60	9
Doctorate	10

The academic preparation score, the number of years teaching experience, and the number of years of field experience were listed for each faculty member for each institution.

Averages for each category were computed. An analysis of the data was made.

Academic Preparation, Teaching Experience, Field Experience and Teaching Loads of Part-time Faculty (Questions 10 & 12). All part-time faculty, by institution, were listed. The method of treating the full-time faculty previously described was applied, and averages were computed and an analysis was made.

Comparison of Averages of Full-time and Part-time Faculty, in Reference to Academic Preparation, Teaching Experience, and Field Experience (Question 11). The averages of the academic preparation, years teaching experience, field experience as determined in Questions 9 and 10, respectively, were plotted in relation to full-time and part-time faculty. Averages were computed for full-time, full-time less lawyers, part-time, part-time less lawyers, total faculty and total faculty less lawyers. An analysis of the data was made.

Full-time and Part-time Faculty, Teaching Loads, and Percentage of Courses Taught by Part-time Faculty (Question 12). The number of full-time faculty, and part-time faculty, teaching load (average, where more than one) of full-time faculty, teaching load (average, where more than one) of part-time faculty, the number of sections taught by full-time faculty and by part-time faculty were identified in relation to each institution. The data was abstracted from the data prepared for Questions 9 and 10. Averages and the appropriate percentages were computed. An analysis of the data was made.

Student Enrollment, Composition, and Graduation Expectations (Question 13). The number of full-time and part-time students, each classified by policeman or regular, was recorded for each institution. The number of anticipated graduates for 1970 was also recorded. Averages and appropriate percentages were computed. An analysis of the data was made.

#### Preparation and Treatment of Selected Evaluative Dimensions

The data for each dimension was prepared and treated in the following manner:

Evaluation of Individual Institutions' Stated Curriculum Objectives by Comparing Them with the Abstracted Statement of Objectives of the American Association of Junior Colleges' Law Enforcement Program Guidelines (Question 14). The AAJCLEP Guidelines do not contain a specific statement of objectives. Rather the objectives are alluded to throughout a seven-paragraph statement regarding what a recommended balanced curriculum is.<sup>1</sup>

Method of Determining a Specific Statement. The seven paragraph statement was studied by the investigator. The following objective was abstracted:

The objectives of the curriculum are to meet the current and future needs of the police profession and the needs of both the terminal and transfer student.

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<sup>1</sup>Thomas S. Crockett and James D. Stinchcomb, op. cit., p. 17.

Five copies of the rational statement in the AAJCLEPG were made and presented to a panel of five individuals that served as judges. The judges were instructed to study the statement and then to read the abstracted objectives. If in their judgment the abstracted objectives were a good synopsis of the alluded to objectives in the statement, the judges were to make a check mark under the "agree" column on the work sheet. If in their judgment the statement was not a good synopsis, they were to check "do not agree." If a judge checked "do not agree", he was instructed to prepare an abstraction he felt would best represent what was stated in the statement regarding objectives. (See Appendix E for instructions and worksheet.)

It was planned that the "abstracted objectives" would be rewritten, and the judgment process repeated, if at least three judges could not agree on any given statement of abstracted objectives.

When three of the five judges agreed with a given statement of abstracted objectives, the abstracted objectives became the "specific" objectives the the AAJCLEPG and was labeled "AAJCLEPG Curriculum Objectives."

Method of Evaluating Institution Objectives by Comparing Them with the AAJCLEPG Curriculum Objectives. The statement of objectives for each curriculum, when one was stated, was clipped from the catalogue, brochure, or reprint, and posted on a 5 X 8 card.

The same judges that determined the AAJCLEPG curriculum objectives were asked to serve as judges. Each member was provided with a copy of the AAJCLEPG curriculum objectives as previously determined and posted on a 3 X 5 card. They were presented with a work sheet that presented the list of the institutions against categories of "Objectives congruent" and "Objectives not congruent".

The judges were instructed to study each institution's stated objectives and compare them against the AAJCLEPG curriculum objectives. If in their judgment the stated objectives, of the institution were congruent with the AAJCLEPG curriculum objectives, they were to place a check mark under "Objectives congruent". If in their judgment the stated objectives were not congruent, they were to place a check mark under the category "Objectives not congruent".

The institutions that did not have stated objectives were pre-recorded on the work sheets. (See Appendix F for instructions and worksheet.)

The opinions of the judges as to whether or not a college-stated objective was congruent with the AAJCLEPG recommended objectives were plotted against each college. Colleges with no stated objectives were treated as 'not congruent'. Congruency scores were assigned.

The congruency scores are:

- 0 - if in the opinion of three or more judges the compared objectives were not congruent.
- 1 - if in the opinion of three or more judges the compared objectives were congruent.



Summaries for each component category and an overall percentage of congruency were determined, and an analysis made.

Evaluation of the Composition of the Professional Background of Each Institution's Advisory Committee by Comparing It with the Recommended Professional Background Composition of the AAJCLEPG (Question 15). The AAJCLEPG recommends that the following professionals be represented on each advisory committee.<sup>2</sup>

1. Several top police administrators.
2. Law enforcement coordinator or director (faculty member)
3. Dean or division chairman responsible for the law enforcement curriculum (academic administrator).
4. A judge.
5. A defense attorney.
6. A counselor or a news publisher/editor.
7. Other (any other professional related to law enforcement).

Each institution was listed by number code. Seven component categories corresponding to the above list were established, plus a category for "no formal advisory group reported," and one for the "total congruency score." The professional background of each member of the advisory committees of each institution was checked against the recommended components

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<sup>2</sup>Crockett and Stinchcomp, op. cit., p. 12.

listed. A component congruency score was assigned for each college.

The congruency scores are:

- 0 - if no member of the college advisory committee had a professional background congruent with the specific recommended AAJCLEPG component.
- 0 - if not formal advisory committee was implemented.
- 1 - if a member of the college advisory committee had a professional background congruent with a specific recommended AAJCLEPG component.

College congruency scores are:

The total of the component congruency scores for each college.

The total congruency scores are:

The sum of the college congruency scores.

The mode was determined, and an analysis of the data was made.

The percentage between the "obtained" total congruency scores and the "total possible" congruency scores was determined for all colleges and for colleges with advisory committees only.

Evaluation of the Required Courses Specified in the AAJCLEPG Recommended Curriculum Compared with Corresponding Courses in the Michigan Required 'Final Course Range' (Question 16). (See data Question 7, Page 95.) Each required course and the number of credit hours in the recommended curriculum of the AAJCLEPG were listed vertically. Each college was listed horizontally by number code. Each college was

given a component congruency score for each course in the AAJCLEPG curriculum.

The component congruency scores are:

- 0 - if the college did not offer the course.
- 1 - if the college offered the course but with less than the required credit hours.
- 2 - if the college offered the course and met or exceeded the required credit hours.

Total course congruency score was determined by:

totaling the component congruency scores for each course.

Total congruency score was determined by:

totaling the course congruency scores for all courses.

College curriculum congruency score was determined by:

totaling the component congruency scores within a college.

The mode of the "total course congruency scores" was determined, and an analysis of the course data was made.

The mode of the 'college curriculum congruency scores' was determined, and an analysis of the curriculum congruency was made.

The "total congruency score" and the "'possible' total congruency score" were determined.

The percentage of congruency was determined by dividing the "'obtained' total congruency score" with the "'possible' total congruency score." An analysis was made.

Evaluation of the Recommended Law Enforcement Faculty Qualifications Appearing in the AAJCLEPG as Compared with the

Qualifications of Combined Full-time and Part-time Law Enforcement Faculty in Each Institution (Question 17). The AAJCLEPG faculty qualifications are general and vague. The following statements, however, are made:

1. It is recommended that as much as possible of the program be taught by full-time personnel.<sup>3</sup>
2. A bachelors degree in law enforcement or police administration with a masters degree preferred.<sup>4</sup> Qualifications may also be determined by the administration . . .<sup>5</sup>
3. Occupational experience in the field.<sup>6</sup>

The three components above were listed in horizontal categories and the colleges, by number code, vertically.

An "ideal standard" for each component was established on the following criteria and/or reasoning:

1. Faculty Appointment Component: Based on AAJCLEPG recommendation the "ideal standard" was established as "at least one full-time law enforcement faculty member."
2. Academic Preparation Component: The scale assigned to various levels of academic course work as presented on Page 71 provided for "4" to be associated with the completion of a masters degree. The AAJCLEPG recommended " . . . a Masters Degree preferred." The "ideal standard" was established as "4".

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<sup>3</sup>Crockett and Stinchcomb, op. cit., p. 14.

<sup>4</sup>Ibid., p. 13.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

3. Occupational Experience Component: The AAJCLEPG recommends occupational (field) experience but does not state "how much" experience is preferred. Based on the experience of the investigator and the opinions of numerous law enforcement faculty members, coordinators, police administrators, students, and one member of the national advisory committee that helped to develop the AAJCLEPG, it seems that at least five years' experience should be required. The "ideal standard" for occupational experience was established at 'five years.'

Component congruency scores were established for each of the three components previously described.

The faculty appointment component congruency scores are:

- 0 - if all faculty have part-time status.
- 1 - if at least one member of the faculty meets the "ideal standard" full-time faculty appointment.

The academic preparation component congruency scores are:

- 0 - if the average of the academic preparation of the total faculty as determined from the detailed data presented in Tables 4.8 and 4.9 was less than the "ideal standard" of "4."
- 1 - if the average of the academic preparation of the total college faculty as determined from the detailed data presented in Tables 4.8 and 4.9 equaled or exceeded the "ideal standard" of "4."

The occupational experience component congruency scores are:

- 0 - if the average of the field experience of the total college faculty as determined from the detailed data presented in Figures 4.8 and 4.9 was less than the "ideal standard" of "five years.'

- 1 - if the average of the field experience of the total college faculty as determined from the detailed data in Figures 4.8 and 4.9 was equal to or exceeded the 'ideal standard' of "five years."

The total of the component congruency scores was computed for each component. The total of the component congruency scores for colleges with full-time faculty only were computed. An analysis of components was made.

The totals of the component congruency scores were computed for each college. The mode of the college congruency scores was determined, and an analysis made.

The total college congruency scores for all colleges was determined.

The overall percentage of congruency was determined by dividing the "obtained" total of college congruency scores by the "possible" college congruency scores. A percentage of congruency for "colleges with full-time faculty only" was also determined. An analysis of the data was made.

Evaluation of the Recommended Law Enforcement Journal Subscriptions Appearing in the AAJCLEPG as Compared with Those Corresponding Journals Subscribed to by the Individual Institutions (Question 18). The "ideal standard" for this dimension<sup>7</sup> was established as follows:

Each college offering a law enforcement curriculum must be receiving, or have on order a subscription to the following recommended journals or publications:

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<sup>7</sup>Crockett and Stinchcomb, op. cit., p. 22.

1. Crime in the United States
2. FBI Law Enforcement Bulletin
3. Journal of Criminal Law, Criminology and  
Police Science
4. Police
5. Statistical Abstract of the United States
6. The Police Chief
7. The Training Key
8. Traffic Digest and Review

Each college was listed by a code number and each of the journals or publications listed in the "ideal standard" was presented as a separate component category.

Component congruency scores were established for each of the components described. The component scores are:

- 0 - if the college was not receiving the journal or publication, or did not have it on order.
- 1 - if the college was receiving the journal or had it on order.

College Congruency Score was determined by totaling the component congruency scores within a college.

Totals for each component and for college congruency scores were computed. The overall percentage of congruency was determined by dividing the total of the obtained college congruency score by the "possible" congruency score. A percentage of congruency for only colleges implementing curricula since 1968 was determined by dividing the total of the obtained college congruency score of colleges implementing since 1968, by the "possible" congruency score for those colleges.

The mode of the college congruency scores was established and an analysis of the data was made.

Congruency Ratings of Colleges on Each of the Five Evaluative Dimensions. Each institution was listed by code number against the five evaluative dimensions: (1) objectives, (2) advisory committees, (3) curriculum, (4) faculty, and (5) learning resources.

A rating was assigned to each college on each dimension. The ratings were determined on the basis of the criteria in Table 3.2.

The colleges were listed vertically by code number and the five selected dimensions horizontally as separate categories. A rating for each college on each dimension was assigned on the basis of the criteria listed in Table 3.2.

Totals of ratings for each dimension were determined and an analysis of the data was made.

### Summary

Basic data for the study were obtained by the use of a standard questionnaire interview technique. A second questionnaire, relative to learning resources material was mailed to each institution reporting a law enforcement curriculum. Every public community and junior college in the State of Michigan was visited and a personal interview was held with appropriate personnel.

The methodology of the study involved two stages: (1) the organization, tabulation and analysis of the collected



**TABLE 3.2.--Criteria for Rating Each College for Congruency with the AAJCLEPG on Five Different Dimensions.**

Dimensions	Ratings	Criteria
Curriculum Objectives Congruency	H (High)	If the stated objectives of the curricula was rated by three or more judges as congruent with the AAJCLEPG.
	L (Low)	If the stated objectives were rated as not congruent with the AAJCLEPG by three or more judges. If no stated objectives.
Advisory Committee Background Composition Congruency	H (High)	If the congruency score was above the mode congruency score for all colleges.
	A (Average)	If the congruency score was equal to the mode score.
	L (Low)	If the congruency score was below the mode score.
Curriculum Congruency	H (High)	If the congruency score was above the mode congruency score for all colleges.
	A (Average)	If the congruency score was equal to the mode score.
	L (Low)	If the congruency score was below the mode score.
Faculty Qualifications Congruency	H (High)	If the congruency score was above the mode congruency score for all colleges.
	A (Average)	If the congruency score was equal to the mode score.
	L (Low)	If the congruency score was below the mode score.
Learning Resources Congruency	H (High)	If the congruency score was above the mode congruency score for all colleges.
	A (Average)	If the congruency score was equal to the mode score.
	L (Low)	If the congruency score was below the mode score.

data to provide a collective profile and description of the law enforcement curricula as they presently exist in the State, and (2) an evaluation of the law enforcement program at each college in terms of the congruency of five program dimensions with corresponding dimensions in the law enforcement program guidelines established by the American Association of Junior Colleges in 1968.

The five dimensions used to evaluate the congruency of the law enforcement program of each college with the AAJCLEPG were: (1) Objectives of the Curriculum, (2) Advisory Committee Composition, (3) Curriculum, (4) Faculty Qualifications, and (5) Learning Resources Materials.

A panel of judges was used to establish: (1) a "consensual" abstracted objective of the AAJCLEPG objectives statement, (2) a "consensual" range of courses classified by commonality of description, and (3) a "consensual" determination of the congruency between the stated objectives of the law enforcement curricula of each college with the AAJCLEPG abstracted objective.

Scales were developed to establish congruency scores for each component of each dimension.

Percentage of congruency for each dimension was established.

Criteria for rating each college in terms of High or Low congruency on dichotomized dimensions, and High, Average or Low congruency on continuous dimensions were established.

Each college was rated on each dimension and sample profiles were drawn.

Selection of Individuals to Serve as Judges for the  
Determination of Consensual Opinions.

- Judge 1: A law enforcement faculty member at a Michigan public community college.
- Judge 2: An attorney with experience as a prosecuting attorney and as a defense lawyer.
- Judge 3: An attorney with general experience.
- Judge 4: A business executive.
- Judge 5: A general education faculty member with experience in academic administration and curriculum planning at a Michigan public community college.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The data for this study were obtained by a visitation to all public community and junior colleges in the State of Michigan. Standardized general information regarding the law enforcement curriculum at each was gathered from interviews with administrators and faculty, from college catalogues, bulletins, brochures, reprints, and from personal observations of the physical facilities.

The questions, and the data to answer the questions, are presented in the order they were originally posed in Chapter I.

#### Questions

Question 1: How many junior and community colleges have implemented, or plan to implement, an Associate Degree Law Enforcement Program?

Data from the study as it pertains to this question is presented in Table 4.1. The data show that there are 21 colleges that have implemented, and are currently offering, courses in law enforcement. One college, West Shore Community College, has completed its plans, developed a curriculum, and contacted a prospective faculty member, for fall 1970 implementation. Another college, North Central Michigan College,

TABLE 4.1.--Public Junior and Community Colleges, the Identification of Those with, or a Planned, Law Enforcement Curriculum, the Date of Implementation and the Sectional Location in the State.

College	Law Enforcement Curriculum			Year Implementation or Planned Implementation									Sectional Location				
	No Plans	1970	Plans	1962	1964	1965	1966	1967	1968	1969	1970	1971	NE	NW	SE	SW	UP
1. Alpena*		X									X		X				
2. Bay De Noc	X																
3. Delta		X					X								X		
4. Flint		X			X										X		
5. Glen Oaks		X								X						X	
6. Grand Rapids		X		X												X	
7. Gogebic	X																
8. Henry Ford		X						X							X		
9. Highland Park		X									X				X		
10. Jackson		X							X						X		
11. Kalamazoo Valley		X								X						X	
12. Kellogg		X							X							X	
13. Kirtland		X								X			X				
14. Lake Michigan		X								X						X	
15. Lansing		X					X								X		
16. Macomb		X							X						X		
17. Mid-Michigan	X																
18. Monroe	X																
19. Montcalm	X																
20. Muskegon		X								X						X	
21. North Central			X									X					
22. Northwestern		X					X							X			
23. Oakland		X				X									X		
24. Schoolcraft		X						X							X		
25. Southwestern	X																
26. St. Clair		X					X								X		
27. Washtenaw		X							X						X		
28. Wayne		X									X				X		
29. West Shore		X									X**			X			
Totals	6	22	1	1	1	1	4	2	4	5	4	1	2	2	12	6	

\* - For full titles see page of Chapter III.

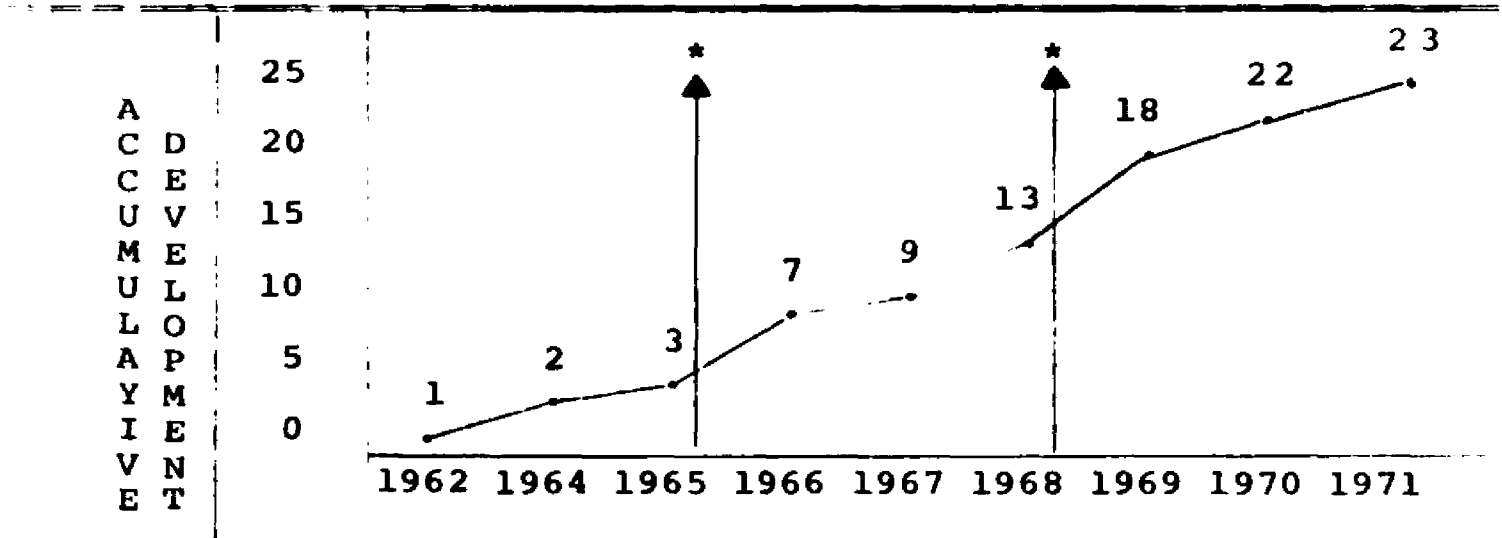
\*\* - Planned for fall 1970 implementation. Others in 1970 category are implemented.

is currently planning a curriculum and expects to implement it in fall 1971.

Question 2: What has been the chronological implementation sequence of the law enforcement curricula in the State?

The data totaled under "year of implementation or planned implementation" as recorded in Table 4.1 is extracted and presented in Table 4.2 for clearer observation.

TABLE 4.2.--Accumulative Development of Law Enforcement Curricula by Year of Implementation in Relation to the Passage of Federal Law Enforcement Acts



- \* - The year Federal Law Enforcement Assistance Act was passed, and Michigan passed Public Act 203, establishing the Michigan Law Enforcement Training Council.
- \*\* - The year Federal Omnibus Crime Control and Safe Streets Act was passed, and the year Governor Romney appointed the Michigan Commission on Law Enforcement and Criminal Justice.

Figure 4.2 shows that there were only three curricula implemented during the first half of this decade. Implementation of curricula increased noticeably following the 1965 enactment of the Law Enforcement Assistance Act and the

establishment of the Michigan Law Enforcement Training Council. Four new curricula were implemented in 1966, followed by two more in 1967 for a total of nine. In 1968, the Safe Streets Act was passed, and the Michigan Commission on Law Enforcement and Criminal Justice was established. Their actions were accompanied by the implementation of four more curricula in 1968, five in 1969, three in January of 1970, and one, Highland Park Community College, in March, 1970. Over half of the law enforcement curricula in the junior and community colleges of Michigan have been implemented in the last three years.

Question 3: How are the law enforcement curricula distributed throughout the State? What is the ratio of these distributions to the population and to policemen?

The data recorded under the column labeled "Sectional Location" in Table 4.1 is extracted and presented in Table 4.3.

Information regarding population distribution and the estimated number of police officers in each section was added to the overall data. Ratio of curricula to population and to policemen by section, sub-sections, and total State are presented.

Over half (12) of the curricula are located in the southeast section of the State, with six in the southwest section for a total of 18 in the southern half of the State. There are four curricula in the northern half and none in the Upper Peninsula.

TABLE 4.3.--Distribution of Junior and Community Colleges with Law Enforcement Curricula by Sections of the State and the Ratio of Law Enforcement Curricula to the Distribution of Population and Policemen.

Section	Number Law Enforcement Curricula	Service <sup>3</sup> Population	Number <sup>4</sup> Policemen	Ratio Curricula to	
				Population	Policemen
Southeast	12	5,439,340	9,246	1/453,278	1/770
Southwest	6	1,547,730	2,631	1/257,955	1/439
Sub-total	18	6,987,070	11,877	1/388,170	1/659
Northeast	2	322,399	549	1/161,199	1/274
Northwest	2	191,532	326	1/95,766	1/163
Sub-total	4	513,931	875	1/128,482	1/218
Upper Peninsula	0	305,984	306		
Grand Totals	22	7,806,985	13,058	1/354,863	1/593

<sup>3</sup>Michigan Manual, 1969-70 Edition, compiled by the Administration of the State of Michigan, pp. 404-407.

<sup>4</sup>Estimates based on 1.7 police officers per 1,000 population. Source: Federal Bureau of Investigation, U. S. Department of Justice, Uniform Crime Reports, 1965, (Washington, D.C.: U. S. Government Printing Office, 1966), pp. 148-151.



Although 18 of the curricula are in the southern half of the State, the ratio of curricula to police officers is 1/659, as compared to 1/228 in the northern half. The south-east section, with 12 curricula, has a curricula to police-officers ratio of 1/770.

Question 4: What titles are used to describe the associate degree law enforcement curricula?

Five different titles are used to describe the law enforcement curricula. See Table 4.4.

TABLE 4.4.--Summary of Law Enforcement Curricula Titles.

Title	Number of Institutions
Law Enforcement	17
Police Administration	2
Law Enforcement Administration	1
Public Safety	1
Police Science Technology	1
Total	22

The most frequently used title (17) is Law Enforcement. Police Administration is the title used by Flint Community Junior College and Kirtland Community College; whereas Public Safety is used by Grand Rapids Junior College, and Police Science Technology, by Muskegon Community College.

Question 5: What major administrative unit of the college is responsible for the law enforcement curriculum? See Table 4.5.

There are four different administrative units involved in the administration of law enforcement curricula. Ten

TABLE 4.5.--Classification of Administrative Units Responsible for Law Enforcement Curricula by Institution.

College	Administrative Unit			
	Vocational- Technical	General Education	Contin- uing Education	Commu- nity Service
1. Alpena*	X			
2. Delta		X		
3. Flint		X		
4. Glen Oaks		X		
5. Grand Rapids	X			
6. Henry Ford		X		
7. Highland Park			X	
8. Jackson			X	
9. Kalamazoo Valley		X		
10. Kellogg	X			
11. Kirtland	X			
12. Lake Michigan	X			
13. Lansing	X			
14. Macomb	X			
15. Muskegon	X			
16. Northwestern		X		
17. Oakland		X		
18. Schoolcraft			X	
19. St. Clair	X			
20. Washtenaw				X
21. Wayne		X		
22. West Shore	X			
Totals	10	8	3	1

\* - For full titles see Page 69 of Chapter III.

curricula fall under the responsibility of a vocational-technical dean. One of these, Lansing, is actually under the Dean of the Business College. Eight other colleges administer their curriculum through the general education dean; three, through the Dean or Director of Continuing Education, and one, (Washtenaw) through the Director of Community Services.

Question 6: What associate degrees are granted upon completion of law enforcement curricula? See Table 4.6.

Table 4.6 shows six different degrees are granted following the completion of the law enforcement curricula. Eight colleges offer the Associate in Applied Science; five, the Associate in Arts; two, the Associate in Technology; two, the Associate in Applied Arts and Sciences, and one, the Associate in Business. One college, Highland Park Community College, has not determined the degree to be granted. Northwestern Michigan College offers two degrees, the Associate in Arts and Associate in Science, depending on the student's option in selecting courses.

Question 7: What is the range of required courses in the various curricula? What is the frequency that each course in the range is required by the various colleges? See Table 4.7.

There are 45 independent courses required by the 22 curricula. In addition, two categories, "Psychology - Other" and "Sociology - Other," each contain two or three independent courses. When the category of electives is added, the range of courses required is 48.

TABLE 4.6.--Classification of Law Enforcement Associate Degrees Granted by Colleges.

College	A.A.*	A.S.	A.A.S.	A.T.	A.B.	A.A.A.S.	U
1. Alpena**			X				
2. Delta			X				
3. Flint			X				
4. Glen Oaks			X				
5. Grand Rapids						X	
6. Henry Ford		X					
7. Highland Park							X
8. Jackson	X						
9. Kalamazoo Valley			X				
10. Kellogg	X						
11. Kirtland		X					
12. Lake Michigan			X				
13. Lansing					X		
14. Macomb			X				
15. Muskegon				X			
16. Northwestern	X	X					
17. Oakland			X				
18. Schoolcraft				X			
19. St. Clair	X						
20. Washtenaw	X						
21. Wayne		X					
22. West Shore		X					
Totals	5	4	8	2	1	1	1

\* - Code: A.A. - Associate in Arts; A.S. - Associate in Science; A.A.S. - Associate in Applied Science; A.T. - Associate in Technology; A.B. - Associate in Business; A.A.A.S. - Associate in Applied Arts and Sciences; U. - Undetermined.

\*\* - For full titles see Page 70 of Chapter III.

TABLE 4.7.--Range of Categories of Courses Required in 22 Law Enforcement Curricula, Classified by Description, by Five Judges.

Course Categories	Number of Colleges in Category	Judges that	
		agree	disagree
1. English	22	3	2
2. Criminal Investigation	21	4	1
3. Political Science	21	4	1
4. Police Role in Crime and Delinquency	21	3	2
5. Introduction to Psychology	19	5	0
6. Introduction to Sociology	19	4	1
7. Introduction to Law Enforcement	19	4	1
8. Police Administration	19	3	2
9. Electives	16	-	-
10. Criminal Law	17	3	2
11. Public Speaking	16	4	1
12. Physical Education	15	-	-
13. Traffic Administration and Control	12	3	2
14. Typing	12	4	1
15. Social Problems	11	3	2
16. Psychology - Other	10	5	0
17. Criminal Evidence and Procedure	10	3	2
18. Mathematics	9	4	1
19. Police Operations	9	4	1
20. Interrogation and Interviewing	9	5	0
21. Physical Science	6	3	2
22. Chemistry	5	3	2
23. Sociology - Other	4	3	2
24. Humanities	5	-	-
25. Economics	5	5	0
26. Biology	6	3	2
27. Internship	5	5	0
28. History	4	5	0
29. Administration of Justice	4	3	2
30. First Aid	4	5	0
31. Accounting	4	5	0
32. Data Processing	3	5	0
33. Business Law	3	5	0
34. Introduction to Criminalistics	3	5	0
35. Defensive Tactics	3	5	0
36. Law Enforcement Seminars	3	5	0
37. Geology	1	5	0
38. Police Community Relations	2	5	0
39. Industrial Security	2	5	0
40. Freshman Seminar	1	5	0
41. Photography	1	5	0
42. General Business	2	5	0
43. Logic	1	5	0
44. Meteorology	1	5	0
45. Civil Law	1	5	0
46. Narcotics and Vice Control	1	5	0
47. Firearms	1	5	0
48. Life Science	2	3	2

In 20 instances, the judges could not agree unanimously that all the courses with a common title, judged by the description of the course, belonged in a given category.

Only one course, English, is required in every curriculum. Criminal Investigation, Political Science, and Police Role in Crime and Delinquency are required in 21 curricula. There are 33 categories of courses required in 10 or less curricula. There are 22 courses that are required in less than five curricula.

Question 8: How many law enforcement curricula have full-time faculty members:

The basic data pertaining to this question are presented in Table 4.8.

Nine colleges have at least one full-time law enforcement faculty member; whereas, two others have more than one. Half (11 of 22) of the law enforcement curricula in the State are without a full-time faculty member.

Question 9: What is the academic preparation, teaching experience, and field-experience of the full-time faculty members?

The academic preparation of the full-time law enforcement faculty (see Table 4.8) ranges from one, bachelors degree to plus 10 credit hours to nine, masters degree to plus 50 to 60 credit hours. The average academic preparation (3.3 scale score) is below the scale score of 4 assigned to the category of masters degree. (See Chapter III, page 69.)

TABLE 4.8.--Academic Preparation, Field Experience, and Teaching Loads of the Full-Time Law Enforcement Faculty by Individuals and Colleges.

Colleges	Faculty	Academic* Preparation	Field Experience	Teaching Experience	Teaching Load in Credit Hours	Number Sections per Semester
1	A	1	6.5	.5	9	3
2	A	5	21	13	12	4
3	A	7**	5	4	8	2
4	A	4	25	4	15	4
	B	4	4	1	18	4
5	A	4	6	4	15	5
	B	1	6	.5	12	4
	C	9	10	13	12	4
6	A	1	20	5	15	5
7	A	1	25	2	12	3
8	A	1	14	10	15	5
9	A	1	10.5	1.5	15	5
10	A	1	31	4	15	5
11	A	5	7.5	10	15	5
Totals	14	45	191.5	72.5	88	58
Averages		3.3	13.6	5.2	13.4	4.1

\* - See scale in Chapter III.

\*\* - Lawyer

Seven of the faculty have an academic preparation of 1, three have 4, two have 5, one has 7, and one has 9. Half (7) of the full-time faculty have less than a masters degree.

The field experience ranges from 4 years to 31 years, with an average of 13.6 years. Except in one instance, all the faculty have more than six years' field experience.

The teaching experience (see Table 4.8) ranges from a half year to 13 years, with an average of 5.2 years. Two faculty have less than a year's teaching experience; whereas two have 1 year; one has 2 years, and the rest have 4 or more years.

The faculty profiles (see Table 4.8) range from bachelors degree with six years' field experience and a half year teaching experience (such as, Faculty A at College 1 and Faculty B at College 5) to a masters degree plus 50 credit hours, 10 years' field experience, and 13 years' teaching experience (such as Faculty C at College 5),

Question 10: What is the academic preparation, teaching experience, and field experience of the part-time faculty? See Table 4.9.

There are 47 part-time faculty teaching in 17 different curricula. Five colleges do not use part-time faculty.

In terms of academic preparation the range is from 7 (masters degree plus 21 to 30 credit hours or LL.B. or J.D.) to 0 (less than a bachelors degree). The average academic preparation of 3.8 is below the scale score of 4 for a masters



TABLE 4.9.--Academic Preparation, Field Experience, and Teaching Loads of the Part-Time Law Enforcement Faculty by Individuals and Colleges.

Colleges	Faculty	Academic Preparation	Field Experience	Teaching Experience	Teaching Load in Credit Hours	Number Sections per Semester
1	A	4	3	2	3	1
	B	7*	4	.25	3	1
2	None					
3	A	1	5	.50	3	1
	B	4	22	3	3	1
	C	4	2	.25	3	1
	D	0	10	.25	3	1
	E	7*	3	.25	3	1
4	A	0	9	.25	3	1
	B	1	9	.25	3	1
5	A	4	20	1	3	1
	B	0	20	2.5	3	1
6	None					
7	A	7*	4	13	3	1
8	A	1	11	2	3	1
	B	1	15	2	3	1
	C	7*	6	1	3	1
9	A	1	3	.25	3	1
10	A	3	4	.25	3	1
11	A	7*	6	.25	3	1
	B	7*	10	.25	3	1
12	A	7*	12	.25	3	1
	B	1	11	.25	3	1
	C	4	25	.50	6	2
13	None					
14	A	7*	10	.50	6	2
	B	7*	11	1	9	3
	C	3	11	1	12	4
	D	3	24	.25	6	2
	E	0	25	.25	6	2
	F	4	11	.25	6	2
15	None					
16	None					
17	A	2	15	.25	3	1
	B	4	10	.25	3	1
	C	3	16	4	6	2
18	A	0	31	5	3	1
	B	0	18	.50	3	1
	C	3	6	1	3	1
19	A	7*	30	.25	3	1
	B	7*	11	1	3	1
	C	3	6	.50	3	1
20	A	7*	10	.50	3	1
21	A	4	27	7	3	1
	B	4	9	1	3	1
	C	1	3	.25	3	1
	D	7*	10	3	3	1
	E	7*	20	1.5	3	1
	F	7*	3	1.5	3	1
	G	4	5	.50	3	1
	H	3	4	2	3	1
22	A	6	3.5	6	3	1
Totals	47	181	553.5	70.5	174	57
Averages	2.1	3.8	11.7	1.5	3.7	1.2

\* - Lawyer

degree. There are six part-time faculty that do not have a degree and 24 that have a masters degree or more. There are 14 lawyers, with a scale score of 7. (See Question 1 for evaluation.)

The field experience of the part time faculty range from two years to 31 years, with an average of 11.7 years. Eight have less than five years' experience; whereas 10 have 20 years' experience or more.

The range of teaching experience is from .25 years to 13 years, with an average of 1.5 years. Twenty-three of the faculty have less than a year's teaching experience; whereas 10 have two years' experience or more.

Question 11: How do the full-time faculty and part-time faculty compare on academic preparation, field experience, and teaching experience? See Table 4.10.

The academic-preparation average of the full-time faculty is 3.3 as compared to the part-time faculty average of 3.8. The average for the combined faculty (61) is 3.7. The average of the full-time faculty, with lawyers removed, is 2.9; whereas the average of the part-time faculty, with lawyers removed, drops to 2.4. The academic preparation for the total faculty, with lawyers removed, is 2.5.

The field experience of the full-time faculty is 13.6 years as compared to 11.7 years for the part-time faculty. The overall faculty average is 12.5 years of field experience. There is very little effect on the averages in field experience when the lawyers are removed.

TABLE 4.10\*.--Comparison of Full-Time Faculty and Part-Time Faculty on Academic Preparation, Field Experience, and Teaching Experience.

Categories	N	Academic Preparation		Field Experience		Teaching Experience	
		Total	Average	Total	Average	Total	Average
Full-time	14	45	3.3	191.5	13.6	72.5	5.2
Full-time Less lawyers	13	38	2.9	186.5	14.3	68.5	5.2
Part-time	47	181	3.8	553.5	11.7	70.5	1.5
Part-time Less Lawyers	32	76	2.4	406.5	12.7	45.5	1.4
Totals All Faculty	61	226	3.7	745	12.5	143	2.3
Totals Less Lawyers	45	114	2.5	593	13.1	114	2.5

\* - Data abstracted from Tables 4.8 and 4.9.

The average teaching experience of the full-time faculty is 5.2 years; whereas the part-time faculty averages 1.5 years' experience and the combined faculty (61) averages 2.3 years' experience. Removing the teaching experience of the lawyer faculty produces very little change on the averages.

The most obvious change in averages, when the background of the lawyers is removed, is in the academic preparation average of the part-time faculty.

Question 12: What is the teaching load of the full-time faculty? Of the part-time faculty? What percentage of the law enforcement courses offered by the various curricula are taught by part-time faculty? See Table 4.11.

TABLE 4.11.--A Summary of Teaching Loads and Sections Covered by Full-time and Part-time Faculty, Winter, 1970

Faculty	N	Credit Hours Taught		Sections Taught	
		Total	Average	Total	Average
Full-time	14	188	13.4	58	4
Part-time	47	174	3.7	57	1.2
Totals	61	362	5.9	115	1.9
Part-time Percentage	77	48		49	

The full-time faculty taught 188 credit hours for an average teaching load of 13.4 whereas the part-time faculty taught 174 credit hours for an average of 3.7 teaching load.

The part-time faculty make up 77% of the total faculty and taught 48% of the credit hours during the Winter Semester

of 1970 while covering 49% of all the courses (sections) offered.

Question 13: How many full-time students were enrolled in the law enforcement curricula? How many of the full-time students were pre-service students? How many part-time students were enrolled in the law enforcement curricula? How many of the part-time students were practicing policemen? See Table 4.12.

The data indicates that an estimated 2,296 students were enrolled in the law enforcement curricula in the State. Over two-thirds of the students (67%) were part-time practicing policemen; whereas 697 or 30% were regular full-time students. Very few (3%) regular students pursued their studies on a part-time basis. There were no policemen pursuing their studies on a full-time basis.

#### Evaluative Dimensions

Question 14: To what extent are the objectives of the law enforcement curricula of junior and community colleges of Michigan congruent with the recommended objectives of the American Association of Junior Colleges Law Enforcement Program Guidelines?

Page 17 of the AAJCLEPG presents statements that relate to the objectives of the Associate Degree Law Enforcement Curriculum. These statements were abstracted by the investigator. Five judges were asked to read the AAJCLEPG statements and then to read the "abstracted objectives." They were asked

TABLE 4.12.--Students Enrolled in Law Enforcement Curricula by Colleges\*.

College	Headcount	Full-time		Part-time		Expected Graduates 1970
		Policemen	Regular	Policemen	Regular	
1	110		75	35		12
2	None					
3	23			23		0
4	250		250			0
5	65		25	40		0
6	55		20	35		2
7	250		50	200		6
8	99		55	44		2
9	450		60	350	40	20
10	33			33		0
11	25		15	10		0
12	110		30	80		18
13	35		6	23		0
14	35			35		0
15	100		20	70	10	6
16	190		100	70	20	25
17	10			10		
18	80		20	60		3
19	37		7	30		0
20	120		80	40		8
21	159		130	29		20
22	60		4	58		2
Total	2,296	0	697	1,525	70	124
Per Cent	100	0	30	67	3	

\* - These figures are estimates. No administrator or faculty member was sure of the numbers presented.

to indicate whether they "agree" or "disagree" that the abstracted objectives adequately represent the AAJCLEPG statements. See Table 4.13.

TABLE 4.13.--Opinions on the Adequacy of the Abstracted Objectives of the AAJCLEPG Statements.

Abstracted Objectives	Judges	
	Agree	Disagree
The objectives of the curriculum are to meet the current and future needs of the police profession and the needs of both the terminal and transfer student.	5	0

All five judges agreed that the abstracted objectives adequately reflect the AAJCLEPG statements.

The stated objectives for all institutions reporting a law enforcement curriculum, and the AAJCLEPG abstracted objectives were given to the above-mentioned panel of judges. The results of their judgment as to whether an institution's stated objectives agreed with the AAJCLEPG abstracted objectives appear in Table 4.14.

It can be observed that five of the colleges do not report objectives for their law enforcement curriculum. Of the 17 that do report objectives, only 10 are judged to agree with the AAJCLEPG objectives. Of the ten that are judged as agreeing, six are judged to agree completely. Half of the stated objectives of the law enforcement curricula do not agree with the AAJCLEPG objectives. The percentage of

TABLE 4.14.--Opinions on the Agreement of the States Objectives of Law Enforcement Curricula of Each College with the AAJCLEPG Objectives and Agreement Scores\*.

College	No Stated Objective	Stated Objective	Judged		Congruency Score	
			Agree with AAJCLEPG	Not agree AAJCLEPG	Obtained	Possible
1	X				0	
2	X				0	
3		X	5	0	1	
4		X	5	0	1	
5		X	4	1	1	
6		X	5	0	1	
7		X	2	3	0	
8		X	5	0	1	
9	X				0	
10		X	5	0	1	
11		X	1	4	0	
12		X	0	5	0	
13		X	2	3	0	
14		X	5	0	1	
15		X	4	1	1	
16		X	5	0	1	
17		X	1	4	0	
18		X	2	3	0	
19		X	4	1	1	
20		X	2	3	0	
21	X				0	
22	X				0	
Totals	5	17			10	22
Percentage of congruency All Colleges					45%	
Percentage of congruency Colleges with objectives only					59%	

\* - See Chapter III, Page 73 for scoring procedure.



congruency for all colleges is 45%. The percentage of congruency for only colleges with stated objectives is 59%.

Question 15: To what extent is the professional background composition of each law enforcement advisory committee to Michigan junior and community colleges congruent with the professional background composition of law enforcement advisory committee recommended in the AAJCLEPG? See Table 4.15.

Seven of the 22 curricula do not have a formal law enforcement advisory committee. Of the 15 that do, only two professionals, the police administrator and the academic administrator, are represented on every committee. The next most frequently found professional, 13 out of the 15, falls in the component of "other," representing professionals, such as City Managers, Personnel Managers, Model Cities personnel, conservation officers and security administrators. Judges serve on three committees; whereas a defense attorney and a counselor are represented only once and on the same committee.

Only one college (College 15) has a representative for each of the AAJCLEPG recommended professions. One college, Number 12, has all police administrators plus one academic administrator.

There is an overall congruency percentage of 39%. If only the colleges with advisory committees are considered, the extent of congruency between the professional background composition of the Michigan advisory committees and the AAJCLEPG recommended professional composition is 59%.

TABLE 4.15.--A Compilation of Congruency Scores Between Michigan Junior and Community College Advisory Committees' Professional Composition and the AAJCLEPG Recommended Professional Composition.

College	No Formal Committee	AAJCLEPG Recommended Professional Components												Composite Scores			
		Police Adminis- trator		Law Enforce- ment Faculty		Academic Adminis- trator		Judge	Defense Attorney	Counselor or News Editor		Other	Obtained	Possible			
		No.	C.S.*	No.	C.S.	No.	C.S.	No.	C.S.	No.	C.S.	No.	C.S.				
1		5	1			1	1					1	1	3	7		
2		4	1	2	1	2	1					1	1	4			
3	X																
4	X																
5		4	1	1		1	1					1	1	3			
6	X																
7		2	1	2	1	1	1					3	1	4			
8		3	1			1	1					1	1	3			
9		4	1			1	1	1	1			2	1	4			
10		8	1	2	1	1	1					1	1	4			
11	X																
12		12	1			1	1							2			
13		5	1	1	1	1	1					1	1	4			
14		5	1	1	1	1	1					2	1	4			
15		6	1	1	1	1	1	1	1	1	1	1	1	7			
16		5	1	2	1	1	1							3			
17		4	1	1	1	1	1					2	1	4			
18	X																
19		3	1	1	1	1	1					1	1	4			
20	X																
21	X																
22		5	1			1	1					1	1	3			
Totals	7	80	15	13	10	16	15	2	2	1	1	1	1	18	13	56	154
Congruency Percentage																	
All curricula															36%		
Congruency Percentage																	
those with committees															53%		

\* - Agreement score - see Chapter III.

Question 16: To what extent are the law enforcement curricula course requirements of the Michigan junior and community colleges congruent with the curricula course requirements recommended by AAJCLEPG?

Table 4.16 shows that all the curricula required a course in English; however, one college (Number 9) does not require the recommended six hours. Criminal Investigation is required in all but two curricula; whereas, Introduction to Psychology, Introduction to Law Enforcement, Introduction to Sociology, and Police Administration are required in all but three curricula. Logic, on the other hand, is required in only one curriculum; whereas Introduction to Criminalistics is required in six, and Police Operations and Humanities are required in nine curricula.

The percentage of congruency between the course requirements of the curricula of the individual colleges when they are compared with the AAJCLEPG recommended curriculum course requirements ranges from a low of 52% (Colleges 3, 6 and 21) to a high of 92% (College 8). Two colleges (10 and 12) have 71% congruency whereas the majority fall in the 63% to 68% range. The overall congruency is 63%.

Question 17: To what extent are the law enforcement faculty qualifications of the junior and community colleges of Michigan congruent with the three "ideal" faculty qualifications recommended in the AAJCLEPG?

TABLE 4.16.--A Compilation and Summary of Congruency Scores\* Between the Courses Required in the Michigan Junior and Community College Law Enforcement Curricula and the Recommended Courses Required in the AAJCLEPG.

Recommended AAJCLEPG Courses	Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Course Congruency	
																								Obtained	Possible
English	6	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	43	
Psychology, Introduction	3	2	2	0	2	2	2	2	2	2	2	2	2	2	2	0	2	2	0	2	2	2	2	39	
Political Science	6	1	1	1	1	2	1	2	2	2	2	1	1	0	1	1	1	1	1	1	2	2	1	28	
Law Enforcement, Introduction	3	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	38	
Police Administration	3	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	0	2	2	0	2	2	2	38	
Sociology, Introduction	3	2	2	0	2	0	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	38	
Police Operations	3	0	0	0	2	2	0	0	2	0	2	2	2	1	2	0	0	2	0	0	0	0	0	17	
Police Role in Crime and Delinquency	3	2	2	2	2	2	0	0	2	2	2	2	2	2	0	2	0	2	2	2	2	0	0	32	
**Humanities	3	2	0	2	2	0	2	2	2	0	2	0	0	0	0	0	2	0	0	0	0	2	0	18	
Criminal Law	3	2	2	2	0	0	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	0	0	32	
Mathematics	3	0	0	2	2	0	0	2	2	0	0	2	2	0	0	0	0	2	2	0	2	0	2	20	
Criminal Investigation	3	2	2	2	2	0	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	40	
Public Speaking	3	2	2	0	2	2	2	2	1	0	2	0	2	1	0	2	0	0	2	2	2	2	1	29	
Adolescent Psychology or Social Problems	3	0	0	0	2	2	2	2	0	0	2	2	2	0	2	0	0	0	0	2	2	0	2	22	
Logic	3	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
Criminal Evidence and Procedure	3	2	2	0	0	2	2	2	2	2	0	2	0	2	2	2	0	2	2	0	0	0	2	28	
Introduction to Criminalistics	3	0	0	0	0	0	0	0	2	2	2	0	0	0	0	0	2	2	0	0	0	0	2	12	
Electives	3	0	2	2	0	2	2	2	2	2	0	0	2	2	2	2	2	2	2	0	2	2	2	34	
Physical Education	4	2	2	1	1	2	1	0	2	1	1	0	0	1	1	1	0	1	1	2	0	0	1	21	
College Totals (Possible 38)		25	25	20	26	26	20	26	35	24	27	25	27	21	24	22	21	24	22	24	22	20	25	530	836
Percentage of Congruency		66	66	52	68	68	52	68	92	63	71	66	71	55	63	58	55	63	58	63	58	52	66	63%	

\* - See scoring procedure in Chapter III, Page 75.

\*\* - Literature, Philosophy, and Arts.

The data pertaining to this question can be observed in Table 4.17. Only four colleges (Numbers 1, 7, 9 and 22) do not meet the ideal minimum of five years', or more field experience. Slightly more than half (12) of the colleges meet the ideal requirements of a "4" (Masters degree or better.) The college averages range from a ".50" (less than a bachelors degree) to a "7" (masters plus 30, or LLB).

If only colleges with full-time faculty are considered, less than half (5 of the 11) of the colleges meet the ideal in regard to academic preparation; College 2 shows the highest average with a "4.6." Only one college (College 1) of the 11 with full-time faculty fails to meet the ideal in regard to field experience.

In the total college congruency score column, one college (College 9) does not meet any of the criteria; whereas four colleges (Colleges 2, 6, 10 and 19) meet all three criteria.

The overall percentage of congruency, all curricula considered, is 62%; whereas when only those curricula with full-time faculty are considered, the percentage of congruency is 74%.

Question 18: To what extent are the subscriptions to law enforcement journals and publications of the junior and community colleges of Michigan congruent with the subscriptions recommended in the AAJCLEPG? See Table 4.18.

An observation of the data in Table 4.18 shows that five of the colleges have not subscribed to any of the

TABLE 4.17.--A Compilation and Summary of Congruency Scores Between the Faculty Qualification Components Recommended by the AAJCLEPG and the Law Enforcement Faculty of the Junior and Community Colleges of Michigan.

College	Faculty			Average (Ideal 4) Academic Preparation			Average (Ideal 5) Field Experience			College Congruency Scores	
	Part-time	Ideal Full-time	C.S.	Below Ideal	Ideal or above	C.S.	Below Ideal	Ideal or Above	C.S.	Obtained	Possible
1	2	1	1		4	1	4.5			2	
2		3	1		4.6	1		7.3	1	3	
3	5			3.2				8.4	1	1	
4	2			.50				9	1	1	
5	2	1	1	1.6				23	1	2	
6		1	1		7	1		5	1	3	
7	1				7	1	4			1	
8	3			3				10.6	1	1	
9	1			1			3				
10	1	1	1		4	1		5.5	1	3	
11	2				7	1		8	1	2	
12	3				4	1		16	1	2	
13		2	1		4	1		14.5	1	3	
14	6	1	1	3.5				13	1	2	
15		1	1	1				10.5	1	2	
16		1	1	1				25	1	2	
17	3	1	1	3.5				15	1	2	
18	3	1		1				18	1	1	
19	3		1		4.5	1		15	1	3	
20	1				7	1		10	1	2	
21	8				4.6	1		10	1	2	
22	1				6	1	3.5			1	
Totals	47	14	11			12			18	41	66
Totals Full-time only		14	11			5			10	25	33
Overall Percentage of Congruency										62%	
Percentage of Congruency Full-time only										74%	

TABLE 4.18.--A Compilation and Summary of Congruency Scores Between the Journals and Publications Subscribed to by the Michigan Community and Junior Colleges and the Recommended Journals and Publications in the AAJCLEPG.

College	Journals*								Congruency Scores		Before 1968	
	1	2	3	4	5	6	7	8	Obtained	Possible	Obtained	Possible
1									0			
2		1	1	1		1		1	5		5	
3					1				1			
4									0			
5			1	1	1	1			4		4	
6		1		1	1	1			4		4	
7		1		1		1			3		3	
8		1	1	1					3		3	
9									0			
10		1	1	1	1	1			5		5	
11		1	1	1	1	1		1	6			
12		1			1				2		2	
13		1		1	1	1			4		4	
14					1				1		1	
15									0			
16		1	1	1		1		1	5		5	
17			1						1		1	
18		1	1			1			3		3	
19									0		0	
20			1	1		1			3		3	
21		1	1	1	1	1			6		6	
22									0			
Totals	1	11	10	11	9	11	0	3	56	176	43	104
Overall percentage of congruency									32%			
Curricula before 1968, Percentage of congruency									41%			

\* - Code: 1. Crime in the United States, 2. FBI Law Enforcement Bulletin, 3. Journal of Criminal Law, Criminology and Police Science, 4. Police, 5. Statistical Abstract of the United States, 6. The Police Chief, 7. The Training Key, 8. Traffic Digest and Review.

recommended journals or publications while two of the colleges have subscribed to 6 of the 8, and three to 5 of the 8. The three journals most frequently subscribed to are: (1) F.B.I. Law Enforcement Bulletin, (2) Police, and (3) The Police Chief, with 11 each.

The overall percentage of congruency is 32%, while the percentage of congruency for colleges implementing law enforcement curricula before 1968 is 41%.

The distribution of college congruency scores is bimodal (3 and 4).

Question 19: How do the individual colleges rate in High (H), Average (A) or Low (L) congruency on the five selected dimensions?

An observation of the data in Table 4.19 will show that over half (12) of the colleges have a low congruency rating on the dimension of objectives and on advisory committee composition. Three colleges have a high congruency rating on advisory committee composition while seven are average in this respect.

On the curricula dimension, 10 colleges have a high congruency rating, while 4 rate average and 8 rate low.

Five colleges have a high congruency rating on the faculty dimension while 10 rate average and 7 rate low. On the learning resources dimension 10 colleges rate low, 7 rate average and 5 rate high in congruency.

One college (Number 3) has a high congruency rating on all dimensions while one college (Number 22) has a low



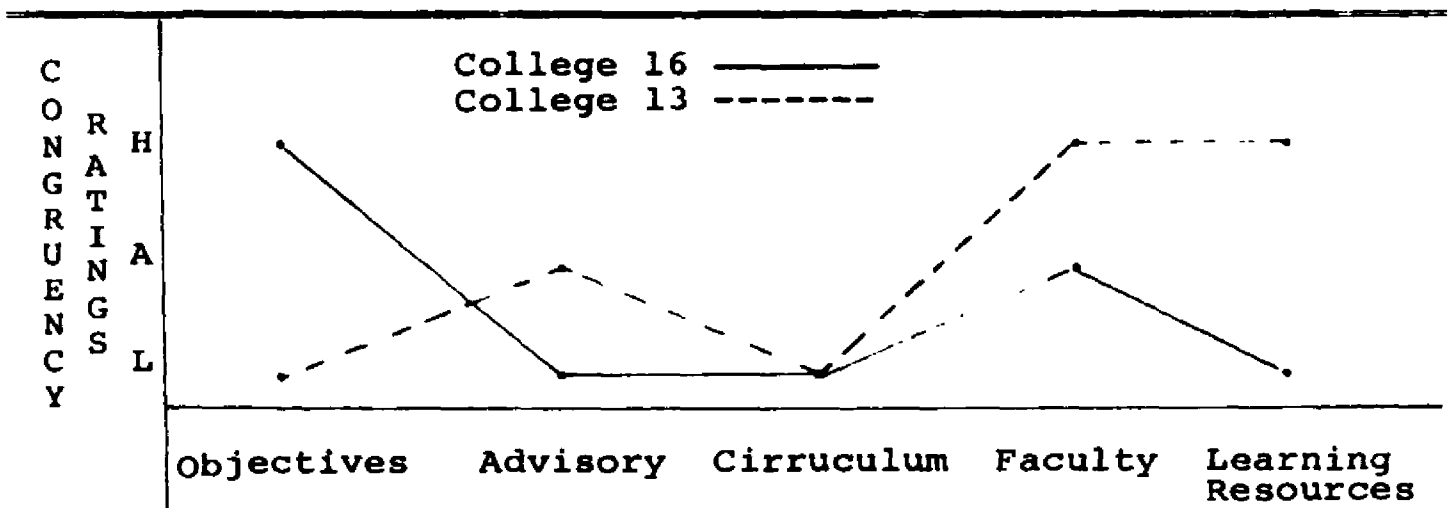
TABLE 4.19.--Congruency Ratings, H (High), A (Average) or L (Low) on Five Selected Dimensions Between Individual Colleges and the AAJCLEPG Recommendations.

College	Objectives		Advisory			Curricula			Faculty			Learning Resources		
	L	H	L	A	H	L	A	H	L	A	H	L	A	H
1	L			A				H		A			A	
2	L				H			H		A		L		
3		H			H			H			H			H
4		H	L			L			L					H
5		H	L					H	L			L		
6		H	L			L					H	L		
7	L			A				H	L			L		
8		H	L					H	L				A	
9	L			A			A		L			L		
10		H	L					H			H		A	
11	L		L					H		A			A	
12	L		L					H		A			A	
13	L			A		L					H			H
14		H		A			A			A				H
15		H			H	L				A				H
16		H	L			L				A		L		
17	L			A			A			A			A	
18	L			A			A				H		A	
19		H	L			L			L			L		
20	L		L			L				A		L		
21	L		L			L				A		L		
22	L		L					H	L			L		
Totals	12	10	12	7	3	8	4	10	7	10	5	10	7	5

congruency rating on all dimensions. One college (Number 14) does not have a low congruency rating on any dimension and two colleges (Numbers 1 and 18) have high or average congruency ratings on all dimensions, but one.

The profiles of two colleges can be observed in Table 4.20.

TABLE 4.20.--Congruency Rating Profiles of Two Colleges on Five Selected AAJCLEPG Curriculum Dimensions.



### Summary

1. There are 21 on-going law enforcement curricula, another will be implemented in the fall of 1970 and one in 1971.
2. Three curricula were established in the first half of the 1960's, four in 1966, two in 1967, four in 1968, five in 1969, and four in 1970.
3. There are 18 law enforcement curricula in the southern half of the state with 12 in the southeast and six in the southwest. There are four curricula in the North half

with two in the northeast and two in the northwest. There are no curricula in public junior or community colleges in the Upper Peninsula.

The ratio of practicing policemen to curricula available are as follows:

<u>Section</u>	<u>Number Curricula</u>	<u>Ratio</u>
Southeast	12	1/770
Southwest	6	1/439
Northeast	2	1/274
Northwest	2	1/163
Upper Peninsula	0	0/306

4. There are five different titles used to describe the law enforcement curricula with 17 colleges using the title "Law Enforcement Curriculum".

5. The curricula are administered by four different administrative units: Vocational-Technical (10 colleges), General Education (8 colleges), Continuing Education (3 colleges) and Community Services (1 college).

6. Six different degrees are granted: Associate in Applied Science (8 colleges), Associate in Arts (5 colleges), Associate in Science (4 colleges), Associate in Technology (2 colleges), Associate in Applied Arts and Sciences (2 colleges), and Associate in Business (1 college).

7. There are 48 independent courses required by the 22 curricula. Only one course (English) is required by all curricula. Twenty-one of the curricula require Criminal Investigation, Political Science and Police Role in Crime and Delinquency, while 19 require Introduction to Psychology, Introduction to Sociology, Introduction to Law Enforcement,

and Police Administration. There are another 22 courses required in less than five curricula.

8. There are 14 full-time law enforcement faculty at 11 of the 22 colleges.

9. The average academic preparation of the full-time faculty is 3.3, or, between a Bachelors Degree plus 21 graduate credit hours and a Masters Degree. The average field experience is 13.6 years, and the teaching experience average is 5.2 years. The average teaching load is 13.4 credit hours.

10. There are 47 part-time faculty serving 17 of 22 colleges. The average academic preparation is 3.8 or, between a Bachelors Degree plus 21 graduate credit hours and a Masters Degree. The average field experience is 11.7 years and the teaching experience average is 1.5 years. The average teaching load is 3.7 credit hours.

11. The academic preparation of the full-time faculty and part-time faculty is 3.3 and 3.8 respectively. With lawyers removed in both categories the averages are 2.9 and 2.4 (between a Bachelors +20 and a Bachelors +21 hours) respectively. The average academic preparation for all faculty (61) is 3.7 (between a Bachelors +21 and a Masters Degree) while the average less lawyers (45) is 2.5 (between a Bachelors +20 and a Bachelors +21 credit hours). The average field experience for all faculty is 12.7 years while the average teaching experience is 2.3 years.

12. The part-time faculty make up 77% of the total faculty and during the winter semester of 1970 taught 48% of all the credit hours and 49% of all the individual courses offered in law enforcement.

13. There were 2,296 students (estimated) enrolled in 21 law enforcement curricula in March of 1970. Of these, 1,525 (67) were part-time students and practicing policemen, 697 (30%) were regular full-time students, and 70 (3%) were regular students but on a part-time basis. It was estimated that 124 students would receive an Associate Degree in 1970.

14. The congruency between the objectives of the 22 law enforcement curricula and the recommended objectives of the AAJCLEPG, expressed in percentage is 45%. The congruency between those curricula with stated objectives (17) and the AAJCLEPG recommended objectives is 59%.

15. The congruency between the professional background composition of the law enforcement advisory committees of the 22 curricula and the AAJCLEPG recommended advisory committee composition expressed in percentage is 36%. The congruency between those with advisory committees (15) and the AAJCLEPG recommended advisory composition is 53%.

16. The percentage of congruency between the courses required in the curriculum recommended in the AAJCLEPG and the corresponding courses required in the 22 curricula is 63%. The highest congruency for any one curriculum is 92% and the lowest is 52%. The highest congruency for any single course was 98% for English and the lowest .04% for Logic.

17. The congruency between faculty qualifications as recommended by the AAJCLEPG and the total faculty (61) qualifications, expressed in percentage, is 62%. The congruency between full-time faculty (14) qualifications and the AAJCLEPG recommended qualifications is 74%.

18. The congruency between the learning resource material recommended by the AAJCLEPG and the corresponding materials subscribed to by the 22 colleges, expressed in percentage, is 32%. For colleges, whose law enforcement curricula was implemented during or before 1968, the per cent of congruency is 41%.

19. The congruency ratings of colleges on the recommended AAJCLEPG dimensions are as follows:

<u>Dimensions</u>	<u>Number Rated</u>		
	<u>High</u>	<u>Average</u>	<u>Low</u>
Curriculum Objectives	10	-	12
Advisory Committee Composition	3	7	12
Curriculum	10	4	8
Faculty Qualifications	5	10	7
Learning Resource Material	5	7	10

## CHAPTER V

### SUMMARY AND CONCLUSIONS

In this chapter, the study is summarized; the descriptive and evaluative conclusions are presented; general conclusions and a discussion of each are presented; recommendations are presented, and implications for future research are stated.

#### Summary

Legislative acts have initiated national and state commitments to provide higher education opportunities for law enforcement personnel, leading to the rapid development of many new two-year associate degree curricula in the State of Michigan. There was no objective or systematized knowledge regarding the collective nature of these curricula.

The purpose of the study was twofold: (1) to describe the associate degree law enforcement curricula in the public junior and community colleges in the State of Michigan, and (2) to determine the extent which the associate degree curricula of Michigan junior and community colleges are congruent with selected dimensions of the associate degree curriculum recommended in the American Association of Junior Colleges' Law Enforcement Program Guidelines.

A survey of all (29) public junior and community colleges was conducted with a standard interview questionnaire. Data regarding curricula titles, administrative units responsible for the programs, types of degrees granted, courses required in the curriculum, advisory committee composition, curriculum objectives, faculty academic and experiential background, teaching loads, students enrolled in law enforcement, and selected learning resources materials were gathered.

The data collected were organized and tabulated to provide a collective profile and a description of the law enforcement curricula as they presently exist. Five curriculum dimensions were selected from the AAJCLEPG; namely, (1) Objectives of the Curriculum, (2) Advisory Committee Composition, (3) Curriculum, (4) Faculty Qualifications, and (5) Learning Resources Material. The "ideal standards" recommended on each of the dimensions in the AAJCLEPG were established. A scale for quantifying academic preparation data was developed. A method for determining congruency between the dimensions and the descriptive data was developed. Scales for determining component congruency scores were established on each dimension. Each law enforcement curricula was evaluated on each dimension on the basis of the extent (expressed in percentage) that they were congruent with the AAJCLEPG. Percentage of congruency for the combined curricula was also determined on each dimension.



A rating method in "High", "Average", or "Low" terms was established. Each college was rated on each dimension, and a sample rating profile was drawn on two colleges.

### Descriptive Conclusions

Question 1: How many junior and community colleges have implemented, or plan to implement, an Associate Degree Law Enforcement Program?

There are 21 on-going law enforcement curricula, another will be implemented in the fall of 1970 and one in 1971.

Question 2: What has been the chronological implementation sequence of the law enforcement curricula in the State?

Three curricula were established in the first half of the 1960's, four in 1966, two in 1967, four in 1968, five in 1969, and four in 1970.

Question 3: How are the law enforcement curricula distributed throughout the State? What is the ratio of these distributions to the population and to policemen?

There are 18 law enforcement curricula in the southern half of the State with 12 in the southeast and six in the southwest. There are four curricula in the North half with two in the northeast and two in the northwest. There are no curricula in public junior or community colleges in the Upper Peninsula.

The ratio of practicing policemen to curricula available are as follows:

<u>Section</u>	<u>Number Curricula</u>	<u>Ratio</u>
Southeast	12	1/770
Southwest	6	1/439
Northeast	2	1/274
Northwest	2	1/163
Upper Peninsula	0	0/306

Question 4: What titles are used to describe the associate degree law enforcement curricula?

There are five different titles used to describe the law enforcement curricula with 17 colleges using the title "Law Enforcement Curriculum".

Question 5: What major administrative unit of the college is responsible for the law enforcement curriculum?

The curricula are administered by four different administrative units: Vocational-Technical (10 colleges), General Education (8 colleges), Continuing Education (3 colleges) and Community Services (1 college).

Question 6: What associate degrees are granted upon completion of law enforcement curricula?

Six different degrees are granted: Associate in Applied Science (8 colleges), Associate in Arts (5 colleges), Associate in Science (4 colleges), Associate in Technology (2 colleges), Associate in Applied Arts and Sciences (2 colleges), and Associate in Business (1 college).

Question 7: What is the range of required courses in the various curricula? What is the frequency that each course in the range is required by the various colleges?

There are 48 independent courses required by the 22 curricula. Only one course (English) is required by all curricula.

Twenty-one of the curricula require Criminal Investigation, Political Science and Police Role in Crime and Delinquency, while 19 require Introduction to Psychology, Introduction to Sociology, Introduction to Law Enforcement, and Police Administration. There are another 22 courses required in less than five curricula.

Question 8: How many law enforcement curricula have full-time faculty members?

There are 14 full-time law enforcement faculty at 11 of the 22 colleges.

Question 9: What is the academic preparation, teaching experience, and field-esperience of the full-time faculty members?

The average academic preparation is 3.3, or, between a Bachelors Degree plus 21 graduate credit hours and a Masters Degree. The average field experience is 13.6 years, and the teaching experience average is 5.2 years. The average teaching load is 13.4 credit hours.

Question 10: What is the academic preparation, teaching experience, and field experience of the part-time faculty?

There are 47 part-time faculty serving 17 of 22 colleges. The average academic preparation is 3.8 or, between a Bachelors Degree plus 21 graduate credit hours and a Masters Degree. The average field experience is 11.7 years and the teaching experience average is 1.5 years. The average teaching load is 3.7 credit hours.

Question 11: How do the full-time faculty and part-time faculty compare on academic preparation, field experience, and teaching experience?

The academic preparation of the full-time faculty and part-time faculty is 3.3 and 3.8 respectively. With lawyers removed in both categories the averages are 2.9 and 2.4 (between a Bachelors +20 and a Bachelors +21 hours), respectively. The average academic preparation for all faculty (61) is 3.7 (between a Bachelors +21 and a Masters Degree) while the average less lawyers (45) is 2.5 (between a Bachelors +20 and a Bachelors +21 credit hours). The average field experience for all faculty is 12.7 years while the average teaching experience is 2.3 years.

Question 12: What is the teaching load of the part-time faculty? What percentage of the law enforcement courses offered by the various curricula are taught by part-time faculty?

The part-time faculty make up 77% of the total faculty and during the winter semester of 1970 taught 48% of all the credit hours and 49% of all the individual courses offered in law enforcement.

Question 13: How many full-time students were enrolled in the law enforcement curricula? How many of the full-time students were pre-service students? How many part-time students were enrolled in the law enforcement curricula? How many of the part-time students were practicing policemen?

There were 2,296 students (estimated) enrolled in 21 law enforcement curricula in March of 1970. Of these, 1,525 (67%) were part-time students and practicing policemen, 697 (30%) were regular full-time students, and 70 (3%) were regular students but on a part-time basis. It was estimated that 124 students would receive an Associate Degree in 1970.

### Evaluative Conclusions

Question 14: To what extent are the objectives of the law enforcement curricula of junior and community colleges of Michigan congruent with the recommended objectives of the American Association of Junior Colleges' Law Enforcement Program Guidelines?

The congruency between the objectives of the 22 law enforcement curricula and the recommended objectives of the AAJCLEPG, expressed in percentage is 45%. The congruency between those curricula with stated objectives (17) and the AAJCLEPG recommended objectives in 59%.

Question 15: To what extent is the professional background composition of each law enforcement advisory committee to Michigan junior and community colleges congruent with the professional background composition of law enforcement advisory committee recommended in the AAJCLEPG?

The congruency between the professional background composition of the law enforcement advisory committees of the 22 curricula and the AAJCLEPG recommended advisory committee composition expressed in percentage is 36%. The congruency

between those with advisory committees (15) and the AAJCLEPG recommended advisory composition is 53%.

Question 16: To what extent are the law enforcement curricula course requirements of the Michigan junior and community colleges congruent with the curricula course requirements recommended by AAJCLEPG?

The percentage of congruency between the courses required in the curriculum recommended in the AAJCLEPG and the corresponding courses required in the 22 curricula is 63%. The highest congruency for any one curriculum is 92% and the lowest is 52%. The highest congruency for any single course was 98% for English and the lowest .04% for Logic.

Question 17: To what extent are the law enforcement faculty qualifications of the junior and community colleges of Michigan congruent with the three "ideal" faculty qualifications recommended in the AAJCLEPG?

The congruency between faculty qualifications as recommended by the AAJCLEPG and the total faculty (61) qualifications, expressed in percentage, is 62%. The congruency between full-time faculty (14) qualifications and the AAJCLEPG recommended qualifications is 74%.

Question 18: To what extent are the subscriptions to law enforcement journals and publications of the junior and community colleges of Michigan congruent with the subscriptions recommended in the AAJCLEPG?

The congruency between the learning resource material recommended by the AAJCLEPG and the corresponding materials

subscribed to by the 22 colleges, expressed in percentage, is 32%. For colleges, whose law enforcement curricula was implemented during or before 1968, the per cent of congruency is 41%.

Question 19: How do the individual colleges rate in High (H), Average (A), or Low (L) congruency on the five selected dimensions?

The congruency ratings of colleges on the recommended AAJCLEPG dimensions are as follows:

<u>Dimensions</u>	<u>Number</u>		
	<u>High</u>	<u>Average</u>	<u>Low</u>
Curriculum Objectives	10	-	12
Advisory Committee Composition	3	7	12
Curriculum	10	4	8
Faculty Qualifications	5	10	7
Learning Resource Material	5	7	10

### General Conclusions and Discussion

Dressel theorizes that administrative structures perpetuate distinctions between general education and vocational-technical education and force the emergence of instructional units that operate as separate and distinct disciplines. As long as these characteristics persist, there will be proliferation of courses and curricula, insufficient attention to instruction and academic advising, and variations in requirements among colleges.

There is evidence to conclude that the data established in this study tends to support Dressel's theory.

In many instances the law enforcement curriculum is administered as a separate department under the administration of a vocational-technical dean, a business dean, a continuing education dean, or a general education dean. There are very few exceptions to the condition that the faculty are assigned to a multiple-discipline division. Three colleges administer their curricula through the Social Science Division; one uses the Business Division; and another, the Public Services Division. Beyond these exceptions each curriculum is treated as a separate and distinct discipline.

A careful analysis of the required courses and course descriptions in most curricula reveal that the law enforcement curriculum is basically a "social science - general education" curriculum, and that with few exceptions it meets the requirements for the Associate in Arts Degree better than the requirements for the Associate in Science or the Associate in Applied Science. Yet only eight colleges administer the curriculum through the general education structure; only five colleges assign the faculty to the Social Science Division.

There is no evidence that these various administrative units have definitely caused the proliferation and diversity of law enforcement courses and curricula in this State. However, the evidence in the results of this study support the conclusion that there is considerable diversity among the various curricula as well as considerable dissimilarity between them and the AAJCLEPG. Because both factors exist, it



is possible to conclude that the diversity of administrative units has probably had some bearing on the diversity of programs.

The question of whether or not there is insufficient attention being paid to instruction and academic advising, as Dressel contends will happen, must be answered by an inferential interpretation of the data. Only half (11) of the law enforcement curricula have at least one full-time faculty member. Seventy-seven per cent of the total faculty are part-time, and they teach 48% of the credit hours and 49% of the course sections. Part-time faculty do not normally have an office on campus, nor do they meet with students other than through classroom contact. Furthermore, many part-time faculty have had little experience in teaching in an academic setting, are not always knowledgeable regarding the totality of the curriculum, have had little experience in academic advising, are usually very busy men in their regular profession and generally do not have the necessary time, although they may want to, to devote to total instructional considerations or academic advising.

Furthermore an estimated 67% of the students are part-time while they are full-time practicing policemen. There is little opportunity for students to interact with a faculty member in other than classroom contact in an institution where all of the faculty and a majority of the students are part-time.

Information regarding the composition of law enforcement students was extremely sparse and hard to get. In institutions that did not have a full-time faculty member, the information as to the number of students actually enrolled in the curriculum versus the number being enrolled in a course was provided as estimates and sometimes based on very vague evidence. In most instances the administrator had little knowledge regarding the discipline of law enforcement; in some instances there were no advisory committee; and when part-time faculty are added to these two conditions, it is doubtful that the counselors could be very well-informed by the administrator to be able to carry out their responsibilities.

Even in institutions with full-time faculty, knowledge regarding the students was limited, in many instances, to mere headcounts.

The evidence from this study allows the conclusion that the 13 curricula developed in the State during and since 1968 paid little attention to the AAJCLEPG; to when they did they, for some reason, chose to ignore the recommendations.

Only one college has a curricula congruency percentage above 71%, namely, 92%. Only one college has formed an advisory committee that meets AAJCLEPG. Nine of the 13 colleges implementing programs since 1968 have done so without a full-time faculty member. Two others, established before 1968, still do not have a full-time faculty member, and neither of them plan to hire one for this coming year. Furthermore,

three of the four colleges implementing programs since 1968 and hiring a full-time faculty member, hired one with less than a masters degree. In one instance, the faculty member hired had less than a masters degree, less than minimal experience, and no teaching experience.

There is evidence to conclude that AAJCLEPG, although providing a significant national reference point, are in need of immediate revision.

First, they provide no philosophical statement regarding the role of the police in modern society. Secondly, objectives are not specifically stated, but rather alluded to in a seven-paragraph statement. Thirdly, there appears to be some conflict between the expertise of the AAJCLEPG committee and the national expertise represented in the Marsh study in regard to the course "Introduction to Criminalistics". The AAJCLEPG recommend it as part of the curriculum, whereas the Marsh study showed that 65% of the 35 experts appraised the course as unimportant. All other courses in the AAJCLEPG curriculum appear to be congruent with the Marsh study recommendations. Fourthly, the recommendations regarding faculty qualifications are not specific enough. This is particularly true regarding occupational experience. The specifications as to the kind, level, range, and amount of experience is not presented. Fifth, there are no recommendations regarding a student accounting system that could be adopted by the colleges so that national, state, and local data could be gathered to

evaluate the composition of law enforcement students, to observe shifts in the composition over the years, to plan to meet National and State needs, and to plan curriculum revision to meet student and law enforcement needs.

There is evidence to conclude that the location distribution of law enforcement curricula is adequate in the Lower Peninsula but that a curriculum is needed in the Upper Peninsula.

Most of the curricula (18) are located in the southern half of the State. This corresponds very well with the population distribution and the related law enforcement personnel needs. Over half of the Curricula (12) are located in the Southeast Section where over half of the population and law enforcement personnel are distributed. There is one private junior college, Saumi, (not part of the survey) in the Upper Peninsula that offers law enforcement courses. Two colleges, Northern Michigan University and Lake Superior State College (not part of survey but visited by writer) are seriously planning two-year associate degree law enforcement curricula. Michigan Technological University (not part of survey but visited) is considering the possibility of establishing a curriculum. Gogebic Community College and Bay De Noc Community College are not considering programs.

The population distribution and the number of police officers (306 estimated) in the Upper Peninsula would not warrant the establishment of two or three curricula. The

broad geography of the Upper Peninsula, however, poses a serious problem if the need for higher education for police officers is to be met. Presently, there is no public college law enforcement curriculum in the Upper Peninsula.

There is reasoning and evidence to justify a conclusion that a four-year law enforcement curriculum should be implemented at Northern Michigan University.

Northern Michigan University is geographically the most centrally located college in the Upper Peninsula. The quality of the general education faculty is regarded highly, and the learning resources materials available are believed to be the most extensive collection in the Upper Peninsula.

There are presently only two universities (Wayne State University and Michigan State University) offering four-year law enforcement curricula. With 22 associate degree programs reaching maturity within the next few years, the needs for potential transfer students must be considered.

The implementation of a four-year curriculum at Northern Michigan University would be salutary for the following reasons:

1. It would provide a law enforcement curriculum in a public institution in the Upper Peninsula.
2. It would provide a quality cadre of law enforcement faculty that could teach the on-campus course offerings; and through well-designed continuing education arrangements, the faculty could commute to all areas of the Upper Peninsula. A cadre of part-time faculty, under the development and supervision of the full-time faculty at Northern Michigan University could be developed at locations throughout the area.
3. Law enforcement personnel could be advised to pursue their general education requirements at their local

institutions on a continuing education basis. They would be able to pursue the law enforcement requirements when offered in their localities by Northern Michigan University.

4. It would provide an additional transfer institution for the State for students who wish to pursue a baccalaureate degree. A significant percentage of the student body of Northern Michigan University come from the lower peninsula.

5. It would relieve undergraduate enrollment demands at Michigan State University; allow that institution to concentrate more on graduate level offerings, and, hopefully, thereby provide a cadre of qualified faculty to supply the needs of the associate degree curricula throughout the State.

There is evidence to conclude that some of the existing curricula in the Southeast Section of the State should be expanded and strengthened.

Although 12 curricula exist in the Southeast Section of the State, the needs as reflected in the ratio between curricula and estimated law enforcement personnel is one to 770 as compared to one to 439 in the Southwest, one to 274 in the Northeast, and one to 163 in the Northwest. Six of the curricula do not have a full-time faculty member, and three of them are located in densely populated areas where the needs are greatest. Furthermore, four of the six operate with extremely limited learning resource materials. One college with one of the largest estimated enrollments operates with one full-time faculty member who has less than a masters degree but extensive field and teaching experience, and six part-time faculty members, one of whom has no degree at all. All the part-time faculty teach more than one course and in one instance as

many as 12 credit hours. Clearly, two more full-time faculty are needed in that institution in order to provide unity in instruction, academic advising with students, and a high quality program.

Another institution, with one of the largest estimated enrollments, operates with eight part-time faculty members, all of whom are well-qualified academically and experientially, but most have very limited teaching experience. Clearly, at least two full-time faculty are needed in this curriculum immediately. Furthermore, its learning resource material is severely limited; its objectives of the curriculum have not been established, and its advisory committee function is informal. This is one of the latest curricula to be developed, and it is located in an area where great demands for its implementation were made; consequently, some allowance must be made for the apparent lack of sound academic planning.

There is evidence to conclude that approval for implementing an associate degree curriculum at North Central Michigan College should not be granted.

North Central Michigan College plans to implement a law enforcement curriculum in the fall of 1971. With the two curricula already established in the Northwest Section of the State, the ratio of estimated law enforcement personnel to curricula is one to 163, the lowest ratio for any area of the State. Assuming that the student enrollment in law enforcement curricula would be low, the institution could not consider,

from an economic point of view, a fully qualified full-time faculty member. However, North Central Michigan College could provide their district law enforcement personnel the general education portion of a law enforcement curriculum. Arrangements for law enforcement faculty from Northwestern Michigan College to offer law enforcement courses periodically at North Central Michigan College could be made and thus satisfy that area's need.

There is evidence to conclude that the academic preparation and teaching experience of the associate degree law enforcement faculty in the State of Michigan is low and that their field experience is high.

Thirty-three of the 61 faculty (54%) have a masters degree or more. If lawyers involved (15) are removed, then 18 or the remaining 46 (39%) have a masters degree or more. Considering that in most instances, the lawyers involved teach only the law courses in the curricula and that the law courses represent a small percentage of the law enforcement courses, the vast majority of the law enforcement courses are taught by a faculty of which 39% have a masters degree or more. In the 1955 junior and community college faculty qualification study cited in Chapter II (see footnote 32), 62% of the faculty had a masters degree or more. There is no reason to believe that this percentage has lowered since 1955 if Gleazer's statement in 1967 as cited in Chapter I (see footnote 58) is accepted.



The overall faculty average for teaching experience is 2.3 years. However, the 47 part-time faculty (77%) have an average teaching experience of 1.5 years. There is no data with which to compare these two averages, but based on the writer's experience in junior and community colleges, they seem low.

The overall average of the faculty for field experience is 12.5 years, with little difference between the full-time (13.6 years) and the part-time (11.7 years). Again, based on the writer's experience, these averages seem high.

There is evidence to conclude that congruency is low between the state and the AAJCLEPG on the dimensions of: (1) Objectives, (2) Advisory Committee Composition, (3) Courses Required, (4) Faculty Qualifications, and (5) Learning Resources Materials.

The overall percentage of congruency between the objectives of the curricula in the state and the AAJCLEPG objectives is 45%. If just colleges with stated objectives are considered, the percentage of congruency increases only to 59%.

The overall percentage of congruency on advisory committee composition is 36%, on curriculum requirements 63%, on faculty qualifications 62%, and 32% on learning resources materials.

On curriculum objectives, 10 colleges rate High, and 10 Low; on advisory committee composition, three rate High

seven Average, and 12 Low; on curriculum, ten rate High, four Average, and eight Low; on faculty qualifications, five rate High, seven Average, and ten Low.

Only one college rates High on all dimensions, and only one college rates Low on all dimensions.

Every study reviewed--Gammage, Vaupel, Rutherford and Marsh--found a lack of congruency among curricula, and each recommended concerted efforts be made to establish more uniformity. Vaupel concluded that one of the problems appeared to be the lack of a national voice to establish directions. The AAJCLEPG were published in 1968, yet wide diversity and lack of congruency persists in this state. Efforts by the recently formed Michigan Association of Law Enforcement Educators may produce some uniformity in regard to law enforcement courses; but unless attention is given to the entire curriculum and other important dimensions such as faculty and learning resources material, it is unlikely that association will be able to improve the overall level of law enforcement education in this state.

There is evidence to conclude that a "teaching method" course should be established for all part-time faculty.

Eight of the 11 colleges that do not have a full-time faculty member have no immediate plans for hiring full-time faculty. Consequently, a reduction in the percentage of credits taught by part-time faculty is not likely in the near future. Most of the part-time faculty have earned degrees

in disciplines that do not normally require courses in methods or theory of instruction. Considering their limited teaching experience and busy schedules it is unlikely that they have amassed any appreciable knowledge regarding learning principles, teaching methodology, learning materials technology, student advising, or the construction of tests and other evaluative devices.

Although most of the colleges have a faculty orientation period before the beginning of each school year, only one is known to require the part-time faculty to attend. Furthermore, these orientation periods do not, in most instances, include a "teaching methods" course.

A brief, but comprehensive and intensive "teaching methods" course for part-time faculty (and full-time faculty in some instances) might be beneficial in improving the instructional quality of the law enforcement courses in the State of Michigan.

### Recommendations

From this study, the following recommendations have emerged:

1. That the American Association of Community Colleges and the International Association of Chiefs of Police reactivate and expand the advisory committee that developed the 1968 Law Enforcement Program Guidelines and change them to include the following:
  - a. determine a philosophical statement as to the role of the police in modern society.
  - b. establish specific objectives for law enforcement higher education based on the stated role of the police.

- c. analyze the present recommended curriculum in light of (a) and (b) above and to include considerations for published research on law enforcement curricula.
- d. be more specific regarding faculty qualifications and other curriculum dimensions.
- e. establish guidelines for a student accounting system.
- f. establish a rationale, an organizational framework, and operational procedures for a national law enforcement higher education accreditation system.

2. That the Michigan Association of Law Enforcement Educators expand their concerns to include the following:

- a. develop a philosophical statement regarding the role of the police in the State of Michigan.
- b. develop specific objectives, based on the stated role of the police, that can be adopted by all curricula.
- c. encourage the revision of any curriculum that does not appear to be related to the objectives agreed upon.
- d. encourage colleges that are operating with part-time faculty to hire at least one qualified full-time faculty member.
- e. develop curricula uniformity, that would naturally flow from the common objectives (b above), in regard to the courses required, the title of the curriculum, the type of degree granted, the administrative unit responsible for the curriculum, and learning resources materials.
- f. develop a method of student accounting that would provide meaningful data for state-wide, as well as local planning, and feed-back for curriculum revision.
- g. for areas where a community college without a law enforcement curriculum exists, develop a brochure to be mailed to police officers that would encourage them to pursue recommended general education courses available to them.

- h. develop a course outline to prepare part-time faculty for teaching responsibilities, the outline should be designed to include relevant learning theories, teaching methodology, learning materials technology, student advising, and student evaluation methods.

3. That the program planning division of the State Department of Education give serious consideration to the following:

- a. encourage and subsequently approve the development of a four-year curriculum at Northern Michigan University.
- b. deny approval for the development of any new associate degree curricula in the State.
- c. encourage the expansion and quality development of all law enforcement curricula in the state, particularly in the Southeast Section.
- d. formally request the American Association of Junior Colleges and the International Association of Chiefs of Police to reactivate the National Advisory Committee on Law Enforcement Programs and pursue the matters set forth in Recommendation 1.
- e. formally request the Michigan Law Enforcement Educators Association to pursue the matters set forth in Recommendation 2.
- f. adopt the basic method of curriculum evaluation developed in this study and evaluate other curricula in the State that have National guidelines or standards established.

#### Implications for Future Research

#### Unanswered Questions

1. What is the comprehensive descriptive profile of the associate degree law enforcement curricula in other states and in the Nation?

2. To what extent would the associate degree law enforcement curricula in other states and in the Nation be congruent with the AAJCLEPG?

3. What effect does the lack of congruency among curricula have on meeting the basic educational needs of law enforcement personnel?

### Methodology and Limitations

1. The method developed in this study for evaluating curricula can be adopted and applied to any curriculum that has curriculum guidelines or standards established. The guidelines must be comprehensive in dimensions covered and be specific in regard to the "ideal standard" within each component of each dimension.

2. In this study the guidelines did not provide specific "ideal standards" for each component in two of the dimensions. Consequently, "clinical judgment" techniques were employed and the reliability and validity of the judgments are not known.

3. Refinements to the methodology could be made by establishing the "weights" to be given to each component congruency score. For example, should the congruency score of "1" on "field experience component of faculty member" be given the same weight as the congruency score of "1" on "academic preparation component"?

4. The method merely deals with the matter of whether or not a component characteristic is present or absent, or, meets a standard or does not meet a standard. It does not

allow a direct evaluation of the function, or , the quality or effectiveness of the function. For example, an advisory committee may have a congruency score of "1" in each recommended component and thus be rated "High". However, this will not allow a conclusion that the advisory committee functions appropriately, or effectively, or that it meets at all. Further, determining that various courses are congruent in respect to description does not provide any information regarding how closely what is taught in the courses is congruent with the description.

5. Although the method has some limitations, it can be refined and expanded. Furthermore, a review of the literature as presented in this study, a review of appropriate sections of the psychological abstracts of the last two years, and conversations with two educational psychologists, both reputedly current in the literature have not revealed a similar method for evaluating curricula. Thus the method could be perceived as a major step in the direction of establishing more refined and comprehensive means of evaluating curricula.

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## APPENDIX A

OMINBUS CRIME CONTROL AND SAFE STREETS ACT

June 19, 1968

Pub. Law 90-351

Sec. 406.(a) Pursuant to the provisions of subsections (b) and (c) of this section, the Administration is authorized, after appropriate consultation with the Commissioner of Education, to carry out programs of academic educational assistance to improve and strengthen law enforcement.

Academic educational assistance.

(b) The Administration is authorized to enter into contracts to make, and make, payments to institutions of higher education for loans, not exceeding \$1,800 per academic year to any person, to persons enrolled on a full-time basis in undergraduate or graduate programs approved by the Administration and leading to degrees or certificates in areas directly related to law enforcement or preparing for employment in law enforcement, with special consideration to police or correctional personnel of States or units of general local government on academic leave to earn such degrees or certificates. Loans to persons assisted under this subsection shall be made on such terms and conditions as the Administration and the institution offering such programs may determine, except that the total amount of any such loan, plus interest, shall be canceled for service as a full-time officer or employee of a law enforcement agency at the rate of 25 per centum of the total amount of such loans plus interest for each complete year of such service or its equivalent of such service, as determined under regulations of the Administration.

Loans.

(c) The Administration is authorized to enter into contracts to make, and make, payments to institutions of higher education for tuition and fees, not exceeding \$200 per academic quarter or \$300 per semester for any person, for officers of any publicly funded law enforcement agency enrolled on a full-time or part-time basis in courses included in an undergraduate or graduate

Tuition and fees.



program which is approved by the by the Administration and which leads to a degree or certificate in an area related to law enforcement or an area suitable for persons employed in law enforcement. Assistance under this subsection may be granted only on behalf of an applicant who enters into an agreement to remain in the service of the law enforcement agency employing such applicant for period of two years following completion of any course for which payments are provided under this subsection, and in the event such service is not completed, to repay the full amount of such payments on such terms and in such manner as the Administration may prescribe.

Service agreements.

## **APPENDIX B**

**A LIST OF INDIVIDUALS INTERVIEWED  
INCLUDING THEIR POSITION, THE COLLEGE AND THE DATE**

A List of Individuals Interviewed  
Including Their Position, The College and the Date

<u>Individual and Position</u>	<u>College</u>	<u>Date</u>
George Hopkins, Dean of Business	Lansing	2/19/70
James, Person Business Division Chairman	Lansing	2/19/70
Donald Oates, Faculty, Law Enforcement	Lansing	2/19/70
Ronald Rousch, Faculty, Law Enforcement	Lansing	2/19/70
Arthur Oettmeier, Acting Dean of Academic Affairs	Delta	2/20/70
Owen Homiester, Associate Dean General Education	Delta	2/20/70
Paul Leek, Faculty, Law Enforcement	Delta	2/20/70
Donald Dombrowski, Faculty, Law Enforcement	Delta	2/20/70
John Eaton, President	West Shore	2/23/70
John Schwertz, Dean of Vocational-Technical Education	West Shore	2/23/70
John McCrystal, Dean of Instructional Affairs	Northwestern	2/25/70
Austin VanStratt, Faculty, Law Enforcement	Northwestern	2/25/70
Wayne Kreuger, Dean Occupational Studies	Kirtland	2/26/70
Arthur Kaherl, Director of Admissions	Kirtland	2/26/70
Allen Reed, Dean of Vocational-Technical Education	Alpena	2/27/70
Herman Bordowich, Faculty, Law Enforcement	Alpena	2/27/70
Fredrich Robbins, Dean, General Education	Flint	3/2/70
Jack Carlson, Chairman, Social Science Division	Flint	3/2/70
Paul Davis, Director Community Services	Washtenaw	3/4/70
Frederick Stephanski Director Continuing Education	Schoolcraft	3/5/70
Keith Shuert, Dean, Auburn Campus	Oakland	3/6/70
Eugene Freeman Faculty, Law Enforcement	Oakland	3/6/70

<u>Individual and Position</u>	<u>College</u>	<u>Date</u>
Wally Ollila Director Continuing Education	Jackson	3/9/70
Robert Nevall Director Continuing Education	Monroe	3/10/70
Karl Pilla Dean of Instruction	Henry Ford	3/11/70
Paul Schroeder Faculty, Law Enforcement	Henry Ford	3/11/70
Frank Blockford Dean of Academic Services	Macomb	3/12/70
Lyle Robertson Dean Center Campus	Macomb	3/12/70
Mike Stacey Director Security	Macomb	3/12/70
Art Kingsbury Chairman Public Services	Macomb	3/12/70
Paul H. Jones Dean of the College	Highland Park	3/11/70
William Valade Director Continuing Education	Highland Park	3/13/70
George Cole Academic Director	Wayne	3/13/70
William Colovas Program Director	Wayne	3/13/70
Harlan Hegler President	St. Clair	3/23/70
Arnold Metz Dean, Vocational-Technical Education	St. Clair	3/23/70
Clarence Knight Faculty, Law Enforcement	St. Clair	3/23/70
Curtis Merton Dean of Instruction	Mid-Michigan	3/24/70
Tom Nyquist Dean of Vocational-Technical Education	Mid-Michigan	3/24/70
Robert Tupper Dean of Students	Montcalm	3/24/70
Howard Bernson Director Community Services	Montcalm	3/14/70
Edward Huntington Dean of Vocational-Technical Education	Muskegon	3/25/70
John Wetterholt Faculty, Law Enforcement	Muskegon	3/25/70
Robert Duffy Dean Vocational-Technical Education	Grand Rapids	3/25/70
Charles Hillary Faculty, Law Enforcement	Grand Rapids	3/25/70

<u>Individual and Position</u>	<u>College</u>	<u>Date</u>
Robert Steely Dean of Vocational-Technical Education	Kellogg	4/6/70
Raymond Byrd Faculty, Law Enforcement	Kellogg	4/6/70
Ben Standen Assistant Dean of Vocational- Technical Education	Lake Michigan	4/7/70
Joseph DeSantos Dean of Instruction	Southwestern	4/8/70
Stanley Hergenroder President	Southwestern	4/8/70
Harold Shaffer Dean of Instruction	Glen Oaks	4/8/70
Walter Gendzwell Director of Continuing Education	Lake Superior	4/22/70
Eugene Huang Faculty	Michigan Technical	4/22/70
Gerald Caspary Chairman, Engineering Department	Michigan Technical	4/22/70
Larry Sain Faculty	Northern Michigan University	4/23/70
A. B. Neiger Director General Studies	Northern Michigan University	4/23/70
Jacob Solin Dean of Instruction	Gogebic	4/23/70
Arny Anderson Assistant Dean Vocational- Technical Education	Bay De Noc	4/24/70
Roger Bratanina Dean of Instruction	North Central	4/25/70

## APPENDIX C

Michigan Junior and Community College Law Enforcement  
Curriculum and Faculty Questionnaire

1. College \_\_\_\_\_ Date \_\_\_\_\_
2. Address \_\_\_\_\_
3. Date founded \_\_\_\_\_
4. Accreditation \_\_\_\_\_
5. Enrollment for 1969-70 - College  
Day \_\_\_\_\_  
Night \_\_\_\_\_  
F.T.E. \_\_\_\_\_
6. Enrollment Fall 1969 - Law Enforcement  
Day \_\_\_\_\_ 9 Hrs./Less \_\_\_\_\_ 12 or more \_\_\_\_\_  
Night \_\_\_\_\_ 9 Hrs./Less \_\_\_\_\_ 12 or more \_\_\_\_\_
7. Administrator to whom faculty report \_\_\_\_\_
8. Name of L. E. Program \_\_\_\_\_
9. Date program implemented \_\_\_\_\_
10. Degrees offered in L. E.:  
Assoc. Arts \_\_\_\_\_  
Assoc. Applied Science \_\_\_\_\_  
Other \_\_\_\_\_
11. System: Semester \_\_\_\_\_ Quarter \_\_\_\_\_ Trimester \_\_\_\_\_
12. Special admission requirements for L. E. Students:  
Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, explain \_\_\_\_\_  
\_\_\_\_\_
13. Entrance exams used at college:  
\_\_\_\_\_
14. Any trouble with transfer of L. E. credit?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, explain:  
\_\_\_\_\_  
\_\_\_\_\_

## Identifying information - 2

## 15. Courses (L.E.) offered:

Day only \_\_\_\_\_

Night only \_\_\_\_\_

Day &amp; Night \_\_\_\_\_

## 16. Students graduated:

1967 \_\_\_\_\_ Degrees \_\_\_\_\_ Cert. \_\_\_\_\_

1968 \_\_\_\_\_ Degrees \_\_\_\_\_ Cert. \_\_\_\_\_

1969 \_\_\_\_\_ Degrees \_\_\_\_\_ Cert. \_\_\_\_\_

1970\* (Est) \_\_\_\_\_ Degrees \_\_\_\_\_ Cert. \_\_\_\_\_

## 17. Students transferred before graduation:

1967 \_\_\_\_\_

1968 \_\_\_\_\_

1969 \_\_\_\_\_

## 18. Other L.E. services: e.g., training:

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19. Number full-time L.E. faculty \_\_\_\_\_ Part-time \_\_\_\_\_

## 20. District boundaries:

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21. Tax base \_\_\_\_\_

22. Millage \_\_\_\_\_

23. L.E. Faculty Salary Range \_\_\_\_\_



Faculty Form

1. Institution \_\_\_\_\_
2. Name Faculty \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_
3. Title or Rank \_\_\_\_\_
4. Academic background:
  - A. High School? \_\_\_\_\_
  - B. College: 1 2 3 years Name of College \_\_\_\_\_
  - C. Degree: AB \_\_\_\_\_ BS \_\_\_\_\_ Name of College \_\_\_\_\_
    1. Major \_\_\_\_\_ Hrs \_\_\_\_\_
    2. Minor \_\_\_\_\_ Hrs \_\_\_\_\_
  - D. Degree: MA \_\_\_\_\_ MS \_\_\_\_\_
    1. Major \_\_\_\_\_ Hrs \_\_\_\_\_
    2. Minor \_\_\_\_\_ Hrs \_\_\_\_\_
  - E. Total credit hours in LE courses all levels \_\_\_\_\_
  - F. Total credit hours in Social Science \_\_\_\_\_
  - G. Total credit hours in Sciences \_\_\_\_\_
  - H. Courses in education:
    1. \_\_\_\_\_
    2. \_\_\_\_\_
    3. \_\_\_\_\_
    4. \_\_\_\_\_
    5. \_\_\_\_\_
  - I. Honors \_\_\_\_\_
  - J. Scholarship \_\_\_\_\_ Fellowship \_\_\_\_\_ Assistantship \_\_\_\_\_
5. Experiential Background:
  - A. Teaching:
    1. High School
      - a. Name(s) \_\_\_\_\_
      - b. Years \_\_\_\_\_
      - c. Subjects taught \_\_\_\_\_
    2. College
      - a. Name(s) \_\_\_\_\_
      - b. Years \_\_\_\_\_

## Faculty Form - 2

c. Subjects taught \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 3. Training

a. Type \_\_\_\_\_  
b. Full-time equated years \_\_\_\_\_  
c. Subjects taught \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Other \_\_\_\_\_  
\_\_\_\_\_

## B. Other work related:

Employer	Describe positions held	From	To
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Law Enforcement Learning Resources  
Materials Questionnaire

Dear

We are attempting to develop a central file in regard to a collection of law enforcement learning resources materials available at the various junior and community colleges that offer a Law Enforcement Curriculum.

Would you kindly provide answers to the following questions:

1. Approximately how many books do you have in your collection that pertain to the general topic of law enforcement and police administration? \_\_\_\_\_
2. What periodical titles do you subscribe to that are related to law enforcement or police administration? Please list.
3. What vertical file materials do you have, or receive regularly, that pertain to the topic?
4. What films do you have that pertains to the topic?

Sincerely,

## APPENDIX D

## Instructions for Classifying Courses

1. The 3 X 5 cards you have been given are the course title and description of all the required courses in all of the law enforcement curricula in the junior and community colleges of Michigan sorted into what is believed to be common categories. The attached work sheet is a listing of these categories by course title.
2. For each course on the list there is a pack of 3 X 5 cards each containing a course title and description. The 3 X 5 card on the top of each pack marked "Sample" is a sample course description for each respective pack. Each card has a number (e.g., 1-1, 1-2, 1-3, etc.).
3. The first category on the list is English. Take the pack of 3 X 5 cards identified by the top 3 X 5 card labeled "Sample English" and work with it in the following manner:
  - A. Initial
    - (1) Study the sample description.
    - (2) Take the next 3 X 5 card and study the description. Compare the elements of the description with the sample description.
    - (3) If you judge the descriptions to be similar place it in an "agree" pile.
    - (4) If you judge the description as not similar then place it in a disagree pile.
    - (5) Proceed through all of the 3 X 5 cards in the category in the manner described above.
  - B. Second Sequence
    - (1) Take all the descriptions you have placed in the "disagree" pile and proceed as follows:
      - a. Take each description and compare it against the sample description in all the other categories.
      - b. If you judge the description is similar to the description in another category, record the card number and the category you judge it should be in on the work sheet under "Relocation".
      - c. If you judge the description is not similar to any of the categories record the card number under "Independent category" on the work sheet.
4. Replace all cards to their original category.

## Instructions - continued

5. Proceed to the second course listed: Criminal Investigation. Treat all the descriptions in this category in the same manner as described for English. Continue down the list of courses.
6. Considerations.
  - A. Do not be concerned if the course titles differ. It is the general intent of the description that is important.
  - B. The sample description is not intended to be a model, but rather a place to start. As you proceed through the descriptions in a category, allow each one you add to the "agree" list to become part of your consideration of "similarity" for the next one. When you complete the judging of descriptions in a particular category you may find that your "accumulative" description is broader than the sample descriptions. All descriptions placed in the disagree pile should be reviewed in light of your "broader" description before considering a comparison with other categories or placing it in an independent category.

Name of Judge \_\_\_\_\_

Work Sheet

Categories and numbers	Disagree Card number	Relocation to category number	Card Number of all courses that should be treated independently
---------------------------	-------------------------	-------------------------------------	--

---

1. English
2. Criminal  
Investigation
3. Political  
Science
4. Police Role  
in Crime and  
Delinquency
5. Introduction  
to Psychology
6. Introduction  
to Sociology
7. Introduction  
to Law En-  
forcement
8. Police  
Administration

Categories and numbers	Disagree Card number	Relocation to category number	Card Number of all courses that should be treated independently
9. Electives	OMIT		
10. Criminal Law			
11. Physical Education	OMIT		
12. Public Speaking			
13. Traffic Administration and Control			
14. Typing			
15. Social Problems			
16. Psychology - Other			
17. Criminal Evidence and Procedures			



Categories and numbers	Disagree Card number	Relocation to category number	Card Number of all courses that should be treated independently
18. Mathematics			
19. Police Operations			
20. Interrogation and Inter- viewing			
21. Physical Science			
22. Chemistry			
23. Sociology - other			
24. Humanities			
	OMIT		
25. Economics			
26. Biology			
27. Internship			

Categories and numbers	Disagree Card number	Relocation to category number	Card Number of all courses that should be treated independently
28. History			
29. Administration of Justice			
30. First Aid			
31. Accounting			
32. Data Processing			
33. Business Law			
34. Introduction to Criminalistics			
35. Defensive Tactics			
36. Law Enforcement Seminars			
37. Geology			

Categories and numbers	Disagree Card number	Relocation to category number	Card Number of all courses that should be treated independently
38. Police Community Relations			
39. Industrial Security			
40. Freshman Seminar			
41. Photography			
42. General Business			
43. Logic			
44. Meteorology			
45. Civil Law			
46. Narcotics and Vice Control			
47. Firearms			

## APPENDIX E

Instructions for Evaluating Abstracted  
Objectives

1. Study the seven paragraphs taken from the AAJCLEPG labeled "Rationale Statement".
2. Read the 3 X 5 card labeled "AAJCLEPG Abstracted Objectives".
3. If you "agree" that the abstracted objective is a good synopsis of the Rationale Statement, check the "agree" column below. If you do not agree check the "do not agree" column.

Agree \_\_\_\_\_ Do not agree \_\_\_\_\_

4. If you "do not agree" write an abstraction of the rationale statement that you believe would be the best synopsis.

## RATIONALE STATEMENT IN AAJCLEPG

Two-Year Law Enforcement Degree Programs

## Curriculum Content

General education courses as well as professional courses vary somewhat in existing law enforcement degree programs. This variation can be attributed to differences in the history and development of individual programs, institutional philosophy, and the particular needs of local police agencies. Considering the rapid manner in which these programs have emerged in the community colleges, similarities among existing programs are far more remarkable than differences.

Basically, three types of curriculum patterns have been developed, each in response to one of the following needs:

1. A program heavy in the skills required for law enforcement entrance. This program, often called a "terminal" or "vocational" program, is intended for the student who does not wish to continue his education beyond the associate degree.

2. A program heavy in general education content. This program, often called a "transfer program", is intended for the student who plans to continue his education beyond the community college and wishes to meet the lower-division course requirements of the university of his choice.

3. A balanced program which would provide a good background in professional courses reinforced and supported by a number of carefully selected general education offerings. Such a program is designed to meet the needs of both the "terminal" and the "transfer" student.

Because experience indicates that a large percentage of police students elect to continue their education beyond the associate degree and because it is not possible to predict with accuracy the educational demands for advancement in the law enforcement career field in the years ahead, the American Association of Junior Colleges' Committee for Curriculum Development in Associate Degree Programs in Law Enforcement, after careful study and deliberation, recommended as a general guideline the adoption of the balanced police program. The committee, in reaching its conclusions, explicitly reported that such a program was recommended not because of its relative transferability, but because it was best designed to meet the current and future needs of the police profession.

The concept of a balanced police curriculum is meaningless if the objective of the program is merely to prepare the

student for immediate performance of basic mechanical law enforcement tasks. Such a program assumes that basic operational skills will be imparted subsequent to employment, in the recruit or basic training program. Given such an assumption, AAJC's advisory council strongly urges consideration of a balanced program of the type outlined below.

#### AAJCLEP CURRICULUM OBJECTIVES

The objectives of the curriculum are to meet the current and future needs of the police profession and the needs of both the terminal and transfer student.

## APPENDIX F



Instructions for Judging Institutional Curriculum  
Objectives Against the AAJCLEPG Curriculum  
Objectives

1. Read the objectives presented on the 3 X 5 card labeled "AAJCLEPG Curriculum Objectives".
2. The pack of 5 X 8 cards represent the curriculum objectives as stated by each college. (All colleges that do not have stated objectives are pre-recorded on your worksheet and the 5 X 8 card will indicate "no objectives".)
3. Each 5 X 8 card is numbered 1 through 22 cards.
4. Read the stated objective on each card having one. If you agree that the stated objective on the 3 X 5 card, check the worksheet "Objectives Congruent" next to the number that matches the number on the 5 X 8 card. If you do not agree that it is congruent check "Objectives Not Congruent."
5. Proceed until you have checked all 22 cards.

## WORKSHEET

College	Objectives Congruent	Objectives Not Congruent
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		