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THE DEVELOPMENT OF CALIFORNIA'S STANDARDIZED TWO YEAR COLLEGE POLICE CURRICULUM

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Police training programs at both pre-service and in-service levels have developed rapidly in California during the past few decades. In addition to hundreds of short in-service provincial courses, approximately eight-five institutions offer college degree programs or in-service basic training courses.

Such rapid and vast growth has lead to many different types of curricula. It was inevitable that the problems associated with the evaluation of such a wide variety of courses would stimulate the desirability for some type of uniformity.

In 1957 the Training Committee of the California Peace Officers' Association recommended to its Executive Committee that a statewide study be conducted of all law enforcement training and educational facilities. It was anticipated that one of the principal benefits from the study might be the standardization of police courses throughout the State.¹ This was one of the first manifestations of a growing interest in the uniformity of police training. Although the idea of training uniformity has never fully materialized, curriculum standardization has been achieved on the lower division two-year college level and in most of the in-service basic recruit academies.

This writing is concerned only with the lower division two-year college police curriculum. The uniform two-year curriculum is the result of co-operative efforts of several individuals and organizations from the fields of law enforcement and education. It emphasizes what can be accomplished when individuals and groups pool their resources for contribution toward a common goal.

Although interest was originally aroused by the peace officers, it was the junior college people who actually provided the impetus which initiated a statewide project for the uniformity of lower division police courses. The impetus was in the form of a curriculum survey of existing junior college programs. It was conducted by members of the Law Enforcement Section of the Southern California Junior College Association in the spring of 1961.

THE SOUTHERN CALIFORNIA SURVEY

The purpose of the survey was to determine the possibility of standardizing pre-service police science courses and whether or not it was possible for the various programs to alter their curricula to an accepted standard form. An analysis of the questionnaires received from the responding colleges provided some interesting information.

A basic core of pre-service police courses taught in most junior college programs at that time was of the following subjects: various Introductory Courses, Criminal Law, Criminal Evidence, Criminal Procedures, Patrol Practices, Criminal Investigation, Traffic Control, and Physical Evidence. Other courses taught, generally in addition to those above, and in no single case any one course by more than three institutions, were:

- Police Administration
- Narcotics and Vice Control
- Fingerprint Classification
- Introduction to Criminology
- Police Reporting
- Elementary Civil Procedures
- Human Relations and Supervision for Peace Officers

¹ ELMER JANSEN, President's Report, CALIFORNIA PEACE OFFICER, VII (March-April, 1957), 5.

Police Report Writing
 Police Interrogation
 Police Photography
 Fundamentals of State & Federal Law
 Narcotic Investigation & Control
 Technique of Counseling with the Criminal
 Offender
 Police Records and Identification
 Crime Prevention and Corrections
 Firearms Identification & Explosives²

It was concluded from the survey that in most cases the courses could be standardized to satisfy all programs concerned. Because of the wide variety of subjects offered, in addition to the so-called "core" courses, it was decided that a first logical step would be to agree upon a pre-service curriculum as a nucleus to which each individual school could add additional courses as they desired.³

Eight subjects selected for the "nucleus" were those listed in the survey as already most frequently taught.⁴ By selecting these eight courses only minor modifications would have to be made in some programs in course titles, descriptions, and in number of units offered for each course.

Because a uniform pre-service police curriculum appeared to be feasible, the California Junior College Association's Committee on Curriculum and Instruction became interested in the project. That Committee indicated a desire to see improvements made toward more comprehensive police training efforts on the junior college level. At a meeting in Burlingame, California, on January 5, 1962, the Committee decided to request the Chief of the Bureau of Industrial Education California Department of Education, to exercise statewide leadership and coordination in determining needed specific curricula in relation to specific goals in police science.⁵

THE BUREAU OF INDUSTRIAL EDUCATION MEETING

The Bureau of Industrial Education sponsored a meeting for the people concerned with junior

² Southern California Junior College Police Science Survey, 1961, conducted by Donald Yowell, Police Science Coordinator, Compton Junior College.

³ *Ibid.*

⁴ C. A. PANTALEONI, POLICE SCIENCE SECTION REPORT, for the Southern California Junior College Association, Rio Hondo Junior College, Whittier, January 10, 1962.

⁵ MINUTES, Committee on Curriculum and Instruction, California Junior College Association, Philip C. Garlington, Director of Instruction, College of San Mateo, January 5, 1962.

college police training on February 6-7, 1962, in Sacramento. In addition to a majority of the State's police science instructors, representatives were also invited from the California Peace Officers' Association, the Sub-Committee advisory to the Bureau of Industrial Education on Peace Officers' Training, the Commission on Peace Officer Standards and Training, the junior college deans of instruction, and the California State Colleges.⁶ The meeting was called the Conference on the Development of Junior College Curriculum, Peace Officers Training.

Primarily, the conference members were interested in working out an occupational centered curriculum, but they also hoped to develop a program which would accommodate the police student who desired to continue his education beyond the Associate in Arts Degree. For this reason close attention was given to lower division police courses offered in four year institutions.

After many meetings and discussions, eleven course titles evolved as a proposed twenty-seven unit Police Science Major. In the proposed plan, each junior college would be able to add police elective courses to the major to meet the needs and demands of local advisory committees. The group also voted to adopt the title of "Police Science" for standardized junior college police training programs.

Prior to the close of the conference a Sub-Committee was formed to build course descriptions around the course titles.⁷ The Sub-Committee selected was composed of persons representing many years of experience in both fields of police and education. Because of the broad experience represented, it was anticipated that the work of the Sub-Committee could be completed in a short period of time.

THE SUB-COMMITTEE'S WORK

The Chief of the Bureau of Industrial Education called a meeting of the Sub-Committee for February 23, 1962, in Fresno, California. The group finalized course descriptions for all the subjects which made up the proposed police science major. Course descriptions agreed upon were:

⁶ Letter from John P. Peper, State Supervisor of Peace Officer Training, California Department of Education, to James Negley, Modesto Junior College, January 25, 1962.

⁷ MINUTES, Conference on Development of Junior College Curriculum, Peace Officers' Training, California Department of Education, Bureau of Industrial Education, Sacramento, February 6-7, 1962.

Introduction to Law Enforcement	3 Units
The philosophy and history of law enforcement; overview of crime and police problems; organization and jurisdiction of local, State, and Federal law enforcement agencies; survey of professional career opportunities and qualifications required.	
Administration of Justice	3 Units
Review of court systems; procedures from incident to final disposition; principles of constitutional, federal, state, and civil laws as they apply to and effect law enforcement.	
Patrol Procedures	3 Units
Responsibility, techniques, and methods of police patrol.	
Criminal Law	3 Units
The structure, definitions, and most frequently used sections of the Penal Code and the other criminal statutes.	
Criminal Evidence	3 Units
The kinds and degrees of evidence and the rules governing the admissibility of evidence in court.	
Criminal Investigation	3 Units
Fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interviews and interrogations; follow-up and case preparation.	
Juvenile Procedures	3 Units
The organization, functions, and jurisdiction of juvenile agencies; the processing and detention of juveniles; juvenile case disposition; juvenile statutes and court procedures.	
Traffic Control	3 Units
Traffic law enforcement, regulation, and control; fundamentals of traffic accident investigation; California Vehicle Code.	
Firearms	1 Unit
The moral aspects, legal provisions, safety precautions, and restrictions covering the use of firearms; firing of the sidearm and shotgun.	
Defensive Tactics	1 Unit
Protection against persons armed with dangerous and deadly weapons; demonstration and drill in a limited number of holds and come alongs; restraint of prisoners and the mentally ill; fundamental use of the baton.	
First Aid	1 Unit
The immediate and temporary care given in case of accident, illness, and emergency childbirth. The course shall qualify students for the	

Standard or Advanced Red Cross First Aid Certificate.⁸

It was generally agreed among the project participants that the courses proposed would properly prepare a person for employment as a peace officer recruit. The police science major covered most of the basic information needed in order to function effectively as a line police officer. Once again, a great amount of progress had been achieved in a very short time toward the goal of standardization.

OTHER DEVELOPMENTS

The California Commission on Peace Officer Standards and Training had been participating very closely in the curriculum standardization project and was desirous of seeing it completed as soon as possible. At the 1962 Annual Conference on Industrial Education in San Diego, the Executive Officer of the Commission announced to the law enforcement training section that if the proposed uniform curriculum was adopted, the Commission would accept credit for pre-service training in lieu of the required academy training of new police recruits.

In order to fully understand the significance of that announcement the role of the Commission on Peace Officer Standards and Training must be understood. The Commission was established by enactment of the California Law Enforcement Standards and Training Act of 1959. Its purpose is to raise the level of competence of California peace officers through the establishment of minimum standards for the recruitment and training of city and county law enforcement officers. All cities and counties who voluntarily participate in this statewide program must give each new officer a minimum amount of Commission approved basic training within eighteen months of employment. Until the advent of the two-year standardized police curriculum, the new officers were required to be trained in one of the several Commission certified police academies located throughout the State.

The Commission, in granting the credit for pre-service training, required the following conditions:

1. The training was required to be completed at a college certified by the Commission.

⁸ Letter from John P. Peper, State Supervisor for Peace Officer Training, California Department of Education, to James Negley, Modesto Junior College, March 1, 1962.

2. The course of study must contain all the subjects and required hours set forth in the Commission's rules and regulations.
3. Satisfaction of one of the following:
 - a. Satisfactory completion of the requirements for the award of a degree in the major of police science.
 - b. A minimum of sixty units in the police science course leading to an Associate in Arts Degree, or
 - c. A police science transfer course acceptable for entrance into a State College or University.⁹

There were at least three good reasons why the announcement was of importance to the junior college people and to California law enforcement:

1. Certification of college courses by the Commission would insure cities and counties that the courses met the minimum standards established in the Peace Officer Standards and Training Curriculum.
2. Many small departments had been unable to adopt the Commission's standards because they could not afford to send men away for lengthy academy training. By employing junior college graduates who had completed the standardized course, police agencies could adhere to the minimum standards and thus overcome the cost in time and money of in-service basic training after employment.
3. It was thought that the new policy would influence many police and sheriff's departments to gradually raise their minimum educational requirements to ultimately require two years of college police science training and education.¹⁰ The advantages to a small law enforcement agency of hiring a pre-service college trained and educated officer capable of rendering immediate and effective police service are obvious.

The presentation of the proposed program for the uniformity of courses was well received by members of law enforcement and education who were in attendance at the Law Enforcement Section Meeting of the Conference.

⁹ REPORT: TWENTY FOURTH ANNUAL CONFERENCE ON INDUSTRIAL EDUCATION, SAN DIEGO, California Department of Education, Bureau of Industrial Education, (March 6-9, 1962), 63.

¹⁰ BULLETIN, POLICY ON PRE-SERVICE COLLEGE TRAINING, Commission on Peace Officer Standards and Training, California Department of Justice, April 26, 1962.

Some disagreement did later develop among a few of the police science instructors regarding the proposed program title. It was felt by some that the term "Police Science" was too academic sounding and would not be accepted by many local police advisory committees. Nevertheless, the proposal continued in its original state because the "opposition" was more a matter of discussion rather than real disagreement. Up to that point no hard opposition had been encountered from any individual or group.

After a series of meetings during 1962, the course titles, descriptions, and content had just about been accepted by all individuals and groups concerned with police training. There were still a few minor disagreements on course content and on some of the terms used, especially regarding the "title". These small disagreements in no way held up progress on the project. Most of the changes and adjustments that were made occurred in the area of course content, but even there the problems were minor ones. By October 1, 1962, the standardized program had pretty well been worked out.

At that time, the Commission on Peace Officer Standards and Training issued a bulletin stating that any college adhering to the courses proposed by the Committee working on course uniformity would receive certification by the Commission. In addition to the "standardized courses", each college was encouraged to offer elective subjects based upon local needs as proposed by the local advisory committees.¹¹ Thus, one organization interested in police training had officially approved the standardized curriculum.

In November of 1962 the project was presented to the Training Sub-Committee of the California Peace Officers' Association. That group was very pleased with the program and recommended to the Association its full adoption.¹² The approval of the Commission on Peace Officer Standards and Training and the California Peace Officers' Association stimulated a desire in most police training coordinators to have their programs certified as soon as possible. Otherwise, curriculum standardization would have been much slower in coming into actual practice. The benefits of being

¹¹ BULLETIN, COURSE DESCRIPTIONS FOR THE CERTIFIED JUNIOR COLLEGE POLICE SCIENCE MAJOR, Commission on Peace Officer Standards and Training, California Department of Justice, October 1, 1962.

¹² Letter from Gene Muehleisen, Commission on Peace Officer Standards and Training, to James Negley, Modesto Junior College, November 19, 1962.

certified outweighed heavily the minor points of disagreement which had arisen between a few of the program coordinators.

In September 1963 the Bureau of Industrial Education published a list of courses entitled, *A Suggested Minimum Police Science Curriculum*, which was the culmination of the work done on standardizing the police major. Thus, the uniform police science program was fully adopted by the State Department of Education.

At present, a majority of the two-year college police programs have adopted the standardized curriculum and have been certified by the Commission on Peace Officer Standards and Training. Students graduating from those institutions have a decided advantage over others in seeking employment in the police field. Upon graduation, or upon receiving sixty college units of credit leading toward a police science major, the student receives

a letter from the college verifying his eligibility for a Basic Certificate from the Commission on Peace Officer Standards and Training. After serving at least one year in a police or sheriff's department, he receives the actual certificate from the Commission which attests his competency as a well trained California peace officer.

The standardized curriculum has been in effect since September 1963. It has done much in minimizing problems regarding the transfer of students from junior colleges to four-year colleges and in lateral transfers among the two-year programs. It has not been, nor was it expected to be, a panacea to all the difficulties which arise when individual programs are evaluated for whatever reason. But it is a welcome relief to college officials and certain police administrators when the transcript they must evaluate for credit or training comes from a college which has adopted the standardized curriculum.