

1969

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### Recommended Citation

Leo C. Loughrey, Herbert C. Jr. Friese, Curriculum Development for a Police Science Program, 60 J. Crim. L. Criminology & Police Sci. 265 (1969)

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## CURRICULUM DEVELOPMENT FOR A POLICE SCIENCE PROGRAM

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The purpose of this article is to offer some thoughts which could be used to develop a uniform approach to Police Science curriculum development across the country. Our remarks are based on our experience at the John Jay College of Criminal Justice of the City University of New York. This college, established in 1965, is the only college in the nation devoted exclusively to the study and development of the criminal justice system in its entirety. Degrees are offered at the Associate, Baccalaureate, and Master's levels. Current enrollment is 2,224 students.

The President's Commission on Law Enforcement and Administration of Justice recommends that the ultimate aim of all police departments should be that all personnel with general enforcement powers have baccalaureate degrees. The Commission also recommends an immediate requirement of a baccalaureate degree for all supervisory and executive positions.<sup>1</sup>

Naturally, this has triggered interest in police education. The foundation of a good police science program obviously is a sound curriculum. Most of the inquiries we receive from other institutions in the field refer to this basic premise. Even though these institutions know why they need good curricula, they do not know how to develop such curricula. The safest method is not necessarily to copy an already existing program. Any model curriculum would have to be tailored to local needs.

Most Police Science programs offer a terminal two year degree. Thus the student, who desires to

continue his education, often finds that most of his credits are not acceptable for transfer. As a rule, these two year degree programs are overloaded with "training" courses, many of which may not be, and often are not, educationally oriented. Many of the Police Science courses, especially at the community college level, are designed as a training experience to supplement or supplant the training given by police agencies to members of their department.

John Jay College, however, is committed to a program of an altogether different kind. To take the place of the Police Academy is not our purpose. Rather, it is to develop in each student a searching and questioning attitude—the very attitude that unites the best college students in all specialties. We do not propose, however, to spawn cynics or "professional knockers". Our joint objective is, on the one hand, to stimulate a student's curiosity and his search for professional improvement, and, on the other, to provide him with basic tools. This commits him to something fuller and richer than police technique. We provide both depth and background.

We offer Police Science courses, of course; but 80% of the curriculum at John Jay College is devoted to liberal arts subjects. The course content in these liberal arts subjects is precisely what it is in the other senior colleges of The City University, whose students, unlike ours, are not specialists. The professors in these disciplines have the same background and qualifications as in any other college. Many have previously taught at Princeton, Columbia, The University of Chicago, Rutgers, etc., as well as at other colleges within The City University. It follows that our courses are on the

<sup>1</sup> *The Challenge of Crime in a Free Society*, a report by the President's Commission on Law Enforcement and Administration of Justice, pages 109 and 110.

same level and as demanding as those in leading liberal arts colleges. For certainly it serves neither the student nor the college nor law enforcement, for a college to offer "watered down" courses lacking academic respectability.

The special character of our student body can invite leniency, for even the seasoned educator may tend to relax his standards for older students who have been away from the classroom for ten or fifteen years. This we must guard against, as it is unfair alike to our profession and to our students' capacity for realizing their full potential.

There is ample precedent in the educational experience after World War II, when colleges were faced with returning servicemen, who had been away from school for years. These men not only successfully met the challenges of interrupted education and high academic standards, but were also excellent students. Continuing experience with older students supports this finding. True, the older students approach the college classroom timidly at first. The maturity and motivation they also bring with them, however, invariably sustains them until they become acclimated.

Students in Police Science should be considered in two categories: post-entry students and pre-entry students. Both have different, but overlapping, educational needs. Post-entry students are those who are employed by a police agency or one of the other agencies in the field of criminal justice.<sup>2</sup> Pre-entry students are those who have not yet entered a career in the field of criminal justice. At John Jay College, in the undergraduate division, we concern ourselves with both types of students. The first is the professional police officer, who is a member of the New York City Police Department, or any of the agencies in and around New York. He is of any rank and of any age within the statutory age limits. His formal education is varied except in one respect—he has had an excellent course of training in police service. We give this police officer the opportunity to evaluate his experience in the light of academic exposure. The second is the recent high school graduate, who comes to us for a full time course of study. For him we provide the general liberal arts background that he requires, along with certain specialized courses, which will help him in the future to understand and interpret his experience.

<sup>2</sup> Agencies in the field of Criminal Justice are: Police Services, Prosecutors, Criminal Courts, Probation, Institutions (Correction), Parole, Auxiliary Service (medical examiners, coroners, psychiatric services).

The first step in the curriculum development process involves the examination of those areas of a college curriculum, which are of common value to both types of students. That is to say, those courses which are of equal use to our professional police officer and to our recent high school graduate. We know that there are certain areas, such as that of communication skills, in which all students must be proficient. In police work a man must be able to express himself clearly and make himself understood. He must also have the capacity to understand exactly what it is that somebody else is saying. Hence, for all students, communication skills are developed by a variety of courses: English, speech, literature, music, philosophy, religion, and foreign languages. Although none of these directly relates to Police Science, a man will function more effectively as a police officer after becoming proficient in them.

We live in an age of science and technology. Recent Supreme Court decisions,<sup>3</sup> which seriously limit the police process of interrogation, have created a void in police investigations that science and technology must fill. More and more, the police must conduct scientific investigations. Therefore, students in the police field of criminal justice should be made aware of scientific methods and their potential. Some of these students will develop a special interest in the area of forensic science<sup>4</sup> and become specialists; the others will be made aware of the potential for change that lies ahead. For these reasons we include in the curriculum some foundation in mathematics and science and, before awarding a degree, require that all our students satisfy the basic requirements in these subjects.

The police come in contact with all levels of society. They work with individuals and with groups of people. Knowledge of how people behave, either singly or with others, is indispensable to a police officer. He is a practicing social scientist, working in what has been described as the greatest living laboratory—the streets of a city. Therefore, to add depth to his experience and understanding to his relationships with the public, we must teach

<sup>3</sup> *Miranda v. Arizona*, 384 U.S. 436; *Mapp v. Ohio*, 367 U.S. 641; *Escobedo v. Illinois*, 378 U.S. 478; *Ker v. California*, 374 U.S. 23; *Gideon v. Wainwright*, 372 U.S. 335.

<sup>4</sup> At John Jay College a course of study leading to the Degree of Bachelor of Science (in Forensic Science) is open to a limited number of specially selected students. The curriculum is designed to prepare scientific personnel for careers in law enforcement laboratories.

TWO-YEAR PROGRAM—ASSOCIATE DEGREE CORE<sup>5</sup>

Liberal Arts—prescribed for all students		Credits
<i>A. Humanities—required of all students</i>		
English Composition (2 terms)		4
Fundamentals of Speech		2
<i>All students are required to elect 9 credits from among the following:</i>		
Art	3	
Drama	3	
History of Civilization (2 terms)	3	(each)
Western Literature (2 terms)	3	(each)
Music	3	
Moral Philosophy	3	
Spanish (6 terms)	3	(each)
Discussion, Conference & Public Speaking	3	
Comparative Religion	3	
	—	—
sub-total		15
<i>B. Science and Mathematics—required of all students:</i>		
Mathematics (2 terms)	6	
College Science (2 terms)	8	
	—	—
sub-total		14
<i>C. Social Sciences—required of all students:</i>		
General Psychology	} any 4 courses	
Introductory Sociology		
Introduction to Anthropology		
Principles of Economics		
American Government		12
		—
sub-total		12
To this core is added the following specializations in the fields of Police Science and Correction Administration:		
<i>All A.S. students are required to take one of the following specializations:</i>		
<i>Police Science</i>		
Criminal Justice 101-102		6
Constitutional Law and Criminal Procedure		3
Police Organization and Management		3
Police Supervision		3
Other Police Science or Law Courses		11-12
		—
		26-27
<i>Correction Administration</i>		
Criminal Justice 101-102		6
Institutional Treatment of the Offender		3
The Law and Institutional Treatment		3
Principles of Correctional Operations		3
Public Administration		3
Abnormal Psychology		3
Criminology and Penology		6
		—
		27

<sup>5</sup> Core courses at John Jay are designated by Department and course number (i.e., English 101). However, abbreviated titles are used here for clarity.

FOUR YEAR CORE<sup>6</sup>

Liberal Arts—prescribed for all students		Credits
<i>A. Humanities</i>		
English Composition (2 terms)		4
Advanced Exposition		2
Fundamentals of Speech		2
Discussion, Conference and Public Speaking		3
Western Literature (2 terms)		6
History of Civilization (2 terms)		6
Art	} any 3 courses	9
Drama		
American History		
Music		
Moral Philosophy		
Comparative Religion		
Advanced Spanish		
Spanish		0-12
Students may satisfy the foreign language requirement for the degree by passing the fourth term course in Spanish (202, or a higher course), or by passing a proficiency examination in Spanish, or by establishing proficiency in speaking, reading, and writing another foreign language, but will not be given college credit except for courses taken. Students will be placed in the appropriate Spanish course on the basis of two terms of Spanish in high school equalling one term of college Spanish		
sub-total		32-44
<i>B. Science and Mathematics</i>		
Mathematics (2 terms)		6
College Science (2 terms)		8
sub-total		14
<i>C. Social Sciences</i>		
General Psychology	} any 4 courses	12
Introductory Sociology		
Introduction to Anthropology		
American Government		
Principles of Economics		
sub-total		12
<i>D. Other Required Courses</i>		
American System of Criminal Justice (2 terms)		6
College Colloquium (an inter-disciplinary seminar)		3
sub-total		9

To the four year core the following are added:

Courses in the Major Field of Study—Police Science

This major is intended for the student wishing the maximum concentration of courses in professional police work. Courses must be selected from the following groups (each course is 3 credits):

<sup>6</sup> Core courses at John Jay are designated by Department and course number (i.e., English 101). However, abbreviated titles are used here for clarity.

	Credits
A. Pol. Sci. 204—The Patrol Function	
Pol. Sci. 205—The Traffic Control Function	
Pol. Sci. 207—The Investigative Function	3
B. Pol. Sci. 201—Police Organization and Management	3
Pol. Sci. 301—Police Administration	
Pol. Sci. 401—Police Problems (required)	3
	6
sub-total	9
C. Law 201—Law of Evidence	
Law 204—Criminal Law of New York	
Law 301—The Nature and Function of Legal Systems	
Law 401—Problems of Constitutional Development	3
D. Pol. Sci. 309—Comparative Police Systems	
Pol. Sci. 310—Federal Police Systems in the U.S.	
Pol. Sci. 405—Organized Crime in America	3
E. Pol. Sci. 313—Crime Investigation Laboratory	
Pol. Sci. 314—Crime Scene Laboratory	
Pol. Sci. 303—Police Personnel Administration	6
	—
Pol. Sci. 308—Current Problems in Traffic Control	
Pol. Sci. 306—Police Work with Juveniles	
or any course in Groups A, B, D, (above)	
sub-total	21
F. Govt. 103—Municipal and State Govt.	
Govt. 201—Government and Administration of New York City	
Govt. 301—Public Administration	
Govt. 305—Comparative Government	
Govt. 403—Problems of Civil Rights and Civil Liberties	9
Psych. 205—Adolescent Psychology	
Psych. 301—Social Psychology	
Soc. 203—Criminology	
Soc. 205—Juvenile Delinquency	
Soc. 401—Problems of Minority Groups	
	—
sub-total	30

#### Free Electives

Credits beyond those accounted for in the preceding groups needed to make up a total of 128 credits for the B.S. degree may be freely elected from the entire list offered by the College, except that no more than one-half may be in the same subject.

him the social sciences: Psychology, sociology, and anthropology.

Another major background area that plays a part in the field of criminal justice is the study of history and government. An understanding of our government, its history, its operation, and the relationships that exist among the various branches, will enable the student better to identify his role and the need for it in the area he elects to follow in his professional career.

It is from these disciplines—The Humanities, Science and Mathematics, and Social Science—that cores for two and four year programs are being developed. To these foundations we can add courses which will qualify the student in his major field of study. The cores developed by experienced educators at John Jay for the 1967-68 academic year will be used successfully, it is anticipated, for some years to come.

The two year degree is directed at the person

who is employed in a law enforcement agency, usually the Police Department or the Corrections Department. This student as a general rule has been away from school for many years and needs to be gradually brought back and given confidence. This does not mean to say that the standards in the two year courses are lowered. They are not. Our two year and four year program standards are equally high. However, the two year program appears to the part-time student as something that is attainable. It takes the part-time student four years to earn a two-year degree. He is not discouraged when he is told this.

The program also gives him and his college advisors<sup>7</sup> the opportunity to determine and develop his potential. This student has acquired a considerable amount of experience and maturity with a minimal amount of education. He is ready now for the educational process. He wants the educational process to be as explicit and direct as possible. A very interesting side effect in the program on this level has been that this man, once he has earned his two year degree, wants to continue his education.

The very process of being educated has in itself a certain charm and attractiveness. Many of the persons who come to us for an associate's degree do so treading gingerly. Clearly, they are very uncertain as to their capacity to engage in college level study.

In a sense they are on probation. Coming to us with a very poor high school background, usually one which was acquired years ago and most of which has been forgotten, they must prove themselves of college mettle if they are not to flunk out. Most make the grade. They do so because the motivation is there, the life experience is there, the maturity is there. This is an almost unbeatable trio for educational success.

They come to us as associate students because their academic background limits them to this program. However, they acquire academic credentials while they are associates and move on to transfer to the baccalaureate level. It is for these students that it is imperative to develop a two year course of study which is at least 90% transferable to the four year program.

<sup>7</sup> The office of the Dean of Students, which is staffed by five professional counselors, provides personal, academic, pre-professional and career counseling to the undergraduate and graduate students. Any faculty member may refer a student, but students can also request this service.

#### FOUR YEAR PROGRAM—BACCALAUREATE DEGREE

The B.S. with a major in Police Science is designed so that it can be used to develop either specialists in any particular police function or to develop well rounded administrators in the police service. The choice lies with the student. Regardless of the direction the student chooses, the capacity to think, to question, to theorize, is the product we are seeking to develop. This is what distinguishes education from training. We in the Division of Law and Police Science see the needs of the police service, and we believe that a man can be practical and at the same time approach the problems of the police field objectively from the vantage point of academic training.

The foregoing is the curriculum for the Bachelor of Science degree with a major in Police Science. We also offer majors in Criminal Justice and Forensic Science, and for the students wishing the broadest possible education for careers in the criminal justice field or to obtain the maximum preparation for graduate work, the degree of Bachelor of Arts.

While the police science major offers a maximum concentration of courses in professional police work, it is sufficiently broad to allow the student who earns his degree with this major to enter law school upon completion of the program. Four of the major law schools in the New York metropolitan area have declared in writing that our curriculum would be considered as a well-balanced and adequate preparation for law school. The following quotation taken from one of these letters clearly indicates the reaction to our curriculum: "After examining your proposed curriculum it is my opinion that it gives a desirable foundation for the study of law, not only in our school but in any other law school in the country. The stress today is a well-rounded liberal background which your curriculum effectively provides." The Police Science major is also acceptable for graduate work in Public Administration and social work.

While it is true that Police Science is regarded as highly specialized, it must be remembered that most students majoring in Police Science are already functioning in the field of law enforcement, and this specialization offers them the greatest opportunity to develop in their selected profession.

For the student entering the college from high school with a vision of a career in some phase of the Criminal Justice field, the B.S. in Criminal Justice offers the opportunity to combine general

with professional education in any field within the Criminal Justice system, including police. Since it offers more flexibility than the Police Science major, it fills the need of the student who has not made a final decision of his career objective.

#### CONCLUSION

A sound curriculum in a police science program is the product of a joint effort of educators and police practitioners. At John Jay College of Criminal Justice, a senior college of the City University of New York, the curriculum was developed by a committee of professional educators working together with professional police officers.<sup>8</sup> The value

<sup>8</sup> The Curriculum Committee at John Jay College consists of: Donald Riddle, Dean of Faculty, Ph.D.; William Clancy, Registrar, B.S., 20 years' police experience; Robert Pinckert, Chairman, Humanities, Ph.D.; Leo Loughrey, Chairman, Law and Police Science, LL.B., M.P.A., 20 years' police experience; Alexander Joseph, Chairman, Science and Mathematics, Ed.D.; Alexander Smith, Chairman, Social Science and Correction, LL.B., Ph.D.; Sanford Kahrman, Instructor, English, M.A.; Lawrence Kaplan, Associate Professor, Economics, Ph.D.; Herbert Friese, Lecturer, Police Science, B.S., seventeen years' Police experience; Arthur Waldo, Instructor, Mathematics, A.B.

of our curriculum derives from experience; experience in police work, experience in education generally, and experience in police education specifically. Our experience tells us that there is a need in the police service for academic curiosity and wider background knowledge than has been generally available. The cornerstone on which this need can be fulfilled is two-faceted. One facet is the "why", which involves the search for knowledge, the satisfying of curiosity. The other facet is the "how" of necessary technique taught on a level that is not vocational but which is presented in broad perspective. Both the "why" and "how" must be the basis for improvements in the police service.

We try to develop educated, rather than trained, police officers. Police officers, who are merely trained, act by rote in terms of what they have been taught as the best method. This is not enough. Educated police officers themselves question and determine what is the best method. Police work is dynamic and must constantly improve. Therefore, education which is broader and deeper than simple training, is the new need and, we trust, the wave of the future in the police service.