

CHAPTER 4

POLICE TRAINING

The issue of training has always been key in successful development of police personnel. Today, with the advent of community policing training is more complex, it must functionally integrate into various interpretations of the police mission. As different agencies define and redefine their particular approach to the new policing philosophy training will change, forced by pressures that were previously ignored. That point being made, no matter what brand of policing an agency may select, the line officers who are on the street must have a sense of being trained to a sufficient standard to accomplish their mission. If they do not, they will not have the ability to perform comfortably and attain the level of accomplishment necessary for a successful community policing program.

During this researcher's personal experience in police training, I found that most police officers would accept training more readily, or, if at all, when: (1) the trainers were also police officers, (2) if they had backgrounds in close or associated professions or (3) they expressed a philosophy consistent with that of the person being trained. One example would be, a special operations unit, such as SWAT, receiving training from a person previously associated with a military special operations group, like the American Delta Force or British Special Air Service.

As a group the police, have built this limiting of acceptance up over a long period. The military model of police training became popular in the United States as many soldiers left the military following World War II and then became employed in police agencies across the country. These large numbers of people having military backgrounds entering police work had their positions additionally enhanced by a system called "Veteran's Preference." This was a system of hiring that awarded additional entry points to military veterans seeking governmental or governmental-supported employment.

This researcher recalls his first entry level police training experience where candidates remained at the training site overnight except for Saturday night. Candidates lived in a metal barracks structure, wore khaki uniforms and among other subjects, participated in military drill while being exposed to a training regimen very similar to that of basic military training programs. In fact, the terminology and attitude of the trainers were consistent with that of trainers from Marine Corps Boot Camp, Parris Island, South Carolina.

During this time, the researcher as a candidate officer considered the training a natural course of events and generally accepted it as absolutely the way things were. There was no room for challenge or question; former military persons changed little. Interestingly, there were about five out of sixty or so candidates who had not been in the military and some had had only college experience as part of their total of life experience. Many of these individuals with a lack of military experience, did not last and dropped from the training cycle, in fact at least one candidate was so intimidated he did not even return from

the day off period to collect his belongings. Attrition in this researcher's class ran about thirty to forty percent; these training attrition numbers were usually consistent and remained high even after I had returned to the same academy as a deputy commandant, years later.

This method of training came with certain weaknesses, there was no clear delineation on how a candidate would be proactive or for that matter, interact well with citizens. In fact the training at that time was intended to support officers as authoritarians: efficient, short on contact and trainers constantly affirmed the point, "you must always, win the encounter."

Some confusing contradictions came later when what instructors were teaching as intense dogmatic training became watered down once the new officers reached their field training officers. It was not uncommon to have your field trainer state "forget everything you learned at the funny farm; you're in the real world now." Although field training was an unwanted burden to some of them, these officers generally "showed you the ropes." It was here that most learned their field contact communications skills, tact and diplomacy, or in some cases, the lack of it.

Considering the psychological size and nature of a police trainer in setting the initial stage for a candidate officer's mental attitude and state of acceptance, there may be an entry port created here for creating narrowness as candidates enter the police training processes. Total and unbridled control over the police training process may be harmful, especially if training programs do not use all forms of evaluation and assessment to maintain validity. In some cases, trainers may plant this narrowness or attitude of exclusion in some candidate

officers during initial training, where it will remain as a part of the officer's overall job philosophy. That is, of course, unless changed through some exceptional means; education may be a means for this transition. Overall, with few exceptions and whether correct or not, police and police training establishments at all levels have generally retained a somewhat restrictive view and they have maintained extensive and limiting controls on those involved with or having access to entry-level police training.

There are some exceptions. They may be found in the more progressive police training standards commissions and even within some of the more open-minded well-led police agencies. In such cases you may increasingly see more of the expanded seminar types of training where consultants or private contractors have been hired to teach in conjunction with police trainers. This results in opening previously closed doors and adding a broader perspective to training issues and may even result in removing many of the custom controlled elements found in training. Although, at the time of this study, the researcher discovered many of the beliefs about entry training remained quite narrow.

One would think that using a sociologist or criminologist to teach particular blocks of instruction regarding various cultural groups and special issues regarding citizens would not be out of line. Technical writing instructors would be a good addition and aid in an area that for years has remained a constant problem: report writing.

The integration of education and police training is a good match and suggests that some of the training courses could be accredited and use rubrics equivalent to those found in

colleges. This would be made easier if police instructors were chosen based on ability and educational credentialing similar to those levels proposed in this study for the entering level officers who may sit in their classes.

In this regard, correct training and the nature in which it is interpreted by the officer is the important link in the ability of police officers to take lessons learned and come up with an appropriate solution or community action, no matter what the circumstance may be. It is also fair to say that the level of officer response to training has historically been well conditioned. The key issue then becomes, are the training programs or subjects taught in training correct? Do they work for community policing?

Consider an officer who is well educated and well trained; the officer normally is more than capable of on-the-spot actions, but this is only true if the officer's training was adequate for the task. So, the task or mission should drive the training but, if training does not fit the mix of entry level officers it is not correct and if it does not fit the mission it is not correct. So, we must conclude whether or not the training in the sample is perceived as adequate for community policing or even if it is adequate for traditional policing.

It appears that this study opens another aspect as an add-on to the view of selection and training. Not only will trainers be confronted with the change taking place in a citizen-officers entry into the police service, the training establishment will have to consider diversity in each agency-mission (some traditional and some community policing) as well. Further appreciation must also be given to the importance of public expectations.

It stands to reason, if agencies spend the additional dollars necessary when recruiting highly educated and qualified officers and they are not trained appropriately for their expected mission, their agency does not benefit. Worse yet, officers may become disillusioned, frustrated and after a time leave police service.

On the other hand, If agencies do not hire officers with a college education and send them to redesigned, upgraded and sophisticated training programs, attrition in the program may bring pressure on the training academies to decrease the rigor and enlarge student success numbers. In this researcher's experience, training institutions were in a never-ending exchange over correct subject matter and numbers of hours in the curriculum. The other issue that was a point for debate was the "drop rate," that is, the numbers of unsuccessful candidates released from the program prior to graduation.

This researcher took special note during the study that the general consensus of officers suggested that entry-level officer training did not suit community policing requirements. This was found throughout the entire police sample. However, the standards that are in place did, according to the sample, appear adequate for traditional models of policing. Generally, police training has not changed a great deal since the seventies or eighties. The critical point here is, after acceptance, entry training is the first step for a prospective police officer and will remain one of the most important formative experiences of the officer's career.

There is another aspect of police training that should be considered at this juncture, one

that may not be considered by some police officers or trainers. Citizens have their own views of police and what profile they expect their police to have. The sample of citizens obtained during the study uncovered an important although unexpected point. The public, including the minority community, anticipates the police will be college educated as well as highly trained.

During the study, this researcher drew from his own experience as a police trainer and sought out basic entry-level programs that were in current operation. Copies of several police training programs were obtained; the following reflects a program and subjects this researcher supervised at an overnight academy located in the state of Vermont. The class schedule for the 55th Basic Training Course was established under the authority of the Vermont Criminal Justice Training Council and written as a program by the director and the curriculum coordinator. The program is typical of many across the country during that period of time and in some cases reflects programs in service today.

4.1 1991 Vermont Curriculum Summary:

Communication	62	10%
Courtroom Demeanor	4	
Dealing with Death	2	
Handling the Emotionally Disturbed	2	
Interpersonal Communication	12	
Media/Police Relations	1	
Police Communication	8	
Police Ethics & Discretion	3	
Public Relations	2	
Public Speaking	4	
Report Writing/Notetaking	22	
Stress Management	2	

Criminal Law	72	12 %
Criminal Law	44	
Introduction to Fish & Wildlife Law	3	
Introduction to Law Enforcement	1	
Introduction to Liquor Control	4	
Juvenile Law & Procedure	8	
Police Liability	4	
Use of Vermont Statutes	8	
Defensive Tactics	36	6%
Non Lethal Use of Force	32	
Police Straight Baton	4	
Firearms	52	9%
Firearms Training and Qualification	52	
Investigative Procedures	130	22%
Accident Investigation	48	
Case Problems & Case Preparation	32	
Child Physical & Sexual Abuse	8	
Domestic Violence Response Training	16	
Drug Identification & Investigations	8	
Interviews & Interrogations	3	
Sexual Assault	8	
Sudden Infant Death Syndrome	2	
Sudden & Unexpected Death	2	
Victim Assistance Program	3	
Motor Vehicle Law	44	7%
Hazardous Materials Recognition	4	
Motor Vehicle Law	40	
Physical Fitness	109	8%
Nutrition Information	3	
Physical Proficiency Testing	8	
Training	98	
Police Patrol Techniques	84	14%
Advanced Defensive Driving	12	
AIDS Prevention	3	
Alcohol Services Act 208	2	
Introduction to Crime Prevention	3	
Police Patrol Procedures	60	

Use of Safety Belts/Child Passenger Safety Enforcement	4	
Others	11	2%
Director's Time	4	
Introduction to Federal Agencies	3	
Student Physicals	3	
Final Examination	1	
Total Hours	600	

Post Basic Training- Certification Course

	Hours
D.W.I. Enforcement	32
V.I.N. Verification	4
Basic Fingerprinting Techniques	4
Doppler Radar Operation	8
First Aid	4
C.P.R.	12
	64 Hrs.

(Academy, 1991,pp. 1-25)

Briefly, the Vermont Police Academy has changed its curriculum and in a series of training profiles reflected in this study 1991, 2001 and 2003 shows some changes in subject matter and hours of training. The academy program in 2003 featured expanded numbers of hours of instruction including a post academy requirement of sixty-four hours. By 2003, the training hours had changed significantly since the 1991 program and the curriculum appears to have been modified to some extent. For a small state Vermont appeared to be somewhat proactive on their training issues.

The program is easily located on the academy's website and is changed through a body of professionals in concert with the executive director. Prior to implementing the 1991 curriculum, a police job task analysis viewing all of the police line positions had been

conducted within the state of Vermont. This resulted in the changing of the basic officer course in 1991.

4.2 2001 Vermont Curriculum Summary:

Communication

Courtroom Demeanor	4		
Dealing with Death	2		
Handling the Emotionally Disturbed	2		
Interpersonal Communication	12		
Media/Police Relations	2		
Police Communication	4		
Police Ethics	4		
Public Speaking	2		
Notetaking/Study Habits	2		
Report Writing	24		
Stress Management	2		
Total	60	10%	

Criminal Law

Criminal Law	48		
Introduction to Fish & Wildlife Law	4		
Introduction to Liquor Control	4		
Juvenile Law & Procedure	4		
Police Liability	4		
Use of Vermont Statutes	8		
Total	72	12%	

Defensive Tactics

Firearms	44		
Non-Lethal Use of Force	32		
Straight Baton	4		
Oleoresin Capsicum Certification	4		
Total	84	14%	

Investigative Procedures

Accident Investigation	48		
Case Problems and Case Preparation	32		
Conflict Resolution	8		
Domestic Violence Response	8		
Training	8		
Drug Identification & Investigation	4		
Interview Techniques	8		
Sexual Assault Investigation	8		
Sexual/Physical Abuse of Children	2		
Sudden Infant Death Syndrome	2		
Sudden/Unexpected Death	4		

Victims Assistance Program	4		
Court Diversion			
Total		136	23%
Motor Vehicle Law			
Motor Vehicle Law	40		
Hazardous Material Recognition	8		
Total		48	8%
Physical Fitness			
Nutrition Information	2		
Physical Assessment	6		
Physical Training	65		
Total	73	12%	
Police Patrol			
Techniques	9		
Advanced Defensive Driving	4		
Bloodborne Pathogens	4		
Crime Prevention	72		
Patrol Procedures	4		
Occupant Protection Usage and Enforcement			
Total		93	16%
Others			
Administrative/Staff Time	10		
Alcohol Services Act	2		
Drill and Ceremony	6		
History and Principles of Policing	6		
Final Examination	2		
Total	26	4%	
Total Hours for Basic Training	592	100%	
Post Basic Instruction			
D.W.I Enforcement	32		
V.I.N. Verification	4		
Basic Fingerprinting Techniques	4		
Doppler Radar Operation	8		
First Aid	4		
C.P .R.	12		
TOTAL POST-BASIC TRAINING	64 Hrs.		
(Academy, 2001, http://www.vcjtc.state.vt.us/basic.htm#Entry%20Standards			

%20for%20the%20Vermont%20Police%20Academy%20Basic%20Training)

The content of the Vermont training program has changed somewhat between the years of 1991 and 2001. Re-allocation of hours to subject matter is evident and some new course

materials are noted, it also appears that they have combined some courses.

Primary changes were observed in the major subject divisions of communications, which decreased by two hours; defensive tactics, which decreased by four hours; investigative procedures, which increased by six hours; motor vehicle law, which decreased by four hours; physical fitness, which decreased by thirty-six hours; police patrol techniques, which increased by nine hours; and the category of "other," which increased by fifteen hours.

An interesting point for this study is that the categories considered SOA, such as communications, have decreased, while other SOA subjects, such as investigative procedures and patrol techniques, have increased. The SEA subjects defensive tactics decreased while motor vehicle law increased.

Another variation of entry training for police officers may take place on a college campus. North Carolina and other states have taken this approach. Usually, unlike the academy style that mandates residence during training, the college environment allows candidates to return home after training sessions and is not as militaristic in the training approach. There are positive and negative issues with both training environments varying from cost to geographical considerations within a given state and travel issues including additional costs for entry-level officers.

In some cases, training may or may not offer some advantages, either for the candidate or the department. A possible advantage for police agencies in using the college non-resident

program is candidates may, although not always, pay for their own training and then market themselves for positions. The resident academy system usually reflects a selected candidate officers who already has either permanent or conditional employment and is placed by the agency with pay, while attending training. Of course in the latter case, the completion of the training program is paramount and will precede the officer being placed in the field. There are very few cases of officers being allowed in the field without completion of state-mandated training.

For the sake of information and to allow for a broader sample of training programs to be made, this researcher obtained a copy of a college-based training program from the state of Texas. As indicated, it is an academy program based on the college system, operated at a community college in Texas: The Police Academy course of study is called the Basic Peace Officer Program. Subject matter is similar to other programs and probably reflects the influence of national and international associations, which have been instrumental in cross-pollination of ideas. In all cases the end result is the formalized certification of competency which results in a state or local certification. This is a certificate program that will allow students to qualify for the State Licensing Test. The Texas Program consisted of 560 hours of study in total during the 1989 configuration. The program is described and outlined as:

The Houston Community College Law Enforcement Training Center (LETC) was formed in June 1989. The LETC offers both the Licensing Certificate program (Police Academy Level 1 and Level 2) and advanced inservice training for working police officers. Our goal is to provide quality

instruction and skill training that leads to certification, licensing and employment as a Texas Peace Officer. (Academy, 1989, http://databaseserver.hccs.cc.tx.us/Law_Enforcement/index.html)

4.3 TEXAS POLICE TRAINING PROGRAM:

1. Introduction and Orientation
2. Fitness and Wellness
3. History of Policing
4. Professionalism and Ethics
5. US and Texas Constitutions and the Bill of Rights
6. Criminal Justice System
7. Code of Criminal Procedure
8. Arrest, Search and Seizure
9. Penal Code
10. Traffic
11. Civil Process and Liability
12. Texas Alcohol Beverage Code
13. Drugs
14. Juvenile Issues - Texas Family Code
15. Stress Management for Peace Officers
16. Field Notetaking
17. Interpersonal Communications/Report Writing
18. Use of Force - Law

19. Use of Force - Concepts
20. Strategies of Defense - Mechanics of Arrest
21. Strategies of Defense - Firearms
22. Emergency Medical Assistance
23. Emergency Communications
24. Problem Solving and Critical Thinking
25. Police Driving
26. Multicultural and Human Relations
27. Professional Police Approaches
28. Patrol
29. Victims of Crime
30. Family Violence
31. Recognizing and Interacting with Persons with Mental Illness and Mental Retardation
32. Crowd Management
33. Hazardous Materials Awareness
34. Criminal Investigation Topics
 - Introduction
 - Case Management
 - Interviewing Techniques
 - Victims Rights
 - General
 - Protection of and Crime Scene Search

-Booking Procedures

-Courtroom Demeanor and Testimony” TOTAL 560 HOURS

(Academy, 1989, http://databaseserver.hccs.cc.tx.us/Law_Enforcement/index.html)

Another view of the Texas approach to police training and some of their selection process is made with a more recent sample of the police certification program at Houston Community College. Under the current program they allow access to the certification test using a variety of means with apparent agreements having been made with the Houston Police Department.

A more recent view of the Houston Community College program was obtained from their website and included to update any changes that had occurred. It was interesting to note that the model used had evolved somewhat into a combination of education and training. The current series of programs accessing the certification examination were observed to be outlined in two possibilities, they are noted as:

BASIC PEACE OFFICER LICENSING

The Basic Peace Officer Licensing Certificate prepares students for a career as a Texas Peace Officer. Upon successful completion, a student may take the state license examination. Students must be at least 21 years of age, submit a criminal history report, achieve an acceptable score on reading and English on the ASSET test, and have appropriate documentation for having a GED with 12-semester hours college credit or high school diploma. Students must meet stringent requirements that exceed general college rules for continued enrollment and successful completion of this program. Students may enroll in day or night classes. All of the coursework for this certificate applies directly to the AAS in Law Enforcement. The capstone is CJLE 1524, Basic Peace Officer IV.

LAW ENFORCEMENT

This two-year program prepares the student for a career in Law Enforcement. Upon successful completion of the program, the student will obtain an AAS and the opportunity to take the Texas Commission on Law Enforcement Officer Education and Standards (TCLEOSE) State Licensing Exam. This program satisfies all the educational requirements for such agencies as the Houston Police Department and the Department of Public Safety. Most of the coursework may be taken at any of the five HCCS campuses; however, the last semester must be taken at HCC-Northeast. The capstone for the Law Enforcement AAS is CJLE 2384, Criminal Justice Cooperative Education-Law Enforcement/ Police Science, which enables the student to work one semester in the field.

(College, H. C., 2004, <http://www.hccs.edu/catalog/PubSafe.pdf>)

The total number of hours each state requires for entry training will also vary to some extent. One of the longest academies in the United States is probably found in the state of Connecticut for training their state police troopers. That academy is twenty-eight weeks long, although most local academies run between fourteen and twenty weeks.

In the state of North Carolina the minimum number of hours for training law enforcement candidates were those required by a program referred to as Basic Law Enforcement Training "(BLET)." Data from two separate college training environments were used in this research. The minimum hours for the BLET programs was four hundred and thirty-two hours under the older model in 1998. Subject matter was consistent with the state of Vermont with about twenty-five percent of the time spent focusing on service oriented applications (SOA). The average length of the North Carolina program was consistent with many of those found across the United States.

The program in North Carolina did deal with certain notable classes that included Constitutional Law, Crisis Management, Special Populations, Dealing with Victims and the Public and Ethics. The training environment is usually non-stress although military courtesy is somewhat in place as part of the preconditioning aspect of the study. An outline of the current views and hours standards are found at the North Carolina Criminal Justice Academy and show a noteworthy increase. They are shown as:

The Basic Law Enforcement Training (BLET) Curriculum is designed to prepare entry level individuals with the cognitive and physical skills needed to become certified law enforcement officers in North Carolina. The course is comprised of 33 separate blocks of instruction to include topics such as Firearms, Driver Training, Motor Vehicle Law and Arrest, Search and Seizure. The BLET course is filled with practical exercises and an extensive Ethics section that is woven throughout the training experience. The BLET course has been thoroughly researched, legally reviewed and contains the most current law enforcement information available. The Commission mandated 602-hour course takes approximately 16 weeks to complete and concludes with a comprehensive written exam and skills testing. Upon completion of the course, the new law enforcement officer is certified to work as a sworn law enforcement officer in North Carolina. However, many agencies include an additional Field Training Officers experience which involves several more weeks of actual field training. This ensures that the new officer can perform correctly in their new locales. There are more than

70 accredited BLET delivery sites in North Carolina. They include community colleges, police departments, the NC State Highway Patrol and the State Bureau of Investigation. (Academy, 2004, <http://www.jus.state.nc.us/NCJA/blet1.htm>)

Another academy program cited is located in the state of Colorado. Their hours in training are five hundred and fifty-three which is twenty hours longer than the four hundred and forty-three required by the state. In this circumstance, the training academy has chosen to increase the hours of training. The criteria in most states may be exceeded but must meet the standardized minimums. These additional hours are normally noted in their outline.

Another sample was obtained for a view of training from the Colorado training program, which was found to be generally consistent with others in this research

4.4 COLORADO TRAINING PROGRAM:

Colorado outlines and describes their program as:

The view is a breakdown of classes administered during the course of the academy. At the end of each class is listed the hours required by P.O.S.T., and then the actual hours given at our academy.

(Required/Actual)

ADMINISTRATION OF JUSTICE

Introduction to the Criminal Justice System - system components and goals (3/3)

Law Enforcement Ethics - obligation and philosophies inherent in the acceptance of a certification (6/6)

Criminal Process - procedures in the courts of Colorado, the court systems, functions of the prosecutor, defense attorney, judge, and the adversary system (8/8)

State Federal, and Local Law Enforcement Agencies - agencies operating within Colorado, NCIC/CCIC definitions, available files, system security, and UCR (4/8)

BASIC LAW

U.S. Constitution - background and historic significance; basic rights guaranteed (4/4)

Laws of Arrest, Search and Seizure, Interrogation and Confession and Rules of Evidence - constitutional basis, obtaining arrest and search warrants, procedural guidelines for person, premises, or motor vehicles, and the application to police activities (16/16)

Colorado Criminal Code - criminal law and the law of crimes (32/32)

Colorado Juvenile Code - juvenile offenders from officer's initial contact to arrest, investigation, charging, conviction and sentencing (8/8)

Victim's Rights - dealing with victims of violent crimes and serious accidents (4/4)

Legal Liability and the Laws Concerning Use of Force - legal basis for use of force/deadly force, civil liabilities incurred as police officers and procedures to minimize exposure to civil suit (8/10)

Liquor Code - Colorado State Liquor Code and Enforcement (2/4)

Controlled Substances - Laws pertaining to use/sell of narcotics(2/4)

Ethnic Intimidation - bias crimes, ethnic intimidation, and civil damages (4/4)

Court Testimony - how to deliver effective testimony & proper procedures for Legal research; observe and or present testimony in a courtroom setting (8/9)

HUMAN RELATIONS

Introduction/Framework for Community Policing - Basics/Foundations for

Community Policing (4/4)

Problem Solving and Conflict Management - interview methods for interpersonal and intra-personal conflict and crisis situations (4/8)

Community Partnership and Police/Community Relations - factors which enhance or impede relations (2/4)

Crime Prevention - concept, purpose and police officer's role (2/4)

Staff/Officer Relations - maintaining/improving supervisor relationship (0/2)

Career Preparation- preparation for oral boards and the hiring process (0/8)

PATROL PROCEDURES

Patrol Observation and Perception - impact on the police function and techniques for skills improvement (3/3)

Officer Survival - preparedness for shooting situation; meaning/ use of cover and/or concealment to minimize risk (8/8)

Pedestrian Contacts- hazards on foot or motorized patrol and proper procedure for minimum risk (2/2)

Gang Awareness - gang cultures (4/4)

Vehicle Stops - conducting a safe vehicle stop (6/8)

Searching Vehicles - techniques in searching cars for drugs, contraband, etc. (4/4)

Building searches -hazards and procedures for minimum risk (4/8)

Handling In-Progress Calls - hazards involved and proper procedures for minimum risk (6/6)

Domestic Violence and Other Disputes - effective intervention in a family or non-family dispute with minimum risk to officers or disputants (4/7)

Civil Disputes - Effective intervention in civil disputes with minimum risk to officers or disputants (3/3)

Crowd Control - hazards and procedures for minimum risk Crowd Control - the three most common types/groups of people (6/6)

Hazardous Material/Fire Scene - knowledge/skills to safely handle situation

(8/8)

TRAFFIC CONTROL

Traffic Code - Colorado Traffic Laws (6/6)

Traffic Direction and Enforcement - contacting a traffic violator, forms of identification, and issuing a citation (2/4)

Traffic Accident Investigation - process and scope of an auto accident (12/12)

D.U.I. Enforcement/Horizontal Gaze Nystagmus (HGN)- alcohol effects on the human body; extent to which D.U.I. offenders adversely affect society; how to detect, apprehend, process and testify (8/24)

PRELIMINARY INVESTIGATIVE TECHNIQUES

Preliminary Investigations and the Introduction to Criminal Investigation - knowledge/skills to respond, secure the scene, and conduct a preliminary investigation (4/4)

Crime Scene Searching - knowledge/skills to conduct a search of the crime scene (2/2)

Crime Scene Documentation - knowledge/skills to write accurate and complete notes; knowledge/skills for complete, clear, and accurate sketches; techniques and types of useful photographs (12/12)

Identification and Collection of Evidence - recognition, value, collection, marking, preservation, and packaging of non-testimonial evidence; knowledge/skills to locate, process, develop and preserve fingerprints (10/10)

Interviewing and Interrogation Techniques -techniques/procedures for interviewing/interrogating Suspects (6/6)

Identification of Suspects - techniques used to identify Suspects (4/4)

Death/Major Crime Investigation - knowledge to conduct natural, accidental, or suicidal death; investigation homicidal death crime scene security and request for assistance (18/18)

Sexual Assault Investigation -statutes relating to sex crimes, guidelines for investigation, terminology, evidence collection, reporting (0/8)

Child Abuse Investigation - statutes relating to juvenile sex crimes and abuse, guidelines for investigation, terminology, evidence collection, reporting (0/8)

COMMUNICATIONS

Report Writing - format, elements of affidavit for warrants (16/16)

Stress Management - Learning to deal with job related stress (4/4)

Verbal Communication Techniques/Verbal Judo- Learning to effectively communicate, to maintain control in situations (8/8)

Interaction with Special Populations - Mental Health Laws, applicable forms, and recognition techniques (2/4)

FIREARMS

Safety/Classroom - safety rules and range procedures (22/22)

Range -field experience in shooting firearms (26/36)

Alternatives to Deadly Force - reinforce awareness (4/6)

ARREST CONTROL

Arrest Control - PPCT defensive tactics/Force Continuum handcuffing and searching techniques; weapon retention and retrieval (58/58)

DRIVING

Law Enforcement Driving - field experience for non-emergency, emergency, and pursuit driving conditions (28/28)

Vehicle Occupant Protection - considerations in non-emergency, emergency, and pursuit driving conditions (4/4)

FIRST AID & CPR

FA/CPR Certification (0/8)

ADDITIONAL CLASSES

Autopsy and the Medical Examiner System (0/4)

P.O.S.T. Review (0/4)

Union Pacific Railroad Grade Crossing Investigation (Certificate) (0/16)

TOTAL HOURS :P.O.S.T. - 433 hours CILET - **553 hours**

(COLORADO,1999,<http://www.ago.state.co.us/post/brochure.html>)

In a report from The International Association of Directors of Law Enforcement Standards and Training (IADLEST) it's noted:

Briefly, information on POST includes the concept and evolution: In 1967 the President's Commission on Law Enforcement and the Administration of Justice published 'The Challenge of Crime in a Free Society,' and the follow-up task report, 'The Police.' Contained in both reports were recommendations pertaining to the American system of criminal justice.

Major emphasis was focused on the police, and recommendations were offered to affect such areas as community policing, community relations, personnel practices and procedures, organization and operational policies and structures, and the recommendation that each state establish a Peace Officers' Standards and Training (POST) Commission. At that time, 17 states had already established POST bodies. All states had them by 1981. (International Association of Directors,1998, <http://www.iadlest.org/modelmin.htm>)

Although police training is not nationally controlled by a federal agency there is significant cross communication and exchange of ideas taking place on a national and international level. Perhaps the changes needed have already been initiated in part by some of the academies run by larger police departments or even states. Certainly, "IADLEST," has had an impact and their service does not stop with recommendations for training.

In a commentary piece associated with their insightful International Association of Directors of Law Enforcement Standards & Training, "Model Minimum Standards," which outline views for personnel as well, especially the smaller agencies, they comment:

Ever since 1967, when the President's Commission on Law Enforcement and the Administration of Justice issued its landmark report entitled 'Task Force Report: The Police,' it has been formally acknowledged that the law enforcement task is as great or greater than that of any other profession, and that the performance of this task requires more than physical prowess and common sense. Law enforcement officers engage in the difficult, important and complex business of helping to regulate human behavior, and their intellectual armament and ethical standards must be no less than their physical prowess. The Commission said in 1967, 'the quality of police service will not significantly improve until higher educational requirements are established for its personnel' and that statement is equally true today.

As the Commission pointed out, while all departments are in need of

upgraded recruiting efforts, higher minimum standards, better selection procedures and more training, the needs are more pronounced for the smaller police departments, many of whom without mandates at the state level would provide little or no training, use ineffectual selection and screening techniques, and have no organized recruiting programs, resulting in substantial variation in the quality of police service, not only in different areas of the nation, but within the same state. Therefore, each state should have a commission, council or board on peace officer standards and training to establish, maintain, and update these standards. (International Association of Directors, 1998 <http://www.iadlest.org/modelmin.htm>)

The state of Massachusetts has had its high times and low times when it comes to police training. The positions in the training standards establishment have evolved from state police overseers to a combination of civilian/police directorships and after some previous embarrassment resulting in a new directorship and focus. Since then the Commonwealth has embarked on a program of training that has departed from the previous models and aligns nicely with community-policing concepts.

4.5 MASSACHUSETTS TRAINING PROGRAM:

According to Howard Lebowitz (1997), the Executive Director, of the Criminal Justice Training Council, that after a long research and design process:

Academy Begins with Professional Orientation Week. The method of welcoming student officers to the academy is called "professional

orientation." It is characterized by education and instruction, a defined and structured environment, and four guiding principles. ethics (or character), the law (or the constitutional basis for law enforcement), fitness (both mental and physical), and community-neighborhood policing.

On their first day at the academy student officers are greeted in an orderly and professional manner. They receive instruction regarding paperwork, equipment, inspections, rules and regulations, study skills and overall expectations. This is followed by a full week of classroom instruction based on the four principles. The purpose of professional orientation week is to establish the framework for all that follows. The entire content of the curriculum is filtered through the four screens of ethics, law, fitness and community.

Student officers are encouraged to question, debate and discuss the content of the course as they learn to apply it to some of the biggest social issues of our time, such as youth violence, drugs and family dysfunction. Professional orientation means asking student officers to think creatively and look for solutions to problems as they acquire the huge knowledge base required for graduation and the job.

Training Objectives, The Basic Course for Police curriculum is founded on five fundamental objectives, which are to: incorporate community-

neighborhood policing throughout; adopt a values-driven model of police training; integrate training and education; train as a collaboration of police organizations with a shared history, a common body of knowledge and an equal stake in self-evaluation; and enhance character by examining the complexities of society and the choices of police officers.

Each of these objectives has wide-ranging implications for the way we write the curriculum and the way we direct our staff to conduct the course. For example, the community policing philosophy talks about partnership, prevention and problem solving. Therefore, we teach student officers to identify and collaborate with partners, develop prevention strategies and see police tasks as problems to be solved, not just calls to be cleared. All these goals require new teaching methods and strategies.

Another implication of these objectives involves character. In the old model, we taught a "block" of instruction on ethics and thought that if the student officer could "take the rigors of the academy," we could assume he or she had good character. We now see that character and integrity are much more complex.

Police officers face alluring temptations, tough dilemmas and complex social issues. We believe that police officers can build character by anticipating difficult situations and discussing the moral outcomes of various courses of

action. The new curriculum requires instructors to examine moral decision making in every block of instruction.

A third implication involves incorporating educational goals with training goals. We used to spend a great deal of training time on drills and military-type decorum such as uniforms, equipment and inspections. We now emphasize academics, problem-solving activities and community-based projects.

When we talk about values, we talk about a great deal more than respect and politeness. The new curriculum starts from the point of view that police and citizens share a set of values. Some of these values are safe schools, homes and roadways; equality in the law and access to public services; a healthy environment and access to health services; freedom from fear; and protection from those who are a danger to others.

During academy training, student officers will develop a long list of quality-of-life issues; these issues are the things that matter most to citizens. The new curriculum emphasizes that in the end, all police activities must be measured and communicated in terms of quality of life or community values.

A final implication of the new curriculum involves physical training. In addition to all the technical physical skills police officers need, we emphasize health

and longevity. All student officers must prepare exercise and lifestyle prescriptions that include a variety of activities and realistic goals for the 25 years that they will be working and serving the community.

The motivation to use exercise for stress relief and health can only be achieved if exercise is fun and accessible. This new view of physical training translates easily to community goals, such as youth athletics and anti-smoking and anti-drug/alcohol campaigns.

We expect the curriculum to add new skills to the traditional skills of police work, integrate training with education, and emphasize the view that we can't even begin to talk about police-community partnerships without trust, communication and integrity.(Lebowitz, H., 1997, http://www.communitypolicing.org/publications/exchange/e13_sp97/e13lebow.htm)

Keeping as close as possible to the representative geographical regions and concurrently allowing a slightly broader view of police training, a current sample of an entry level training program was obtained from the state of Maine. Maine was one of the states sampled for both police and citizen respondents and was located in the northeastern portion of the surveyed areas. Maine was somewhat unique in the population makeup in that the state

has a low percentage of minorities as part of the population base.

At the time the Maine program was obtained. it was considered a work in progress; however, the curriculum represented the latest thinking in the Maine program:

4.6 Maine Basic Law Enforcement Training Program

Unit of Instruction Hours

1.0.0 BASIC LAW ENFORCEMENT TRAINING PROGRAM ADMINISTRATION

This section gives the student an understanding of the standards of the Basic Law Enforcement Training Program, skills to effectively complete the training, evaluation of their performance and recognition of their achievements.

- 1.1.0 Orientation to Basic Training 2.5
- 1.2.0 Note Taking, Study Habits, & Exams 1
- 1.3.0 Testing and Critiques 81
- 1.4.0 Program Evaluation 0
- 1.5.0 Graduation 2
- 1.6.0 Expectations for Behavior 1
- 1.7.0 Professional Value System 1
- 1.8.0 Learning Expectations 1
- 1.9.0 Performance Appraisal 0.5
- 1.10.0 Sexual Harassment & Discrimination 2
- 1.11.0 Americans with Disabilities Act 3
- Subtotal 95**

2.0.0 THE POLICE ROLE AND PROFESSIONAL DEVELOPMENT

The student will appreciate the functional duties, obligations, influences and philosophies inherent with the acceptance of becoming a professional law enforcement officer. The ethical and moral obligation in the use of power and its inherent effect will be thoroughly explored in relation to the police officer's role in the community. Also, the student will have a basic knowledge of the component parts and functions of the criminal justice system.

2.1.0 History and Principles of Law Enforcement 2

2.2.0 Introduction to Community Policing 2

2.3.0 The Criminal Justice System 3

2.4.0 Civil Rights Violations 2

2.5.0 Police Power, Authority and Discretion 2

2.6.0 Police Ethics and Moral Issues 6

2.7.0 Police Citizen Relations 3

2.8.0 Supervisor-Subordinate Relations 2

2.9.0 Police and the Public 4

2.10.0 Human Rights Issues 2

2.11.0 Cultural Diversity 3

Subtotal 34

3.0.0 BASIC LAW AND LEGAL PROCEDURES

This section is intended to provide the student with an understanding of the role played by the United States Constitution in the operation of the criminal justice system. The constitutional basis for civil rights; civil liberties; rights of

the accused; limitation of police actions; and current court decisions are stressed. Also, the student will be able to anticipate and recognize violations that an officer is likely to encounter and will know the legal obligations of enforcing the law.

3.1.0 Constitutional Law 2

3.2.0 Laws of Arrest 6

3.3.0 Search and Seizure 8

3.4.0 Admissions and Confessions 4

3.5.0 Maine Criminal Law 22

3.6.0 Maine Juvenile Law 3

3.7.0 Maine Motor Vehicle Law 10

3.8.0 Maine Liquor Law 3

3.9.0 Laws of Evidence 4

3.10.0 Use of Force 4

3.11.0 Civil Liability 2

3.12.0 Jurisdiction 1

3.13.0 Extradition & Fresh Pursuit 1

3.14.0 Stop & Frisk 1

Subtotal 71

4.0.0 HUMAN BEHAVIOR AND COMMUNICATION SKILLS

This section is intended to give the student an understanding of the importance of interpersonal communication and relationships, process of socialization, behaviors which are resented by the public, methods of

maintaining favorable human relations and methods to develop interviewing techniques.

4.1.0 Interpersonal Relations 4

4.2.0 Interviewing Techniques and Skills 6

4.3.0 Stress Management 3

4.4.0 Dealing with Mentally Ill Persons 7

Subtotal 20

5.0.0 TRAFFIC FUNCTIONS

This section is designed to provide the student with the knowledge and skills required to effectively deal with common vehicle violations accomplished by recognizing violations, properly control and move traffic, understand and properly use traffic control devices and be able to safely and professionally contact the violator. Additionally, the student will be able to take those immediate steps required at an accident scene necessary to protect life and property.

5.1.0 Traffic Law Enforcement 4

5.2.0 Traffic Direction and Control 2

5.3.0 Impaired Driving 26

5.4.0 Principles and Operation of Radar 16

5.5.0 Accident Investigation 40

5.6.0 Hazardous Materials 3

5.7.0 Intoxilyzer Operation 16

Subtotal 107

6.0.0 PATROL INVESTIGATION FUNCTION

This section is designed to give the student knowledge and skills necessary to satisfactorily accomplish the "field/uniformed" officer's investigative duties and responsibilities associated with being the first unit to discover or respond to the scene of a crime.

- 6.1.0 Principles of Investigation 4
- 6.2.0 Case Preparation 2
- 6.3.0 Identification of Suspects 2
- 6.4.0 Handling Physical Evidence 4
- 6.5.0 Securing & Processing the Crime Scene 7
- 6.6.0 Crimes Against People 4
- 6.7.0 Crimes Against Property 3
- 6.8.0 Motor Vehicle Thefts 0
- 6.9.0 Informants & Criminal Intelligence 4
- 6.10.0 Surveillance 3
- 6.11.0 Identification and Handling Drugs 3
- 6.12.0 Injury and Death Cases 4
- 6.13.0 Child Abuse 3
- 6.14.0 Spouse Abuse 7
- 6.15.0 Violence in Familiar Settings 3
- 6.16.0 Abuse of the Handicapped 3
- 6.17.0 Alzheimer's Disease 1

6.18.0 Dealing with the Hearing Impaired 1

6.19.0 Sex Offenses 2

6.20.0 Gangs & Associated Activity 3

Subtotal 63

7.0.0 POLICE PATROL PROCEDURES

This area is designed to give the student the knowledge and skills required of an officer to safely and effectively accomplish the patrol function.

7.1.0 Patrol Concepts, Preparation and Techniques 7

7.2.0 Radio and Telecommunication 2

7.3.0 Crimes in Progress 9

7.4.0 Stopping & Approaching the Violator 5

7.5.0 Roadblocks 2

7.6.0 Juvenile Behavior and Control 3

7.7.0 Handling Animals 1

7.8.0 Civil Complaints and Service Calls 3

7.9.0 Criminal Enforcement Interdiction 3

7.10.0 Crises Conflict Management 12

7.11.0 News Media Relations 3

7.12.0 Incident Control Command 3

7.13.0 High Risk Stops 5

7.14.0 High Speed Pursuits 2

7.15.0 Handling Bomb Situations 3

7.16.0 Responding to Crisis Situations 3

7.17.0 Barricaded, High Risk Subjects 4

Subtotal 70

8.0.0 PRACTICAL POLICE SKILLS

This section is intended to assist the student in developing skills related to firearms, writing, safety, mechanics of arrest, physical fitness, fingerprinting and courtroom demeanor.

8.1.0 Firearms 46

8.2.0 Report Writing 3

8.3.0 First Responder 40

8.4.0 Basic Water Rescue 2

8.5.0 Emergency Vehicle Operation Course 47

8.6.0 Mechanics of Arrest, Restraint and Control 44

8.7.0 Crowd Control and Civil Disorder 3

8.8.0 Physical Fitness 60

8.9.0 Courtroom Testimony and Demeanor 6

8.10.0 Basic Fingerprinting 7

8.11.0 Lifetime Fitness 4

8.12.0 Nutritional Fitness 1

Subtotal 263

PROGRAM TOTAL 720 Hours (Academy., 2003,
http://www.state.me.us/dps/mcja/training/basic_enforc/curriculum.html)

Notably, there are no dedicated community-policing training hours and there appears to be a lack of hours spent on people oriented studies and service-oriented applications (SOA).

This may be a final answer and work for the state of Maine; however, as indicated by the academy their overall basic officers' curriculum remains a work in progress. On an even more positive side, with all of the information gathered during this research, strong indications remain suggesting Maine has attempted to develop a more proactive approach that incorporates a broader based for input when formulating basic police training programs. They have included citizens as well as enforcement professionals in their board of trustees composition:

The board consists of 17 members, 13 of whom are appointed by the Governor and the remaining four of whom serve on the board by virtue of their public office. The board is responsible for the training and certification of all law enforcement officers in the State (including State Police enlisted personnel, harbor masters, and court security officers), the setting of admission and graduation standards, the certification of police chiefs and sheriffs and jail administrators, the training and certification of fulltime corrections officers in the State, and other training programs considered to be beneficial to law enforcement officers, corrections officers, and other criminal justice personnel. The board is also responsible for certifying instructors and in-service and refresher training conducted for law enforcement and corrections personnel in the State. Finally, the board is responsible for the revocation or suspension of the certification of law enforcement or corrections officers who failed to meet training standards or who engage in wrongdoing.

The Board of Trustees remains committed to the recognition that education, training, and standards are the cornerstones of our professional foundation. Each member of the board is dedicated to continuing to build a more professional and highly trained criminal justice community for the citizens of Maine. (Academy., 2003a,http://www.state.me.us/dps/mcja/training/basic_enforc/curriculum.html)

Later, in conducting an additional and comparative review of the Vermont training program, it was noted that considerable change had taken place. They have allocated additional time for community-policing studies and although the study time seems to be at a low level they have taken steps in the right direction. In comparing Vermont's training models, it was noted that little change had taken place between 1991 and 2001. However in the short period from 2001 to 2003, the training hours had been increased.

The new program consists of a grand total including the post basic session of 852 hours up considerably from the 2001 number of 656 basic training hours. The most notable change occurred in increase in hours including 84 hours in the communications block with an addition of Conflict Resolution and increased Ethics and Interpersonal Communications hours. Defensive Tactics increased from 84 hours to 104 hours, and physical fitness jumped to 106 hours over a previous 73 hours. A major increase was found in Police Patrol Techniques moving from 93 hours to 198 hours and accounting for 24% of the total training time with 34 hours allotted between Crime Prevention and Community Policing, Community Policing Project and Team Building and Problem Solving. For a small state, Vermont seemed to hold its own in advancing training change toward the community-policing orientation. A view of a more recent program revealed: **4.7 2003 Vermont Police Academy Curriculum:**

COMMUNICATION	Hours	% of time
Courtroom Demeanor	8	

Conflict Resolution	8	
Handling the Emotionally Disturbed	4	
Interpersonal Communication	8	
Media/Police Relations	2	
NCIC & VCIC	4	
Police Ethics	8	
Notetaking/Study Habits	4	
Report Writing	32	
Stress Management	8	
Sexual Harassments policy	2	
	TOTAL	84 11%

CRIMINAL LAW

Criminal Law	48	
Introduction to Fish & Wildlife Law	2	
Introduction to Liquor Control	2	
Introduction to Federal Agencies	2	
Juvenile Law & Procedure	8	
Police Liability	4	
Use of Vermont Statutes	2	
	TOTAL	68 9%

DEFENSIVE TACTICS

Firearms

		56	
Non-Lethal Use of Force	40		
Impact Weapon Certification	4		
Oleoresin Capsicum Certification	4		
	TOTAL	104	13%
INVESTIGATIVE PROCEDURES			
Accident Investigation	40		
Case Problems and Case Preparation	24		
Domestic Violence Response Training	12		
Drug Identification & Investigation	8		
Interview & Interrogation Techniques	16		
Sexual Assault Investigation (Adult/Child)	24		
Death Investigation	8		
Victims Assistance Program	2		
Court Diversion	2		
Hate Crimes Investigation	8		
	TOTAL	140	18%
MOTOR VEHICLE LAW			
Motor Vehicle Law	40		
Hazardous Material Recognition	8		
	TOTAL	48	6%
PHYSICAL FITNESS			
Nutrition Information	4		
Physical Assessment	6		

Physical Training	96		
	TOTAL	106	13%
POLICE PATROL TECHNIQUES			
Advanced Defensive Driving	24		
Bloodborne Pathogens	2		
Crime Prevention & Community Policing	8		
Community Policing Project	10		
Patrol Procedures	132		
Team building & Problem Solving		16	
Occupant Protection Usage and Enforcement	4		
	TOTAL	198	24%
OTHERS			
Administrative/Staff Time	8		
Notetaking & Study Habits	4		
Alcohol Services Act	2		
Drill and Ceremony	10		
History and Principles of Policing	6		
Core Value Training	2		
FINAL EXAMINATION	2		
	TOTAL	40	5%
TOTAL HOURS FOR BASIC TRAINING	788		100%
POST BASIC INSTRUCTION		32	
D.W.I Enforcement	4		
V.I.N. Verification	4		
Basic Fingerprinting Techniques	8		
Doppler Radar Operation	4		

First Aid

C.P.R.

12

TOTAL POST-BASIC TRAINING 64

TOTAL HOURS FOR BASIC TRAINING **852.**

(Academy., 2003b, <http://www.vcjtc.state.vt.us/basic.htm#Entry%20Standards%20for%20the%20Vermont%20Police%20Academy%20Basic%20Training>)

It was impressive to view the movement of the Vermont training program as a participant and as a researcher. Their aggressive changes were quite noteworthy and indicated a top down interaction from the state administration to the level found at the academy. During this researcher's experience in Vermont, the training was developed and viewed interactively and was very closely supervised by the director. The directorship at the time was professional and forward thinking and had initiated movement toward the approaching change of policing philosophy, community policing. It is believed that the first community policing initiatives in Vermont were found in the City of Burlington around 1990 or 1991. The Vermont Police Academy appears to have also changed their training charge, indicating that they now advocated a more paramilitary environment.

4.8 CONCLUSION

In completing the chapter on training the researcher has outlined programs associated with the study. The data collection suggests that there may be a disconnect between the desires of the public and the confidence that the police have in their preparation for community policing. The later model of the Vermont training program may have an impact on this; however, the survey data was collected prior to the program change and is included for

comparison only. The value of this included program is an affirmation of the need for change and that in some locales change does take place.

The now deceased and highly respected scholar Dr. Robert Trojanowicz with associate Joanne Belknap (1986) presented a study on Community Policing Training Issues that provides this research with some important insight on training. The writing published by National Center for Community Policing School of Criminal Justice Michigan State University indicated:

The obvious question that must be addressed before developing standards for selection and training is what basis is there for the criteria being used? Again, that depends on the particular state and also on how rigorously the state attempts to provide minimum standards for selection and training. More advanced states do sophisticated police officer job analyses. An acknowledged leader in the field, Michigan, used a job analysis in preparing its mandatory standards. It is also essential that such standards must be constantly updated so that they not only reflect the role and duties of police officers, but so they can meet legal challenges concerning whether their requirements are truly based on job-related skills and requirements.

(Trojanowicz and Belknap, 1986, <http://www.cj.msu.edu/~people/cp/issues.html>)

Although some states have responded in varying degrees to the new police orientation, there are those that have failed to adjust their training programs in a significant manner consistent with community policing requirements. The general police consensus found in the views of all of the law-enforcement respondents in this study tended slightly to validate this point. The margin when viewed using the entire number of police respondents was insignificant. However, if the measurement is taken without the responses of officers showing no years of college education, the outcome changes significantly. (Table 4.1)

Table 4.1 Will Current Basic Law Enforcement Training meet Community Policing Needs?

College Yrs	Yes	Probably yes	No opinion	Probably not	No	NR	Total
.00	27	36	10	12	6	7	98
1.0	7	19	6	13	7	1	53
2.0	11	17	16	21	18		83
3.0	6	9	5	7	11	1	39
4.0	4	8	11	9	13	4	49
5.0			1	1		1	3
6.0	1	1		3	2		7
13.0			1				1
	56	90	50	66	57	14	333

When viewing the Morehead City Police Department, there was a general difference noted in the responses. The overall responses of all of the officers carried the majority of the opinion, although the officers without college experience were in alignment and for the most part differed from the officers showing one year of more of college education. (Table 4.2)

Morehead City Police

responses to the question:

Table 4.2 Will current Basic Law Enforcement Training will meet Community Policing Needs?

College Yrs.	Yes	Probably Yes	No Opinion	Probably not	No	Total
00	2					2
1.00				3	1	4
2.00		2	1	3	4	10
3.00					1	1
4.00		1	1	2	1	5
5.00				1		1
6.00					1	1
Total	2	3	2	9	8	24

Demands or expectations of police training have surfaced in this study with increased importance when considered through citizens' views and expectations. Police themselves have expressed some reservations when responding to their views of current police training as it relates to community policing.

Several variations of training programs have been outlined in samples drawn from around the United States, these are fair representations that correctly contribute to this study and add insight to positive and negative factors surrounding training. Some later training models may be coming into proper alignment with community policing needs, although a central minimum standard or theme has not yet surfaced. A critical and unresolved issue that seems to exist between training, police operations and their constituents on the receiving

end of police services remains unanswered.

Particularly innovative training is represented in programs from Massachusetts, Maine and Vermont, all of which show progress and a strong base however, levels of interpersonal classes and those focused on cultural and communications subjects are still more consistent with earlier program models for police-training academies. At issue in some circumstances is finding a means of adjusting training programs to meet changing needs of agencies while maintaining the quality needed for effective law enforcement.

Some state training establishments have tried to move in a direction that does just that. They have constructed boards that reflect a broader representation of individuals including non-law enforcement citizens who have become involved in providing ideas for police training. To be proactive means constant sampling and revalidation of current training methodologies and even philosophies from all aspects of the law enforcement application.

It appears that some demands or unnoticed expectations may yet exist within many police jurisdictions, inside the ranks and with the citizens that the agencies serve. If these possibilities are then coupled to an inflexible departmental hiring and administrative and supervisory decision making, you have a formula for community-policing failure.

Although basic police-training programs are mission driven in a general sense, current police agencies are actively becoming more individualistic, developing their own unique styles of community policing. Morehead City police are models for this kind of innovation and exhibit a custom-made community policing style that demands specialized training.

Their successes lend credibility to the fact that community policing when applied correctly tends to open lines of communication and allow agencies to become more proactive. The flow of constant information from the field allows officers to keep their fingers on the pulse of their areas of responsibility.

Issues remain: What can training establishments do to keep up with the constantly evolving police mission and subsequent practices? How will training become more pro-active? What connections are available that will serve to link service providers with their constituents? This research suggests that the linkage may rest in communications, communications with the persons most involved with the exchange of services, the citizens and the police. It also suggests that trainers and training administrators need to reach out to new and relevant sources of information when designing training programs.

The International Association of Directors of Law Enforcement Standards and Training (IADLEST) developed a minimum-standards model that has been placed on their website. The model is very straightforward and encompasses some of the thoughts of the best police trainers in the world. Some of the points found in their outline for training add insight in finalizing this chapter on training. IADLEST has recommended:

4.9 MODEL MINIMUM STATE STANDARDS RECRUIT BASIC TRAINING

3.0.0 Basic Training

Commission regulations authorized by state law should establish minimum standards for the accreditation, administration, and delivery of basic training programs required for professional certification or licensing of entry-level police and corrections officers, regardless of whether such programs are delivered by state-run academies, individual law enforcement agencies, institutions of higher learning, or a combination thereof. NOTE: Due to the difference in national and international police and corrections officer standards and training programs, the following standards may not be totally applicable to some training or educational plans. It is recognized that each commission must abide by its own state, provincial or national standards and regulations.

3.0.1 Purpose

The purpose of basic training should be to provide a supportive and nurturing environment that will encourage officers to be humanistic, compassionate, empathetic, culturally aware and career-oriented, skilled in the use of discretion, able to identify and solve problems in traditional and non-traditional but acceptable ways, and proficient in the use of weapons, the ethical and effective use of both deadly and non-deadly force, and respectful of constitutional limitations on their authority.

3.0.2 Core Competencies

Minimum curriculum requirements for basic training programs should identify a set of core competencies required for satisfactory performance of entry-level tasks. These competencies should include both knowledge and skills identified through job task analysis, and additional abilities in areas such as professional orientation, human relations and the ethical use of discretion that the commission deems consistent with the role of police and corrections officers in a free society.

3.2.2 Curriculum

The commission should establish minimum curriculum requirements for the basic course, and all institutions and agencies delivering approved basic training should be required to comply with these requirements. Curricula should be based on a valid and reliable job task analysis which is updated at least every five years. Training techniques should be generally accepted

as correct and legal. Curricula should be submitted on a standardized form detailing the performance objectives for the course and the training methodology. The curricula should be certified by the commission's executive director upon recommendation of a curricula committee, including legal experts, whose members have examined the content and training methodology for the purpose of validating it. Instructors involved in the delivery of basic training should be credentialed as instructors by the commission. (International Association Of Directors, 1998, <http://www.iadlest.org/modelmin.htm>)

The indications of the study seem to direct the use of at least two applications of basic training. Trainers with a focus on accommodating their area police departments various mission statements may very well have to change their traditional single program type of basic officer training. There appears to be two primary forms emerging within policing applications; (1) The community police application focused on the mission of community policing agencies and (2) the more traditional model that remains in use at least philosophically within some agencies.

Police agencies must also become very much in touch with their citizenry and use the

feedback they gain for planning. The Morehead City department has done this and been successful in offering "Citizens' Academies" for their populace. Police agencies should carefully maintain quality control and select not only suitable officers for entry training they must assure their officers are correctly oriented at the end of their entry training. Police departments should be aware that their citizens expect raised standards in police hiring criteria including elevated education, and lastly, citizens expect police training will meet their view of a high standard.

This may bring the trainers to a point where they will form a sectioned or two-part type of training. One section would contain those areas considered as mandatory for all officers. Subjects found here would be constitutional, criminal law, firearms or other courses generic to both forms of policing. After successful completion of all of the mandatory course work during the first stage of training the officer could then be able to access a list of elective courses to fulfill the needs of a community-policing model, a traditional model, or perhaps some variation of both. The officer would receive guidance on course selection from his or her agency's training officer and select the correct or mix of subjects necessary to fulfill the needs of the agency.