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# CURRICULUM STUDY REPORT: LESSON PLAN FORMULATION

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## STATE OF MICHIGAN DEPARTMENT OF STATE POLICE LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

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CURRICULUM STUDY REPORT:

LESSON PLAN FORMULATION

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A report to  
The  
Michigan Law Enforcement Officers Training Council  
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by

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James W. Rutherford

## CHAPTER I

### INTRODUCTION

August Vollmer, considered by many to be the "Father of Modern Police Administration", once commented on the formidable list of requisites necessary to even consider a man capable to function in police situations. After enumerating such a list, he concluded his observations by remarking that if the man possessed all of these, he might be a good policeman.<sup>1</sup>

In considering the training of law enforcement officers, we must also reflect on the importance of law enforcement to our society itself. In their excellent treatise, "The Introduction to Law Enforcement", Germann, Day and Gallati summed up the sociological importance of good law enforcement in stating that from conception to death, we are all affected by law enforcement and that not only are life and property dependent on effective law enforcement, but peaceful existence and continuity of government depend upon maintenance of order for the common good.<sup>2</sup> Many other writers on the contemporary scene have commented upon the role of the police; many of these writers look upon the modern law-enforcement officer as the sole protective force of the people in averting mass uprisings and eventual anarchy. Even if the power of the

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<sup>1</sup>August Vollmer, The Police and Modern Society, University of California; Press: Berkeley, 1936.

<sup>2</sup>Germann, Day and Gallati, Introduction to Law Enforcement, Charles C. Thomas; Springfield. Page vii of Preface of Third Edition.

police in such matters is over-rated, it cannot be denied that, as was cited previously, law enforcement and its officers affect each of us in some way at some time in our lives.

In addition to our personal contacts with individual officers, law enforcement - effective or ineffective - demands millions of our tax dollars, regulates the relative security of our homes and highways, and mirrors the rise and ebb of popular concern in governmental affairs. As the duties of the law enforcement officer increase in time,<sup>3</sup> we will find the increased importance of adequate police service ever mounting in our generation and the generations to follow. With this growth in the amount and depth of police service will be the simultaneous demands for more and better training for the individual officers.

Police instruction, as such, is not a topic easily divisible into components of the nuts-and-bolts category of learning-teaching process; in this instance, it involves two distinct types of learning and teaching. The distinction between the two types of instruction which should comprise every police education program was well outlined by Thomas J. Aaron, in a recent law enforcement professional periodical. Mr. Aaron stated that an adequate training program should focus on the development of two things in police trainees and personnel, namely, that they should be taught how to perform, and an understanding and appreciation regarding a knowledge of WHAT - and more important WHEN and WHY they should perform.<sup>4</sup>

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<sup>3</sup>See Municipal Police Administration, International City Managers' Assn.: Chicago, 1961. Pages 7-8.

<sup>4</sup>Thomas J. Aaron, Law and Order Magazine, Vol. 14, No. 10. October, 1966. Page 15.



An example of the distinction which Mr. Aaron makes might be in the consideration of the use of emergency equipment on a police vehicle. In training the officer how to use it, the first requirement is fulfilled; however, there remains the requirement of instructing him as to WHEN to use the equipment and WHY, which is sometimes even more important than knowing HOW to use it. Knowledge of proper crime scene conduct, of the reasoning behind rules of evidence, both fall basically into this type of educational divisibility.

Mr. Aaron adds that skills and techniques - the HOW part of the consideration - are useful only insofar as they support and assist the ends to which knowledge is put.<sup>5</sup>

The preceding statements point up a distinction in types of instruction. Instruction of police officers - either recruits or in-service members - can be divided into two categories: training and education. These two categories are not synonymous. Mr. Aaron points out that training involves a process of instruction involving the development of physically-oriented activities. He defines the term education as a process of instruction which involves the development of intellectual qualities and strength of character, and has as its prime objective teaching the student to think.<sup>6</sup>

Since Mr. Aaron commented that this distinction has long been recognized in educational circles, and that progressive police planners would do well to realize the distinction between the two, his next

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<sup>5</sup>Ibid; Page 15.

<sup>6</sup>Ibid; Page 32.

statement seems the only logical conclusion to be drawn from this consideration, namely, that police instruction programs should be expected to satisfy both the training and education needs of the police personnel.<sup>7</sup>

Germann, Day and Gallati strengthen Aaron's contention by pointing out that the aspiring police practitioner must be prepared to handle not only the HOW of the job, but the WHY and WHEN as well. They contend that the police officer must not only know what to do but must be able to defend his goals and the methods used in pursuing them.<sup>8</sup>

It is desirable to know not only how to act, but to understand why one is to act a certain way and when one is to act a certain way. Such an understanding is indispensable to the man who would be an effective law enforcement officer, for oftentimes a philosophical basis is the only sustaining element for a professional decision.

#### I. PAST POLICE INSTRUCTION

Many departments of the recent past - and, unfortunately, still some of the present - felt that a man was equipped for the job if he was in possession of a good nightstick, a gun and a badge. These qualities, in combination with an aggressive nature, made an acceptable police officer who was capable of handling most problems arising during his tour of duty.

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<sup>7</sup>Ibid; Page 32.

<sup>8</sup>Germann, Day and Gallati, op. cit., page 33.

It wasn't until the early part of the twentieth century that any start on police education gained headway. V. A. Leonard noted that the police began to feel the effects of certain new forces and that Fosdick's comparison (Raymond B. Fosdick, European Police Systems, New York, The Century Company, 1915) of the differences between American and European police pointed up the great disparity between the methods of the two systems. Fosdick, said Leonard, placed much of the cause of this disparity upon personnel and training policies. The impact of Fosdick's work, Leonard states, was further amplified by the then-changing character of police work which laid a premium on intellectual functioning and talent and ability.<sup>9</sup>

From the time when the badge and the gun were the only tools given the recruit, police instruction moved upward. The next step involved the assigning of the recruit to an experienced officer. This was the start of an in-service training program. Eventually formal police schools were formed and organized, evolving into academies for the instruction of the recruit in police subjects.<sup>10</sup>

The factors to consider in the past methods of instructing the recruit might include:

- 1) Those methods might well have fulfilled the needs of the times;
- 2) There were, in earlier times, fewer court decisions involving law enforcement;

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<sup>9</sup>V. A. Leonard, Police Organization and Management. The Foundation Press: Brooklyn, 1951. Pages 136-7.

<sup>10</sup>Allan Z. Gammage, Police Training in the United States. Charles C. Thomas: Springfield, 1963. Pages 5-22.

- 3) There were fewer social issues which have repercussions on the law enforcement activities;
- 4) Experience was considered the most important factor in the education process of the police recruit.

## II. PRESENT POLICE INSTRUCTION

Germann, Day and Gallati offer us the ideal introduction to this part of our presentation, when they observed that from a relatively simple beginning, law enforcement has evolved into a progressively more complex activity requiring specialized training and techniques.<sup>11</sup>

August Vollmer states that there is a persistent belief shared by layman and policeman alike, that practical experience in the field will equip the officer to handle the crimes and behavior problems with which the officer can expect to be confronted. He states that not only is this a false notion, but that its perpetuation postpones the day when police service will be considered a profession.<sup>12</sup>

Experience is admittedly a fine method of recruit instruction. But it is expensive both to the individual - in that so much time is needed to expose the recruit to the major types of situations he will later confront - and expensive to the employing agency - in view of the mistakes made by the recruit, for this method of learning is a hit-or-miss, trial-and-error system. The impracticality of relying on this

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<sup>11</sup>Germann, Day and Gallati, op. cit. Page 213.

<sup>12</sup>August Vollmer, The Criminal. The Foundation Press: Brooklyn, 1949.

method of instruction to the exclusion of either previous formal instruction or simultaneous formal instruction is obvious.

Besides the impracticality of an "experience only" arrangement in instruction, there are contemporary problems in police work which demand contemporary solutions. There are problems arising today which make any of the past means of treatment inadequate. Court decisions have placed restrictions on police investigative activities. Social issues have arisen and their publicizing has led to unrest and disorder unknown in many areas but a decade ago. Riot training and mob control are included in recruit school curricula today when five or ten years ago this might have been considered a waste of class time.

The rise of these contemporary problems in the police field presents problems in training and education of the officer. Needless to say, any training in the legal aspects of arrest, search and seizure, detention, interrogation, evidence and general criminal law will have to be increased with regard to current court decisions in these respective fields. Any revisions or extensions of decisions will have to be brought to the attention of all officers.

The erupting of social issues puts special demands on police departments, requiring the creation of whole, new bureaus to handle growing community unrest and social problems affecting the police. Individual officers must be made aware of the basis for the unrest, of their role in keeping minor incidents from exploding into major disasters. They must be made aware of the dynamics of human relations, of the sociological importance of the issues at stake, of the subtle

undercurrents which go to make up individual and group attitudes and thinking.

Finally, the changes from the past would not be complete without the inclusion of two other considerations:

- 1) The goal of professional classification;
- 2) The developments in the technological fields which affect law enforcement.

Regarding the former, concerted efforts have been made in the past few years to achieve official recognition as a profession. Police work, for the most part, has not been considered as a profession.

"Professionalization" also holds new demands for the police field. Its members must be made to understand the philosophical bases for any police function, their limitations and purposes, their real objectives. They must be made to realize that deviations from ethical standards affects everyone in the field and serves as a setback in progress toward the goal of professionalization. They must be made to understand that merely asking for this status will not guarantee its being granted; that they must earn the support and respect of those whom they serve. They must be aware of the growth in the many facets of their field so that their knowledge is not limited to their own functional specialization. They almost must understand the units of other law enforcement divisions and their purposes.<sup>13</sup> August Vollmer felt that though the

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<sup>13</sup>See MD - Medical Newsletter, article on Criminology and Medicine, Vol. 10, No. 3, March 1966, by Dr. Felix Marti-Ibanez; and Allen Z. Gammage, Your Future in Law Enforcement, Richards Rosen Press: New York, 1961. Pages 37 to 63.

officer should not be expected to exhibit an expertise in the field of scientific crime detection, he should nonetheless be acquainted with the field so that he would be able to recognize any situation which, of its nature, should demand the attention of an expert investigation.<sup>14</sup> He must be willing to open his mind to new concepts which will lead him and his fellow officers toward professionalism. He must be willing to denounce any and all acts or omissions which would not further that goal, and which would, in fact, delay the realization of that goal.

The latter consideration - namely, that of technological developments - is rather bordering on enigmatic, since it can be used to the betterment or detriment of law enforcement. William Shaw, Police Technology Editor of Law and Order Magazine, made a sage observation in a recent issue of that magazine, when he observed that "keeping up with the time" is an honored axiom of the business world. The corporations which availed themselves of technological advances prospered and those which chose not to, stagnated. He followed this with the statement that the criminal world has taken advantage of technology in order to achieve its goals and so should law enforcement.<sup>15</sup> While this does not mean, as Mr. Shaw was quick and emphatic to point out, that men should be replaced by gadgetry, or sophisticated electronics, the need does exist today for a realization by police administrators of the

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<sup>14</sup>August Vollmer, op. cit., page vii of Foreward, by Rollin Perkins.

<sup>15</sup>William Shaw, Law and Order Magazine, Vol. 14, No. 12. December, 1966. Page 46.

proper place for technology in their plans and a proper realization of the value of this tool for the police profession.

Concerning the consideration of the "experience alone" illusion, individual police officers must be willing to sacrifice their own present comforts and inertia in order to realize benefits in the future. They must act with initiative in pursuing education, on their own time and at their own expense, if necessary, in order to realize progress. They must realize that to benefit most from the nature of the work, they must have an understanding of the work and the people involved. They must realize that this is a product of their own personal endeavor.

### III. STATEMENT OF THE PROBLEM

1) The 130 curriculum hours presently established as the acceptable minimum number under an MLEOTC decision has been used as the core curriculum for approximately 18 months, and there has been little research opportunity to study its efficacy.

2) There is, needless to say, a recognition of geographical, regional, urban, suburban, and rural natures of the state of Michigan. Such diversification of areas presented a problem to the researchers in devising a curriculum substantial enough, content-wise, to provide for the specific needs of each of the separate areas within the State, while at the same time maintaining a semblance of uniformity in organization of the curriculum. There was a realization that some agencies would be interested in the inclusion of course work in particular



areas whereas other would not. The providing for some degree of flexibility constituted a problem in the designing of the curriculum format.

3) There is a lack of guidelines from other states or agencies upon which to determine firm grounds for the recommendation of certain courses or types of courses.

4) The devising of outlines sufficient to cover a minimum of 130 hours of instruction and a maximum of 400 hours, dictates the need for a rigid evaluation procedure to select the proper content for each training school.

5) Current law enforcement training reflects the need for constant upgrading and updating of materials presented to the officer. One of the most obvious needs today, for example, involves a comprehensive knowledge of the laws of arrest, search and seizure, and a knowledge of the rights of the layman and situations upon which the freedom of an individual may well be balanced.

6) It must be recognized that training schools of a regional nature would invite participation from agencies not necessarily in a close geographical proximity to the school and its coordinating officer and/or agency. Therefore, departmental procedures and practices which are in effect in one jurisdiction and not necessarily in effect in the others, were excluded from the curriculum lesson plans.

#### IV. OBJECTIVES

The formulation of objectives and goals to be achieved by a police training school dictate the content and quantity of the curriculum involved. One objective in the establishment of a state-wide curriculum

is the standardization of the curricula, resulting in the standardization of training of law enforcement officers, and a more uniform enforcement of the law throughout the state. In this way, the knowledge, skill, attitudes and practices of all officers throughout the state are, hopefully, increased at a commensurate level.

Recruit training schools provide an opportunity for evaluation of the individual. It is possible, for example, for supervisory personnel to determine the presence and degree of supervisory and administrative talents possessed by an individual recruit. Therefore, a second objective would entail a realization on the part of supervision that an adequate appraisal should be made of those recruits who can be considered as potential supervisors and future administrators, as well as specialists and/or technologists.

In addition a recruit school offers an excellent opportunity for determining weaknesses in trainees and thus, makes the recruit school an extension of the selection process.

Another objective of a thorough, complete, and standardized police training curriculum is the development of confidence in the officer. It has been noted by police administrators that some officers, when in a quandary as to which path to follow in a certain instance, or what procedure would most likely give the desired result, will frequently, in the absence of proper and sufficient training, "throw their weight around," so to speak, supplanting knowledge with bluffing, and inviting sensitive situations to develop for both the officer and those with whom he comes into contact. The obvious solution to this type of difficulty

involves more thorough and complete training of the officer in order to instill in him the confidence found in those who know what is expected of them, their legally established latitudes of operation, and the results of adequately performed tasks.

#### V. PURPOSE OF THE STUDY

The MLEOTC has certain responsibilities for the development of curricula standards to be utilized in basic training schools. Act No. 203, P.A. 1965 details this responsibility in the following sections and sub-sections:

Section 9. The council shall prepare and publish advisory training standards with due consideration to varying factors and special requirements of local police agencies relative to:

(c) Minimum courses of study, attendance requirements, equipment and facilities required at approved city, county, township, village or corporation police training schools.

(e) Minimum basic training requirements which police officers appointed to probationary terms shall complete before being eligible for continued or permanent employment, and the time within which such basic training must be completed following such appointment to a probationary term.

(f) Minimum basic training requirements which police officers not appointed for probationary terms but appointed on other than a permanent basis shall complete in order to be eligible for continued employment or permanent appointment, and the time within which such

basic training must be completed following such appointment on a non-permanent basis.

(g) Categories or classifications of advanced in-service training programs and minimum courses of study and attendance requirements for such categories or classifications.

Section 11. The council may:

(a) Visit and inspect any police training school, or examine the curriculum or training procedures, for which application for approval has been made.

#### Standardization

To the extent possible this study will standardize the curriculum within all basic training schools certified by the MLEOTC. Since the outlines are extensive there will be some flexibility within the total framework of the outlines.

Just as the study will tend to standardize the subject matter taught in basic recruit school, so will it tend to standardize law enforcement procedures. Law enforcement officers will be taught the same thing whether they be from a Northern rural community or a Metropolitan center such as Detroit.

#### Future Expansion of Training

The study was initiated for the purpose of providing course outlines for the current curriculum for a minimum basic police training program. To this end, the development program would have been a monumental task; however, the writer recognizes the trend of training and

seeks to encourage maximum training of all recruit officers. Therefore, the review of outstanding programs throughout the United States encouraged the development of a practical method for future expansion of basic training through the MLEOTC.

The MLEOTC will find it possible, as a result of this study, to consider implementation of increased minimum basic training on a programmed basis. Recommendations are for the increase of hours of instructions to an eventual maximum of four hundred hours for every recruit law enforcement officer in Michigan.

#### Utilization of Outlines for other Purposes.

There is a recognition that many larger police departments in Michigan provide training for recruits in excess of the 130 minimum hours established by MLEOTC. In fact, most larger departments exceed the minimum requirements by 100 or more hours. With this fact in mind the course outlines presented to the MLEOTC will be of assistance to those larger departments desiring to utilize the curriculum material provided. The dissemination of the outlines could prove beneficial to the Council in its ultimate determination of which subjects to include in any future expanded basic recruit school curriculum.

In addition to the foregoing purpose, some training schools will desire to conduct classes beyond their present 130 hours when provided with extensive course outlines.

## VI. DEFINITIONS

Act - Act #203, P.A. of 1965, approved by the Governor July 16, 1965.

Aid - The funds accruing from the additional assessment of ten percent on every fine, penalty or forfeiture, imposed and collected by the court in criminal cases, and which are allotted to the training fund in order to provide financial resources for Council programs.

Basic Recruit (Trainee) - Any police officer or law enforcement agent attending a Council-approved school.

Core Subject - Any specified subject which must be offered in order to meet the requirements established by the MLEOTC.

Council - The Law Enforcement Officers Training Council, as created by Act #203 of the Public Acts of Michigan, effective July 16, 1965.

Credits - The number of hours designated for instruction in a particular course.

Curriculum - An organized course of instruction established upon a base including certain core subjects in addition to optional electives.

Electives - Certain subjects, the inclusion of which remains the option of the respective school coordinator. The inclusion or exclusion of certain courses as electives are usually predicated upon regional needs of the respective trainees and police agencies involved.

Instructor - Any person duly certified by the Michigan Law Enforcement Officers Training Council as being qualified and competent to instruct in Council-approved school.

Local Advisory Committee - Police executives of a regional area of the state, who organize and supervise a police training program approved by the MLEOTC.

School Coordinator - An individual selected by the Local Advisory Committee of police executives as being responsible for organizing and conducting a Council-approved recruit training program.

Standards - The requisites and policies established by the MLEOTC concerning the employment and eventual training of law enforcement officers, as provided through Act 203 of the Public Acts of Michigan, 1965.

Training Facility - Any educational or training institution, or training site which is used to provide law enforcement training, meeting the approval of the Council.

Training School - A Michigan Law Enforcement Officers Training Council approved basic training school.

## CHAPTER II

### THE NEED FOR STANDARDIZED TRAINING

The small town officer is as much a police officer as the law enforcement officer from the large metropolitan area, enforcing the same state statutes and comparable city ordinances. The officer from the smaller department is frequently lacking in opportunity to pursue law enforcement training of an organized and comprehensive nature, and oftentimes his only exposure to training is what he learns on the job from a superior officer or from one who preceded him in his particular function.

The growth of, and increase in, professional status is and will continue to be directly dependent on the amount and quality of training, and this training will be reflected in the actions, the operations, and the skills of the officer.

With the growing trend of inter-departmental activities and multiple-agency cooperation coordinated by a central authority, there arises a need for an assurance of uniformity in compliance with certain accepted and established basic police functions, as well as a fairly uniform comprehension of statutes and ordinances affected by the specific police activity involved. The uniform, standardized training schedule or program would tend to insure a uniform interpretation of these laws and ordinances and also tend to insure a uniform enforcement of state statutes and comparable local ordinances within the state.

There is great national concern today over the extensiveness of police powers, the controls exerted upon it, and whether there should be amendments to controls, the establishment of stricter controls or more lenient controls on police power today. Often - and in particular in recent years, such as the past decade or two - the focus upon police power had been brought to bear as a result of unethical or questionable police practices, which the inculcating of proper attitudes and philosophies of law enforcement goals, as well as adequate law enforcement training for police practitioners, might have eliminated entirely, or at least minimized.

Current developments in the field of technology and science have affected law enforcement. The criminal world has availed itself of these technological and scientific advancements in order to perpetrate crime more efficiently. It behooves police administrators and educators to apprise their personnel of these developments, and though it might be impossible from a practical and fiscal standpoint to provide the police officer with comparable technological devices, at least make the individual officer aware of the significance of their use, any methods of detecting them in operation, and recognizing them when seen.

In addition, adequate training should be given to officers of large and small departments alike, exposing them to the best technological developments which have affected law enforcement, in adding to the tools available for law enforcement practitioners to use in the war against crime. Such exposure should include topics such as: neutron activation analysis, gas chromatography, optical scanning techniques in fingerprint analysis, electronic data processing and computer applications



in the police field, and other kindred technological subjects. Such exposure could well serve a dual purpose.

While it is very probably outside the scope of the average police officer to comprehend the intricate functional and operational concepts surrounding these devices, the awareness of their existence can stimulate him to avail himself of their use more frequently if he understands their capabilities and applications. A second advantage of such an exposure to a recruit class, though more remotely beneficial and improbable, is that of possibly finding an officer within the recruit school class who is capable of comprehending these devices on an operational plane and, in addition, might exhibit an interest and aptitude in pursuing further his own education in some field of endeavor which would equip him to operate such devices in the future. It's also possible that officers exposed to the theories behind the operations of these devices might feasibly conceive methods of arriving at the identical solution - or an even better solution - through the use of other devices or techniques than those proffered by the instructor. In other words, some officer in the class, upon exposure to the idea of optical scanning in fingerprint analysis, might feasibly arrive at a more practical approach in solving the problems inherent in such an operation. In this way, the ends of law enforcement might be more successfully met, than if the officers had never been exposed to these sophisticated law enforcement tools.

The need for standardization is evidenced by the need for including in the curriculum of a recruit school certain classes which will develop in the officers temperament and personality, traits conducive to better law enforcement.

### CHAPTER III

#### DISCUSSION OF CURRENT MLEOTC 130 HOUR BASIC CURRICULUM

Referral to Appendices D and E will indicate to the reader the contents of the 130 hour curriculum, which was initially established as a core requirement by the MLEOTC. Regarding this curriculum, it must be noted that the difference between the 120 and the 130 hour curriculum involves the addition of a 10 hour Standard First Aid training course, which, in the 120 hour curriculum is assumed to be possessed by the trainee prior to his enrollment in the school.

The 130 hour curriculum was developed through a review of experiences of functioning police officers, a job analysis of police functions, and review of current curricula published in training manuals referred to in respective bibliographies. For example, officers handling specific types of problems in the police field frequently commented on the relative importance of a particular subject matter. When these officers were called upon to instruct the recruits it was frequently found that their emphasis in certain areas reflected their experiences in the field. Some of the points which they particularly emphasized as training points were those with which they had had difficulties, or which had been indicated by their fellow officers - peers, subordinates or supervisors - as requiring specific training and/or exposure.

In addition, the researchers reviewed extensively the curricula of various other agencies, in particular St. Louis, Missouri (see Appendix B), and Chicago, Illinois (see Appendix C), in order to arrive at a fair indication of what these progressive police departments considered

necessary for the officer to be equipped sufficiently to be able to handle normal, routine, day-to-day problems, as well as the infrequent special problems.

In the job analysis phase of the curriculum study, the researchers had to take into consideration the classes or types of calls, assignments, and operations encountered by law enforcement officers.

From the three different directions of approach - experience of the officers, job analysis, and examination and critical evaluation of training and education experiences of other agencies - a sound basic curriculum of 130 hours was developed. However, it is strongly felt that such a curriculum is presently inadequate to meet the growing needs of today's law enforcement officer.

Evidence of the need for change in the curriculum establishment can be seen in the necessity for more role-playing experiences by the police trainee. As Hilda Taba points out, in her Curriculum Development - Theory and Practice, there is a distinction between the learning ABOUT something and the learning of HOW of disciplined thinking.<sup>16</sup> There are two objectives to be sought in the use of the curriculum. One objective involves the acquisition of knowledge, whether these be concepts, ideas or facts. And this can be implemented by the selection of content.

The other objective involves the acquisition of skills and the development of attitudes. And this can not be implemented by selection

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<sup>16</sup> Hilda Taba, Curriculum Development - Theory and Practice, Harcourt, Brace & World, Inc: New York, 1962. Page 266.

and organization of content alone. To acquire these, the student needs to be exposed to certain experiences which will give him an opportunity to function using the desired behavior as the goal. The former type of objective, the acquisition of knowledge, is more pertinent to the present 130 hour curriculum. In order, however, to be more extensive, provisions for additional curriculum time must be made.

In order to realize the achievement of the second objective, namely, the teaching of skills, and the development of attitudes - in particular in regard to today's increasing demands for such training - neither the present 130 hour curriculum, nor a modest increase would satisfy these. As Chief Thomas Reddin, of Los Angeles, indicated, scientific methods must be developed to teach certain subjects.<sup>17</sup> But even with the educational tools available, the present time allotted certainly is insufficient to pursue adequately the second type of objective to satisfy the demands of modern law enforcement.

There is, then, a need to pursue present programs of instruction to a more extensive and intensive degree and, in addition, such course materials as Human Relations, Psychology in Law Enforcement, Sociology, Race Relations, and other social science oriented topics. Role playing would be particularly advantageous and productive in a program of this type because of the very nature of the subject matter - people dealing with people.

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<sup>17</sup>See Thomas Reddin, Police Weapons for the Space Age, in The Police Chief Magazine, Vol. 33, No. 11, pages 10-16, passim; and the monthly series on Police Electronics, in Law and Order Magazine, edited by William Shaw.

Parenthetically, another observation by the writer involves this educational distinction made for years by educators and currently being applied to the police field, namely, the distinction between training and education as instructionally-divisible entities. The distinction was for years used to establish the functions of educational institutions. It was felt that certain principles and philosophies were assigned the domain of the academic world, whereas the "nuts and bolts" of the police work - the instructional category we refer to here as "training" - was to be the responsibility of the recruit school. While this writer feels that "nuts and bolts" subject do belong in the recruit school curriculum, it is felt that the social sciences and the philosophies of law enforcement, are not solely the responsibility of the academic world, since until such time that law enforcement officers are required to have a certain basic number of college credits to qualify for consideration as an applicant, there will remain many recruits who, in the absence of college courses in such academic pursuits and/or exposure to them in a recruit school, will lack awareness and understanding of the significance of the subject materials presented in such curriculum additions.

Research literature indicates that where role playing techniques have been used in the past by police instructors, the school coordinators have often found that the technique was considerably less expensive and time consuming than actual field training, and was considerably more interesting to these students in that it offered a type of realism lacking in the usual lectures, discussions and other types of current instructional techniques.

How the Lesson Plan Materials for the Proposed Curriculum were Obtained.

The proposed curriculum were obtained through the use of the three methods outlined above. Experienced officer - operational and administrative - personnel were queried regarding what they thought were important subject topics and what they felt the officer should have prior to going into the field. After this, a job analysis was conducted. From this evaluation, certain minimum standards for the establishment of a recruit curriculum were established. This was compared with the findings and implementations of other agencies. From the evaluations, the 400 hour curriculum emerged as a minimum recommendation (see Appendix F).

## CHAPTER IV

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### I. INTRODUCTION

The term curriculum, as generally used in reference to law enforcement training programs, means all the experiences of the trainee under the guidance of the training program. The ways in which "trainee experiences" are organized vary greatly throughout the United States.

Wide gaps exist, at times, between educational and training theory and training school practices. Many modern police educators have advocated for some time the development of experience curricula in contrast to curricula organized wholly into subject matter areas where the emphasis seems to be fulfilling a course requirement rather than upon what learning is to take place. In theory, learning through participation in the solution of real, practical police work situations has been accepted as in harmony with what is known about the learning process, yet in practice, the individual trainee is too often treated as passive material, to be molded into a prescribed pattern. Today, law enforcement textbooks, lesson plans and teaching units are generally considered most useful when they serve as references and help provide answers to problems which relate to the job responsibilities of the police officer. Actually, they are very likely to be followed precisely from cover to cover, often to the detriment of real learning.

Despite this pessimistic view of law enforcement training progress, there are many evidences of widespread change. Drab, meaningless instruction, remote from the trainees' interests and needs is gradually being replaced by a more dynamic and sincere consideration of problems related to actual job performance. Instructional materials are being organized around units of work in which there is opportunity for trainees to participate in a variety of activities and situation. Group problem solving is often replacing the lecture, and in many cases the law enforcement training school is reaching beyond its four walls to find constructive activities in which police trainees can participate.

There must be many activities, experiences and situations outside the formal instruction program of the police courses which contribute to the law enforcement training curriculum. Perhaps no other area of the total police operational concept embraces such a wide variety of experiences as the training curriculum. These experiences are so wide and so varied in nature as to call on instructional contributions from many law enforcement agencies and to involve many kinds of police personnel with a variety of professional skills and expertise.

There is urgent need for a variety of educational and training experiences in training programs; it now becomes necessary to so plan as to make this possible, incorporating into the law enforcement training curriculum those desirable activities, experiences, and situations which will promote the optimum development of the police trainee.



The remainder of this chapter presents various findings, conclusions and recommendations reflective of an attempt by the writer to interpret past, present, and future MLEOTC police training curriculum needs and essential considerations.

## II. FINDINGS AND CONCLUSIONS

### Evaluation of Present 130 Hour Curriculum

There is little evidence to indicate the effectiveness of the present 130 hour curriculum in terms of meeting the minimum needs of police trainees. This is readily understandable in that this curriculum has been considered and used as the core curriculum for the brief period of approximately 18 months. In view of this finding and directly related to it, there has been little, if any, effort expended to determine the needs of the present 130 hour curriculum in reference to additional courses and/or course hours of instruction.

### Effectiveness of MLEOTC Police Training Curriculum

There is an urgent need to determine the extent of and/or the desired training curriculum as voiced by practicing law enforcement officers. The use of a field survey should be used to identify desired additional and/or extended courses and the hours of instruction. There is evidence to indicate that this procedure would serve a very worthwhile purpose in terms of identifying the curriculum with the needs and interests of the officer.

### Standardized Law Enforcement Training Curriculum

The lack of standardized lesson plans for all subjects taught in MLEOTC training programs encourages learning experiences, activities and situations to occur, in many cases, by chance alone. Combined with the lack of any type of evaluation procedure to determine the effectiveness of present instruction, the absence of standardization in the preparation and presentation of all MLEOTC training school curricula promotes a high degree of inconsistency in the presentation of all required courses of instruction.

### Extension of Present 130 Hour Curriculum

The present 130 hour minimum training curriculum prescribed by the MLEOTC does not meet the needs of the trainee in terms of a sufficient number of hours of instruction for the courses given, as well as the tupe or extent of courses offered. This conclusion is stated as the result of numerous discussion with various MLEOTC instructors and trainees.

### Instructional Materials

It is assumed that rather than the lack of or the inability to acquire adequate audio-visual equipment, there is simply the failure to use such equipment in courses of instruction by training program instructors. The effectiveness of the instructional program can be greatly enhanced by proper planning on the part of the instructor so as to assure the trainee the best possible instruction available. The use of audio-visual teaching aids properly planned for and presented can assist greatly in achieving the desired quality of instruction.

### III. RECOMMENDATIONS

In view of the aforementioned findings and conclusions, the following recommendations are stated:

#### Evaluation of Present 130 Hour Curriculum

WE RECOMMEND THAT IMMEDIATE CONSIDERATION BE GIVEN TO DETERMINING THE EFFECTIVENESS OF THE PRESENT 130 HOUR MINIMUM BASIC TRAINING CURRICULUM NOW STIPULATED BY THE MLEOTC. The primary focus of this research effort would be to evaluate all courses of instruction offered, in terms of meeting the needs of the trainee, both in and out of the classroom situation. In the absence of some form of concrete understanding and/or awareness by MLEOTC officials as to the degree which the training program actually accomplishes the objectives for which it was designed, no definite, positive conclusion can be stated as to the value of the present 130 hour curriculum. This research effort would assist greatly in determining what courses of instruction should be retained for inclusion in a more extensive curriculum as well as those courses which should be added. It is suggested that a brief, concise field survey questionnaire could be used to accomplish this evaluation and determination.

#### Extension of Present 130 Hour Curriculum

WE RECOMMEND THAT THE PRESENT 130 HOUR BASIC MLEOTC TRAINING CURRICULUM BE INCREASED TO A MINIMUM OF 200 HOURS OF COURSE INSTRUCTION. On the average, for all previous MLEOTC basic training programs, 190 hours of course instruction per training school was provided. The

computation of this average takes into consideration those programs which offered only the minimum requirement of 130 hours of instruction, as well as those which provided in excess of 400 hours. This recommendation is supported by voiced agreement from previous MLEOTC instructors, trainees, and school coordinators.

#### Dissemination of Prepared Lesson Plans

The lesson plans prepared as the result of this specific study are intended for use in MELOTC training programs ranging from 130 to 400 hours of course instruction. The reason for this being the diversity in both hours of instruction and types of courses offered beyond those stipulated by the Council in previous basic training programs conducted throughout the state. In order for the Council to achieve the desired level of standardization in lesson plan development and preparation, it was necessary to develop the lesson plans for an optimum rather than a minimum basic training program.

THERE, WE RECOMMEND THAT THE PREPARED LESSON PLANS BE DISSEMINATED TO PREVIOUS MLEOTC BASIC TRAINING SCHOOL INSTRUCTORS AND/OR OTHER RECOGNIZED INDIVIDUALS POSSESSING THE EXPERTISE TO EVALUATE THE SUBJECT MATTER CONTENT IN TERMS OF BOTH SUITABILITY FOR PRESENTATION AND SPECIFIC TIME ALLOTMENT FOR CONTENT AREAS TO BE EMPHASIZED IN A GIVEN PERIOD OF TIME. For example, some training programs offer two hours of instruction in Police Interviewing; others provide six hours. The Council makes no specification as to the maximum number of hours which a course can be allotted as the reimbursement procedure is based strictly on the 130 hour minimum curriculum. If standardization in both the

development and presentation of lesson plan outline materials is to be achieved, there must be consistency of course instruction in all MLEOTC training programs relative to each particular lesson plan content specifying topical areas in that content outline which should be emphasized during a given period of time.

#### Preface Material for Prepared Lesson Plan Outlines

WE RECOMMEND THAT THE PREPARED LESSON PLAN OUTLINES, AFTER BEING FIELD-TESTED FOR EVALUATIVE PURPOSES, BE REVISED IN VIEW OF NECESSARY ADDITIONS AND DELETIONS, AND PREFACE MATERIALS DEVELOPED TO BOTH GUIDE MLEOTC INSTRUCTORS IN THE USE OF THE LESSON PLANS, AS WELL AS PROMOTE A GREATER DEGREE OF STANDARDIZATION OF INSTRUCTION. The structure of this preface material for each lesson plan outline would give recognition to the following elements:

- 1) Specific Topic
- 2) General Objective
- 3) Specific Objectives
- 4) Questions for Discussion
- 5) Suggested Learning Experiences and Activities
- 6) Content (listing of major topical areas only)
- 7) Instructional Methods
- 8) Teaching Materials
- 9) Evaluation

This material would precede the lesson plan content outline and would serve to introduce the plan and scope of instruction.

Training and Educational Aids and Materials

WE RECOMMEND THAT THE MLEOTC IMMEDIATELY PURCHASE TRAINING AND EDUCATIONAL AIDS AND MATERIALS IN THE FORM OF BOOKS, FILMS, AND AUDIO-VISUAL EQUIPMENT. The use of these materials would be regulated by the Council through specified written procedures regarding their use and dissemination. It is recommended that the Council purchase the suggested Law Enforcement Training Library referred to in the Training Facilities Project Report.<sup>18</sup> All books, films, and visual-aid equipment and materials should be located at the Council office, with the Executive Secretary responsible for maintaining these materials and equipment and accomplishing all transactions pertaining to their use.

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<sup>18</sup>Cf., Dr. Bern J. Kuhn, A Study of Law Enforcement Training Facilities and Facilities Planning in Michigan.

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APPENDIX A

ACT NO. 203

P. A. of MICHIGAN OF 1965.



Act No. 203  
PA of 1965  
Approved by Governor  
July 16, 1965

STATE OF MICHIGAN  
73RD LEGISLATURE  
REGULAR SESSION OF 1965

Introduced by Senators Youngblood, Jr., Lockwood, Dzendzal, Vanderploeg, Bowman, Schweigert, Romano, Young, Lane, Fitzgerald, Mack, B. O'Erlen and G. Brown

## ENROLLED SENATE BILL No. 30

AN ACT to provide for the creation of a law enforcement officers training council; to provide for additional costs in criminal cases and the establishment of the law enforcement officers training fund and allocations therefrom to local agencies of government participating in a police training program.

*The People of the State of Michigan enact:*

Sec. 1. This act shall be known and may be cited as the "Michigan law enforcement officers training council act of 1965".

Sec. 2. As used in this act:

- (a) "Council" means the law enforcement council.
- (b) "Executive secretary" means the executive secretary of the council.
- (c) "Police officer" or "law enforcement officer" means a member of a police force or other organization of a city, county, township or village regularly employed as such and who is responsible for the prevention and detection of crime and the enforcement of the general criminal laws of this state, but shall not include any person serving as such solely by virtue of his occupying any other office or position, nor shall such term include a sheriff, undersheriff, commissioner of police, deputy or assistant commissioner of police, chief of police, deputy chief of police, or any person having an equivalent title who is appointed or employed by a city, county, township or village to exercise equivalent supervisory authority.

Sec. 3. There is created the law enforcement council to carry out the intent of this act and to consist of 11 members selected as follows:

- (a) The attorney general, or his designated representative.
- (b) The commissioner of state police, or his designated representative.
- (c) Three members appointed to the council by the governor from a list of 6 active members submitted by the Michigan association of chiefs of police.
- (d) Three members appointed to the council by the governor from a list of 6 active law enforcement officials submitted by the Michigan sheriffs association.
- (e) One member appointed to the council by the governor from a list of 3 names submitted by the fraternal order of the police.
- (f) One member appointed to the council by the governor from a list of 3 names submitted by the metropolitan club.

(47)

(g) One member appointed to the council by the governor from a list of 3 names submitted by the Detroit police officers associations.

(h) All appointments made by the governor shall be subject to the advice and consent of the senate.

Sec. 4. All members of the council shall hold office for a term of 3 years, except that of the members first appointed from nominees submitted by the Michigan association of chiefs of police and the nominees submitted by the Michigan sheriffs association—1 shall be appointed for 3 years, 1 for 2 years, and 1 for 1 year. A vacancy caused by expiration of a term or termination of his official position in law enforcement shall be filled in the same manner as the original appointment. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the member who he is to succeed in the same manner as the original appointment. Any member may be reappointed for additional terms.

Sec. 5. The council shall designate from among its members a chairman and a vice chairman who shall serve for 1-year terms and who may be re-elected. Membership on the council shall not constitute holding a public office, and members of the council shall not be required to take and file oaths of office before serving on the council. The council shall not have the right to exercise any portion of the sovereign power of the state. No member of the council shall be disqualified from holding any public office or employment by reason of his appointment or membership on the council, nor shall he forfeit any such office or employment, by reason of his appointment hereunder, notwithstanding the provisions of any general, special or local law, ordinance or city charter.

Sec. 6. The council shall meet at least 4 times in each year at Lansing and shall hold special meetings when called by the chairman or, in the absence of the chairman, by the vice chairman or when called by the chairman upon the written request of 5 members of the council. The council shall establish its own procedures and requirements with respect to quorum, place and conduct of its meeting and other matters.

Sec. 7. The council shall make an annual report to the governor which will include pertinent data regarding the standards established and the degree of participation of municipalities in the training programs.

Sec. 8. The members of the council shall serve without compensation but shall be entitled to their actual expenses in attending meetings and in the performance of their duties hereunder.

Sec. 9. The council shall prepare and publish advisory training standards with due consideration to varying factors and special requirements of local police agencies relative to:

(a) Minimum standards of physical, educational, mental and moral fitness which shall govern the recruitment, selection and appointment of police officers.

(b) The approval of police training schools administered by a city, county, township, village or corporation.

(c) Minimum courses of study, attendance requirements, equipment and facilities required at approved city, county, township, village or corporation police training schools.

(d) Minimum qualifications for instructors at approved police training schools.

(e) Minimum basic training requirements which police officers appointed to probationary terms shall complete before being eligible for continued or permanent employment, and the time within which such basic training must be completed following such appointment to a probationary term.

(f) Minimum basic training requirements which police officers not appointed for probationary terms but appointed on other than a permanent basis shall complete in order to be eligible for continued employment or permanent appointment, and the time within which such basic training must be completed following such appointment on a nonpermanent basis.

(g) Categories or classifications of advanced in-service training programs and minimum courses of study and attendance requirements for such categories or classifications.

(h) The establishment of subordinate regional training centers in strategic geographic

locations in order to serve the greatest number of police agencies that are unable to support their own training programs.

Sec. 10. The council may enter into agreements with other agencies, colleges and universities to carry out the intent of this act.

Sec. 11. The council may:

(a) Visit and inspect any police training school, or examine the curriculum or training procedures, for which application for approval has been made.

(b) Issue certificates to police training schools qualifying under the regulations of the council.

(c) Authorize the issuance of certificates of graduation or diplomas by approved police training schools to police officers who have satisfactorily completed minimum courses of study.

(d) Cooperate with state, federal and local police agencies in establishing and conducting local or area schools, or regional training centers for instruction and training of police officers of this state, its cities, counties, townships and villages.

(e) Make recommendations to the legislature on matters pertaining to qualification and training of police officers.

Sec. 12. There shall be an executive secretary of the council who shall be appointed by the council, and who shall hold office during the pleasure of the council. He shall perform such functions and duties as may be assigned to him by the council. He shall receive compensation and reimbursement for expenses within the amounts available therefor by appropriation.

Sec. 13. (1) There is hereby created in the state treasury a law enforcement officers training fund, from which, the legislature shall appropriate such sums as are deemed necessary for the purposes of this act.

(2) On and after the effective date of this act, there shall be levied an assessment as additional cost in an amount equal to 10% of every fine, penalty and forfeiture imposed and collected by the courts for criminal offenses, other than a fine, penalty or forfeiture for a violation of the Michigan vehicle code or any local ordinance relating to stopping, parking or operation of a vehicle, and other than for a violation of the conservation laws. When a fine is suspended, in whole or in part, the assessment shall be reduced in proportion to the suspension.

(3) After a determination by the court of the amount due, the clerk of the court shall collect the same and transmit it to the county treasurer, who shall transmit it to the state treasurer to be deposited in the law enforcement officers training fund. The transmission to the state treasurer shall be in the same manner as fines collected for the state by the county.

Sec. 14. The amounts annually appropriated by the legislature shall be paid by the state treasurer in accordance with the accounting laws of the state upon certification of the executive secretary of the council for the purpose of reimbursing the city, county, township or village in an amount not to exceed  $\frac{1}{2}$  of the salary paid to each police officer meeting the recruitment standards and participating in training meeting the standards prescribed pursuant to this act during the period covered by the allocation, plus  $\frac{1}{2}$  of the necessary living expenses incurred by such officer which are necessitated by training requiring that he be away from his residence overnight. If the moneys in the law enforcement officers training fund to be appropriated by the legislature for such salary and expense reimbursement are insufficient to allocate such amount to each participating city, county, township or village, the amount allocated to each shall be reduced proportionately. In no event shall any allocation be made to any city, county, township or village which has not, throughout the period covered by the allocation, adhered to the standards established by the council as applicable to personnel recruited or trained by such city, county, township or village during such period.

Sec. 15. Any city, county, township or village which desires to receive aid pursuant to this act shall make application to the council for such aid. The application must be accompanied by a certified copy of an ordinance or resolution adopted by its governing

body providing that while receiving any aid pursuant to this act, the city, county, township or village will adhere to the standards established by the council. The application shall contain such information as the council may request.

Sec. 16. This act shall take effect on January 1, 1966.

This act is ordered to take immediate effect.

APPENDIX B

CATALOG OF COURSES

RECRUIT TRAINING PROGRAM

METROPOLITAN POLICE DEPARTMENT

CITY OF ST. LOUIS (MISSOURI)

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear ProgramCATALOG OF COURSES

100	Core of Curriculum	Hours
	101 Patrol	28.0
	102 Traffic Control and Enforcement	25.0
	103 Crime By Type	47.0
	104 Procedures By Type	20.5
200	Police Skills	
	201 Police Armament	51.5
	202 Physical Training and Self-Defense	59.0
	203 First Aid	20.5
	204 Report Writing	20.5
	205 Investigative Techniques	20.5
	206 Driver Training	18.0
300	Police Knowledge	
	301 Organization and Administration	24.5
	302 History, Tradition and Discipline	10.0
	303 Law	54.0
	304 Human Relations	30.5
	305 Cooperating Agencies	16.5
400	Administrative Processes	
	401 Administrative Processes	41.0
	402 Testing	28.0
	403 Case Studies	3.0
	404 Field Training	88.0
	Total Hours Training	606.0

December 12, 1966

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear Program

## CATALOG OF COURSES

## 101 - Patrol

Introduction to Patrolman's Job	(1 hour)	T-2-1:00
Business Checks and Open Door Procedures	(2 hours)	W-2-1:00
Vacant Property and Burglary Alarms	(1 hour)	Th-2-2:00
Auto Patrol and Vehicle Security	(2 hours)	M-3-1:00
Field Interrogation	(2½ hours)	F-4-10:00
Stopping and Searching of Vehicles	(3½ hours)	T-5-9:00
Stopping and Searching of Vehicles (Review)	(1 hour)	Th-15-1:00
Unsanitary Conditions	(1 hour)	W-4-10:00
City Geography	(2 hours)	M-3-3:00
City Geography Examination	(½ hour)	T-13-1:00
Care and Operation of Department Vehicles	(1 hour)	Th-4-9:00
Major Incidents	(2 hours)	Th -12-9:00
Crowd and Mob Control	(2 hours)	W-8-9:00
Unusual Complaints	(1 hour)	Th-4-10:00
Unsafe Conditions	(1 hour)	M-6-2:00
Mechanics of Arrest	(2 hours)	Th-2-3:00
Practical Radio Procedures	(1 hour)	Th-11-1:00
Election Duties	(1½ hours)	T-13-11:00

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear Program

## CATALOG OF COURSES

## 102 - Traffic Control and Enforcement

Introduction to Traffic Control	(3 hours)	W-7-2:00
Uniform Traffic Ticket	(4 hours)	F-7-1:00
State Traffic	(2 hours)	M-8-2:00
Safety Responsibility Law	(1 hour)	M-8-4:00
Parking and Pedestrian Notice	(4 hours)	W-8-1:00
Traffic Direction	(4 hours) (1 hour)	Th-8-1:00 M-9-4:00
Vehicle Towing Procedure	(1 hour)	W-9-10:00
D.P.C.	(3 hours)	F-10-2:00
Accident Investigation	(4 hours)	F-8-1:00



## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear Program

## CATALOG OF COURSES

## 103 - Crime by Type

Peace Disturbance	(3½ hours)	F-6-9:00
Assaults	(3 hours)	M-7-1:00
Flourishing and C.C.W.	(3½ hours)	F-7-9:00
Sex Offenses	(3 hours)	W-9-2:00
Homicide	(3 hours)	M-9-1:00
Stealing	(3 hours)	F-9-2:00
Destruction of Property and Related Offenses	(2 hours)	W-10-3:00
Burglary	(3 hours)	M-10-3:00
Robbery	(3½ hours)	Th-11-9:00
Liquor Laws and Tavern Violations	(3 hours)	Th -3-2:00
Auto Theft	(2½ hours)	T-7-10:00
Con Games	(2 hours)	Th-13-2:00
Destitute Cases	(1 hour)	W-4-9:00
Curfew and Truancy Notices	(1 hour)	Th-5-9:00

The above lectures include the following subject areas as they directly apply to specific crime.

Law  
Recommended Procedures  
Investigations  
Physical Techniques  
Report Writing  
General Information

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear Program

## CATALOG OF COURSES

## Also see:

103A	Check Squad	(1 hour)	Th-9-1:00
103A	Narcotics Squad	(2 hours)	W-11-9:00
103A	Homicide Division	(2 hours)	F-8-9:00
103A	Mercantile Squad	(1 hour)	F-9-1:00
103A	Gambling Squad	(2 hours)	W-11-3:00
103A	Arson Squad	(2 hours)	W-13-9:00

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear Program

## CATALOG OF COURSES

## 104 - Procedures by Type

Coronoers Procedures	(2 hours)	Th-5-1:00
Morgue Procedures	(2 hours)	F-5-9:00
Tour of Morgue	(2 hours)	W-5-9:00
Hospital Procedures	(3½ hours)	T-4-9:00
Tour of Hospital #1	(4 hours)	Th-4-1:00
Tour of Hospital #2	(3 hours)	T-4-2:00
Teletype Procedure	(1 hour)	T-2-2:00
Booking Procedure	(2 hours)	F-10-9:00
Bench Warrants	(1 hour)	W-10-10:00

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear Program

## CATALOG OF COURSES

## 201 - Police Armament

Firearms Lecture	(4 hours)	F-2-1:00
Issue of Revolvers	(1 hour)	T-3-1:00
Mechanics of Operation and Safety	(1 hour)	
Practice Dry Firing	(2 hours)	
Introduction to Shooting Positions and Dry Firing	(4 hours)	W-3-1:00
Indoor Shooting Practice	(4 hours)	F-3-1:00
	(4 hours)	M-4-1:00
	(4 hours)	T-5-1:00
	(4 hours)	W-5-1:00
	(4 hours)	W-6-1:00
Introduction to Shotgun Lecture	(2 hours)	W-4-1:00
Introduction to Teargas Lecture	(2 hours)	F-4-1:00
Shotgun Mechanics of Operation, Dry Firing	(4 hours)	F-5-1:00
Outdoor Shooting, Teargas Demonstra- tion, Shotgun Firing (Weldon Springs)	(7½ hours)	T-6-9:00
Revolver Qualifications	(4 hours)	F-6-1:00

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear Program

## CATALOG OF COURSES

## 202 - Physical Training and Self-Defense

Police Baton	(2 hours)	T-2-3:00
Handcuffing	(2 hours)	W-3-9:00
Physical Training	(25 hours)	2-15 Wk. 11:00
Self-Defense Training	(30 hours)	2-15 Wk. 11:00

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

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## CATALOG OF COURSES

## 203 - First Aid

Introduction to First Aid	(1 hour)	M-5-3:00
Transportation of Sick and Inured	(1 hour)	M-5-4:00
Control of Bleeding	(2 hours)	M-6-3:00
Shock and Wound	(2 hours)	Th-6-9:00
Artificial Respiration	(2 hours)	T-7-3:00
Oral Resuscitation	(2 hours)	Th-7-3:00
Common Medical Emergencies	(2 hours)	T-8-3:00
E & J Resuscitator	(2 hours)	Th-8-9:00
Heat Cases	(1 hour)	Th-5-3:00
Poison Cases	(1 hour)	Th-5-4:00
Emergency Child Birth	(1½ hours)	F-8-11:00
Injuries to Bones and Muscles	(1 hour)	Th-5-10:00
Medical Self Help	(1 hour)	W-13-4:00
	(1 hour)	Th-13-4:00

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## CATALOG OF COURSES

## 204 - Report Writing

Introduction to Report Writing	(2 hours)	Th-1-3:00
Administrative Forms	(2 hours)	W-1-3:00
Report Writing	(2 hours)	F-1-3:00
Introduction to Form Reports	(2 hours)	Th-3-9:00
	(2 hours)	F-3-9:00
Report Writing Practice	(1 hour)	T-14-4:00
	(1 hour)	W-14-4:00
	(1 hour)	Th-14-1:00
	(1 hour)	T-15-4:00
	(1 hour)	Th-15-4:00
	(1 hour)	W-16-1:00
	(1 hour)	W-16-4:00
Liquor License and Dance Hall License	(1½ hours)	F-3-11:00
Uniform Crime Reporting	(2 hours)	T-13-9:00

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## CATALOG OF COURSES

## 205 - Investigative Techniques

Principles of Investigation	(1 hour)	M-2-1:00
Source of Information	(1 hour)	M-2-2:00
Interviewing Techniques	(2 hours)	W-2-3:00
Criminal Interrogation	(1 hour)	F-4-9:00
Introduction to Criminal Investigation	(1 hour)	W-6-9:00
Diagrams, Sketches and Charts	(1 hour)	W-6-10:00
Technical Studies	(2 hours)	W-7-9:00
Firearms Identification	(2 hours)	Th-7-9:00
Statements, Admissions and Confessions	(3½ hours)	T-8-9:00
Collection, Identification of Criminal Evidence	(1 hour)	W-9-9:00
Evidence Containers	(2 hours)	Th-9-9:00
Fingerprints	(2 hours)	Th-10-9:00
Polygraph	(1 hour)	T-4-1:00



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## CATALOG OF COURSES

## 206 - Driver Training

Driver Training Class	(2 hours)	M-11-3:00
Driver Training Wentzville Track	(8 hours)	T-11-7:00
	(8 hours)	T-12-7:00

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
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## CATALOG OF COURSES

## 301 - Organization and Administration

Organization and Administration	(1 hour)	T-1-1:00
Bureau of Inspections	(1 hour)	T-1-3:00
Bureau of Services	(1 hour)	W-1-2:00
Bureau of Investigation	(1 hour)	W-1-1:00
Bureau of Field Operations	(1 hour)	Th-1-1:00
Mobile Reserve	(1 hour)	Th-1-2:00
Canine Unit	(1 hour)	F-1-1:00
Deployment Unit	(1 hour)	F-1-2:00
Communication Division	(2 hours) (2 hours)	Th-1-9:00 F-1-9:00
Personnel Division	(1 hour)	W-1-11:00
District Station Organization	(1 hour)	M-2-3:00
District Station Administration	(1 hour)	M-2-4:00
Juvenile Division	(2 hours) (2 hours)	T-7-1:00 Th-7-1:00
Tour of Headquarters	(2 hours)	W-12-3:00
Record Room Use	(1½ hours) (1 hour)	F-5-11:00 M-6-1:00
Computer Training	(1 hour)	M-7-4:00

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## CATALOG OF COURSES

## 302 - History, Tradition and Discipline

Purpose and Use of the Police Manual	(1 hour)	T-1-11:00
Rules and Regulations	(1 hour)	M-1-2:00
History and Tradition	(2 hours)	T-1-9:00
Discipline and Department	(1 hour)	W-1-9:00
Disciplinary Procedures	(1 hour)	W-1-10:00
Honors, Ceremonies and Courtesies	(1 hour)	F-1-11:00
Code of Ethics	(3 hours)	W-14-1:00

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## CATALOG OF COURSES

## 303 - Law

Introduction to Criminal Law	(3½ hours)	T-2-9:00
Laws of Arrest	(2 hours)	W-2-9:00
Laws of Search and Seizure	(2 hours) (3½ hours)	Th-2-9:00 F-2-9:00
Laws of Evidence	(3½ hours)	T-3-9:00
City Counselor	(2 hours) (2 hours) (2 hours) (2 hours) (2 hours)	W-10-1:00 M-11-1:00 W-11-1:00 M-21-1:00 W-12-1:00
Cases as Viewed by the Defense Attorney	(2 hours)	F-4-3:00
Criminal Evidence Review	(2 hours)	Th-8-3:00
Police Officers Place in Civil Disputes	(2 hours)	W-4-3:00
Preparation for Trial and Courtroom Demeanor	(2 hours)	W-12-9:00
Warrant Applications	(4 hours)	Th-6-1:00
Courts and Their Jurisdictions	(1 hour)	Th-2-1:00
Observation of Trial CCC #1	(2½ hours)	F-9-10:00
Tour of City Court	(3½ hours)	T-14-9:00
Circuit Attorney	(3 hours) (3 hours) (3 hours)	Th-9-2:00 Th-11-2:00 Th-12-2:00
Prosecuting Attorney	(1½ hours)	F-10-11:00

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## CATALOG OF COURSES

## 304 - Human Relations

Representative of Press	(1 hour)	F-9-9:00
Psychiatric Growth and Development	(3 hours) (2 hours)	T-13-2:00 W-13-2:00
Mental Illness	(2½ hours)	Th-13-9:00
Human Behavior	(2 hours)	T-14-2:00
Alcoholism (Social Disorganization)	(2 hours)	Th-14-9:00
American Culture	(3 hours)	Th-14-2:00
Social Disorganization	(1 hour)	T-15-3:00
St. Louis Community	(3 hours)	W-15-2:00
Narcotics Addiction	(2 hours)	Th-15-9:00
Suicides	(2 hours)	Th-15-2:00
Psychology of Prejudice	(3 hours)	T-16-2:00
Mechanics of Community Relations	(1 hour)	W-16-9:00
Mass Media Relations	(1 hour)	W-16-10:00
Social Maladjustment and Sex Deviations	(2 hours)	W-16-2:00

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Linear Program

## CATALOG OF COURSES

## 305 - Cooperating Agencies

Missouri State Highway Patrol	(1 hour)	Th-12-1:00
Police Public Relations	(1 hour)	M-5-1:00
Humane Society	(1 hour)	Th-13-1:00
Alcohol Tax Unit (U.S.)	(1 hour)	Th-3-1:00
Postal Authorities	(1 hour)	M-10-1:00
Federal Bureau of Investigation	(2 hours)	W-14-9:00
U.S. Narcotic Division	(1 hour)	M-8-1:00
Pure Food and Drug Administration	(1 hour)	W-13-1:00
U.S. Secret Service	(1 hour)	F-10-1:00
Civil Defense	(2 hours)	T-8-1:00
Tour of Fire Department	(3½ hours)	W-15-9:00
National Auto Theft Bureau, Chicago	(1 hour)	T-7-9:00

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear Program

## CATALOG OF COURSES

## 401 - Administrative Processing

Swearing In Ceremonies	(1 hour)	M-1-9:00
Administrative Processing	(1 hour)	M-1-10:00
Uniform Inspector	(1 hour)	M-1-11:00
I.D. Photos	( $\frac{1}{2}$ hour) ( $\frac{1}{2}$ hour)	M-1-12:30 T-13-1:00
Introduction to Instructors	(1 hour)	M-1-1:00
Resume of Course and Note Taking	(2 hours)	M-1-3:00
Library Use	(1 hour)	T-1-2:00
Counselor Meeting	(1 hour) (1 hour) (1 hour)	T-1-4:00 W-7-2:00 M-5-2:00
Credit Union	(1 hour)	T-1-12:30
Relief Association	( $\frac{1}{2}$ hour)	W-1-12:30
Hospital Association	( $\frac{1}{2}$ hour)	Th-1-12:30
Funeral Association	( $\frac{1}{2}$ hour)	F-1-12:30
Pension Association	(1 hour)	Th-1-11:00
Field Training Critique	(1 hour) (1 hour) (2 hours) ( $1\frac{1}{2}$ hours) ( $\frac{1}{2}$ hour) ( $1\frac{1}{2}$ hours)	W-9-1:00 W-10-9:00 M-12-3:00 M-13-11:00 T-14-1:30 T-15-11:00
Group Photo	( $\frac{1}{2}$ hour)	T-14-1:00

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
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Linear Program

## CATALOG OF COURSES

## 401 - Administrative Processing (continued)

Graduation Practice	(1½ hours)	T-16-11:00
	(1 hour)	T-16-1:00
	(1½ hours)	W-16-11:00
Graduation Detail	(4 hours)	Th-10-1:00
Graduation Exercise	(4 hours)	Th-16-1:00
Blood Bank (Red Cross)	(4 hours)	M-13-1:00



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St. Louis Police Academy  
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## CATALOG OF COURSES

## 402 - Testing

Weekly Testing	(14 hours)
Weekly Test Review	(14 hours)

## METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy  
Recruit Training Program  
Linear Program

## CATALOG OF COURSES

403 - Case Studies	(1 hour)	T-15-1:00
	(1 hour)	W-15-1:00
Unitrain Review and Issue	(1 hour)	T-15-2:00

St. Louis Police Academy  
 Recruit Training Program  
 Linear Program

CATALOG OF COURSES

404 - Field Training

Traffic	(8 hours)	T-9-9:00
Traffic	(8 hours)	T-10-9:00
Field - District	(8 hours)	F-11-7:00
	(8 hours)	F-12-7:00
	(8 hours)	F-13-3:00
	(8 hours)	S-13-3:00
	(8 hours)	F-14-4th watch
	(8 hours)	S-14-4th watch
	(8 hours)	F-15-4th watch
	(8 hours)	S-15-4th watch

APPENDIX C

CHICAGO POLICE DEPARTMENT

RECRUIT CURRICULUM

## RECRUIT CURRICULUM - 14 WEEKS

## MASTER SHEET

	<u>HOURS</u>
Administration	42
Criminal Law Unit	90
Firearms & Drill Unit	48
Firearms - 30	
Drill - 18	
Physical Training Unit	35
Police Operations Unit	235
Department Standards - 14	
Field Procedures -135	
Gen. & Spec. Studies - 25	
Investigation - 38	
Staff Services - 23	
Social Science Unit	<u>40</u>
Total Hours	490

## RECRUIT CURRICULUM - 14 WEEKS

## ADMINISTRATION

	<u>Hours</u>
ORIENTATION: Swearing in Forms, etc.	2
Welcome Address: Dep. Sup't.	1
Psychological Testing	3
Police Ethics	1
Examinations	14
Counselling	10
Police Annuity Fund (G)	1
Department Chaplains (G)	6
Director's Hour	1
Graduation	3
Open House: Recruits' Families	<u>0</u>
Total Hours	42

## RECRUIT CURRICULUM - 14 WEEKS

## CRIMINAL LAW UNIT

	<u>Hours</u>
Constitutional Law	2
Federal/State Courts & Prosecutors	2
Criminal Code	28
Traffic Laws	6
Arrest, Search, Seizure	9
Rules of Evidence	8
Municipal Code	4
Court Complaints	2
Testifying in Court	3
Criminal Procedures	6
Preliminary Hearing	1
Mock Trial	5
Mock Trial Review	2
Postal Inspector (G)	1
Alcohol & Tobacco Tax Unit (G)	1
Secret Service (G)	2
Federal Narcotics (G)	1
Immigration (G)	1
Civil Rights (G)	1
Civil Liabilities (G)	1
Federal Bureau of Investigation (G)	2
Federal Probation, Pardon, Parole (G)	1
State Probation, Pardon, Parole (G)	<u>1</u>
Total Hours	90

## RECRUIT CURRICULUM - 14 WEEKS

## FIREARMS &amp; DRILL

		<u>Hours</u>
Firearms		30
Range Orientation	1 Hour	
Weapons Orientation	3 Hours	
Range	26 Hours	
Drill		18
Discipline	1 Hour	
Military Formations & Drill	6 Hours	
Baton & Drill	3 Hours	
Drill-Crowd Control	5 Hours	
Drill-Practice & Review	3 Hours	
		<hr/>
	Total Hours	48



## RECRUIT CURRICULUM - 14 WEEKS

## PHYSICAL TRAINING

	<u>Hours</u>
Orientation	1
Physical Evaluation	2
Defensive Tactics	<u>32</u>
Total Hours	35

## RECRUIT CURRICULUM - 14 WEEKS

## POLICE OPERATIONS UNIT

## DEPARTMENT STANDARDS

	<u>Hours</u>
Department Organization	2
Rules & Regulations	3
Discipline Procedures (G)	2
General Orders	2
Department Inspections (G)	1
Police Courtesy	2
Police/Public Relations (G)	1
Telephone Courtesy (G)	<u>1</u>
Total Hours	14

## RECRUIT CURRICULUM - 14 WEEKS

## POLICE OPERATIONS UNIT

## FIELD PROCEDURES

	<u>Hours</u>
Purpose of Reports	1
Principles of Reports	1
Observation	3
Methods of Patrol	4
Disturbances	1
Record Procedures (G)	1
Drunk Arrests	1
Miscellaneous Reports	2
Sex Offense Procedures	1
Field Interrogation	1
Traffic Enforcement Policy	1
Officer-Violator Policy	2
Field Training Orientation	2
Field Training	70
Stolen Auto Procedures (G)	2
Safety in Pursuit Driving	1
Traffic Reports: Breathalyzer (G)	1
Drunk Driving Arrests (G)	1
Cooperation with Fire Dept. FIELD TRIP	2
Non-traffic Citations	1
Field Case Reporting	20
Intersection Control	2
Citation Issuance Procedures (G)	3
Traffic Reports: Radar	1

RECRUIT CURRICULUM - 14 WEEKS

POLICE OPERATIONS UNIT

FIELD PROCEDURES

	<u>Hours</u>
Accident Investigation (G)	3
Mechanics of Arrest	5
Auto Theft Investigation	1
Officer's Memo Book	<u>1</u>
Total Hours	135

## RECRUIT CURRICULUM - 14 WEEKS

## POLICE OPERATIONS UNIT

## GENERAL &amp; SPECIAL STUDIES

	<u>Hours</u>
Academy Regulations & Conduct	1
Classroom Notetaking	1
Study Habits & Examinations	1
Medical Examination: (Medical Division)	1
or	
FILM - "The Rookie Cop" The Blue Light	
To-From-Subject Reports	1
First Aid: Police Procedures	3
First Aid	13
Emergency Childbirth (G)	1
Rabies Control (G)	1
First Aid: Fallout & Shelters	1
First Aid: Emergency Living	<u>1</u>
Total Hours	25

## RECRUIT CURRICULUM - 14 WEEKS

## POLICE OPERATIONS UNIT

## INVESTIGATION

	<u>Hours</u>
Principles of Investigation	1
Preliminary Investigation	3
Follow-up Investigation (G)	2
Collection & Preservation of Evidence	2
Sources of Information	1
Police Responsibilities: Railroad Property (G)	1
Identification of Persons	1
Identification of Property	1
Disaster Identification: FILM	1
Fingerprints: Theory (G)	2
Fingerprints: Practice (G)	2
Modus Operandi	1
Vice Investigation	2
Techniques of Interrogation & Interviewing Witnesses	2
Crime Analysis (G)	1
Intelligence - BIS (G)	2
Narcotic Offense Procedures	2
Statements	3
Crime Scene	7
Robbery (G)	<u>1</u>
Total Hours	38

## RECRUIT CURRICULUM - 14 WEEKS

## POLICE OPERATIONS UNIT

## STAFF SERVICES

	<u>Hours</u>
Communications	1
Vehicle Maintenance	1
Transporting Persons	1
Transporting Persons: Female (G)	1
Squadron Procedures	1
Station Desk	1
Jail Duties	1
Processing Arrested Persons	3
Evidence & Recovered Property (G)	1
Evidence & Recovered Property	2
Department Safety (G)	8
Coroner's Duties (G)	1
Department Special Services (G)	<u>1</u>
Total Hours	23

RECRUIT CURRICULUM - 14 WEEKS  
SOCIAL SCIENCE UNIT

	<u>Hours</u>
City Orientation	2
State & Local Government	3
Social Problems	5
Semantics	5
Basic Psychology (G)	5
Abnormal Psychology (G) Hours 1-2-3	3
Abnormal Psychology (Hours 4 & 5)	2
Causative Factors of Delinquency	5
Police/Minority Groups (G) - (NCCJ)	4
Juvenile Procedures	4
Subversive Activities (G)	<u>2</u>
Total Hours	40



APPENDIX D

MINIMUM BASIC 130 HOUR  
POLICE TRAINING CURRICULUM

## Appendix D

## MINIMUM BASIC POLICE TRAINING CURRICULUM

The following law enforcement officer minimum basic police training curriculum is adopted by the Michigan Law Enforcement Officers Training Council as authorized by Act No. 203, Public Acts of Michigan, 1965, Section 9(a).

The length of the Basic Course shall be one hundred twenty hours of classroom and range instruction. An hour shall be defined as fifty minutes of instruction plus a ten minute break.

ADMINISTRATION SECTION - 3 Hours

Program Orientation & Classroom Notetaking	1
Examinations	2

LEGAL SECTION - 24 Hours

Constitutional Law	2
Criminal Law (To include orientation on Civil Law)	8
Law of Evidence	4
Arrest, Search & Seizure Law	6
Admissions & Confessions	4

INVESTIGATION SECTION - 16 Hours

Criminal Investigation	8
Vice Investigation & Narcotics	3
Crime Scene Search	1
Collection & Preservation of Evidence	2
Interview & Interrogation	2

GENERAL POLICE SECTION - 49 Hours

Crime Prevention & Juvenile Offender	2
Testifying in Court	2
Firearms	15
*Police First Aid	4
Field Notetaking & Report Writing	2
Police Communications	2
Patrol Techniques	10
Riot Control	4
Defensive Tactics	8

\*Prior to certification the officer will have had to successfully complete the Basic Red Cross First Aid Course consisting of ten hours.

TRAFFIC SUBJECTS SECTION - 17 Hours

Motor Vehicle Law	8
Motor Vehicle Accident Investigation & Related Subjects	8
Traffic Signals	1

SPECIAL SUBJECTS SECTION - 11 Hours

Human Relations	4
Handling Abnormal Persons	2
Police Courtesy & Ethics	<u>5</u>

Total Hours	120
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It is emphasized that this is a minimum curriculum, agencies are encouraged to enlarge upon it whenever possible.

APPENDIX E

COURSE DESCRIPTION FOR  
MINIMUM 130 HOUR BASIC POLICE CURRICULUM

## Appendix E

COURSE DESCRIPTION  
FOR  
MINIMUM BASIC RECRUIT CURRICULUM

The amount of training for which aid and certification will be granted in the basic course shall be a total of 130 hours of instruction. The curriculum for this 130 hours shall conform to the minimum basic police training curriculum published by the Training Council. Following is a syllabus of the topics in the minimum basic curriculum elaborated to clarify the interpretation of the Council's curriculum.

ADMINISTRATION SECTION - 3 Hours

1. Program Orientation and Classroom Notetaking - 1 Hour. This portion of the program is for acquainting the trainees with the ground rules of the school. Such things as attendance requirements, examination procedures, school and Council form completion, emergency procedures, explanation of available facilities, distribution of handout materials for use during the school, and, in general, to create the proper atmosphere for the learning processes to be utilized in the school. The trainees should be instructed during this period of notetaking methods and the reasons for maintaining a notebook, a requirement in a Michigan Law Enforcement Officers Training Council program. These notebooks should be completed to provide the officer with a permanent record of the vital information presented in the school. The trainee should be instructed to restate all ideas and expressions used in lectures to his terms so they will be meaningful to him for future reference purposes.
2. Examinations - 2 Hours.

LEGAL SECTION - 24 Hours

1. Constitutional Law - 2 Hours. The powers of the police and rights of the individual are delineated with emphasis on the protective rights provided in the Constitution of the United States and the Bill of Rights. The State Constitution, particularly as it affects law enforcement, should also be discussed.
2. Criminal Law - 8 Hours. (To include orientation of Civil Law) This section will cover administration of justice; the sources of law and general classifications of law to include criminal, civil and tort; sources of criminal law in Michigan; common law; precedence law; statutes or code laws and attorney general's opinions. Crime and the classifications of crime will be defined. The more frequently encountered crimes with a description of their elements

and a familiarization with the more common civil problems met during patrol assignments should be highlighted. Specific recommendations should be presented in the serving of writs and court orders that deputy sheriffs in particular are often called upon to execute.

3. Law of Evidence - 4 hours. Various types of evidence, rules of evidence and proper handling of evidence until it is presented at a trial will be emphasized.
4. Arrest, Search and Seizure Law - 6 Hours. The elements constituting a valid arrest and the proper scope of a search pursuant to a valid arrest will be discussed in this section. Distinctions will be made between felony and misdemeanor arrests. The arresting process and a discussion of "reasonable cause" in relation to this process should be covered. The aspects of self-protection and the use of necessary force will be discussed. Searches with and without a warrant along with who and when the warrant may be executed and the proper processing of seized property should be covered in this section.
5. Admissions and Confessions - 4 Hours. Instruction in this section should include a review of laws and recent Supreme Court decision, their effects on attaining an admission or confession. The purpose of obtaining statements and confessions should be developed along with the precautionary measures necessary to protect their value in prosecution. Voluntary and involuntary types of confessions should be elaborated with prerequisite procedures necessary to the act of recording such statements. The difference between admission and confession should be developed and the respective uses of each in an investigation.

#### INVESTIGATIVE SECTION - 16 Hours

1. Criminal Investigation - 8 Hours. The objective of a criminal investigation is to identify the offender, bring him to justice and recover the property involved in the case. The techniques of investigation facilitating this process such as the use of informers, undercover work, stake-outs, surveillances and other scientific field aids should be developed in this block of instruction. Specific investigations of the more serious offenses should be highlighted such as auto theft, burglary, robbery, forgery, check cases, homicide, missing persons, sex crimes and shoplifting. The method of operation used in specific crimes and the other peculiarities associated with the various crimes should be highlighted during this section.
2. Vice Investigation and Narcotics - 3 Hours. These types of investigation are singled out for concentration because modified techniques are employed in pursuit of the perpetrators of these crimes. Distinguishable factors of this type of criminal is the victims' hesitancy to complain to law enforcement agencies and a great percentage have prior criminal records. Developed in this section should be the

extensive use of informants and undercover officers who are heavily relied upon in this investigation category. Trainees will be instructed on search methods used for finding contraband. Law relating to gambling, liquor, prostitution and the problems peculiar to each of these types of crimes should be covered.

3. Crime Scene Search - 1 Hour. Emphasis should be placed on conducting a proper search in the initial investigation. Systematic methods of search which avoid the hit or miss approach should be developed. Evidence should not be moved until photographed when possible. Emphasis in this section should point out that in addition to easily recognizable articles of evidence, either latent or microscopic items may be present and be of great importance to the case.
4. Collection and Preservation of Evidence - 2 Hours. Evidence found during an investigation must be identified by some distinguishable symbol by the discovering officer to insure at a later date that this is the same item found during a specific search. Identifying marks should be inconspicuous and small as practicable. Distinctive marks should be used such as the initials of the discovering officer and the date of the discovery. Every persons handling the evidence from discovery to disposition forms a link in the "chain of custody." The chain of custody should remain as limited as possible. Care should be exercised in wrapping and transporting of evidence.
5. Interview and Interrogation - 2 Hours. The interrogator and the subject are the components of interrogation. The attitude and preparation of the interrogator will be stressed along with the approaches for use with the different subjects. The place of the interview, the value of privacy, time element and persons present during the interview will also be highlighted. Techniques for interrogation of willing and able subjects and unwilling subjects will be discussed.

#### GENERAL POLICE SECTION - 49 Hours

1. Crime Prevention and Juvenile Offender - 2 Hours. Responsibility of law enforcement agencies and various juvenile agencies, procedures for handling juveniles and obtaining juvenile court petitions should be studied. The proper methods and techniques in dealing with juveniles and the importance in dealing with each incident involving a youth on an individual basis will be emphasized.
2. Testifying in Court - 2 Hours. The importance of police officers as witnesses as well as their limitations will be discussed. Officers will be instructed on the importance of promptness and outstanding appearance for court appearances. Demeanor, speech, voice, bearing, objectivity and efficiency in relating the facts of the incident should be covered.

3. Firearms - 15 Hours. The firearms instruction is to acquaint officers with the moral and legal aspects of the use of firearms; the laws pertaining to the possession; the use of deadly weapons by police officers and others; the safety precautions in the use of firearms at home, on the job and on the range; inspection and cleaning procedures for the upkeep of firearms; recognition of simple mechanical defects fundamentals of fine marksmanship, proper stance, grip, sight alignment, breathing and trigger control plus the actual range experience firing from both weak and strong hand positions and slow and timed fire. Instruction in firearms will include both classroom and range practice on an approved indoor or outdoor range. The trainee should fire at least 200 rounds of ammunition under the supervision of a qualified instructor. General orientation on shotguns and gas guns should be included during this period of instruction.
4. Police First Aid - 4 Hours. The more serious types of injuries likely to confront the officer in the performance of his duty require the ability to recognize and knowledge to handle: Breathing and bleeding control measures for serious wounds, prevention of traumatic shock, artificial resuscitation, care of serious burns, fractures, poisoning, and emergency childbirth.
5. Field Notetaking and Report Writing - 2 Hours. Methods of taking complete notes in an investigation, value of field notes, necessity of keeping notes, preservation of notes, uses of sketches and diagrams for the recollection and memory reproduction of events for court presentation, the use of field notes in court and in writing investigative reports, the sound logical sequence of events in the narrative body of the report, the organization, understandability, grammar and punctuation should be highlighted in this section.
6. Police Communications - 2 Hours. Regulations relative to the use of police communication devices and code systems for abbreviating messages on the air, proper demeanor and voice usage on these devices to include radios and telephones will be discussed. Configurations for local area communications will be highlighted whenever possible.
7. Patrol Techniques - 10 Hours. Emphasis should be placed on police patrol since it is the first line of defense against the criminal element and the backbone of the police service. The general purposes of the patrol are the: Protection, prevention, repression of crime and identification and apprehension of criminals. The methods of patrol will be covered to include fixed, auto and foot patrol. The techniques of patrolling and responses to emergencies and routine situations; operating practices of the one and two man patrol units along with the hazard and security inspection procedures in each method of patrol. Hazards related to emergency responses and developing powers of preception and observation of persons, places and things should be covered. Arrest techniques to include the



proper approach in different circumstances, field searches, use of restraining devices and processing of prisoners are included in this section. Procedures for approaching, stopping and citing traffic violators and how to legally deal with violators under the influence of alcohol and drugs should be discussed.

8. Riot Control - 4 Hours. The general role of the police will be clarified along with the definition of the difference between mobs and crowds and the types of police action to be used in these situations. A summary of dos and don'ts and instruction on some of the basic tactics used for controlling a riot should be covered.
9. Defensive Tactics - 8 Hours. The purpose of this block of instruction is to provide skill development to inspire confidence in the handling of recalcitrant persons. Personal weapons will be indicated to the trainees along with the vulnerable points of the body. The trainees will be given proper exercises and stretching maneuvers to prepare themselves for physical exertion. Defenses will be taught against choke and other holds and use of handcuffs and restraint of prisoners. The application of arm locks, come-along holds will be taught along with practical orientation of removing persons from automobiles by different techniques. The intended purpose of the baton will be instructed. This section will include methods of disarming and protecting against persons armed with a dangerous or deadly weapons.

#### TRAFFIC SUBJECTS - 17 Hours

1. Motor Vehicle Law - 8 Hours. Familiarization with the Michigan Motor Vehicle Code and sections thereof that are most frequently used by the departments in the area served by the training school. Specific traffic offenses in the elements that make up violations should be emphasized. Proper processing of traffic arrests should be covered.
2. Motor Vehicle Accident Investigation and Related Subjects - 8 Hours. A brief discussion should be made of: The theory of accident causation; purposes of accident investigation; commonly accepted steps in accident investigation; proceeding to the scene, parking vehicle at the scene; aiding the injured; protecting the scene; restoring the flow of traffic, collection of physical evidence; locating, identifying and questioning of witnesses; observing the behavior of the drivers; examining the roadway and driving conditions; taking measurements and photographs. Selective enforcement and selective assignment of police resources and the importance of police records should be stressed along with important roles of agencies that are related to traffic enforcement. Trainees should be instructed on the completion of the State of Michigan Official Traffic Accident Report which is to be forwarded to the State Police according to Michigan law.

3. Traffic Signals - 1 Hour. Techniques for controlling the traffic flow of vehicles and pedestrians through the proper use of hand signals and other devices to achieve maximum safety and the ultimate result will be presented. Parking control and emergency traffic control should be covered.

SPECIAL SUBJECTS SECTION - 11 Hours

1. Human Relations - 4 Hours. The human relations section refreshes the officer's understanding of the actions and reactions of himself and those with whom he deals. The effect bias and prejudice has upon the thinking and actions of himself and others should be pointed out.
2. Handling Abnormal Persons - 2 Hours. This section lists those recognized signs of mental illness, gives examples of samples of common types of these abnormal behavior patterns. Law enforcement responsibilities are discussed with emphasis on the handling and processing of abnormal persons with proper care. The prescribed legal procedures should be developed that patrol officers should follow in handling of these persons in both emergency and routine cases.
3. Police Courtesy and Ethics - 5 Hours. The definition of a profession as it applies to law enforcement and ethical standards of the police career field. Trainees should be informed of the public trust placed in them and how they build or adversely affect the public attitude toward their department and general law enforcement by their every action. The wearing of the uniform and the importance of a good appearance will be highlighted. The Law Enforcement Code of Ethics should be reviewed. Specific illustrations should be used to depict commonly encountered situations by police officers in the conduct of their duties and the ethical reactions to these situations. Officers should be made to understand that they may be adjudged differently than a citizen of their community if they should engage in conduct that is of a questionable nature.

APPENDIX F

PROPOSED EXTENDED

MINIMUM BASIC POLICE TRAINING CURRICULUM

## MINIMUM BASIC POLICE TRAINING CURRICULUM

<u>ADMINISTRATION SECTION</u>	<u>130</u>	<u>240</u>	<u>320</u>	<u>400</u>
Program Orientation and Notetaking	1	2	3	4
Examinations and Quizzes	2	4	6	8
Review	0	4	6	8
 <u>TRAFFIC SECTION</u>				
Motor Vehicle Law	8	12	16	19
Motor Vehicle Accident Investigation and Related Subjects	8	12	16	19
Traffic Signals	1	2	2	2
 <u>GENERAL POLICE SECTION</u>				
Crime Prevention and the Juvenile Offender	2	4	6	8
Testifying in Court	2	4	4	4
Mock Trial	0	2	2	2
Mock Trial Review	0	2	2	2
Firearms	15	25	32	40
*Police First Aid (14 hrs. required - remainder elective)	14	(16)	(20)	(27)
Field Notetaking and Report Writing	2	3	4	4
Police Communications	2	3	3	4
Patrol Techniques	10	20	30	40
Riot Control	4	8	16	20
Mechanics of Arrest	0	3	4	5
Defensive Tactics	8	10	12	12

<u>SPECIAL SUBJECTS SECTION</u>	<u>130</u>	<u>240</u>	<u>320</u>	<u>400</u>
Human Relations	4	6	8	12
Handling Abnormal Persons	2	4	4	4
Police Courtesy and Ethics	5	6	7	8
Physical Training	0	25	30	40
 <u>LEGAL SECTION</u>				
Constitutional Law	2	3	5	8
Criminal Law (including orientation on Civil Law)	8	12	16	20
Laws of Evidence	4	5	6	8
Arrest, Search and Seizure	6	8	10	20
Admissions and Confessions	4	5	6	8
 <u>INVESTIGATION SECTION</u>				
Criminal Investigation	8	10	12	16
Vice Investigation and Narcotics - Prostitution	3	4	6	6
Crime Scene Search	1	2	4	6
Collection and Preservation of Evidence	2	3	4	4
Interview	2	3	4	5
 <u>EXTERNAL RELATIONS</u>				
Federal Bureau of Investigation	0	1	2	2
Parole	0	1	1	1
Probation	0	1	1	1

(continued)

<u>EXTERNAL RELATIONS</u> (continued)	<u>130</u>	<u>240</u>	<u>320</u>	<u>400</u>
Treasury Department - Alcohol and Tobacco Tax Unit	0	1	1	1
Postal Inspection Service	0	1	1	1
Communicable Diseases	0	1	2	2
Precision Driving (or may be in lieu of riot training)	0	(4)	3 (5)	3 (5)
Roadblocks (may be used as part of patrol techniques)	0	(2)	(2)	(2)
*Water Rescue (may be used as part of physical training)	0	(6)	(6)	(6)
*Graduation (may be used in the administrative section)	0	(3)	(3)	(3)
Liquor Laws and Enforcement	0	4	6	6
	0	<u>10</u> 26	<u>20</u> 29	<u>20</u> 29

\*Indicates that the credits in parentheses may be used as electives where the situation warrants or necessitates a change in the training curriculum.