A Descriptive and Exploratory Case Study of the Professionalization and Training Process of Law Enforcement Officers in Skokie, Illionis, 1965-1987

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LOYOLA UNIVERSITY CHICAGO

A DESCRIPTIVE AND EXPLORATORY CASE STUDY OF THE
PROFESSIONALIZATION AND TRAINING PROCESS OF
LAW ENFORCEMENT OFFICERS IN SKOKIE, ILLINOIS, 1962-1987

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND POLICY STUDIES

BY
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CHAPTER I
THE HISTORY OF LAW ENFORCEMENT IN THE UNITED STATES --
AN OVERVIEW

Introduction

During the past ninety years, there has been much speculation about the future and professionalization of law enforcement. There are those who argue that law enforcement will never be a profession. They present arguments which suggest that an occupation such as law enforcement has so many inherent differences among its 46,000 agencies\(^1\) that a common set of standards cannot be developed. Others argue that in spite of those differences, law enforcement agencies can establish written policies and procedures that are consistent with one another and thus reach a new level of professionalism. There are differences of opinion as to what those standards should be as well as what methods are needed in order to achieve them. Education and training certainly play an integral part in this process. The role of these factors in the professionalization of law enforce-

Bledstein defines a profession as:

a full-time occupation in which the person earns the principal source of an income. During a fairly difficult and time consuming process, a person masters an esoteric but useful body of systematic knowledge, completes theoretical training before entering a practice, and receives a degree or license from a recognized institution. A professional person in the role of a practitioner insists upon technical competence, superior skill, and a high quality of performance. Moreover, a professional embraces an ethic of service which teaches that dedication to a client's interests takes precedence over personal profit, when the two happen to come into conflict.  

Since the beginning of the twentieth century American law enforcement has been making strides toward changing its status from an occupation to a profession. This movement toward professionalism has been stimulated by a number of factors. A discussion of these factors will assist the reader in understanding some of the dilemmas faced by the law enforcement community today. This discussion is not intended to present an all-inclusive list of issues, but rather is an attempt to assist the reader in understanding some of the problems facing law enforcement. In addition, this discussion should clearly convince the reader that changes are needed in law enforcement, and the movement toward professionalism through training is one way of dealing with these issues.

Society continues to grow more complex by the day, and

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this progression can be attributed to a number of trends. These include advances in science and technology, changes in racial and cultural make-up of the general population, a faster paced society which places more demands on its citizens, and a growing emphasis on the importance of formal education.

Encouraged by America's "melting-pot" philosophy, large numbers of immigrants came to the United States over the years. In the past, many such people lived in ethnic communities in which they interacted primarily with others of the same background. Currently, society is more integrated. The demographic trend is for people to live where they wish, provided they have the economic means to do so. This process of racial integration, coupled with the economic disparity which exists between the "haves and have nots," has created a tension within American society.

Americans are also becoming more highly educated and sophisticated. People are more demanding and expect better service from government. Since law enforcement officers are the only agents of government who are highly visible to the public on a twenty-four hour-a-day basis, the public looks to them to solve any one of over 3,000 types of problems.³ "The police officer must abate nuisances, control traffic

and crowds, administer first aid, furnish information, and provide a wide range of other miscellaneous services."^4

The crime rate, particularly in urban areas, has been escalating at a record setting pace. One need only look at the F.B.I.'s Uniform Crime Report to see that crime is one of society's largest problems. In addition, new and more complicated laws have been enacted. These laws, coupled with Supreme Court decisions beginning in the early 1960s, have made it more difficult for the police officer to suppress crime. One such example involved the Miranda decision in 1966.^5 The reaction to Miranda by both the police and the courts was immediate. In the Supreme Court, four members of the Court prepared a dissenting opinion. Justice Harlan denounced the decision orally from the bench. He termed it a "dangerous experiment" at a time when the high crime rate was a matter of general concern. He described the Miranda decision as a "new doctrine" with substantial precedent, reflecting a "balance in favor of the accused."^6 The major objective of the Miranda decision concerned the police officer's obligation to give a criminal suspect his rights, which included the right to remain silent, prior to any interrogation. At that time it was estimated that more

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^4 Ibid., 5.


than three-fourths of all convictions in the U.S. were based upon confessions. The police community believed that if a suspect was afforded that right, he/she simply would not confess.⁷

The issue of civil liability has further complicated the field of law enforcement. Police officers are held to higher standards than most other people. When they fail to meet these standards, the results can be disastrous; the decisions made by police officers in a "split second" are analyzed and dissected for months by the courts. In some instances, the police are forced to pay punitive damages in addition to the normal awards given by the courts against a city.

In 1973, three hundred U.S. cities with populations of over fifty thousand residents, reported their educational requirements for police officers to the International City Management Association. None of these cities required that a prospective officer have a college degree.⁸ The typical police candidate was a white male with a high school diploma, who considered law enforcement an occupation and pursued a career which would ultimately lead to a pension. It should be noted, however, that the creation of the Law

⁷Ibid., 256.

Enforcement Assistance Administration in 1967, as part of the Omnibus Crime Control and Safe Street Act, had a dramatic effect in promoting higher educational requirements for police officers. This aspect will be discussed later in more detail. Characteristically, the patrol officers of the 1960s and 1970s were resistant to change, and adopting an outlook of cynicism was one of their primary coping mechanisms.

Generally speaking, police officers tend to view things in terms of black and white with few or no shades of gray. There is a unique "police personality" which is the product of the traits of the individual prior to his/her entry into law enforcement. Incorporated into this perspective is the contention that law enforcement is an occupation in which such personality traits may be accepted and possibly rewarded. Cynicism, the notion that all people are motivated by selfishness, is discernible at all levels of law enforcement. One form of such cynicism is even directed toward the police system itself. This excludes the ideology of the professional police officer, since the professional wants to transform and eventually control the system.

In addition to these factors, there is a general mis-

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10 Ibid., 156.
conception about the role of the police. This misconception exists within many police agencies and among their officers and is caused by lack of a clear definition about the role of the police. In addition, there is a discrepancy among different police agencies as to how this role should be defined. As such, the public is unclear as to the role of the police and often has unrealistic expectations as to what the police are capable of doing.

As a consequence of these factors, it became obvious to criminal justice experts that change was needed. If law enforcement was going to keep pace with social change, then a new philosophical approach was needed. This shift, from police work as an occupation to a profession, accomplished through training and education, is the subject of this dissertation.

Purpose

The purpose of this research is to present a descriptive and exploratory case study analysis of the educational training process of a select group of law enforcement officers in Skokie, Illinois during the years 1962 to 1987.

During this period, significant changes took place in the city serving this area as well as in the police organization itself. The city, which was founded as a farm community over one hundred years ago, began to grow at an incredible rate in the early 1960s. What was once a small
town, known for its gambling and for providing the person traveling to Wisconsin with a stopping off point, began to develop as a city. Row upon row of tract houses were built and schools, churches and businesses flourished. Suburban government responded by becoming more sophisticated, providing the services needed to accommodate the large number of city dwellers who were now migrating to the area. As the tax base grew, the city responded to its residents by enacting legislation to ensure proper police and fire protection. The police department, which at one time consisted of a handful of full time officers, soon found its ranks numbering 120 sworn members. It became apparent that one of the glaring deficiencies which existed in the department was a lack of training for these officers. Since no mandatory state training regulations existed, it was quite common for a police officer to be handed a star and gun and sent out onto the street to protect the citizenry. Certain changes occurred within the organization which served as catalysts to move the department along the continuum of professionalization. At the same time, the State of Illinois was changing its standards and enhancing its training programs. In 1979, agencies such as the Commission on Accreditation for Law Enforcement Agencies were created. These factors added further impetus to Skokie's effort to professionalize through training and education. A description of the changes which occurred in the formal educational standards
as well as in basic and in-service training will be explored in this dissertation.

**Historical Development of American Law Enforcement**

This section will describe the evolution of the law enforcement system from its inception to modern times. There will be no attempt to describe every event that occurred. Rather, the author will provide the reader with a framework of history from which conclusions may be drawn. American law enforcement is less than three hundred years old. Many of the practices in place today have their roots in ancient times. Thus, we should closely review the history of law enforcement to see the parallels which exist.

"The beginnings of formal law enforcement activities are clouded within a historical mist."\(^{11}\) The ancient social order was one in which families grouped together and followed informal codes of conduct based upon custom.\(^{12}\) The philosophy of early justice was retaliation or "lex talionis," an eye for an eye. The first written laws were known as the Laws of Hammurabi and were first codified in 2100 B.C. They dealt with the responsibility of the individual to the group and contained penalties of retribution.\(^{13}\)

In 1500 B.C., the Egyptians developed the first system

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\(^{11}\)German, *Introduction to Law Enforcement*, 43.

\(^{12}\)Ibid.

\(^{13}\)Ibid.
of courts and judges and developed laws for dealing with individuals who sought to bribe public officials. During the sixth century B.C., Sparta developed a police force which worked exclusively for the people of Sparta. People often refer to this police force as the first secret police.\textsuperscript{14} The Greek philosopher Plato was among the first early theorists to conceptualize criminal rehabilitation. Until then, punishment was the only acceptable manner of dealing with criminals.\textsuperscript{15} Today, the objectives of punishment are incapacitation, rehabilitation, deterrence and retribution.

During the seventh century A.D., the Angles and Saxons began to emigrate from the continent of Europe to England. English towns began to develop and people were responsible for raising the "hue and cry" each time a crime was committed. This was the origin of what is known as citizen's arrest.

In 1066, William, the Duke of Normandy, conquered England. He divided it into fifty-five military districts called "Shires" and imposed martial law. Seeing that law varied from one county to another, he established royal control over the local courts in "an attempt to make the law

\textsuperscript{14}Ibid., 43-44.

\textsuperscript{15}Ibid., 44.
During the early thirteenth century in England, the King established game preserves for the noblemen. The wealthy land owners were permitted to hunt in these game preserves, while the common man was prohibited from using them. This double standard extended to many other privileges afforded to the rich as well. The mythical character Robin Hood can be traced back to this period. King John, a brutal ruler, was despised by both people and nobles. Ultimately, the nobility revolted and the King was forced to sign the Magna Carta in 1215. This document, in addition to the Writ of Habeas Corpus which followed in 1679, were extremely significant cornerstones in establishing legal precedent, upon which our current legal system is based.

The Magna Carta is looked upon as the founding stone of English freedom, and a document which greatly influenced the founding fathers in the United States. In reality, it gave certain rights to "freemen" a term which did not include the ordinary Englishman. King John and later monarchs made it a habit of ignoring the Charter when it suited them, so the process of freedom for the English common man was one of slow progress. The importance of the Magna Carta was the introduction of a new philosophy of government and law for the English. It, in effect, stated that the people ruled by a government should have some say in the running of that government. It also established the concept that a people who live under a system of law should have some say in the forming of that law.

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16George T. Payton, Concepts of California Criminal Law (San Jose: Criminal Justice Services, 1980), 33.

17Ibid., 34.

18Ibid.
England further provided an important contribution to the freedom of its citizens almost five hundred years later when Parliament passed the Habeas Corpus Act.

The Habeas Corpus Act of 1679 is of utmost importance. For centuries, it was the custom in England to send spies throughout the country to find evidence of treason and rebellion. They would then turn in a list of names to the Crown. These persons would then be arrested and thrown into prison without charges; some to never be seen again. They could also be legally tortured in order to obtain a confession. It was based on the belief that the innocent would overcome all and that God would protect them. The Habeas Corpus Act states that cause must be shown why a certain person is being held in police or state custody. The authorities must show the judge who issued the writ that a crime was in fact committed, and that there is some evidence to indicate that the suspect is the one who committed it. The evidence does not have to be so strong that it proves the suspect's guilt. The purpose of the writ is to prevent a person from being thrown into jail without any justification. When the Writ of Habeas Corpus was first used, it was often circumvented by the authorities who would deny that the person was actually in custody. After the period of time, severe penalties were imposed on any judge who refused to issue a writ when warranted. ¹⁹

In 1760, the Industrial Revolution began in England. With the advent of machinery, people who had previously depended on an agrarian economy for their livelihoods began to move into the cities. Overcrowding began and slums developed. The results were high unemployment and a high crime rate. Attempts to deal with the crime problems were largely unsuccessful and continued to worsen. Efforts to curtail crime usually involved the application of severe penalties; for example, 160 crimes were punishable by

¹⁹Ibid., 35-37.
death. During a peak month during this period, forty people were hanged daily, without any noticeable deterrence to crime. In 1829, Sir Robert Peel, the Home Secretary, proposed a solution. He sponsored legislation which was not initially received well. Eventually, however, he gained enough support in Parliament to get the Metropolitan Police Act passed. This Act created the London Metropolitan Police Department which was composed of one thousand men. The department was responsible for policing the city and attempting to stem the flow of crime. Peel's policies were based on some very important and innovative approaches to the field of law enforcement known as the "Peelian Reforms." Included in Peel's plan, for example, was a proposal that laws be limited to simple, clear language which could be understood and respected by ordinary people. He accomplished this by limiting the scope of criminal law and reducing penalties drastically.  

He introduced the following rules, many of which are still in place today:

a. the police must be stable, efficient, and organized along military lines;
b. the police must be under government control;
c. the absence of crime will best prove the efficiency of the police;
d. the distribution of crime news is essential;
e. the deployment of police strength both by time and area is essential;
f. no quality is more indispensable to the policeman than

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a perfect command of temper; a quiet, determined manner has more effect than violent action;
g. good appearance commands respect;
h. the screening and training of proper persons is at the root of efficiency;
i. public security demands that every police officer be given a star number;
j. police headquarters should be centrally located and easily accessible to the public;
k. police records are necessary to the correct distribution of crime news; and
l. police officers should be hired on a probationary basis.²¹

Sir Robert Peel's reforms were not universally accepted and his methods failed to gain public recognition for more than ten years. Ultimately, his methods began to produce dramatic results and he became a national hero. His men became known as Peelers or "Bobbies."²² This period of the Industrial Revolution is significant in that a complete revolution took place in law enforcement as well. Law enforcement was transformed into a semi-military operation staffed by people who had chosen this occupation as their vocation. Officers were trained and held responsible for their actions. In 1842, the first detective (criminal investigation) division was established and the Municipal Corporation Act, which prohibited any municipality with less than twenty thousand people from maintaining their own police force, was created. This Act prevented smaller municipalities from creating their own police agencies, causing

²¹German, Introduction to Law Enforcement, 60-61.
²²Ibid., 62.
them to rely on more centralized authorities for their police protection. It was at this time that Sir Edward Richard Henry introduced fingerprint technology as a method of identification. This method, with minor modification, is currently in use today in the United States and other countries.\textsuperscript{23}

Policing the United States

From the founding of the thirteen original colonies to the establishment of cities within those colonies, one sees the emergence of police forces which were put into place to deal with the increase in lawlessness. Originally tolerated as nothing more than sporting events, "antisocial behavior exploded into crime waves, routs, tumultuous assemblies, and dangerous riots."\textsuperscript{24} Cities such as New York, Boston, and Philadelphia responded by forming police departments. In most cases, these departments were comprised of several different components. In addition to the regular officers, groups of individuals were hired for the night watch at a rate of twenty-five cents per night.\textsuperscript{25} In 1844, the City of New York recognized the difficulties associated with maintaining several different police forces and combined them

\textsuperscript{23}Ibid., 63.


\textsuperscript{25}Ibid., 35-38.
into one unified department.\textsuperscript{26}

As settlers moved across the country, new cities developed. Along with large population increases came the problem of crime. In order to attempt to deal with this problem, urban law enforcement agencies were established. American law enforcement did not respond in an effective manner in the prevention and repression of crime. Methods which were outmoded and rural were used to police an increasingly urban society.\textsuperscript{27}

Early in 1871, St. Louis Police Chief James McDonough proposed that a "convention of the heads of police forces of every city in the union be held to inaugurate and adopt a code of rules and regulations whereby the whole detective force of the country can act in unison for the prevention and detection of crime." Later that year, 112 police officials met in convention to discuss the increases in crime, the apparent breakdown in the morals of young people, alcoholism, and other related topics, including the subject of uniform crime reporting. No clear-cut decisions were made at that meeting, although one thing became clear: a permanent association of police chiefs was needed to address these problems. However, it was not until twenty two years later that real progress was made in that direction.\textsuperscript{28}

One of the early leaders of the International Association of Chiefs of Police (IACP) was Richard Sylvester. He served as president of this association in addition to serving a seventeen-year tenure as chief of the District of Columbia's police department. His department was a model

\textsuperscript{26}Ibid., 38.

\textsuperscript{27}Ibid., 59.

\textsuperscript{28}Ibid., 60.
police organization, copied by law enforcement agencies throughout the United States. 29 "Richard Sylvester was responsible for effecting the most important changes in the organization." 30 The 1901 IACP convention featured serious presentations and debates on topics such as crime prevention. His presidential address contained a statement regarding the ideal of professionalism and gave the membership a summary of the progress to date. 31

In 1905, August Vollmer was appointed Chief of Police in Berkeley, California, a position which he held for more than twenty-six years. He brought professional law enforcement to the city and created the first training school for police officers. It was through his efforts that the University of California established a program in criminology, a program famous throughout the country to this day. Vollmer developed a philosophy of law enforcement that many say is comparable to the twelve tenets of Peelian reform. 32 Vollmer's tenets were as follows:

a. The public is entitled to police service as efficient as budget and manpower permit.
b. Courtesy is of paramount importance in all public and private contacts with citizens.


30 Ibid.

31 Ibid.

32 Bopp, Short History of American Law Enforcement, 88-89.
c. Police personnel of the highest intelligence, good education, unquestioned integrity, and with a personal history demonstrating an ability to work in harmony with others are necessary to effectively discharge the police responsibility.

d. Comprehensive, basic, advanced and specialized training on a continuing basis is essential.

e. Broad responsibility should be assigned to the beat officer. This should include, crime prevention through effective patrol, investigation, traffic law enforcement, juvenile duties, public relations, report writing, competency as a witness, and the patrol officer working as a generalist, rather than a specialist.

f. Superior supervision of personnel and effective leadership.

g. Good public relations in the broadest sense.

h. Cooperation with the press and news media.

i. Exemplary official and personal conduct.

j. Prompt investigation and disposition of personnel complaints.

k. Adherence to the law enforcement code of ethics.

l. Protection of individual rights while providing for the security of persons and property.\textsuperscript{33}

Vollmer's contribution to the professionalization of law enforcement marked a turning point in the United States. His tenets, along with his philosophy of professional law enforcement, were the cornerstones upon which future law enforcement executives built their organizations.

During World War I, some of the country's best young men were assigned to military duty. Thus, recruitment standards had to be lowered in order to attract candidates for career police officer positions. This shift was further exacerbated by the passage of the Volstead Act (Prohibition) which received poor public support. This, in turn, tended to demoralize the police community, thereby promoting cor-

\textsuperscript{33}Ibid.
ruption. A rapid increase in organized crime and vice then ensued.\(^\text{34}\)

Because of the Depression of the 1930s, the potential for police recruitment was greatly improved. Many well-qualified men were available for work. According to Walker:

As the economy spiraled downward and as unemployment figures steadily rose, jobs on police forces became highly prized. Job security, had always been one of the major attractions of police work and this had been enhanced in recent decades by the spread of civil service protection, pension programs, and a full range of fringe benefits.\(^\text{35}\)

Police departments could then afford to be quite particular in their selection process and were able to select the best people for the jobs.

In 1924, the Justice Department appointed J. Edgar Hoover Director of the Federal Bureau of Investigation. In this position, he reorganized the Bureau and minimized the influence of politics on the organization. Within eleven years, he established an identification bureau for criminal fingerprint records, created a crime laboratory to aid in the investigation of criminal offenses, created a training academy for new F.B.I. agents, and founded a national academy for training municipal, county and state law enforcement officers.\(^\text{36}\)

\(^{34}\)Northwestern, *Changing Objectives*, 7.

\(^{35}\)Walker, *Critical History*, 139-140.

The World War II years provided a whole new set of problems, including worries of internal security and a growing crime rate. Because of the shortage of men for law enforcement positions, women were pressed into service and did an admirable job. At the same time, law enforcement re-defined its mission as "the protectors of the public." By the end of the war, a large pool of trained veterans returned home and became available for law enforcement recruitment. These individuals were recruited into police agencies at a rapid rate and ultimately formed the basis of the command structure for these departments.\textsuperscript{37}

O. W. Wilson, who had been Chief of Police of Wichita, Kansas in the 1920s and 1930s, also made numerous contributions to the professionalization of law enforcement. During his tenure in Wichita, he encouraged officers to attend college, raised entry level standards, instituted a police academy for new recruits, reorganized the department's record keeping processes, and strengthened all levels of his administration.\textsuperscript{38}

Wilson went on to become Superintendent of the Chicago Police Department in 1960. His accomplishments in the professionalization of law enforcement were many. He took over the difficult task of managing a police department riddled

\textsuperscript{37}Northwestern, Changing Objectives, 10.

\textsuperscript{38}Bopp, Short History of American Law Enforcement, 104-105.
with corruption; eight officers having been recently sent to prison for burglary. In addition to completely revamping the police department and strengthening police training, he changed the color of the squad cars to a bright blue and instituted the one-man car system in order to make the presence of the police appear more readily available to the public. He lobbied for money to install a new state-of-the-art police communications system which is still in use today. His book, entitled *Police Administration*, 39 has served as a "bible" for the progressive law enforcement executive and is used as a textbook in colleges and universities throughout the United States. Together with his mentor, August Vollmer, Wilson made a very significant contribution to the professionalization of law enforcement in the twentieth century.

In the 1960s, dramatic changes were taking place in the courts. The Supreme Court, under Chief Justice Earl Warren, began to make decisions which impacted law enforcement in a number of ways. Decisions such as *Mapp*, *Escobedo*, and *Miranda*, as well as a host of other court decisions changed the manner in which police officers performed their jobs. 40 No longer could the police rely on jailhouse con-

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fessions to solve cases. The manner in which cases were investigated required police officers to rely on scientific forms of investigation, as well as to adhere strict policies and procedures concerning the investigation of crime. If these procedures were not followed, evidence would be suppressed in court and cases would be lost.

This movement toward professionalization took yet another step forward on a hot summer day in 1965 in the city of Los Angeles. On that day, Marquette Frye, a fifteen-year-old black youth was stopped by the California Highway Patrol for a traffic violation. At the time, Frye was one block from his home. During questioning, the officer determined that Frye was under the influence of liquor and did not have a driver's license. The officer called for a transportation van and waited. During this time, a passerby noticed that Marquette was in custody and went to his home to inform his mother. Together, they returned to the scene. At the same time, a large crowd began to gather. As the officer continued to wait, the crowd became larger and more unruly. Mrs. Frye attempted to find out why her son was being arrested and was met with hostility by the police. She soon became involved in a pushing match with the police and was placed under arrest. This provoked the crowd to become even more hostile. The officer, sensing that he was in trouble, radioed for assistance. When the transportation van arrived and the officers attempted to place the two
arrestees inside it, the crowd erupted. This was the beginning of the Watts riot of 1965.\textsuperscript{41} Before the riot was over, thirty-two people had been killed and numerous others had been wounded or injured. Property damage was estimated to be in excess of $35 million.\textsuperscript{42}

The worst was yet to come. Rioting again struck in 1967 in Newark and Detroit, and the violence here exceeded even that of the Watts riot. Disorder engulfed Newark for five days, leaving twenty-three dead and more than $10 million worth of property destroyed. The Detroit riot, a week later, lasted nearly a week and resulted in forty-three deaths. Initial accounts reported property damage to be as high as $500 million, but later reports lowered the total to something in the neighborhood of $40 million.\textsuperscript{43}

Commissions, such as the National Commission on Civil Disorder, were quickly formed to uncover the sources of these conflicts. These Commissions determined that poverty, discrimination, racial segregation and unequal justice at the hands of the law were major causes of the riots.\textsuperscript{44} The existing policies, procedures, and practices followed by

\textsuperscript{43}Ibid., 223-224.
\textsuperscript{44}Ibid.
police departments simply could not be tolerated any longer.

At the same time, the Vietnam War was escalating and the assassination of American leaders was becoming a more common event. Faced with the prospect of further rioting, local law enforcement turned to the Federal Government for assistance.

The Federal Government had been studying the problem of an escalating crime rate, along with a significant increase in the number of civil disorders, when it created and passed the Omnibus Crime Control and Safe Streets Act in 1968. Inciardi described this law as:

a piece of legislation that generated heated controversy in government, legal, and civil rights sectors across the country. The act was not directly designed to bring about major reforms in the criminal justice system. Rather, it appeared to be more of a political maneuver aimed at allaying fears about crime, and calming agitation over ghetto riots and anger over Supreme Court decisions that allegedly tied the hands of police.\(^{45}\)

One of the major components of this legislation was the creation of the Law Enforcement Assistance Administration. This agency channeled millions of dollars to local law enforcement agencies for education and training. The money, as well as the attractive educational advantages offered to the law enforcement officer, encouraged large numbers of officers to attend college. In addition, it was at this time that numerous degree programs in law enforcement/criminal justice were put into place within colleges and

universities throughout the country.

In 1968, Herbert Packer, a noted academician, proposed two models which would come to govern law enforcement for many years in the future. He called these models the Due Process and Crime Control Models. The models dictated the manner in which a law enforcement agency would accomplish its objectives.

The Due Process Model is described as the official model of police behavior and consists of the following elements:

a. The legal system exists as an obstacle course in order to protect the rights of accused persons. Issues such as jurisdiction, venue, statute of limitations, double jeopardy, and criminal responsibility must be examined and satisfied before an adjudication can be made.

b. Fact finding and enforcement agents such as the police are seen as possessing a bias in their perceptions of a given case situation.

c. The criminal enforcement process is understood to be an adversary one in every phase of fact finding and guilt determination. The enforcement process must be characterized as a struggle which focuses on the combative elements and emphasizes that truth emerges through the conflict that is produced by adversaries.

d. The emphasis is on quality controls. Each case is seen as a challenge in terms of producing a subject product described as justice. Every case must be treated in terms of meeting minimum standards with respect to probable cause for arrest, notice of rights and of charges, a proper hearing, appropriate safeguards with respect to the assistance of counsel, constitutional privileges and immunities, a fair and speedy trial, absence of coercion, and rights to appeal.

e. Rejection of quantitative output as a measure of efficiency. The due process model rejects notions of

efficiency as measured by quantity of cases disposed of as an end in itself. Instead, efficiency is measured in terms of quality to the degree that a particular case has met due process requirements.

f. The primacy of the individual. The due process approach views humanity as essentially perfectible. Human beings are rational creatures who a willing to give up a modicum of freedom to the state and to abide by social rules which are promulgated for the common good in order to achieve personal safety, security in the home, on the street, and in connection with possessions.

g. Limitation of power. Although individuals are willing to surrender some degree of personal action for the greater good of all, the due process model requires that there be precise limitations placed on the powers of officialdom and others who govern them.

h. Power is an instrument that is potentially subject to abuse no matter how well intended the possessors and wielders of power may be.

i. Efficiency for efficiency's sake can be a form of tyranny in that it becomes a ritualized worship of a time table, the clock, the quota and the great appeal of high output of product in return for relatively low input in terms of resources. Efficiency for efficiency's sake is ultimately destructive of the human values of personal liberty, safety, and security.

j. Presumption of innocence. The presumption of innocence attaches to an individual regardless of what the factual or legal case may be at the outset. An individual may be guilty of some deed in fact, but nevertheless, in legal terms, must be considered innocent.

k. The norm of equality. Every accused person regardless of his condition or station in life must receive all the quality inputs of the due process model. No distinction can be drawn because of an individual's race, sex, or social class. The only inquiry that can be made that draws distinctions is that involving an individual's ultimate criminal responsibility due to immaturity or mental condition.

l. The due process model recognizes that there are serious limitations to the ultimate effectiveness of the use of criminal sanction in attempting to regulate human behavior. Much of human behavior is much better regulated by other social agencies such as the family, peer groups, and professional colleagues.47

The Crime Control Model is the "work style" many law

47Ibid.
enforcement organizations implement as the one which is most efficient and productive in day-to-day operations. It consists of the following elements:

a. Repression of all criminal conduct is seen by police and other enforcement personnel as of paramount value in society.

b. The failure to apprehend and convict wrongdoers is seen as leading to disorder and chaos in society. In terms of the crime control model, enforcement agents tend to see all human beings as essentially destructive, and but for the police and other keepers of the peace, mankind would descend to levels of savagery. The maintenance of public order and the safety of individual persons and property would be impossible without police measures to safeguard social stability.

c. The law-abiding individual is seen as a victim of predatory criminals who have received too much concern above that of their innocent victims.

d. Only an efficient process which focuses ultimate responsibility upon those who disrupt society can guarantee the freedom and safety of all.

e. As a consequence, the primary attention of our limited resources must be allocated to screening suspects, assessing culpability and guilt, and securing appropriate dispositions.

f. The high level of crime and other forms of antisocial behavior that are present in modern mass society can only be suppressed by the maximum utilization of the criminal process.

g. In keeping with this conception, a special stress must be placed on a high apprehension and conviction rate in order to deter potential offenders and neutralize and incapacitate actual offenders.

h. Toward this end, speedy, unceremonious routines must be used to move each case from prearrest investigation and arrest to postarrest investigation, preparation for trial, trial or entry of plea, and conviction, through disposition. Due process quality controls not only hamper police and other enforcement agents, but also release many offenders to commit further social harm. Certainty of apprehension and punishment are the only efficacious measures available to control crime and similar antisocial behavior.

i. In order to implement this objective, assembly line techniques of efficiency, uniformity, and speed must be the performance ideal of the crime control model and its accompanying structure.

j. Further, there must be an early determination of guilt
once a suspect becomes a defendant.

k. As a practical matter, once a suspect becomes the focus of an investigation and moves toward becoming a defendant, police perceptions of this fact must inevitably produce a presumption of guilt, otherwise most working policeman would see their investigative efforts, which are to help formal agencies affix guilt, as meaningless gestures.

l. Finally, the emphasis must be on the very early stages of administrative fact finding. Both police and prosecution are seen as crucial, otherwise, the case will collapse at later stages after valuable resources have been expended in its prosecution. 48

Both of these models represent:

two separate value systems that compete for priorities in the operation of the criminal process. Neither is presented as either corresponding to reality or representing the ideal to the exclusion of the other. The two models merely afford a convenient way to talk about the operation of a process whose day to day functioning involves a constant series of minute adjustments between the competing demands of two value systems and whose normative future likewise involves a series of resolutions of the tensions between competing claims. 49

Society continues to change and become more sophisticated as time passes. It is apparent that law enforcement agencies must be prepared to respond to these changes in a comprehensive, intelligent manner. An example of one police department’s attempt to professionalize has taken place in the Village of Skokie during the past thirty-two years. The remainder of this chapter is devoted to a discussion of this endeavor.

48 Ibid., 19-22.

49 Ibid., 15.
Policing in the Village of Skokie

This case study was conducted in Skokie, Illinois, a suburb of the city of Chicago, between the years of 1962 and 1987.

It is said that the first white visitors to the Skokie area were French explorers, among whose number was Father Jacques Marquette. They arrived around 1673 and found a tribe of Pottawatomi Indians living in the vicinity of a large swamp. The explorers, no doubt, assessed the scene, turned heel and left. It was not until 1834 that a few hardy souls came to the area and stayed. They, like most of their successors, came from Germany fleeing political persecution. The town became known as Niles Center and was later renamed Skokie in 1939.  

The town quickly grew and by the early 1960s was populated by approximately seventy thousand people located within 10.2 square miles. It was a middle-class, predominantly white suburb. Most of the town's inhabitants had recently moved there from the city to enjoy less crowding, better schools for their children, and a safe place in which to live. This period of time witnessed a rapid increase in crime throughout the larger metropolitan areas of the United States. Skokie quickly found itself unable to deal with the crime, traffic, and other problems associated with rapid growth.

At the same time, the police department was understaffed, undertrained, and had recently suffered a major scandal in which the Chief of Police and his brother, a

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50 Roberta K. Sweetow, Early Skokie (Skokie, IL: Village of Skokie, 1976), 1.
Captain, were indicted for bribery. It was clear that the department needed major restructuring and that this would have to begin at the top of the organization.

A search committee was formed to select a new Chief of Police. After a nationwide search, a man who previously commanded the South Dakota State Police was selected to be the new Chief of Police. K. B. Chamberlain began his tenure by resolving that the police department would have to be transformed into a well-trained, honest police department which would be responsive to the needs of the community. He believed that this could be accomplished by instituting a rigorous recruitment process, by establishing policies and procedures, and by implementing strong training and education programs. To begin with, a stringent recruiting program was instituted which included a physical agility test, a written examination, a polygraph test, a psychological evaluation, a background investigation and a medical examination. At that time, it was common to hire one out of every one hundred potential recruits tested. This testing was very expensive and most of those tested were rejected. The results soon began to pay off, however. The police department increased its ranks to 146 sworn and civilian personnel and was re-organized into three divisions:

1. Field Operations: uniform patrol, criminal investigation, and youth investigation

2. Technical Services: records, communications,
vehicle maintenance, property control, identification, and criminal history

3. Administration: inspections, training, planning, budgeting, public information, school safety, and crime prevention

Since no mandatory training requirements existed in the State of Illinois, it was still common in many police departments to place an officer directly on the street to be given "on-the-job training." The Skokie Police Department voluntarily participated in a basic training program conducted by the F.B.I. This course consisted of eighty hours of training conducted within a two-week period. The author was unable to locate a class schedule from this time period, but conducted interviews with officers who began their careers at that time to gather the necessary information. From these interviews this writer was able to reconstruct a class schedule which is shown in Table 1.

The two-week training program was followed by a four-week field training program where the new police officer was teamed with a veteran officer. The two officers worked side by side and the new recruit learned by doing. This was similar to an apprenticeship in one of the trades and provided the officer with the knowledge of his/her new position. It should be noted that field training officers were selected on the basis of their years of seniority, not their ability. As a result, new officers often learned bad habits
from older, more experienced officers.

Table 1.--Reconstructed Class Schedule for 80-Hour F.B.I.-Conducted Training

<table>
<thead>
<tr>
<th>Week 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1 hour</td>
</tr>
<tr>
<td>First Aid</td>
<td>5 hours</td>
</tr>
<tr>
<td>Criminal Law</td>
<td>10 hours</td>
</tr>
<tr>
<td>Interrogation Techniques</td>
<td>3 hours</td>
</tr>
<tr>
<td>Accident Investigation</td>
<td>5 hours</td>
</tr>
<tr>
<td>Report Writing</td>
<td>6 hours</td>
</tr>
<tr>
<td>Firearms Training</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid</td>
<td>5 hours</td>
</tr>
<tr>
<td>Criminal Law</td>
<td>10 hours</td>
</tr>
<tr>
<td>Interview Techniques</td>
<td>3 hours</td>
</tr>
<tr>
<td>Traffic/Selective Enforcement</td>
<td>5 hours</td>
</tr>
<tr>
<td>Report Writing</td>
<td>10 hours</td>
</tr>
<tr>
<td>Firearms Training</td>
<td>5 hours</td>
</tr>
<tr>
<td>Examination &amp; Certification</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Total 80 hours

The new chief was dedicated to the philosophy that the only way the department could become a professional department would be through the adoption of a code of ethics, strict adherence to rules, regulations, policies and procedures, and the adoption of a comprehensive training program for both new recruits and veteran officers.

Beginning in August 1962, all recruit officers were sent to the Chicago Police Academy for basic training, consisting of 385 hours of police training. A copy of the oldest training schedule on file at the Chicago Police Academy from 1966 can be seen in Appendix A, Accelerated Recruit Curriculum, April 1966, 11 Week Program. While this
training schedule may not be precisely the same as the one administered in 1962, it is very close and is representative of the training program offered to recruit officers during this time period. It is essential that the reader recognize that, while no mandatory basic training requirements were in place at the time, the Skokie Police Department voluntarily subscribed to the Police Training Act as early as 1965. When the Training Board was created, there was a clause in the legislation which exempted "home rule communities." Skokie, being a "home rule community," was thus exempt from this legislation until 1976. In 1976, the Illinois Police Training Act mandated that all police officers complete the required basic training program prior to certification. A copy of the Illinois Police Training Act can be seen in Appendix B.

From 1962 to 1966, the Chief ensured that six supervisory and command officers were enrolled in the Northwestern University Police Administration Training Program. This nine-month course was designed to develop commanders, assisting them in establishing both short- and long-range goals for their departments which would lead to professionalization. The course of instruction was divided into three options: (a) training, (b) traffic, and (c) management.

Two command officers were assigned to each option to ensure that the staff was well-rounded and could carry out the Chief's mandate. These commanders were placed into
administrative positions upon completing their training at Northwestern. Their assignment was to develop a set of rules and regulations, along with a policy and procedure manual, which would dictate how particular situations should be handled. The purpose of the manual was to insure uniformity and to guarantee that all persons, regardless of their station in life, received equal treatment.

The department began offering 75% reimbursement to those officers who wished to attend college in their off-duty hours. Scheduling of personnel was adjusted to permit attendance at local colleges and universities. The only requirements were that the course be job related (a great deal of latitude was given), that regular classroom attendance be maintained, and that a minimum of a "C" grade point average be earned by the officer.

In-service training programs were also offered to new, as well as veteran, officers. Given the department's rapid growth, a number of promotions were available. Training and formal education were directly linked to these promotions, thus giving the police officers great incentive to explore the educational horizons that lay before them.

The first attempt to offer an in-service training program came in the Spring of 1963. All personnel were required to attend an eighty-hour traffic law enforcement/accident investigation course being given as part of a class project by members of the Northwestern University Traffic
Institute's traffic option. Six instructors developed and presented the course over a four-week period, and each attending officer was given a choice of times when he/she could attend. The course was conducted on off-duty time and officers were given compensation.

This course was followed by a similar one entitled "Effective Communication with the Public," and was offered in the same manner. These were the first of many in-service courses which followed, each with the requirement that all personnel attend. The in-service training courses were offered in addition to all of the basic training and college courses attended by department personnel. Training became such an important part of the police department's philosophy that a full time Director of Training was appointed to manage all of the department's training and career development programs.

Training and education played a major part in the attempt by the Chief of Police to professionalize his agency. A review of the related literature on professionalization of law enforcement and a discussion of the methodology involved will be the focus of the following chapter.
CHAPTER II

AN OVERVIEW OF THE RELATED LITERATURE AND METHODOLOGY

Introduction

Since the early 1900s, many law enforcement leaders have been attempting to transform police work from an occupation into a profession, and there have been a number of theories as to how this may best be achieved. One such theory suggests the utilization of a comprehensive system of training and education for police officers, one which would better enable officers to effectively serve in the dynamic law enforcement field. There have been differences of opinion, however, among law enforcement professionals as to just how much training is necessary and which specific types of training and educational programs would best meet these needs. There are those who argue that the complexities of law enforcement require that a police officer possess a college degree in addition to successfully completing stringent training programs. While many states have legislated mandatory basic training requirements, little agreement exists concerning the extent to which a college education is necessary to perform the police function.

Police Education. On the surface this is a logical fundamental strategy for improving police service. Yet,
the idea of college for police officers has evoked an amazing amount of emotion and debate. The controversies center on the benefits of higher education, its impact on policing, the effect of minority recruitment, how to validate college as a legitimate occupational necessity, the best type of educational experience for policing, and the quality of educational programs.¹

As early as 1931, the National Commission on Law Enforcement (Wickersham Commission) discussed the issues facing law enforcement. The Commission noted

... an important, although somewhat amorphous, national recognition of the need for increased educational standards for police officers. The Wickersham Commission spoke of the need for higher entrance standards, more "professional" law enforcement officers, and ongoing training for police personnel. Even though college was not specifically addressed, the recognition of the complexity of the police officer's job laid important groundwork for subsequent educational requirements.²

With this preliminary groundwork in mind, Chapter II seeks to accomplish three aims. The first is to provide an overview of the literature, related both to some of the general models of professionalization presented in the literature, as well as to the trends which have taken place specifically within law enforcement during the course of its attempt to professionalize.

The second aim is to describe the methodological techniques employed by this writer in the gathering and analysis of the data related to the original investigation.


²Ibid., 1.
The role of each of these methods in the present study, in addition to the strengths and weaknesses inherent in each, will also be discussed.

Finally, a personal vignette is included which describes the training regimen in which this writer participated as a young recruit police officer in 1962. Two purposes are served through the inclusion of this vignette: 1) insight is provided into the general mindset which existed in the law enforcement community at that time, relating specifically to the perceived importance of training, education, and, hence, professionalization, and 2) the vignette serves as a basis for comparison to the approach used by this author's police department in the pilot study described in the following two chapters which attempted to assess and meet police training needs in 1980. Chapters III and IV outline this case study in detail, clearly demonstrating the evolution in thinking which took place with regard to the importance placed on training and education in law enforcement.

Given that American society continues to grow more complex each day, it is reasonable to assume that this demand for more highly trained and educated police officers will continue and is likely to increase.

**Review of the Literature**

This section summarizes the findings of two main
bodies of literature important in the understanding the professionalization of law enforcement. The first presents general models proposed by various disciplines which attempt to delineate those criteria necessary for any occupation to be considered a profession. Models such as the ones to be outlined have influenced the measures professions have taken over the years in their quest to become professional. Law enforcement can be included in the group of those occupations which have been guided by such models, as well.

The second part of this section discusses some of the studies which, over the years, have assessed the progress law enforcement has made in transforming itself from an occupation into a profession. These findings provide the reader with a back-drop for understanding the process by which law enforcement has evolved into its present form and the trends currently taking place in its continued effort to professionalize. Special emphasis will be placed on highlighting the role of higher education and training in the facilitation of this process.

As early as 1939, sociologists such as Talcott Parsons observed that "the professions occupy a position of great importance on the American scene."\(^3\) In a complex society such as ours, characterized by minute divisions of labor

based upon technical specialization, social organizations have become dependent upon professional functions. According to Hall, as cited in Vollmer and Mills:

The sociological approach to professionalism is one that views a profession as an organized group which is constantly interacting with the society that forms its matrix, which performs its social functions through a network of formal and informal relationships, and which creates its own subculture requiring adjustments to it as a prerequisite for career success.

And according to Schein:

Efforts at a clear definition of the concept of professionalism have had a long history. The problem of definition derives from our attempt to give precision to a social or occupational role that varies as a function of the setting within which it is performed, that is itself evolving, and that is perceived differently by different segments of society. Furthermore, the concept of the professional cannot be defined by any single criterion. Different sociologists have given different weights to different criteria, but all have agreed on the necessity to use a multiple criterion definition such as the following:

1. The professional, as distinct from the amateur, is engaged in a full-time occupation that comprises his principal source of income.
2. The professional is assumed to have a strong motivation or calling as a basis for his choice of a professional career and is assumed to have a stable lifetime commitment to that career.
3. The professional possesses a specialized body of knowledge and skills that are acquired during a prolonged period of education and training.
4. The professional makes his decisions on behalf of a client in terms of general principles, theories, and propositions, which he applies to the particular case under consideration, i.e., by "universalistic" standards, in terms of Parsons' pattern

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4 Theodore Caplow, The Sociology of Work (Minneapolis: University of Minnesota, 1954), 139-140.

variables (Parsons, 1959).

5. At the same time, the professional is assumed to have a service orientation, which means that he uses his expertise on behalf of the particular needs of his client. This service implies diagnostic skills, competent application of general knowledge to the special needs of the client, and an absence of self-interest.

6. The professional's service to the client is assumed to be based on the objective needs of the client and independent of the particular sentiments that the professional may have about the client. The professional promises a "detached" diagnosis. The client is expected to be fully frank in revealing unlikeable things about himself; the professional as part of his contract is expected to withhold moral judgment, no matter how he may feel personally about the client's revelation. Thus, the professional relationship rests on kind of a mutual trust between the professional and client.

7. The professional is assumed to know better what is good for the client than the client himself. In other words, the professional demands autonomy of judgment of his own performance. Even if his client is not satisfied, the professional will, in principle, permit only his colleagues to judge his performance. Because of this demand for professional autonomy, the client is in a potentially vulnerable position. How does he know whether he has been cheated or harmed? The profession deals with this potential vulnerability by developing strong ethical and professional standards for its members. Such standards may be expressed as codes of conduct and are usually enforced by colleagues through professional associations or through licensing examinations designed and administered by fellow professionals.

8. Professionals form professional associations which define criteria of administration, educational standards, licensing and other formal entry examinations, career lines within the profession, and areas of jurisdiction for the profession. Ultimately, the professional association's function is to protect the autonomy of the profession, it develops reasonably strong forms of self-government by setting rules or standards for the profession.

9. Professions have great power and status in the area of their expertise, but their knowledge is assumed to be specific. A professional does not have a license to be a "wise man" outside of the area defined by his training.
10. Professionals make their service available but ordinarily are not allowed to advertise or seek out their clients. Clients are expected to initiate contact and then accept the advice and service recommended, without appeal to outside authority.⁶

Carr-Saunders and Wilson, in their book The Professions, state, furthermore, that special competence, one aspect of the evolution of professional organization, is acquired as the result of intellectual training or education. This is the chief distinguishing feature of the professions. The development of training and testing is one of the most important parts of the history of professionalism. The professional person's attitude is characterized by an admirable sense of responsibility. The phrase "professional pride" indicates a code of behavior where the first consideration is the need of the client and the quality of work performed.⁷

Again, from the sociological perspective, the service notion is geared to convincing the public of the unique trustworthiness of the occupation; it tells the public that the occupation has the public good as its first priority. This confidence leads to relaxing outside control of the occupation.

Price, in her 1977 book entitled Police Profession-


alization, proposed a more concise model of professionalization by putting forth the following seven points as the major criteria required for any occupation to be considered a profession by sociologists who study occupations.

1) Specialized knowledge and technical expertise.
2) Dedication to the service ideal.
3) Peer evaluation, accountability, and self-regulation.
4) Internalized professional standards governing decisions.
5) Affective neutrality.
6) Clearly defined and comparatively permanent membership.
7) Public acknowledgment of the occupation as a profession.8

It may be useful to think that professionalism is a process in which the various elements of the professional models cited above occur in an interactional scheme, with a varying degree of influence from these elements at different times. The existence of specialized knowledge and technical expertise seems particularly important, however. Until an occupation develops a special skill or knowledge, the notion of service may be difficult to instill in its members. As the service notion increases, occupational members may be more motivated to acquire additional knowledge and skills through training and education. The indicator of power that the occupation possesses in dealing with the larger environment is determined by the degree of self-regulation it possesses. The freedom from external constraints gives

occupations a powerful motivator for seeking professional status.

With regard to other specific criteria, internalized standards, affective neutrality, and clearly defined membership are particularly important to quality job performance, job satisfaction, ego enhancement, and high occupational status. Finally, public acknowledgment of the occupation as a profession, probably the most difficult to obtain, completes the sociological model of professionalism. For the public, however, professional is a positive word signaling someone who 1) knows the job, and 2) is worth paying for. The public equates expertise with the professional and excludes almost all of the other characteristics.⁹

While the general models outlined above can be applied to any occupation seeking professionalization, individual differences among occupations may require the "tailoring" of these models to meet the specific needs of a particular occupation.

The police are in many ways a unique organization, based on several of the following: 1) they are legally constituted prime users of force; 2) they are highly visible and the most accessible symbols of the government; 3) they are frequently regarded with less esteem than other agencies of government and often engender attitudes of fear, scorn, and contempt; and 4) they are most often the first line of defense in life and death matters. Their motivation to induce respect from the public is in part attributable to the foregoing features.

⁹Ibid., 14-15.
Since their inception as an organization, the police have been status preoccupied, intent upon being considered professional.\textsuperscript{10}

Although police officials have expressed concerns and interests associated with professionalism from the time of the Civil War, only limited research has attempted to study the progression of law enforcement from an occupation to a profession. Considerably more studies have analyzed the function and strategies of the police than have specifically attempted to understand professionalism within the police occupation.\textsuperscript{11}

From 1890 to 1910, reform-minded chiefs such as August Vollmer advocated professionalism in law enforcement as an alternative to political control. The progressive movement, consisting of heirs of the older American tradition, believed that policing should be a profession committed to public service. As a profession, they felt policing should contribute to the betterment of society. To accomplish this, the science of policing depended greatly on formal training. Other methods to professionalize included the centralization of administration, assigning special squads to handle vice, and upgrading the quality of personnel through the use of entrance requirements and civil service examinations. Additionally, managerial efficiency, through

\textsuperscript{10}Ibid., 1.

\textsuperscript{11}Ibid., 91.
lessening of political influence, was essential.  

In 1951, William Westley studied a small midwestern police department and described the occupational attitudes and values of the police organization more thoroughly than any other outsider had done previously. Westley's conclusions emphasized two factors within the organization: the secrecy phenomenon which the organization instills in its members and the occupational violence which he found to be institutionally sanctioned.  

In 1963, Niederhoffer observed that the latent consequence of the professionalism drive of the 1960s may have been to increase cynicism among police officers, since traditional values of law enforcement had eroded in the department while new norms were not readily accepted by the veterans. Later in the same decade, Skolnick saw professionalism as an issue of rule of law values, rather than as one of technological proficiency.  

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served that professionalism involved a reassessment of how police should function as well as identification of new problems in the community. He interpreted the fact that police identified the management of social disputes as part of their function as directly attributable to professionalism.16

Jordan, in his 1972 study, analyzed retrospectively the professionalism drive of police in the 1920s and 1930s, interpreting the police perspective then as concerned with the failure of the basic institutions of America, especially those dealing with youth.17 Finally, Carte saw Vollmer's brand of professionalism, which emphasized technically efficient and honest law enforcement, as not coming to grips with the real problem of policing - selective enforcement.18 While scholars do not agree among themselves what it means for police to be professional, they all concur that professionalism is desirable for police.19


19 Price, Police Professionalism, 6.
It can be gathered from the information presented above that a prime characteristic of all professions is "the presence of a coherent body of theory or practice which the occupation can claim as its own and which can be transmitted through a lengthy training procedure."^20 Clearly, training and education provide the most effective means by which this body of knowledge can be transmitted to police officers throughout the country, thereby facilitating the professionalization process.

In order to assist in the effort to provide more adequate training to police officers, the President of the United States, Lyndon Johnson, authorized the creation in 1967 of the President's Commission on Law Enforcement and Administration and Justice. This Commission was created in response to rising crime rates (particularly violent crime), social unrest, and charges against the police of the unfair treatment of minority citizens.^21

The Commission reported that:

there is a current and rapidly growing movement among colleges and especially junior colleges to develop degree programs for potential and existing law enforcement personnel. In 1966, there were 134 which could be identified as oriented toward police service, 100 of which were 2-year degree programs in police science offered at junior colleges. To encourage the development of such programs, the U.S. Department of Justice, through its

^20 Ibid., 8-9.

Office of Law Enforcement Assistance, has been providing grants to institutions interested in establishing such programs or improving existing ones.

The Commission's examination of these programs disclosed that many of them are highly vocational in nature and are primarily intended to provide technical skills necessary in performing police work. College credit is given, for example, for such courses as traffic control, defensive tactics and patrol procedures. Although there is a need for vocational training, it is not and cannot be a substitute for liberal arts education: The trained man has developed skills and attitudes needed to perform a complex task. The educated man has developed his capacity to judge the worth, the performance, and the excellence of human action.\textsuperscript{22}

In the late 1960s there were those who argued that if police work were to entail only the issuance of citations, the direction of traffic and other such mundane types of duties, a high school diploma would suffice.\textsuperscript{23}

This was not the case, however, as it was becoming increasingly more common for police departments to relinquish those duties to civilian members of the department as the process of police civilianization took hold. With this transformation, police officers were left with the "more essential task which," according to More:

includes social control in a period of increasing social turmoil, preservation of our constitutional guarantees, and exercise of the broadest range of discretion -- sometimes involving life and death decisions -- of any government service. The need was growing for police officers who were intelligent, articulate, mature, and

\textsuperscript{22}Ibid., 127.

knowledgeable about social and political conditions.²⁴

According to Charles Saunders in Upgrading the American Police:

The reasons advanced for college education for the police are essentially the same as those used to justify higher education as preparation for any other career. They rest more on faith than on fact. Evidence does not firmly establish the necessity for 4 years of college for entry into any field. . . . Nevertheless, the worth of a general collegiate education for all youth of intelligence and ambition is unquestioned and the role of the 4-year liberal arts college in providing it is generally accepted as essential.²⁵

No law enforcement agency will argue that the complex set of demands placed on police service will continue to increase into the twenty-first century. So, also, will the demand for accountability, efficiency, and effectiveness by law enforcement officers. The change in the educational level of citizens, and increasing complexity of the interactions between the citizen and police, will require a change of educational requirements for law enforcement personnel. "The question for the twenty-first century is not whether college education is needed for police officers, but rather how much and how soon."²⁶

The preceding portion of this chapter provides a review of the literature related to the professionalization

²⁴Ibid.


process in general, as well as to its applications within the field of law enforcement. Over the years, theorists have offered a variety of explanations concerning the causes and effects of the movement toward police professionalization. While scholars continue to disagree, trends are becoming increasingly more apparent in the methods commonly chosen by police agencies in an effort to reach this end. These trends suggest an increasing emphasis on police training and education as integral contributors to this process.

Methodology

The material for this dissertation was obtained utilizing two general forms of research methodology: descriptive and historical. A computer literature search was conducted pertaining to law enforcement training, education and professionalism. In addition, the following specific research techniques were employed in gathering the data for this investigation: 1) experimenter observation utilizing a verstehen approach, 2) unstructured interviews, and 3) triangulation. It should be noted that the research methodology discussed in this chapter pertains, more generally, to the techniques used throughout the course of this project as a whole. Techniques implemented in the case study portion of this project, as described in the following chapters, while specific to the pilot study, incorporate elements of
the methods discussed in this section.

The method of making observations utilizing a verstehen approach was developed by Max Weber. According to Weber, by participating in the activity under study, the researcher gains an understanding of the meaning of the social action taking place and, furthermore, "that human behavior is patterned in and through social situations. The behavior of these 'actors' in social situations can be understood to the extent that it becomes possible to place ourselves in the social situation, and extract the meaning of actors in that social situation." 27

Weber continues by explaining that one method of understanding a social situation is through direct observation. "We observe the patterns of interaction between actors in the same setting and by our observation we 'understand' what is taking place." 28

In the present study, use of the verstehen approach resulted in observations made by this researcher regarding the characteristics and needs of his own police department. More specifically, as the Director of Training, he was directly involved not only in the professionalization process


28Ibid.
taking place within law enforcement in general at that time, but also in the growth of his own department. Furthermore, the writer took an active role in: 1) making observations related to the various processes taking place within the organization over time, and 2) the planning and implementation of the course of action deemed most appropriate to meet specific departmental needs at various times.

The concept of verstehen, though greatly utilized in qualitative research, has two limitations in its operation. One of the weaknesses is its dependence upon knowledge derived from personal experience, for the ability to define behavior varies with the amount and quality of the personal experience and the introspective capacity of the interpreter. The other limitation is the difficulty of measuring the validity and reliability of similar studies. 29

Throughout the course of this project, various unstructured or nonscheduled interviews were conducted with members of this author's police department, as well as with other police professionals. Kahn and Cannell define an interview as:

a specialized pattern of verbal interaction - initiated for a specific purpose, and focused on some specific content area, with consequent elimination of extraneous material. Moreover, the interview is a pattern of interaction in which the role relationship of interviewer and respondent is highly specialized, its specific characteristics depending somewhat on the purpose and

character of the interview.\textsuperscript{30}

Pedhazur and Pedhazur Schmelkin state many advantages of utilizing interviews over other types of research measures such as questionnaires: interviews provide an opportunity to address more complex issues, can be of greater length, can probe more deeply into participants' responses and can allow for flexibility and spontaneity in their questioning. Furthermore, the interaction between the interviewer and respondent affords:

greater opportunities for motivating the latter to provide more accurate responses, and for coping with sources of errors that generally go undetected when using questionnaires (e.g., misunderstanding instructions, question wording, definitions of terms). In addition, the interview setting makes it more difficult for respondents to avoid answering certain questions or to terminate their participation altogether. . . . The interviewer can exert more control in the presentation of the questions, their order, the elimination of irrelevant questions. . . . Observation of respondents in an interview setting may provide valuable information and insights generally not available when questionnaires are used.\textsuperscript{31}

While conducting unstructured interviews does not involve asking each respondent an identically worded and ordered list of questions, unstructured interviews do seek some standardization across respondents "by asking each


respondent questions in an appropriate vocabulary, order, and manner so that the interview will mean the identical thing to all respondents."\(^{32}\)

The interviews yielding information for the present study were of the unstructured type and were informally conducted with several purposes in mind. Information was sought from police personnel regarding what they perceived to be the training needs of the police department in question, as well as which methods they felt would best meet those needs. Interview data also yielded information concerning the trends which were taking place within law enforcement training, as well as the availability and quality of the training programs which existed at that time. Two drawbacks must be kept in mind when making inferences based on interview data. Given the personal nature of interviews: 1) The interviewer may verbally or non-verbally encourage or reward correct answers, and 2) respondents may give socially desirable responses to questions as opposed to expressing their true thoughts as they might on an anonymous questionnaire.

Of particular importance in qualitative research, triangulation, the third research technique utilized in this study, involves the use of multiple research measures in

seeking answers to a single research question or hypothesis. More specifically, triangulation results when various assessment techniques are used to corroborate the findings yielded by a single measure, provided an accurate operational definition of the construct under study has been developed.

According to Denzin, several types of triangulation techniques are available to the researcher, the most commonly used being: 1) data triangulation, 2) investigator triangulation, 3) theory triangulation, and 4) methodological triangulation.\textsuperscript{33}

For purposes of the present study, two major triangulation strategies were utilized. Data triangulation occurred when this researcher undertook a thorough review of the literature designed to reveal those sources relevant to the present study. The literature obtained in this search provided the important theoretical framework upon which the present investigation was built. Methodological triangulation resulted from the practical application of several techniques yielding much of the substantive data gathered during the course of this project. Data were obtained through the observational process and unstructured interviews, as discussed in the case study outlined in the following two chapters, in an effort to answer a single,

two-faceted research question: Did professionalization occur within the target organization from 1962 to 1987 and, if so, was this professionalization attributable to the training and education programs implemented by the department during those years? It was hoped that utilization of the triangulation strategies described above would enhance both the validity and reliability of the research findings gathered in this project and the inferences drawn from them.

Recruiting, Testing and Training -- 1962:

This portion of the chapter discusses the recruiting and training process as it existed in 1962 in the suburban community being studied. The first step in this process involved the completion of an application for employment. Those wishing to become police officers were required to be at least twenty-one to thirty-five years of age, a minimum of five feet six inches tall, and in good mental and moral condition, and were required to possess a high school diploma or equivalent and to have had no prior history of criminal convictions. Candidates were not required to have any college education. While testing was open to both males and females, no females applied. Had a female applied and been accepted, the only positions open to her would have been in the Youth and Records Divisions.

The writer began the testing process in the spring of 1962, a process which included a physical agility test,
written examination, background investigation, polygraph examination, psychological tests, oral interview and physical examination.

The physical agility test required the candidate to jump over a four-foot bar, do ten chin-ups, run an obstacle course, and take part in a variety of other tests designed to measure strength, endurance and durability. These tests sought to determine a candidate's physical ability to perform the duties of a police officer. At the time of this preliminary screening, each candidate was asked to look around the room and was told that only one out of one hundred applicants would eventually be appointed to the position of a police officer for the department. This researcher was then instructed to report the following week for the written examination.

The written test consisted of a multiple-choice examination, measuring reasoning ability, mathematical skills, reading and comprehension. The examination was quite rudimentary in nature and did not necessarily select those individuals best suited to become police officers. This candidate completed the examination within the prescribed time frame and was instructed to report for fingerprinting and the completion of other background documents. The department required all candidates to be subjected to an extensive background investigation which considered one's criminal history, employment records, credit history, edu-
cation, and personal background.

An extension of the background investigation included a personal interview in this researcher's home conducted by an investigator from the Detective Bureau of the police department to which he applied. This interview involved answering a series of questions regarding this author's background and his reasons for becoming a police officer as well as his future goals and aspirations.

This candidate was then assigned a time to meet with the Police and Fire Commission for an oral interview. Many of the questions asked by the investigator during the home interview were asked again at this time, along with the question, "Why do you want to become a police officer?" A typical answer to that question was, "I want to help the public."

A visit to John Reid and Associates, a noted polygraph examiner, followed. The author's background was again probed via questions such as: "Have you ever been arrested?" "Have you ever used illegal drugs?" "Have you ever stolen anything?" These questions were designed to eliminate candidates who possessed undesirable backgrounds or were perceived to have had the wrong reasons for wanting to become a police officer.

An extensive one-half day physical examination followed, with the final step in the recruiting process being the administration of a series of psychological tests in
conjunction with a structured interview conducted by a licensed clinical psychologist.

The original list of applicants, which numbered eight hundred, had, by that point, been narrowed to seven candidates scheduled to begin at the Police Academy in early August. This author entered the Chicago Police Academy at 720 W. O'Brien Street on August 13, 1962. This was the first day of his police career which was to span twenty-six years with the Skokie Police Department. Little did he know at the time that the next eleven weeks would transform him from a civilian into a police officer. The training facility, a former Civil War hospital, was located on the west side of the City of Chicago in a neighborhood which had undergone major social upheaval prior to that time (since then, it has been relocated to 1300 W. Jackson Street). For many years it had served as the major training center for the Chicago Police Department, as well as for many suburban police departments.

During this time, the Chicago Police Department was undergoing a major reorganization. O. W. Wilson had taken over the scandal-ridden department a few years earlier, and Wilson, in his zeal for professionalization, began requiring that all recruit police officers complete a 385-hour accelerated training program. Despite the fact that no mandatory training for police officers was required by law, the Chicago Police Department possessed its own mandate. This
training program reflected Wilson's commitment to professionalization by insuring that new officers received quality basic training. In addition, an accelerated program was designed to facilitate the recruit-training phase, thereby enabling the placement of trained officers onto the street in a more expeditious manner.

Each day of training in the Academy began with a formal inspection of officers by their homeroom instructors to insure that their uniforms and equipment were in proper working order. This was followed by roll-call which lasted thirty minutes and consisted of discussing the plan for that particular day. In addition, officers were given the opportunity to share any problems they had been experiencing with both the instructor and the class, and ample time was allowed for discussion.

This writer's training program involved ten weeks of classroom instruction, and one week of field training which took place at the District level between the eighth and ninth weeks of the program. The curriculum consisted of 350 hours of classroom training, divided into six major areas, as shown in Table 2, and thirty-five hours of field training.

The training program can be further detailed as follows:

**Administration:** This area of instruction included such things as orientation, counseling and examination. Officers
were encouraged to discuss their problems with both the homeroom instructors and the Department Chaplains. The Department recognized that this period in an officer's life was stressful and, thus, provided a means to ensure that the transition from civilian to police officer would take place in a comfortable manner. It is interesting to note that while the Department had recently been riddled by the infamous "Summerdale Scandal," in which a number of police officers had been arrested, tried, and convicted of burglary while on duty, there was only one hour devoted to the issue of ethics.

**Criminal Law:** Another major area of instruction focused on criminal law and procedure, rules of evidence, traffic laws, testifying in court and conducting mock trials. The reader should be aware that this training program took place prior to major court decisions such as *Escobedo* and *Miranda*, two cases which drastically altered police procedures in the 1960s. In addition, only one hour each was devoted to discussing civil rights and civil liability issues, principals which govern most police procedures today. In contrast, a review of The Chicago Police Department's training schedule for 1992 shows that the number of hours of training in these areas has been increased to reflect the social and political climate existing

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Firearms and Drill: This block of instruction dealt with both firearms training and military drill/crowd control. The firearms portion of the program dealt primarily with handgun/shotgun training, with the majority of time devoted to target shooting and with little emphasis placed on aspects such as when to shoot. While crowd control remains one of the most difficult aspects of law enforcement, most police training programs today place stronger emphasis on the dynamics of human behavior and of crowds.

Physical Training: This area of instruction involved teaching recruits defensive tactics and their applications within the law enforcement field. The major focus was again on the use of force to restrain individuals, with little attention paid to individual civil rights and the liability aspects associated with this method of training.

Police Operations: Police Operations comprised another large block of instruction and consisted of training which focused on Field and Investigative Procedures. During the course of this instruction the recruit could learn everything from the issuance of traffic citations to the investigation of a homicide. This was designed to prepare the new officer for "the street."

Social Science: This section of the training program provided recruits with a very basic understanding of why people do the things they do. Given the police officer's
highly complex role of serving and protecting the public, this area of instruction was highly inadequate. Police officers, many of whom only possessed high school diplomas, should have received more extensive training in this area, enabling them to better understand what motivates people to act in the ways they do. Doing so would thus better equip an officer to respond to people in crisis.

Field Training: Upon completion of the eighth week at the Academy, this writer was assigned to the Twentieth District (Foster Avenue) Station for six days of the first phase of field training. It should be noted that the Foster Avenue Station was previously known as the Summerdale Station. After the scandal discussed previously, the name of this station was changed to minimize the stigma associated with the Summerdale Scandal. Field training during this phase consisted of "ride-alongs" (in uniform) with an experienced police officer. The selection of this training officer was based upon years of service to the department rather than on an officer's job performance. As such, this writer was paired with a training officer who possessed a great deal of experience, but who lacked motivation and a desire to excel. It should be noted that this manner of selecting training officers was customary for departments and was clearly responsible for perpetuating the mediocrity among police officers which existed at this time. During this training period, time was spent answering radio calls,
issuing citations, and handling on-view assignments, and this researcher was given his first opportunity to put into practice what had been taught during the first eight weeks at the Police Academy.

Table 2.--Recruit Training Curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>34</td>
</tr>
<tr>
<td>Criminal Law</td>
<td>90</td>
</tr>
<tr>
<td>Firearms/Drill</td>
<td>48</td>
</tr>
<tr>
<td>Physical Training</td>
<td>35</td>
</tr>
<tr>
<td>Police Operations</td>
<td>163</td>
</tr>
<tr>
<td>Social Science</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>385</strong></td>
</tr>
</tbody>
</table>

Source: Chicago Police Department Training Division April, 1966.

Upon this writer's return to the Academy, the final two weeks of study were completed, during which he began to believe that both he and his class members were beginning to think like police officers. The writer could sense the transformation which had taken place from the civilian mentality of three months earlier to the police mentality of the present. He could sense the beginning of what was to become the foundation of a mindset in which the police officer develops an occupational attitude and value system which is consistent with those of his/her organization.

Graduation took place on November 9, 1962. O. W. Wilson, the Chicago Police Superintendent, was the keynote
speaker. He urged each of the recruit officers to move forward with integrity and the desire to learn.

This writer then continued his field training at the Skokie Police Department. This training regimen consisted of seven additional weeks of indepth training with a more experienced officer. The process of selecting this training officer in Skokie was much the same as the one used in Chicago. The training officer was selected on the basis of his years of experience, with little or no regard for his educational background, teaching ability, creative ideas, or his desire to train other officers. Essentially, this phase of training was a continuation of what had taken place in Chicago and consisted of answering radio calls, enforcing traffic laws, and performing accident and criminal investigations.

As is readily apparent, the major thrust of police training in those days focused on teaching police officers how to perform certain tasks, rather than on providing them with a theoretical approach which would assist the officers in their decision making. In addition, there was little, if any, training provided regarding specific aspects of human behavior; officers were simply trained to provide specific responses to specific situations. A large part of an American police officer's job requires the careful use of discretion in making decisions, however. Many police officials have been critical of police training, charging
these training programs with failing to provide officers with the tools necessary to make critical decisions in which discretion plays a major role. Given all these factors, it was apparent to this writer that a critical element of the training process was absent, one which could be fulfilled through the addition of formal educational programs and a massive restructuring of the police training process. This restructuring should focus on understanding human behavior, group dynamics, interaction among people, and the ability to use discretion in an effective manner.

Based on the information revealed in this chapter, it is clear that education and training have been and will continue to become increasingly more important within the field of law enforcement. The research studies cited demonstrate a progressive shift which has been taking place among law enforcement leaders over the years in terms of the importance they place on police education and training. The purposes served by an increase in training and education for police officers would be two-fold. First, law enforcement officers would be better able to serve the needs of their police departments and communities, and second, higher levels of training and education would contribute to the professionalization process of law enforcement, an end toward which most law enforcement leaders continue to strive. This vignette has shown the approach to police training which existed in 1962. The following two chapters
outline, in detail, a research program (case study) developed and implemented by this author in 1980 in an attempt to assess and meet the training needs of his police department at that time. It is hoped that this case study will provide a solid basis for comparison to the approach to training taken in 1962 (as evidenced by the vignette), clearly demonstrating progress in law enforcement's effort to professionalize.
CHAPTER III

A CASE STUDY OF THE ASSESSMENT OF TRAINING NEEDS
IN A SMALL POLICE DEPARTMENT

Historical Perspective

In 1980-81, the Skokie Police Department, the subject of this case study, assigned this writer to the Northwestern University Traffic Institute to participate in its Police Administration Training Program. During the year this writer attended, this program attracted eighty command officers from law enforcement agencies throughout the world to complete an intensive nine-month course in law enforcement administration. One of the major tasks assigned to this writer was to acquire the skills necessary, via this training program, to develop a novel approach to training which would enhance the professionalism of the Department.

The first phase of this project involved the development of a training needs assessment in which the strengths and weaknesses of the Department, as they related to training, could be accurately determined. With this knowledge, it was felt that the Police Department would be better able to allocate its resources to those areas of training most in need of development. Doing so would, thus,
improve the overall quality of service provided to the community.

What follows is a brief discussion of the history and demographics of the city in which this police department is located, as well as information concerning the specific needs and characteristics of the department as they related to the present study. Finally, an outline is presented for a proposed research project designed to assess the training needs of this author's police agency, a proposal which would eventually form the basis of the present investigation.

The police department in which this research project was conducted is located in the mid-western United States. At the time of this investigation, 1980-81, the city's population of seventy thousand was located within a 10.2 square mile area, and the size of the population had not changed in the 15 years preceding this study. Given Skokie's proximity to Chicago, however, thousands of additional people traveled through this city each day in the course of working. It was a middle-class suburb of a major American city, typical of the suburban bedroom communities which had experienced large population increases in the 1940s and 1950s. Although Skokie's population had remained constant during the years preceding this study, changes in the population were taking place, characterized by an influx of minority group members into the community.

The police department was comprised of 146 sworn and
civilian personnel and was organized into three divisions:

1. Field Operations Division: This area consisted of uniform patrol, criminal investigation and youth investigation officers.

2. Technical Services Division: This division was responsible for maintenance of the department's records and communications sections, police vehicles, property control/identification, and criminal history recordkeeping procedures.

3. Administrative Division: Personnel in this area were responsible for inspections, training, planning, budgeting, public information, school safety, and crime prevention.

At the time of this investigation, the "typical" police officer was a white male who fell into one of two educational categories:

1. the "old timer," with fifteen or more years experience on the job and with no more than a high school education

2. the younger officer, with two/three years of college education.¹

In the fifteen years which preceded this study, the department had experienced a 55% increase in the number of

calls for service. In addition, the nature and severity of these calls had dramatically changed. Prior to this time, one officer was able to handle most calls on his/her own with little or no problem. Beginning in 1980, however, the average police call required the response of two or more officers. As a consequence, the Chief of Police had, in eight consecutive budget proposals, requested funding for additional police manpower. Although the city's tax base was good, those requests had "fallen on deaf ears." The department responded to the changing needs of its community by restructuring itself in an effort to streamline operations and make them more effective. Four staff positions were eliminated and these officers were subsequently transferred to the uniform patrol section. Through attrition, six sworn members were replaced by ten (civilian) Community Service Officers who were assigned to duties which did not require the services of sworn personnel. Community Service Officers were civilian members of the department who were provided with less training, received lower salaries and were responsible for the more mundane tasks (as compared to sworn police officers) assigned to members of the police department. These tasks included traffic crossings, property damage incidents, traffic accidents, abandoned autos, station complaints, etc. Through the implementation of the

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Community Service Officer Program, sworn officers were given the freedom to spend their time on crime-related activities.

At the time of this investigation, the department's annual training budget was $28,000.00, and there were strong indications that the amount of funding provided for training would not be increased. Several additional factors co-existed within the department which also affected the manner in which a large percentage of the training budget was allocated:

1. The attrition rate was 5-8% per year, requiring the hiring of six to eight new officers annually. By state law, each officer was required to successfully complete a 240-hour basic training program. In addition, the department mandated that each recruit complete eighty additional hours of classroom training, as well as 240 hours of field training. Thus, more than one-third of the entire training budget was expended for recruit training.

2. Given the recent increase in violent crimes which had taken place within this community, the degree of specialization required to process these cases had increased commensurately. The department began to rely much more heavily on procedures related to the treatment of scientific evidence in criminal investigations. This need for increased specialization required that the department provide additional training in highly technical areas in order to ensure and maintain a high level of competency in these more
complicated cases.

3. The number of civil liability law suits, charging that officers had been improperly or inadequately trained, had also been increasing nationwide at this time. As a result, the department felt compelled to provide the best possible training to all personnel.

The purpose of this project was to determine the training needs of the Skokie Police Department in 1981. Once determined, these needs had to be met through a training program which remained within the then-existing budgetary constraints. The results of this study were extremely important to both the Chief of Police and the Administrative Staff. By conducting a training needs assessment, utilizing approved research techniques, the department stood a much greater chance of providing the type of training to all personnel which best met the needs and objectives of the organization and which best served its community.

Within many police organizations throughout the United States in 1981 a commonly asked question was, "What kind of training is appropriate for this department?" Unfortunately, many managers were not able to answer the question and, thus, responded by implementing expensive training programs which left officers dissatisfied and unable to help the organization meet its objectives. According to Morrison, "educational, training, and developmental programs should be
a response to a need, not merely a reaction to a problem."³

A training need exists when actual conditions differ from desired conditions in the human aspect of an organization, the theory being that when the desired training program is implemented and the necessary skills are acquired, the desired performance will result. Despite the fact that most managers recognize the danger in providing training courses in a haphazard manner, they continue to do so with results which leave a great deal to be desired.⁴

Some of the generally used methods to provide training, not only in police agencies, include:

(a) The smorgasbord approach - In this method, each student is exposed to an extensive number of courses, but seldom acquires an in-depth understanding in any one area. One result of using such a method is that employees end up lacking the expertise to compete in positions which grow more sophisticated each day.

(b) The bandwagon approach - This approach is quite popular, especially within the field of law enforcement. One agency simply follows the lead of another, with little or no regard for the needs of their own particular organization. This method is often used in small, suburban police agencies where officers are selected to attend courses simply because they are being offered in neighboring communities.

(c) The crisis approach - This method of training is quite popular with crisis managers and involves the withholding of training until a crisis develops. When these crises occur, employees are "herded" into classrooms and provided with the type of training which the managers believe is most likely to resolve the crisis.


⁴Ibid.
(d) The excursion approach - This approach to training is based on the erroneous assumption that there is a direct relationship between the benefit derived by attending a particular training course and the distance traveled by the individuals to participate in the program.5

From a review of the methods of assessment and training which were in use at the time of this undertaking, it was clear that a novel approach to assessing training needs was required which would benefit both the organization and its individual members. Development of such a measure, or set of measures, became the primary objective of this writer.

The first step required in creating the new assessment measure was to consider the goals of the organization. According to Amitai Etzioni, "the goals of the organization serve to depict what it is hoped will be realized in the future."6 Police agencies, in general, have three types of goals which guide their decision making. These include management goals, functional goals, and citizen-related goals.7 Since these goals essentially form the "end" toward which police departments strive, it was important that the research techniques used in the development of this needs


assessment be selected with these goals in mind. An equal amount of care was also required to ensure that the methods used in implementing the measure or measures did not conflict with these goals.

There are a variety of methods which can be utilized to assess the types of training needed in an agency. These methods can be divided into three broad categories: survey techniques, organizational audits, and individual needs determinations. Each of these categories can then be subdivided into a number of techniques described in the sections which follow:

**Survey Techniques**

Five types of surveys are available to the researcher, each of which has a unique purpose in meeting the needs of an organization. The factor common to all survey techniques is that they all allow the researcher to solicit data from all members of the organization, if desired, or from a sample of said population when necessary. The data gathered are then examined to determine if a trend exists in the subjects' responses, thus providing the researcher with valuable information on how best to proceed. The level of sophistication in these surveys ranges from the use of simple yes/no questions to questionnaires which scientifically cross-check the responses two or more times. The types of surveys available include:
1. Educational-Needs Survey: This survey is used to determine the specific needs of a given group via the use of a questionnaire. This questionnaire must be specifically designed for the group for which training is intended and should, if possible, be administered to all group members. If the group to be surveyed is large, it is permissible to select and survey a random sample drawn from this group. If several different groups are to be surveyed (e.g., if participants are at different levels within the organization), a different questionnaire should be developed and utilized for each group.

2. Employee Attitude Survey: This assessment of employee attitudes may uncover training deficiencies in addition to suggesting remedies to improve the level of morale within an organization. This type of questionnaire must be designed to cluster questions about factors related to job satisfaction and dissatisfaction. After obtaining the results of a computer analysis of these surveys, logical conclusions can be drawn concerning an organization's training needs.

3. Consumer Survey: This method of assessing training needs is unique to the field of law enforcement and involves the distribution of a specially designed questionnaire to members of the general public. Care should be taken to ensure that this measure is administered to random samples of subjects who have had direct contact with the police agency.
(e.g., arrestees, complainants, etc.,) and of subjects who have had no prior contact.

4. Delphi Technique: This survey technique uses computerized statistical analysis to quantitatively sort expert opinions regarding a particular topic. The results of this analysis are then submitted back to the experts for re-evaluation, with respondents scoring at the extremes asked to reconsider their responses. After these returns are re-analyzed, the results are used for long-range forecasting.

5. Problem Survey: This approach is problem centered and is designed for use with a specific target group (those for whom the training is to be provided). Members of the group are asked individually to identify those problems they are experiencing in their job at the time the survey is administered. Once the reported problems have been analyzed by a committee (including members of the training staff), the list is ranked and special emphasis is placed on those problems identified by the largest number of people in the survey. Training courses are then developed which focus on the resolution of those problems.\(^8\)

The problem survey played an important part in the assessment of training needs in the department that was the focus of this study. The results of that survey, along with the other assessment procedures, provided the data which

ultimately led to the development of the training program which was included in the budget of 1982. A description of that development process follows later in this chapter.

**Organizational Audits**

Training needs may also be determined by auditing an organization's records and procedures. These records, report systems and procedures combine to form what is known as a management information system. The following describes the types of records which may be contained in such a system:

1. Efficiency and Productivity Records: These records include daily activity reports and employee performance evaluations.

2. Personnel Records: These include information regarding personnel turnover, absence rate, accident statistics and grievances filed by employees.

3. Functional Audits: These audits can be used to review the effectiveness of almost any functional unit in an agency. A checklist of questions is utilized in order to measure the quality of management development taking place within the agency.

4. Skills Inventory: This type of inventory seeks to measure the aspirations of the individuals in an organization and compares these aspirations to the actual skill levels of the employees. Individuals are offered additional
training so that their actual skill level and aspired skill level more closely match.

5. Manpower Planning Data: These data are derived from the following two sources:
   a. Management Replacement Organizational Charts: These charts indicate which individuals possess the necessary skills to be promoted to higher-level positions within the organization.
   b. Annual Personnel Inventories: These measures seek to determine the types of developmental activities which should be provided to individuals within a particular agency.\(^9\)

Individual Needs Determination

A number of different techniques have been designed to provide each employee with a personalized developmental plan. Once developed, these plans supply the employer with information necessary to tailor a training program to the specific needs of the individual. Individual needs determinations are made on the basis of data gathered from the following sources:

1. Interview: This structured device asks the subject specific questions pertaining to his/her job, goals, interests, and additional skills and training desired.

2. Training Needs Questionnaire: This measure is a preliminary assessment identifying those tasks associated with performance of a particular job within an organization and also indicates areas in which employees are in need of further training.

3. Needs Analysis Rating Method: This form, completed by an employee and his/her supervisor, consists of an analytical checklist based on the functions and responsibilities of the given position.

4. Achievement Testing: These measures assess an individual's knowledge in certain areas which are deemed necessary to perform his/her job. Upon reviewing the results of these tests, trainers can implement courses of instruction which both improve job skill levels and eliminate repetitious courses.

5. Performance Appraisal Data: Two methods are generally used to assess an employee's job performance. These include the review of personnel evaluations for deficiencies requiring correction (training), and the measurement of critical incidents which make the difference between success and failure in performing a job.¹⁰

This treatment would not be complete without noting two additional methods used to assess training needs. Personal observations and the use of training advisory commit-

tees provide valuable information concerning training strategies. These methods will be discussed in greater detail later in this writing.

Determining ways to improve the Skokie police department's ability to accurately assess its training needs was a task faced by this department for a number of years preceding the current investigation. Previously, those needs had been assessed through utilization of the following techniques:

1. A thorough review of each officer's semi-annual personnel evaluation was conducted, with special emphasis placed on deficiencies requiring correction. Although there was some merit to this process, it allowed the subjective opinions of the rater to determine an individual's perceived training needs. In some instances, when prejudices existed, these needs assessments may have been inaccurate.

2. Staff conferences with supervisors took place in which the supervisors recommended the types of training courses to be attended, as well as which officers should participate. These opinions were subjective in nature as well and may not have accurately reflected the actual training needs of the department.

3. A review of randomly selected case reports was conducted in an effort to determine whether specific

training deficiencies may have had a bearing on particular cases. The major drawback with this technique was that the individuals who reviewed the case reports did not observe the incidents as they occurred. Thus, the information gathered in this manner was of limited value since the actual performance of the officers at the time of the incidents could not be accurately evaluated.

4. Staff inspections were conducted to review existing departmental procedures and acceptable methods for the completion of job tasks. This was an excellent way to determine training needs because it combined organizational audits and observational methods. This method tended, however, to be crisis-oriented and failed to recognize problems in their early stages, thereby allowing small problems to become large before action was taken to correct them.

5. Personal observations were made which closely related to staff inspections but were conducted on a more informal basis. This was another good method of assessment, but was limited because it involved the observations of one or more officers whose opinions may have conflicted.

6. Review of the literature was utilized to supply the training section with information concerning trends in law enforcement training and courses which were available at the time. Although this information was useful, it not did provide information concerning the specific needs of the department under study.
A critique of the assessment methods used by this department prior to the present study (as delineated above), indicated that these techniques were lacking somewhat in their ability to accurately describe the training needs of the agency in question. Clearly, there was justification for the creation of a novel measure which would assess training needs in a more objective and comprehensive manner. As was stated previously, the development of such a measure became a primary task for this author and the subject of the present investigation.

A review of the literature at the time that this study was conducted, yielded findings which guided this researcher throughout the development and administration of the new assessment measure. While the information gathered from previous studies was helpful, this author exercised caution in generalizing the results from studies cited in the literature to his own department. Although these studies had been conducted in departments with similar characteristics and goals as the author's agency, individual differences still existed within his organization which had to be taken into account in a project such as this. Variables which potentially limit the generalizability of research findings include:

1. A difference in community standards and needs
2. The ability of the officers within a particular department
3. A difference in the testing procedures and admission standards of each department

4. A difference in the goals, objectives, rules, policies, and procedures of each department

At the beginning of this research project, the author had intended to design a system which would assess the training needs of the entire police department. Later, it became necessary, for various reasons, to lessen the scope of the project. A decision was made at that time to assess only the training needs of the patrol officers, given that these officers form the "backbone" of the police department. Since the training program for recruit officers is mandated by law, these officers were also excluded from participating in the project. This research project was designed to serve as a pilot study. If the results of the study proved to be promising, it was felt that the same principles used in this investigation could be applied to the development of measures for use with other ranks and job classifications within the department.

Circumstances in the department were such that it seemed entirely feasible to complete this project. The costs involved and the number of officer man-hours required were well within the department's manpower and budgetary constraints. In addition, this researcher had the full support and cooperation of the Chief of Police. The following questions remained to be answered:
1. Research Question: What are the training needs of patrol officers in the target department?

2. Research Design: How does one go about assessing those needs?

The Research Design

This research project utilized the descriptive research design suggested by Issac and Michael in the book *Handbook in Research and Evaluation*. This design is described as follows:

Descriptive research is used in the literal sense of describing situations or events. It is the accumulation of a data base that is solely descriptive - it does not necessarily seek or explain relationships, test hypotheses, make predictions, or get at meanings and implications, although research aimed at these more powerful purposes may incorporate descriptive methods. Research authorities, however, are not in agreement on what constitutes "descriptive research" and often broaden the term to include all forms of research except historical and experimental. In this broader context, term survey studies includes examples such as: (a) a community survey to establish the needs for a vocational education program, or (b) a study and definition of all personnel positions in an education center.12

This research project entailed the administration of three types of measures to determine the training needs of the patrol officers assigned to the uniform patrol division of the police department under study. These three measures included written examinations (to determine job skill level), supervisor ratings and peer ratings. Each measure

had some inherent limitations which will be discussed later in this analysis. By using a combination of three assessment measures, it was this author's opinion that the credibility of the results from this analysis would be significantly enhanced.

Since the purpose of this research project was to assess the training needs of the patrol officers (excluding recruits), the target population consisted of all uniform patrol members (n=62). If the size of the population to be surveyed had been larger, it would have been necessary to randomly select subjects and assign them to either an experimental or a control group. Testing the entire population, however, in addition to increasing the level of accuracy of the results, also served to identify the specific training needs of individual officers.

The first step in the experimental design required the selection of three patrol sergeants on the basis of their experience, formal education, professional training, and interest in the project. It became the responsibility of this "panel of experts" to complete a job task analysis and a job skills inventory to identify those tasks and skills necessary to perform the patrol function. It was the philosophy of this police department that all patrol officers should be generalists, able to perform all of the functions assigned to uniform patrol officers. Therefore, the sergeants were seeking to identify traits common to all patrol
officers. Since these sergeants were one rank above the officers whose job tasks they were attempting to define, they were very familiar with the skills required to perform the patrol officers' duties. Given the complex nature of the law enforcement function, it was particularly important that the full range of necessary skills be clearly identified at this stage in the process.

The traditional type of job description which served as guidelines to police officers for purposes such as this were, at the time, not detailed enough and had to be supplemented by additional data. These data were gathered by carefully analyzing the commonly accepted goals and objectives of this job classification in light of the department's policies and procedures. This undertaking was approached as a team effort and, therefore, required all three sergeants to contribute to the compilation of data. Due to the small size of the group, full participation was also especially important.

Once the necessary job skills had been identified, they were grouped according to subject area (e.g., law, patrol procedures, criminal investigation, etc.). This information was then forwarded to the Director of Training. Eventually 150 to 200 test questions were prepared which were then given to the three sergeants on the committee for review. If (by consensus) the committee felt any of the questions were not appropriate, these questions were dis-
carded. Soliciting the opinions of the sergeants regarding the appropriateness of the test questions was an important stage in the development of the assessment measure. This "panel of experts" was much better able to determine the duties and responsibilities of the patrol officers than was the Director of Training.

All of the approved questions were then returned to the Director of Training who used them to prepare written objective tests. These tests were constructed by randomly selecting test questions and assigning them to one of four examinations. Only one-half of the test questions were used at this time. This random selection of test questions also produced four additional tests which were used later in the project. The purpose of administering four different examinations was to minimize the depletion of the department's manpower during the testing sessions. This testing procedure was conducted during regular working hours over a one-month period of time.

Prior to administration of the test, all personnel were informed of the purpose of the test through roll-call informational bulletins. All officers were assured that the results of these examinations would remain confidential, only to be used by the training staff to assess training needs. Providing the officers with this information was important since some may have believed that the results of these tests would somehow influence decisions pertaining to
promotion, reassignment, etc. Knowing that this type of concern or anxiety could have a bearing on the accuracy of the test results, this researcher attempted to minimize these concerns as much as possible.

Upon completion, the exams were graded, each officer was given a score on each section of the test (i.e., in each category identified by the panel of sergeants), and these scores were recorded for future use.

At this juncture, this researcher was concerned about the possibility of subject bias affecting the test results. Certain officers may have answered test questions incorrectly for one or more of the following reasons:

1. Some may have regarded training as a reward and, therefore, would have answered questions incorrectly in an effort to assure themselves a position in a training course.

2. Some might have purposely attempted to sabotage the experiment for any number of reasons.

To safeguard against these tendencies, a thorough explanation of the project was provided to all participants in which the motives of the researcher were clearly stated. It was thought that doing so might decrease the tendency of some officers to act in a deviant manner, thereby increasing the validity of the research findings.

In order to increase the accuracy of the information gathered from this study, two additional research measures were developed for use along with the written examination.
The second proposed measure to assess training needs involved asking each of the sergeants to rate his subordinates in a variety of categories. Since the department operated in a team-policing mode, each sergeant related closely with the six to eight patrol officers on his team. The sergeants completed training needs questionnaires in which they rated each officer on their team on a scale from one to five in categories identical to those measured by the written examination. Sergeants were told of the importance for them to both base their judgments of the officers on objective data (e.g., personal observations, citizen complaints, review of reports, etc.) and think as objectively as possible about each officer when rating him/her.

The team-policing system allows sergeants and patrol officers to choose their assignments and, as such, officers and the sergeant on a team tend to get along quite well. There is a spirit of fellowship and camaraderie which does not exist in systems where patrol personnel are randomly assigned. Given this "friendly" environment, one might expect to gather reasonably accurate information from data collected in this manner. Once completed, the results of the supervisor ratings were also forwarded to the Training Director for future use.

The third measure introduced in this study involved the use of a peer rating system in which each team member (patrol officer) rated each of his/her fellow teammates. A
questionnaire, similar to the one utilized by the sergeants in the previous phase of this project, was used for this purpose. All officers on a team were called together for a meeting, conducted by the Director of Training, in which officers were provided with instructions concerning how to complete the rating forms. It is important to note that precautions were taken to ensure that a uniform set of instructions was given to each of the different team groups; each group was briefed by the Director of Training who read from a prepared written statement. When the peer rating forms were completed, they were again forwarded to the training division of the police department.

Upon collection of the data gathered from all three measures, these data were reviewed by the Director of Training. Written test results were compared to the results obtained from the supervisor rating forms and peer rating forms. Each officer received a score on the three measures administered, with each score carrying equal weight. Results from measures which suggested training needs were compared across measures to determine if correlations existed between them. That is, if the written exam suggested, for example, a weakness in an officer's criminal investigation skills, it was important to know whether this weakness was also reflected in the supervisor rating and peer rating scores for that individual. In the event that a positive correlation existed between categories across
measures for the same officer, a composite score from all three measures was assigned to that officer. If the scores seemed to provide contradictory findings, an interview session was arranged with the members of the team to try to determine why such a discrepancy existed. During this meeting, all of the data were carefully reviewed and all team members (including the Training Director) were given an equal opportunity to provide input. On the basis of this discussion, the group assigned a final score to the individual(s), which, in most cases, represented a compromise between all members of the group. Final determinations were made by the Director of Training, however. This collaborative process is an example of the use of action research to resolve a conflict in a descriptive research design. It is worth noting that in using such a procedure, which involves a compromise in the scoring system, a certain amount of experimenter control is sacrificed.

Once the compilation of all scores was complete, each officer was placed on a list according to the priority of his/her training needs. Counseling sessions were scheduled with each officer to discuss specific job skill deficiencies as well. Incoming training brochures were carefully screened for course content and officers were assigned to courses as appropriate. Finally, additional in-service training programs were conducted within the department itself in an effort to further meet these training needs.
The preceding sections of this chapter described the framework for a proposed research project created by this writer when confronted with the task of developing a more effective way to assess the training needs of his police department. After it was confirmed that the required financial resources and cooperation of the Chief of Police and fellow officers would be available, this researcher set out to develop a formal cost analysis and timetable for implementation of the proposed project. What follows is a description of the materials required to administer the measures as outlined above in addition to a cost estimate for the project and an estimated timeline for completion of the various stages of the investigation. The chapter concludes with a discussion of the precautions taken by this researcher to ensure the use of sound methodological principles throughout the course of designing this project.

Subjects

The research project intended to assess the training needs of sixty-two patrol officers from the uniform patrol section. The personnel requirements therefore consisted of a limited time commitment from sixty-two patrol officers, nine team sergeants (including the three sergeants who acted as the panel of experts), the training staff composed of a lieutenant, sergeant, and four patrol officers, and a secretary.
Material and Supplies

Materials required for this project included paper, a typewriter, a source of test questions from which to draw the questions for the written examination, rooms in which to administer the various measures, a room in which to analyze and discuss the research findings, a calculator, and a photocopier.

Costs

The total cost of implementing this project was calculated to be approximately $9,323.88. This figure included total salaries involved for all personnel participating in the project as well as the cost of all materials. It should be noted that all work related to this project was performed while the officers and secretary were on duty and no additional compensation was provided to them for their participation. It is also important to note that 40% of the above dollar figure represents salaries paid to the training staff for tasks related to the project which were also associated with performance of their daily job duties.

Timeline

The entire research project was designed to be completed within six months of its inception. It was essential that the project begin on 1 July 1981, as many of the research findings depended upon input from team members who
had begun working together on 1 February 1981. It was important that the team members had been given five months to work together before being asked rate one another. Specifically, during this time they would become sufficiently familiar with the strengths and weaknesses of their fellow team members to accurately assess their skill levels. The anticipated time line for this project was as follows:

1. 1 July through 1 August: The panel of experts was selected. Job task analysis and skills inventories were completed. Test questions were selected and validated and objective tests were prepared.

2. 1 August through 1 September: Weekly tests were administered over a period of four weeks, insuring that all patrol officers assigned to the uniform patrol section were tested. Each officer was given two hours to complete the test and informed consent was received from each officer.

3. 1 September through 15 September: Objective tests were scored. Sergeant and peer evaluation rating forms were prepared.

4. 15 September through 1 October: Patrol sergeants prepared evaluation rating forms for their subordinates.

5. 1 October through 15 October: Team members completed peer rating forms.

6. 15 October through 1 November: Sergeant and peer rating forms were analyzed by members of the training staff.

7. 1 November through 30 November: Team meetings were
held, when appropriate, to determine reasons for discrepancies in test scores (action research step).

8. 1 December though 31 December: Training staff reviewed all data and assigned final scores to each patrol officer.

Methodological Concerns

It is worth noting that this researcher, in designing the research project as outlined, attempted to take as many precautions as possible to insure the use of sound research methodology. This was done not only to increase the validity of the present findings, that is, measure what this researcher set out to measure, but also to maximize the external validity or generalizability of the research findings. More specifically, it is useful to know whether an assessment such as the one employed in the present investigation could also be used to assess the training needs of other officers within the present department (i.e., in ranks other than the patrol officer), or whether the measures could accurately assess the training needs of other police agencies. The use of sound methodological practices increases the likelihood that such generalizability will be feasible and appropriate. The following section describes some of the steps taken by this researcher to adhere to the principles of sound research methodology.

Sampling error is defined as "the variation among
different samples drawn from the same population . . . and refers to the small variability among samples due to chance.\textsuperscript{13} Because samples are not completely representative of the populations from which they are drawn, one cannot be certain that the conclusions arrived at from sample data are generalizable to the larger population. As previously noted, sampling a subset of uniform patrol officers was not necessary in the present study and, in fact, was purposely avoided. In addition to eliminating the problems associated with sampling error (i.e., diminished generalizability of the research findings), administration of the research measures to a complete population can often yield other important findings. With respect to the present study, information was gained concerning the specific training needs of individual officers, information which would not have been yielded through the sampling of only a subset of the patrol officers from the target population.

This writer, in designing the proposed research project, also sought to establish a reliable measure by which training needs could be assessed. Graziano & Raulin, in discussing the concept of reliability ("the reproducibility factor of the measure"), have gone so far as to say that without reliability, a study cannot produce useful infor-

Furthermore, the authors state that validity (as discussed below) cannot be obtained in research in the absence of reliability. The present proposal sought to maximize the reliability of the research findings by attempting to achieve inter-rater reliability or inter-observer agreement in the results gathered from two independent research measures. Recall that it was intended that ratings of an officer's skill level would be obtained from results of a written examination, a supervisor rating, and a peer rating. Given the written examination did not rely on observation, inter-observer reliability, in this case, refers to the extent to which the two observational methods (supervisor rating and peer rating) yielded similar findings pertaining to the same officer. This writer had planned to compute correlation coefficients as well in an effort to quantitatively determine the level of agreement between these two measures. In addition, meetings were planned in which the possible explanations for discrepancies in findings gathered from the two measures could be discussed. These steps were intended to increase the reliability of the results obtained in the present study.

Validity, in the case of an experiment, involves asking the question, "Does this experiment really test what

\[14\text{Ibid., 83.}\]
it is supposed to test?" The term validity, when used in this general sense, refers to construct validity, or the extent to which a test measures what it sets out to measure. Clearly a research measure is of little value if one can not be certain whether the findings it yields are an accurate response to the original research question. One important way to maximize construct validity is by achieving content validity. According to Mitchell and Jolley,

You might try to make a case for your measure's validity by establishing its content validity: the extent to which it represents a balanced and adequate sampling of dimensions, knowledge and skills . . . . Usually content validity is a concern when you are giving a knowledge or skills test, but for those kinds of tests, content validity may be extremely important.  

The first step proposed to maximize content validity involved the careful delineation of those tasks and responsibilities associated with the patrol officer's function; essentially the construct to be measured had to be properly defined. As the reader will recall, this was done with the help of the sergeants who assisted in determining those skills necessary to perform the patrol function. In addition, questions were screened for their appropriateness for inclusion in the assessment measures. Given that this writer had intended to administer three independent research

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15 Ibid., 425.

measures in this project, an equal amount of care was also taken to make sure all three measures were composed of questions actually tapping the desired construct.

According to Mitchell and Jolley, two important sources of contamination that could affect the validity of one's research findings are observer bias and subject bias. Observer bias is due to "observers seeing that they think subjects should be doing rather than seeing what subjects are actually doing," while subject bias refers to "bias due to subjects trying to impress or please the researcher rather than expressing their true thoughts or feelings." 17 Specific measures were incorporated into the proposal to reduce both observer bias and subject bias. Recall, again, that the experimenter explained to the sergeants how important it was for them to base their ratings of the patrol officers on objective data and that they try to think objectively about the officers when rating them. Subject bias can occur anytime the responses provided by subjects do not reflect their actual feelings, level of knowledge, etc.

This experimenter took steps to reduce subject bias in the present experiment. Specifically, the motive behind administration of the assessment measures (i.e., that the results would be used for training purposes only) was clearly stated, realizing that anxiety related to partici-

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17 Ibid.
pation in the project could affect the performance of certain officers. Finally, this researcher was aware that certain individuals may purposely answer test questions incorrectly for a variety of reasons (e.g., they may want to attend a training course or simply may wish to sabotage the experiment). Knowing that both observer bias and subject bias could skew the results obtained from the measures, thereby reducing the validity of the research findings and the conclusions drawn from them, an attempt was made to minimize the effect of these biases. Looking for possible discrepancies in scores across measures for the same officer (as described in the preceding section) would have proven helpful in addressing this issue as well. Conflicting test scores might indicate that either subject bias or observer bias somehow affected the results obtained on one or more of the measures administered.

Finally, external validity refers to the extent to which the findings from a particular research study can be generalized to other settings. In this case, it would be helpful to know whether the assessment measures which were developed or the methods used in developing the assessment measures could be used to assess the training needs of other job classifications in the present department or to assess training needs within other police departments. This writer believes that the findings would not provide useful information relating to employees in other positions within this
department. The findings are simply too specific. The methods used to develop and administer measures similar to the ones used in this study could be generalized, however. The procedures used would require modification to facilitate the development a novel measure or set of measures specifically tailored to the particular job classification for which the assessment is intended. The specific needs and characteristics of the group to be assessed would have to be taken into account in designing the methods used to determine the training needs of the members of this group. The same holds true for the generalizability of the research findings to other police departments; other departments could model their own assessments after the ones used in this study but should, again, take into account the specific needs, characteristics, and objectives of their own organization in developing and implementing the measures used. With respect to law enforcement agencies specifically, the following are some of the characteristics which should be kept in mind when developing a set of measures to assess training needs:

1. Educational level of officers
2. Recruiting standards
3. Policies and procedures
4. Organizational objectives
5. Department goals
6. Community standards
It is important to note that a great deal of care went into the development of the research proposal discussed in this chapter. The proposal sought to develop and implement a comprehensive, multi-faceted measure which would accurately assess the training needs of this writer's police department. Necessarily, sound research practices (examples of which are cited above) were incorporated into this design. It was this author's belief, based on information provided to him by his organization, that it was not only feasible, but expected, that ample time and resources would be available to complete every phase of the proposal as outlined. Various circumstances discussed later in this writing, however, made the task of implementing all phases of the project impossible. As a consequence, only portions of the proposed project were actually undertaken. The discussion of the events related to the unfolding of the project is the subject of the following chapter. The research proposal was presented in its entirety in this chapter to illustrate the framework underlying this project as it actually unfolded. In addition, it was important to note the amount of care which went into the development of the research project -- care which would have lent further credibility to the research findings had the project been given an opportunity to unfold in its full form.
CHAPTER IV
IMPLEMENTATION OF THE RESEARCH DESIGN

Prior to discussing the implementation of the research design outlined in Chapter III, this writer believes it is necessary for the reader to become familiar with the events leading up to the development of this project. A brief description of these events will enhance the reader's understanding of the manner in which the Department operated in the 1960s and 1970s as well as those factors which provided the basis for the development of the research design described in Chapter III.

When this researcher began his police career in 1962, police officers at the Skokie Police Department were assigned to watches on a one-month basis, and each sergeant was responsible for supervising five to eight patrol officers. Officers rotated shifts frequently and often worked with a new set of patrol officers and supervisors. In some instances, officers worked in situations in which they did not know each other as well as they should have. Beat assignments were frequently rotated, as well. This prevented officers from becoming familiar with the citizens they served as well as with the hazards and problems which ex-
isted within their particular geographical area.

Several years later, the Department was reorganized and patrol officers were placed on six-month shifts. They subsequently developed a sense of camaraderie and began working together in a more effective manner. The supervisors, however, were still not assigned to squads. Patrol officers were responsible for their beats and often cared little about the areas adjacent to their beats (other beats within their sectors). There was little, if any, effective communication across beat boundaries. In spite of this failure, the system worked reasonably well for a period of time.

Beginning in about 1978, police administrators began searching for newer, more innovative ways to assign personnel to the patrol function. Problems associated with the increasing complexity of the crimes being committed, along with higher crime rates, new and often controversial court decisions, and social change, required the administration of this author's department to rethink the manner in which its personnel were being deployed.

Throughout the United States at this time, urban unrest in major cities, beginning with the Watts riot in Los Angeles, demonstrated that the public clearly was dissatisfied with the police. A number of police administrators throughout the United States reorganized their departments in response to this perceived need. One such method of re-
organization became known as team policing, a concept very similar to that of Community Policing which has become increasingly popular in the 1990s.

Skokie began exploring team policing models in the mid- to late 1970s and, by 1979, this vision came to fruition with the implementation of the team policing method in Skokie. A brief description of that model follows.

The Team Policing Concept

Team policing had been tried in a number of cities throughout the United States. In each city, the concept meant something a bit different. In general, however, this approach attempted to strike a balance between the presumed departmental efficiency need for police centralization and the community's need for decentralization. The goal of team policing was to improve crime control through better community relations and more efficient organization of manpower.1 Ultimately, in spite of its own needs, the Department had to become more responsive to the needs of the community.

The origin of team policing began in Aberdeen, Scotland after World War II.2 Its purpose was to counteract the


low morale and boredom caused by single officers patrolling quiet streets. The Department allocated teams of five to ten men to patrol the city, either on foot or in cars. Manpower was distributed on the basis of the concentration of crimes and calls for service within the city. Teams moved from one section of the city to another as the workload demanded. The problem of boredom and low morale was temporarily resolved.³

The next attempt to implement team policing took place in Accrington, England in 1966, and was known as Unit Beat Policing. Its purpose was to overcome a shortage of manpower by effectively utilizing existing limited resources. Constables were organized into teams which remained in one particular geographical area. Although they did not patrol as a team, the Constables relayed information about their areas to a collator who was then responsible for exchanging information within the police community. By maximizing the coordination and exchange of information, fewer officers were able to cover a wider geographical area.⁴

The Los Angeles Police Department developed their own variation of the team policing concept in 1969 known as the

³Ibid.

"Basic Car Plan." This plan is described below:

The basic car team consisted of nine officers, a lead officer who has demonstrated superior job knowledge, initiative, leadership qualities, the ability to organize team activities, provide direction for team members, and the ability to complete tasks on his/her own with a minimum of supervision; five senior officers with two to three years of experience and the potential to be a lead officer; and three probationary officers. Two senior officers and one probationary officer were assigned to work the basic car district on each watch. To qualify as a lead or senior officer, a police officer had to pass the Policeman III examination. Selection was then based upon:

- Length of service
- Department ratings
- Partner compatibility
- Education
- Reputation
- Personality
- Personnel complaints
- Hardships
- Training officer experience

Two of the three team officers were always on duty during a particular watch, with alternate team members assigned to replace those officers who were out due to vacation, training, or sick leave. Officers were assigned to specific geographical areas and given the responsibility of communicating with the members of the community within those areas. Community meetings were also set up in order for members of the community to become involved in policing the problems which concerned their neighborhood.

Supervisors were assigned as advisors to each basic car plan; sergeants were responsible for counseling and ad-

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6 Ibid., 79-80.
vising their subordinates, as well as for coordinating the activities of their basic car teams. In addition, each lead and number one senior officer was required to attend a leadership course conducted by the training division. Training was an integral component of this policing system. 7

This writer had occasion to participate in the team policing process during "ride-alongs" which took place in 1971 and 1973, and found this method of allocation of manpower to be very effective. In addition, this author served an internship at the Los Angeles Police Department in 1981 while a student in the Police Administration Training Program at Northwestern University. While the system had changed by 1981, the Basic Car Plan was still in place and provided officers with a number of benefits, including a sense of team cohesiveness, an opportunity to make field-level decisions, and the motivation to protect their own area from crime.

In general, team policing combines all of the line operations (patrol, traffic, and investigation) such that each patrol officer performs all functions, with supervision related to all aspects of the job provided by a common supervisor. Teams are composed of generalists and specialists, permanently assigned to geographic areas. They are charged with complete responsibility for providing all of

7Ibid., 80.
the police services required within their respective areas. The success of team policing depends upon the following factors:

1. **Territorial Imperative:** Each team member must be motivated to protect his/her area from crime.

2. **Public Awareness:** The development of a special community spirit between the neighborhood residents and the police team.

3. **Field Level Decision Making:** This is necessary to eliminate the red tape between the team members and the top administration.

4. **Communications:** *esprit de corps* and competition between the teams.
   a. Communication between team members and the community is essential.
   b. Maximum interaction of team members is created.  

**Team Policing in Skokie**

In the fall of 1979, the Skokie Police Department adopted a team policing model for the uniform patrol division. Its purpose was to create a well-defined, accountable system of responsibility at all levels within the chain of command, thus enhancing job satisfaction, morale, and efficiency.

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9 Summarized from Los Angeles Police Department, "Basic Car Plan," Mimeograph, Updated 1971.
Team policing in this community functioned as follows:

1. Five teams were created to staff three watches.
2. Nine squads consisting of eight to nine officers were created to staff the teams.
3. Each team was composed of a sergeant, an evidence technician, a field training officer, and patrol officers.
4. Officers were assigned to a geographical area for twelve months and rotated around the clock together.
5. While five of the squads rotated, the other four remained on a watch for the entire twelve-month period.
6. Squads were held accountable for insuring that a unified level of police service was achieved throughout their respective geographical areas.
7. No aspect of the team policing plan relieved any members of the Department from the responsibility of taking prompt, effective police action within the scope of the laws and ordinances when the occasion so required.  

Prior to implementation of the team policing plan, a six-week management training course was instituted to insure that all supervisors understood all concepts of the program and were functioning in a uniform manner. The importance of

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11 Ibid.
good supervision, as a means of achieving the objectives of the plan, was stressed. The objectives of team policing in the community which are the focus of this study were as follows:

1. well-defined command and control
2. specific accountability regarding personnel and geographic areas
3. more efficient utilization of current manpower
4. no changes in current funding and equipment
5. increased efficiency and accuracy in the present evaluation system
6. the stimulation of creativity and innovation regarding patrol strategies
7. greater predictability of individual work schedule
8. greater significance placed on seniority
9. coordinated vacation scheduling
10. unit integrity, initiative, and loyalty

At the time the research project delineated in Chapter III was designed, the team policing system had been in operation for slightly less than two years and appeared to be functioning quite well. Crime statistics had indicated a decrease in certain Part I offenses and a number of good felony arrests had been made as a result of the new system.

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12 Ibid., 4.
In addition, there appeared to be greater responsiveness on the part of patrol officers to the needs of the community. Officers had updated their beat files (a book containing essential police information used by the patrol officer to assess problems on his/her beat) in order to keep other team members appraised of the activities within their beats. Supervision had become more effective. Sergeants were responding to calls for service and taking more decisive action in situations when necessary. Patrol officers felt the sergeants were part of the team and that they had the support that they needed to perform well. An officer reported to one sergeant and knew exactly what was expected of him/her. In addition, the sergeants worked with the patrol officers to achieve realistic goals for improvement. Given that, evaluation of subordinates improved. Team members discovered which of them handled certain types of calls best, and the teams began utilizing the talents of certain officers in specific situations. There was a spirit of teamwork and competitiveness which had never before existed. Teams were competing against one another to see whose area had the lowest incidence of crime. Team members were part of a participatory system in which they worked together with their supervisors to reach common goals.

While it was rather premature to say that the system was totally fulfilling its objectives, officers were helping each other, response time had been reduced, and the overall
patrol process appeared to be functioning more smoothly.

The Chief Administrator believed yet another issue had to be brought to the forefront. This issue was training. It was the belief of the command staff that a more efficient means of providing training existed and could be implemented within the limitations imposed by the departmental budget.

With this in mind, the author of this study was assigned to attend the Northwestern University Police Administration Training Course to acquire the necessary skills to design a more effective means of assessing training needs for his department. To accomplish this goal, the author elected to design a research project in which multiple methods would be used to more accurately assess the training needs of his organization. Once accomplished, a change-management plan could be developed on the basis of these findings which would permit changes to be made without disrupting the organization. A certain degree of cooperation from all department members was required in order to permit the successful implementation of such a change-management plan.

The Change-Management Plan

As stated previously, the success of any project depends on the members of an organization. Given the size of this particular organization, most members would, in some way, have a bearing on the outcome of the project. The
preliminary research plan called for implementation of the assessment measures at the patrol officer level. If successful, the author believed that similar assessment strategies could be applied to other positions within the Department as well. Initially, the research project had to be developed, as well as evaluated. In addition, the change-management plan had to be developed prior to implementation of the assessment measures in order to insure that the process would proceed in an orderly manner with a minimum of disruption to the Department. Finally, the researcher took precautions to ensure that the results of the project were as accurate as possible and that no officers had attempted to sabotage the project.

This researcher noted several potential reasons why members of the Department might resist the plan:

1. Resistance to the change agent, in which case the major resistance would have been expected to come from those for whom the plan was intended, particularly individuals who did not recognize the potential value of the changes proposed by the program. Another problem involved the potential presence of the "Not Invented Here" syndrome, possibly leading to an "us" and "them" attitude which could, thus, encourage modification of the change strategy.

2. One might also expect a certain amount of resistance to change, itself. Would all of the members of the organization accept the change? The author believed it was
safe to say, "No." There would always be those who would find fault with a proposed change, given that change always affects certain individuals in a negative sense and all changes have some drawbacks associated with them.

3. The third source of possible resistance would have been due to the organization, itself. Resistance to change is likely if a lack of communication exists in an organization from such factors as a shortage of support mechanisms for communication and the free flow of knowledge.

4. The fourth source of resistance would have been due to the individual resister/defender. Individuals differ in their capacity to accept change, given their views, perspectives, ability to influence, and risk-taking propensity.

5. The fifth source of resistance would have involved the change process, itself, and the manner in which the change was introduced.

6. The sixth source of possible resistance was the context, and concerned such things as history, criminal incidents, and how things within the organization and community came to be the way they were.¹³

With these factors in mind, a change-management plan was developed and implemented.

The second stage of the implementation process involved solicitation of the support of the Chief of Police. This was accomplished by submitting the change plan to the Chief for his consideration. Upon completion of his review, a meeting was arranged in which all aspects of the process, both positive and negative, were discussed. It was fortunate for this writer that the Chief pledged his full support to the project. He had always been receptive to change and fully supported changes which he believed would ultimately benefit the organization.

The third stage in the implementation process involved a staff briefing for all command officers. At that time, the author was responsible for explaining in depth all of the ramifications of the plan. In addition, it was also important to help the command officers understand why it was important for changes to be made within the organization. Staff members were helped to understand that change was needed and that they would benefit from the proposed change by having an opportunity to work with subordinates who possessed more proficient training skills. It was imperative that they realized that, with increasing budgetary constraints along with an increase in the number of vicarious liability suits which were being brought against police and police departments, it was to their advantage to have more highly trained personnel. Finally, better training, it was proposed, would lead to improved performance and higher
The fourth stage in the implementation process involved meeting with the training advisory committee, comprised of members of all ranks who represented the various job classifications within the Department. Again, a thorough review of the assessment/change management process was conducted. This served a two-fold purpose. The first was to explain the components of the plan and to allay any fears which officers might have had. The second purpose was to receive input from the personnel on the committee concerning their suggestions for possible modification of the plan. This author believed that the maintenance of open lines of communication would give the plan a much better chance of success. Although the plan was fairly well-defined, room for slight modification still existed. By allowing for a participatory style of management, those who were to be most affected by the proposed changes were also taking part in the decision-making process. Thus, the likelihood of such factors as the "Not Invented Here" syndrome and associated factors coming into play was minimized.

Stage five involved meeting with each of the teams to discuss their involvement in the overall process. This stage was particularly important given the potential for a "doer/doee" confrontation. In this author's opinion, this was the most critical stage in the process. By taking into consideration the six potential forms of resistance, as
previously described, attempts could be made to minimize such resistance.

Team policing, as discussed earlier in this chapter, lent itself quite well to this process. A large number of the officers truly believed they were part of a participatory management system and, therefore, were willing to accept change since they believed it would benefit the organization as well as themselves. Great care was taken at this juncture to insure that all team members thoroughly understood the potential benefits to be derived by adopting this new method of assessing training needs. All questions from officers were answered thoroughly and honestly, and suggestions from them were given just consideration for possible inclusion or implementation.

Implementation and Results of the Research Design

In the fall of 1981, this writer returned to the Skokie Police Department and began implementation of this project. Initially, meetings were held with the Chief of Police and the Field Operations Commander in which the entire proposal was thoroughly reviewed and discussed. While the Chief of Police fully supported the plan, he pointed out that it probably was not possible for all facets of the proposed plan to be completed at that time due to certain political obstacles which existed. While the original timeline called for a case study to be conducted over a six-
month period of time, the Chief of Police stated that this researcher actually had less than two months to complete the project. This decision was made with the knowledge that a complete training plan, including budget recommendations for the entire department's training needs for the following year, had to be submitted to the Village Manager much sooner than had originally been anticipated. With this limitation in mind, a modified version of the plan was developed and put into action.

A panel of experts, consisting of three sergeants who represented both the patrol and administrative divisions (i.e., with previous field experience), was selected from a pool of volunteers. This panel served a number of important purposes during the course of this project, including assisting this author in the preparation of a written examination to identify training needs deficiencies for patrol officers within the Department. In addition, these sergeants were appraised of the objectives of the plan and were committed to insuring that those objectives were met.

Since this panel of experts consisted of three sergeants who volunteered to assist in this regard, it was highly unlikely that any of them would have attempted to sabotage the project. This author carefully monitored the behavior of the panel members for two purposes, however:

1. Divergent behavior: It was important to identify those individuals who did not necessarily agree with the
proposed change modification plan, but were willing to discuss components of it.

2. Deviant behavior: It was necessary to identify those individuals who neither supported the plan nor were willing to constructively discuss aspects related to its implementation (i.e., those attempting to promote change in a surreptitious manner).

A training session was then conducted with the sergeants to insure that similar protocols would be used by each of them when the job task analysis and job skills inventory portions of the plan were conducted.

In order to select appropriate questions for the written examination, it was necessary to identify those skills and tasks necessary to perform the patrol function. The reader should note that this was not an attempt to create an all-inclusive list of every skill necessary to perform this function. Rather, the panel attempted to isolate those skills encompassing the majority of the tasks necessary to provide a high level of service to the public. Those skills were grouped into the following categories:

1. Accident Investigation
2. Report Writing
3. Investigative Skills
4. Criminal Law and Procedure
5. Illinois Vehicle Law and Skokie Traffic Code
6. Department Rules, Regulations, Policies, and Pro-
At that time, a decision was made to add a fourth sergeant to the panel of experts, the Report Review Supervisor, to assist in designing the written test. This was deemed necessary since the panel of experts identified the area of report writing as one in which the written test questions alone would not adequately measure officers' skill levels. A decision was made then to add another testing instrument, a report writing exercise, to better meet the objectives of the project.

This exercise differed from the remainder of the examination in that it required each officer to be provided with a set of facts from which he/she would prepare a case report with a written narrative section. This was a timed exercise and was scored in a subjective manner, based upon the writer's ability to comprehend and express the relevant material in a concise, logical manner.

Skills identified for the written examination were grouped according to subject area and this author prepared approximately thirty test questions for each area. Those questions were then returned to the panel of experts for validation. Any questions which were perceived to lack validity were discarded. The validated questions were then randomly selected and a test was constructed which also included the report writing exercise. A significant number of test questions were drawn from police training keys produced
by the International Association of Chiefs of Police (IACP). They are used in this dissertation with permission of the IACP, Fairfax, Virginia.

Prior to administration of the written examination, the Director of Training met with each of the nine patrol sergeants on an individual basis. Each sergeant was advised of the importance of the process and was informed of the potential benefits to both themselves and their team members. Each sergeant was asked to rate the patrol officers on his team in terms of his/her job skill level, strengths, and weaknesses, and to make recommendations for training which they believed would improve the overall performance of their team members. These data were collected to be used at a later date.

A series of roll-call information sessions and training bulletins then followed in which participants were briefed on the importance of the project and were told how officers and the Department might benefit from active participation. This was done to insure that all personnel fully understood the objectives of, as well as their role in, the assessment process.

The test was administered to all field division uniform patrol officers (except those on leave) over a five-day period (see Appendix C, Written Examination), during which careful monitoring took place to insure the integrity of the testing system. All officers, with one exception, partici-
pated willingly, and in some cases a spirit of competition developed. It should be noted that all officers were assured that their scores would remain anonymous and would be used for purposes of training needs assessment only.

The test answer sheets were then scored by a scantron automatic grading machine and the number of incorrect answers were recorded. An item analysis was then conducted to determine the number of officers who missed each question. If the number exceeded 31 (n=62), the question was carefully analyzed and placed into one of three categories:

1. the question was unclear
2. an error was made in grading
3. the question was too difficult

Fifteen questions fell into one of the above categories and each question was reassessed by the Director of Training and the panel of experts for appropriateness. It was determined that five questions should be eliminated given the fact that they were either ambiguous or had been scored incorrectly. The remaining ten questions were determined to be valid though they had been missed by more than one-half of the participants. These questions were placed into the "level of difficulty" category, but were believed by this researcher to indicate deficiencies in areas of training. Thus, the questions counted in the determination of final test scores.

The results of the objective tests were analyzed and a
scoring matrix was created which was useful in interpreting these data. A high score in a given category was indicative of a need for training in that particular area. The results of the scoring are shown in Table 3 and Figure 1, on the next page.

The results of the report writing exercise were scored separately, both by the Director of Training and the Report Review Supervisor. The results were obtained by subjectively scoring each narrative report on the basis of such factors as whether the report was clear, concise, contained all the relevant facts, and was easily understandable to the reader. Those scores were maintained in a separate file.

Once the compilation of the test scores was completed, an interview was scheduled with the Director of Training and each of the officers who participated in the testing process. During this interview, each officer was asked, by way of an unstructured interview, to rate himself/herself on the following criteria:

1. Knowledge of Rules and Regulations
2. Knowledge of the Work
3. Work Judgments
4. Job Skill Level
5. Quality of Work

Those data were also recorded for use at a later time.

Officers were then provided with master copies of the examination, the correct answers, and their answer sheets.
### Table 3. Scoring Matrix for Test Data

<table>
<thead>
<tr>
<th>Skills</th>
<th>Total Questions</th>
<th>Total Missed</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Law and Procedure</td>
<td>930</td>
<td>312</td>
<td>65.50</td>
</tr>
<tr>
<td>Investigative Skills</td>
<td>930</td>
<td>251</td>
<td>70.02</td>
</tr>
<tr>
<td>Illinois Vehicle Code and Skokie Traffic Code</td>
<td>930</td>
<td>275</td>
<td>70.44</td>
</tr>
<tr>
<td>Accident Investigation</td>
<td>930</td>
<td>207</td>
<td>77.75</td>
</tr>
<tr>
<td>Report Writing</td>
<td>930</td>
<td>203</td>
<td>78.18</td>
</tr>
<tr>
<td>Policy, Procedures, Rules, and Regulations</td>
<td>930</td>
<td>161</td>
<td>82.69</td>
</tr>
</tbody>
</table>

### Figure 1. Examination Scores: Percentage Correct

![Examination Scores Chart](chart_image)
Each of the six topic areas was marked in red along with a score for each section. Deficiencies were noted, and officers were allowed to challenge any of the questions. The rationale behind each question was explained in depth when necessary and each officer was permitted to provide input regarding recommendations for training for the next fiscal year. Each officer's self-rating assessment score was compared with the rating given by his/her sergeant and with the written examination score to determine deficiencies within the Department which could be corrected through training.

Squad leaders were also consulted to provide additional input after being given information concerning trends indicated by the examination scores. These officers were asked to provide recommendations for training based upon deficiencies they may have noted while supervising their personnel as well as while conducting staff inspections. At no time during these consultations were individual test scores revealed, however.

Division Commanders, Section Commanders, and other supervisory personnel were interviewed as well. They, too, were provided with information concerning perceived trends and deficiencies in training skills. All personnel were extremely cooperative and believed a definite benefit would be achieved by assessing training needs in this manner. In addition, they also seemed to appreciate being given an opportunity to provide input in the process. As a hidden
benefit, this researcher believed that this process also served to enhance the morale of the organization in addition to fulfilling its primary objective.

All of the above steps were taken to develop a hierarchy of those training courses believed necessary to enhance the performance of the patrol officer. In addition, during this testing process, numerous interviews were conducted with personnel in order to solicit valuable input with respect to the training needs of the organization. This, coupled with departmental and State requirements, formed the basis for the plan which was to evolve into the formal recommendations made for training for the upcoming budget year. Those recommendations were as follows:

1. **Criminal Law, Criminal Code, Laws of Evidence and the Illinois Vehicle Code.** Officers would be provided with current updates on criminal law and procedure and the Illinois Vehicle Law. Laws of evidence would be reviewed and used in scenarios to illustrate how to present evidence in court. The course was to be presented locally in four sessions, with all field division uniform personnel (patrol officers and sergeants) attending one of the four sessions. This course was to be taught by an attorney provided by the Police Training Institute. Cost: $ 3,200

2. **Basic Investigative Skills.** This course would provide a general overview of criminal investigation techniques, stressing the importance of the initial investigator
as an investigator, not a report taker. The goal of this course was to improve the quality of the initial investigation by stressing investigative techniques, appreciation for interviewing and interrogation techniques, and report writing. This course was scheduled to be delivered in four two-day sessions for all uniform sergeants and patrol officers.

Cost: $ 670

3. Responses to Crimes in Progress and Street Survival. This course was included in the training plan despite the fact that the topic was not included on the written examination. During the interview/self-rating portion of the assessment, as well as during the interviews of sergeants, officers expressed concern over the complexities of the situations with which they were faced as well as concern for their safety. It was the belief of the Director of Training and the panel of experts that a course such as this was necessary to insure officer safety. This course was designed to review department policies and procedures (one of the areas on the test) to insure that all personnel responded to situations in a manner consistent with the policies of the organization. Officers would be given hypothetical tactical situations to deal with, including responses to crimes in progress, street stops, building searches, the searching of prisoners, and other related scenarios. Each team was scheduled to attend a two-day course of instruction at a local military facility.

Cost: $ 1,365
d. Report Writing. This course was to be taught by an English professor from a local college and would stress the basics of report writing. Its purpose was to insure that all of the facts in a given situation were included in the police report. A goal was to do away with much of the "police jargon" and substitute language which would be understandable to those reading the report. A review of the report writing exercise as well as a staff inspection of the reporting system indicated that this course was essential to operation of the Department.

The remainder of the training plan for the upcoming year was based both upon the mandatory training requirements of the State of Illinois as well as those courses necessary to: 1) provide an orderly transition for new supervisors, 2) reduce the potential for civil liability law suits, and 3) provide the training necessary for the proficiency of the detective and administrative bureaus. This training plan can be viewed in Appendix D, Training Budget Summary.

The procedure outlined in this chapter represented the first attempt by the Skokie Police Department to develop training courses based upon the use of multiple measures to determine specific needs within the organization. Previously, administrative personnel attempted to assess training needs based upon what they believed would best suit the needs of the Department. With the use of multiple measures, however, this researcher was able to apply some degree of
objectivity to the assessment process. By soliciting feedback from all department personnel, yet another resource was tapped. The individuals who police the streets can often provide a fresh perspective from which valuable information can be gained. Through the use of a combination of these measures, the Department turned a new corner in its attempt to further professionalize.

The next chapter discusses the further evolution of programs such as the one outlined above and will trace subsequent efforts made by this police department in introducing new factors such as the Accreditation Program as it progressed along the continuum of police professionalization.
CHAPTER V
ACCREDITATION STANDARDS, SUMMARY AND RELEVANCE
FOR FURTHER RESEARCH

The professionalization process, especially from the sociological/educational perspective, is an important criterion in the analysis and interpretation of occupations. Professionalization, by definition, can be viewed as adult socialization and, hence, it is a social process and a movement toward maturity within the context of professionalization in which personalities act, react, and interact. From the perspective of the present study, the subculture of the law enforcement community plays a vital role in the transmission of attitudes, values, and norms to its prospective candidates. In brief, the law enforcement officer is affected both intramurally and extramurally by the law enforcement agency in which he/she participates. It is incumbent, therefore, that there be a system of assessment, accountability and proper training by those individuals responsible for professional training. It is essential that curricular changes be proactive rather than reactive in content. Furthermore, these curricular changes should be based upon studies which are discussed, analyzed, and interpreted from a strategic rather than an operational
point of view. It is of interest to note that long-term changes in the education of professionals are certainly linked to various demographic changes that have occurred since the 1990 census. For example, recent immigration statistics show that the greatest number of people entering the United States are from Mexico, the Philippine Islands, Asia, China, Jamaica, and the Dominican Republic, as compared to the European immigrants of the 1950s and 1960s. Hence, from a law enforcement perspective, we will be dealing with a variety of racial and ethnic groups who have been socialized differently as compared to the early European immigrants.

A further analysis of the census of 1990 suggests that complex social problems will confront the newly trained law enforcement officer. For example, the 1990 census documents that fifteen million children are being raised in single family settings in which the mother is the sole source of financial support. In addition, two million children are being raised solely by their fathers. Also, the 1990 census data documents that there are ten million latch-key children. Thus, it is evident that the contemporary law enforcement officer needs to be cognizant of the dynamics of the social and cultural changes in the community, society, nation -- indeed, what is now commonly referred to as the global village.

As the examination of the materials in this disser-
tation has indicated, the Skokie Police Department (in 1985) was instrumental in undertaking a unique and farsighted process of accreditation which was conducted under the auspices of the Commission on Accreditation for Law Enforcement Agencies in Fairfax, Virginia.

[This] commission was created in 1975 to establish a body of standards designed to (1) increase law enforcement agency capabilities to prevent and control crime; (2) increase agency effectiveness and efficiency in the delivery of law enforcement services; (3) increase cooperation and coordination with other law enforcement agencies and with other agencies of the criminal justice system; and (4) increase citizen and employee confidence in the goals, objectives, policies and practices of the agency. In addition, the Commission was formed to develop an accreditation process that provides law enforcement agencies an opportunity to demonstrate voluntarily that they meet an established set of professional standards.1

From the perspective of a proactive organizational dimension, the Skokie Police Department has been successful in incorporating the standards of the Commission on Accreditation for Law Enforcement Agencies.

This accreditation process is unique to the United States in that it requires police agencies to be evaluated by a body described by the Commission as:

an independent, non-governmental body that has established standards for its "clientele." . . . This approach is a direct outgrowth of the concern by the nation's founders about the possibility of a too powerful central government and of the concrete expression of that concern in the first ten amendments to the Constitution.

The Tenth Amendment also reserved general powers to the citizens of the states. Given this climate, voluntary enterprise has flourished and performs many functions on which Americans have come to depend - not the least of which is accreditation.  

Historically, the origins of accreditation go back to 1787, when the Regents of New York State determined that universities be required to meet certain minimum standards. Legislation was enacted to accomplish that objective. Accreditation then spread to other settings including hospitals. Its purpose was to ensure that medical students would be provided with a good environment in which to learn.  

Since then, accreditation has extended to many more professions. As the Commission has further stated:

Simply put, "to accredit" means to recognize or vouch for an agency or institution as conforming to a body of standards related to a specific discipline or profession - in this instance law enforcement.

Perhaps the best and most complete definition of accreditation is noted in Harcleroad's Accreditation: History, Process, and Problems. Harcleroad reports that, "In 1980, after six intense years as COPA's (Council on Postsecondary Accreditation) first president, Kenneth E. Young, proposed that voluntary accreditation should be defined in terms of a concept, a process, and a status. Young's three part definition of accreditation: . . . .

. . . a concept . . . unique to the United States by which institutions of postsecondary education or professional associations form voluntary, non-governmental organizations to encourage and assist institutions in the evaluation and improvement of their educational quality and to publicly acknowledge those institutions, or units within institutions, that meet or exceed commonly agreed

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3 Ibid.
to minimum expectations of educational quality.
... a process by which an institution of postsecondary education formally evaluates its educational activities, in whole or in part, and seeks an independent judgment that it substantially achieves its own objectives and is generally equal in quality to comparable institutions or specialized units. Essential elements of the process are: (1) a clear statement of educational objectives, (2) a directed self-study focused on these objectives, (3) an on-site evaluation by a selected group of peers, and (4) a decision by an independent commission that the institution or specialized unit is worthy of accreditation.

... a status of affiliation given an institution or specialized unit within an institution which has gone through the accreditation process and has been judged to meet or exceed general expectation of educational quality.

Some of the areas in the accreditation standards that are apropos to this dissertation are:

1. Recruitment
2. The Selection Process
3. Training and Career Development
4. Promotion

Recruitment

The recruitment standard requires that the police agency identify and employ the best candidates so as to minimize personnel turnover, decrease disciplinary problems, improve morale, better community relations, and provide more efficient and effective services to the community. This can be accomplished by ensuring that the agency is an equal opportunity employer and that the agency's sworn work force be

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representative of the community that it serves. In order to accomplish this objective, the agency must have personnel who are assigned to the recruiting process thoroughly trained in the equal employment opportunity process, including a knowledge of the demographics of the community, cultural awareness, and an understanding of the different ethnic groups and subcultures. In addition, they must be provided with the skills to conduct background investigations, written and physical agility tests, as well as oral interviews. Further, the agency must be prepared to post recruitment notices which do not unintentionally rule out individuals with a disability, unless the criteria are job-related and consistent with business necessity. The process must ensure that the agency attract only those candidates that possess the skills necessary to perform the rigorous functions of a police officer. In addition, the candidate must be representative of the community in terms of race and culture.

The Selection Process

The Commission describes the selection process thoroughly.

The selection process is generally acknowledged as a key activity in determining the operational effectiveness of a law enforcement agency. All jurisdictions necessarily differ in a variety of unique and important ways regar-
ding personnel selection. Nevertheless, basic principles exist for the development of an efficient, effective, and fair selection process that results in the appointment of those individuals who best possess the skills, knowledge and abilities (SKA) necessary for the effective, respected law enforcement agency. A job-related, useful, and nondiscriminatory selection process is dependent upon a number of professionally and legally accepted administrative practices and procedures, which include informing candidates of all parts of the selection process at the time of formal application; maintaining written procedures governing lateral entry, reapplication, retesting, and reevaluation of unsuccessful candidates; and ensuring timely notification of candidates about their status at all critical points in the process. These procedures and practices significantly contribute to a more efficient, effective and fair selection process. Finally, there are several important assumptions and caveats underlying the selection standards. First, they are generally applicable only to those agencies with ongoing selection activities. A second assumption of the standards is that, unless stated otherwise, selection standards apply only to sworn personnel. Similarly, unless stated to the contrary, all selection processes are applicable to entry-level personnel only. Third, it is understood that some agencies are required to handle their personnel through a state or local civil service merit system and are, therefore, linked to that system in the selection of their law enforcement personnel. Obviously, every agency is obligated to comply with all applicable statutes and policy directives. This may result in the agency's being unable to comply with certain of these standards. The agency is required to show that the civil service agency upon which it depends is in compliance with applicable standards. 6

6 Ibid., 32-1.

In terms of the present study, the Department analyzed and was required to develop a comprehensive manual detailing the steps to be used in the selection process. This process must use only those rating criteria that can be shown to be a significant part of the job. In addition, all elements of the examination process must be administered, scored, eval-
uated, and interpreted in a uniform manner. Candidates must be informed in writing of their pass/fail grade at each stage of the process. A background investigation is required prior to appointment status.  

**Training and Career Development**

It is this writer's opinion that training and career development are the cornerstone of the professionalization of the law enforcement profession. Throughout this dissertation, ample evidence has been presented that training/education provides the catalyst that moves the police organization along the continuum from an occupation to a profession. This standard relates to training, education and career development of the law enforcement officer in the Skokie Police Department.

Training has often been cited as one of the most important responsibilities in any law enforcement agency. Training serves three broad purposes. First, well trained officers are generally better prepared to act decisively and correctly in a broad spectrum of situations. Second, training results in greater productivity and effectiveness. Third, training fosters cooperation and unity of purpose. Moreover, agencies are now being held legally accountable for the actions of their personnel and for failing to provide initial or remedial training.  

Training programs should ensure that the needs of the agency are addressed and that there is accountability for all training provided. In particular, training should be

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7 Ibid., 32-1 to 32-3.

8 Ibid., 33-1.
consistent with the agency's goals and objectives. Agency training functions should be the responsibility of the training component, which should be accountable for developing and administering training programs. Program development should provide for input from several sources, including agency personnel itself, a training committee, the inspections function, and, most importantly, the agency's chief executive officer.\textsuperscript{9}

It should be noted that the research design discussed in Chapters III and IV of this dissertation incorporated the sources previously discussed in the assessment of training needs program and implementation. In addition, it is noteworthy that the assessment of training needs through the use of multiple measures took place a number of years prior to the development of these standards.

Career development is a structured process that is utilized by an agency to provide opportunities for individual growth and development at all levels. It is designed to promote productive, efficient, and effective job performance and to improve the overall level of individual job satisfaction. More importantly, it is through career development activities that the upward mobility of all personnel may be enhanced by specific opportunities for professional growth and improved performance.\textsuperscript{10}

The standard goes on to address the issue of providing opportunities for individual growth and development at all levels of the organization.

\textsuperscript{9}Ibid., 33-2 to 33-6.

\textsuperscript{10}Ibid, 33-1.
So that agencies can deal effectively with law enforcement problems in an increasingly complex and sophisticated society, there should be parallel increases in the level of education and training required for law enforcement officers. Higher education, by itself, is not an absolute answer in achieving improvement in law enforcement agencies. However, officers who have received a broad general education have a better opportunity to gain a more thorough understanding of society, to communicate more effectively with citizens, and to engage in the exploration of new ideas and concepts. Officers already appointed should be given the opportunity and incentives to pursue college education. To encourage the recruitment of college-educated officers, pay incentives should be given to officers who have achieved such education prior to initial employment in the agency.  

The standards in this chapter require that a written directive be developed for the following points:

1. attendance requirements for employees attending training

2. a requirement that lesson plans be prepared for all training courses including performance and job-related objectives, contents of the training, and identification of any tests used in the training process

3. the establishment of an agency policy concerning remedial training

4. the update of training records following participation in training programs

5. maintenance of records of each training class conducted

6. if the agency operates a training academy, a policy on the administration and operation of that academy

\(^{11}\text{Ibid.}\)
which includes goals and responsibilities, organization and staffing, administrative procedures, operating procedures, tenure of instructors, classroom/office space, and library

7. if an agency trains in an outside academy, a policy describing the relationship between the agency and that academy, as well as the training to be received regarding agency rules, regulations, policies, and procedures

8. that personnel who are assigned to the training function be trained in lesson plan development, performance objective development, and instructional techniques

9. recruit training which includes a requirement that all recruits complete that training prior to engaging in carrying a weapon and making arrests, except for field training

10. recruits be given an orientation handbook, be provided with a curriculum based upon tasks which are most often encountered, an evaluation process which measures competency in the required skills, and a formal field training program

11. a requirement that all sworn personnel attend annual retraining programs which include legal updates and firearms requalification

12. a policy governing roll-call training, the accreditation process, in-service training, tactical team training (if applicable), specialized training, civilian
training, and career development training\textsuperscript{12}

Promotion

One of the critical aspects of both career development and the competency of the police agency hinges on the promotion of those officers who possess those skills which suit them for promotion. In order for the police agency to identify and "groom" those individuals who possess the potential for assuming the responsibilities of command, it is essential that the agency have standards which are designed to improve the validity of the process.\textsuperscript{13}

This standard requires that the agency have written directives defining the agency's role in the promotion process. In addition, there must be an individual vested with the authority to administer the agency's role in the promotion process, as well as a set of procedures used for each element of the promotion process. All elements of this process must be job related and non-discriminatory. A written announcement of the promotional process along with the development and use of eligibility lists must be adopted.\textsuperscript{14}

In order for the agency to attain and maintain accreditation status, it is mandatory that all of the standards

\textsuperscript{12}Summarization from \textit{Standard Manual}, 33-1 to 33-6.

\textsuperscript{13}Adapted from \textit{Standard Manual}, 34-1.

\textsuperscript{14}Adapted from \textit{Standard Manual}, 34-1 to 34-3.
applicable to that agency be adhered to. Assessors conduct a thorough assessment of the agency and determine which standards are applicable, depending upon the size of the agency. Once accreditation has been granted, it is incumbent on the agency to continue to maintain (and upgrade, where applicable) those standards.

To maintain accredited status, the accredited agency must remain in compliance with applicable standards. The agency submits annual reports to the Commission attesting to continued compliance and reporting changes or difficulties experienced during the year, including actions taken to resolve noncompliance. If necessary, the Commission reserves the right to schedule interim hearings to consider continuing accredited status if noncompliance becomes a serious issue. At the conclusion of the three-year period, the Commission offers the agency an opportunity to repeat the process and continue accredited status into the future. 15

Basic Training

The accreditation process places heavy emphasis on training and education in the professionalization of the law enforcement officer. In Illinois, there is yet another component of the training process that is essential to this discussion. Illinois, like most states in the United States, has a training board which oversees most police training. That training board, the Illinois Local Governmental Law Enforcement Officers' Training Board, was created in 1965 by the Illinois Legislature. Since then, its duties and responsibilities have been greatly expanded. It was not

15 Ibid., XVIII.
until January 1, 1976, that the State mandated that "all full-time local law enforcement officers appointed after January 1, 1976, must complete basic training within the first six months of employment." At that time, the training consisted of 240 hours of training and was optional. That is to say, no police department was required to send their recruit officers to a basic training program. Thus, it was theoretically possible for an officer to be hired, handed a star and gun, and sent onto the street all in one day.

Since 1976, the Board has adopted a standardized, performance-oriented, basic law enforcement curriculum, and has developed a four-hundred-hour basic law enforcement curriculum for recruit officers. In addition, the Board has increased the Mandatory Firearms Training Program from twenty-four hours to forty hours. In July 1984, the Board mandated that all recruit officers pass the Illinois Local Governmental Law Enforcement Officers' Training Board's State Comprehensive Examination within six months of the date of their hire. This examination is a comprehensive test covering the subjects covered in the four-hundred-hour basic training course. The purpose of this test is to en-

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sure uniformity of training within all of the police academies throughout the State of Illinois. In addition, the Board has developed a Long Range Plan for Local Law Enforcement Training in Illinois which will shape and professionalize police training in the next century.

It is this writer's opinion that the four-hundred-hour basic training program marked the "real beginning" of the police certification process, which significantly contributed to the professionalization of law enforcement in the State of Illinois. It is clear that police training has come a long way in the past nineteen years.

A review of the Chicago Police Academy's "Metropolitan Police Basic Recruit Training Program Number: 106-R-92(T)" dated May 10, 1992 (included, in part, as Appendix E) will provide the reader with an excellent example of a four-hundred-hour basic training program which is offered to recruit members of suburban police departments in the Chicago area. The program consists of eight modules as follows:

1. Administrative Units
2. Criminal Law Unit
3. Human Behavior Unit
4. Physical Skills
5. Operations Section/Patrol
6. Operations Section/Patrol Investigation Unit

17 Chicago Police Department, "Metropolitan Police Basic Recruit Training Program Number: 106-R-92(T)."
7. Operations Section/Traffic Unit
8. Chicago City Wide College Units

The goal of this training is to prepare the new officer to function properly and effectively in the law enforcement community. Once the officer completes this training program, he/she will be able to provide service to the community in a safe and efficient manner. "This course serves as a foundation for advanced and specialized courses."\(^{18}\)

It is particularly interesting to note that the course offers training in human behavior with special emphasis on crisis intervention, perception of human behavior, and police morality. In addition, a module entitled "Chicago City Wide College Units" is offered. This module offers training in such topics as dealing with variant behavior, domestic violence, law enforcement and the disabled, communications in a police environment, and police-citizen relations. These courses were virtually non-existent in the past and now play an integral part in the training of new officers.

There are several factors in the preceding paragraphs that are worthy of discussion. First, the reader should note that there are a number of definitions of professionalization; what factors transform an occupation into a pro-

\(^{18}\)Ibid, 1.
profession. There are, however, certain common characteristics that appear in almost every list of criteria. These include such factors as:

1. service orientation that applies a systematic body of knowledge to certain problems that society views as highly relevant to its central values

2. as professions develop, they pass their specific knowledge from one generation to another

3. there is a long period of formal training which socializes the individual into the new profession

4. after the learning takes place, some form of certification takes place

This training plays an important part in fulfilling the objectives of the above characteristics. In the first place, there is a heavy emphasis on training officers in the field so that they may provide service to the community. A significant portion of an officer's time is spent dealing with domestic disturbances, police-citizen relations, and communicating with the public. Effective communication is the key to successful law enforcement. With the cuts in social programs in the 1980s, the number of individuals who are walking the streets in a state of mental confusion is escalating rapidly. Officers must possess the skills to effectively deal with them.

Since the passage of the Americans with Disabilities Act, the police have many new responsibilities that require
finesse and tact. The officer must not only perform in an exemplary manner, but have an understanding of the underlying factors that motivate those with whom he/she must deal.

There is yet another factor that must be included in this discussion: continuing education. This training affords the recruit officer college credit in the behavioral sciences and forms the foundation upon which the officer may build. Once officers have graduated from the Police Academy, they are encouraged to continue their formal education.

**Advanced Training, Field Training, and Evaluation Program**

It is essential that the recruit officer participate in a field training program upon completion of the recruit basic training program. The purpose of the field training program is to give the recruit officer the opportunity to make the transition from the classroom to the field. The Skokie Police Department developed a nine-week field training program in 1992. The training program is divided into three phases. After completion of the Police Academy (phase one), the officer is assigned to a two-week, expanded basic training program. The course, which is eighty hours in length, emphasizes those areas of instruction which the Department believes should be covered in more detail than can be given in the recruit academy. The expanded basic course focuses on topics such as policies, procedures, rules, and regulations of the Department, advanced firearms,
traffic accident investigation, use of deadly force, domestic violence, ethics, evidence and recovered property packaging, fingerprinting, crime prevention, D.A.R.E., crisis intervention, and first aid. The course is fluid and is designed to be altered depending upon the needs of the recruit officers.

Upon completion of the two-week course, a test is administered to determine proficiency. This process is followed by phase three: a seven-week field training program. The objectives of the field training program are:

- a. to improve the overall applicant screening process
- b. to improve the probationary officer training process
- c. to establish a probationary officer appraisal system
- d. to establish a program review procedure
- e. to establish career development opportunities within the police department

The recruit officer is assigned to a training officer who is responsible for working with him/her in a one-on-one setting. The recruit officer is scheduled to work two weeks on each of the three shifts (with three different training officers). During the seventh and final week of training, the recruit officer is assigned to his/her primary field training officer for evaluation purposes only. The field training officers have two primary roles to fulfill: (1) that of a police officer with full beat responsibilities; and (2) to train the recruit officer. Field training offic-

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15Skokie Police Department, Field Training and Evaluation Program (Skokie, IL: Skokie Police Department, 1992), 4.
cers must be knowledgeable, reliable, and well-respected, and must possess good communications skills. The field training officer is responsible for completing a Daily Observation Report at the completion of each day. This report rates the recruit officer in twenty-eight different areas such as appearance, attitude, knowledge, performance of duties, and relationships with citizens and members of the Department. The field training officer reviews the report with the recruit officer, who then signs it. The report is forwarded to the Director of Training for further review and the assignment of remedial training, where appropriate.

A comprehensive field training program, coupled with a quality basic recruit training program will, in most instances, ensure that the Department develops competent, professional police officers who are able to provide quality service to their clientele.

This dissertation attempts to examine the evolution of training as a process in the Skokie Police Department from 1962 to 1987. It describes a method of examining training needs based upon the measurement of multiple assessment factors which were designed to determine what types of training would better prepare patrol officers to provide

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\(^{20}\) Ibid., 10.

\(^{21}\) Ibid, 31-32.
service to the community. Further, it explores the relationship between training and professionalization and shows how the training process made a significant contribution to the professionalization of law enforcement officers in the Department.

The newly recruited officer approaches the position of police officer with a high level of idealism. This is enhanced by the donning of symbols of authority such as the badge, uniform, and gun. Under the rigorous demands of training, including such factors as inspections, testing, and competition, the recruit quickly develops a level of cynicism. In the end, if training reaches a successful conclusion, this cynicism is reduced and a tempered idealism prevails.

One of the major questions that one must face when one conducts research of this type is that of the limitations of the research. This study was limited to a suburban community in the metropolitan Chicago area. As such, one cannot automatically generalize the findings of this study to all police departments. There are, however, certain similarities that exist in all police departments in the United States. Where those similarities exist, the findings may be transferrable.

From the viewpoint of educational sociology, additional areas of further research should include a linkage of the various theories of professionalization to an applied
dimension of law enforcement practice. For example, a theory should include the basic components of professionalization which include:

1. the organization seen as a socializing environment

2. persons who occupy the position of client-member (student, patient, inmate)

3. the socializing process: the evolving engagement of the client-member in the life of the socializing system-related environments

4. the outcome of professionalization

Secondly, the organization of the law enforcement agency can be analyzed from the Parsonian viewpoint vis-a-vis the social system. Here we have what is called "the functional approach," as compared to the interactive and conflict approaches in the sociology of education.²²

Next, one should examine the law enforcement profession from a renaissance perspective. This will include programs for continuing education in which subjects in the behavioral sciences and law enforcement courses are integrated in a practical and dynamic manner. This can be seen in the commentary section of the accreditation standard on career development. It states:

²²Parsons, "Professions and Social Structure," Social Forces 17 (May 1939), 457-467 as quoted in Vollmer, Professionalization, 56.
Personnel, such as supervisors and counselors, who are assigned to conduct career development activities should undergo a period of orientation that should provide increased knowledge and skills in at least the following areas: general counseling techniques, techniques for assessing skills, knowledge, and abilities; salary, benefits, and training opportunities of the agency; educational opportunities and incentive programs; awareness of the cultural background of ethnic groups in the program; records keeping techniques; career development programs of other jurisdictions; and availability of outside resources.  

While this standard is optional, it provides the Skokie Police Department with an excellent means of ensuring that all personnel share a common goal with respect to career development.

Further, given the recent research by Professor W. Edwards Deming, formerly of Princeton University, and Professor Peter Senge of the Massachusetts Institute of Technology, it might be very useful to examine TQM (Total Quality Management) and TQS (Total Quality Systems) in detail to see the relevancy of these findings to the recruitment, selection, training, and operations of law enforcement officers in the Skokie Police Department.

Summary

In essence, this dissertation attempts to examine the evolution of recruitment, the selection process, career development, and promotion of law enforcement officers in a suburban area of a large metropolitan city. Furthermore, it

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attempts to assess the impact of the above factors on the professionalization process as seen both intramurally and extramurally.

Thus, the law enforcement officer today cannot be understood apart from the institutional setting of the agency which transmits and advances the subculture of law and order. It is important to document the fact that, in the professionalization process, it is the task of the agency to shape the novice into an effective and important practitioner, to give him/her the best available knowledge and skills, and provide a professional identity so that the individual can come to think, act, and feel like an officer in the police subculture.

It is the responsibility of the agency to enable the recruit to live up to the expectations of the professional role long after the officer has left the sustaining-value environment provided by the agency during the phase of police training. This is the context within which educational, psychological, and sociological inquiry into law enforcement agencies can identify the extent to which and the ways in which this comes about.

This exploratory and descriptive case study, though limited, represents a somewhat crucial encounter because the recruit has become involved in a profound and important profession, an occupation that comes to grips with the protection and service of individuals at their most human
moments.

Whatever police officers' future tasks may be, whether as investigators, social workers, or educators, it is hoped that these individuals who were once recruits would have come to grips with the idea that they have an opportunity to protect and serve the citizens in the broadest possible educational, sociological, psychological, and moral perspective.

As a kind of epilogue to this dissertation, I would only wish to note that if a recruit in a law enforcement agency is to be considered properly educated, the officer must have the conviction that the citizen of the global village is much more than a biological specimen -- in any action upon, reaction to and interaction with the citizen, the officer must consider the whole person!
APPENDIX A

ACCELERATED RECRUIT CURRICULUM

APRIL 1966

11 WEEK PROGRAM
ACCELERATED
RECRUIT CURRICULUM
APRIL 1966
11 WEEK PROGRAM
**RECRUIT CURRICULUM - 11 WEEKS**

<table>
<thead>
<tr>
<th>MASTER SHEET</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Administration</td>
<td>34</td>
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<tr>
<td>Criminal Law Unit</td>
<td>90</td>
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<td>Firearms and Drill Unit</td>
<td>48</td>
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<tr>
<td>Firearms - 30</td>
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</tr>
<tr>
<td>Drill - 18</td>
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<tr>
<td>Physical Training Unit</td>
<td>35</td>
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<tr>
<td>Police Operations Unit</td>
<td>163</td>
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<td>Department Standards</td>
<td>4</td>
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<tr>
<td>Field Procedures</td>
<td>95</td>
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<tr>
<td>Gen. &amp; Spec. Studies</td>
<td>3</td>
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<tr>
<td>Investigation</td>
<td>38</td>
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<tr>
<td>Staff Services</td>
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<td>Social Science Unit</td>
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**TOTAL HOURS** 385
**RECRUIT CURRICULUM - 11 WEEKS**

**ADMINISTRATION**

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<th>Activity</th>
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<td>ORIENTATION: Swearing in Forms, etc.</td>
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<td>Welcome Address: Deputy Superintendent</td>
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<td>Police Ethics</td>
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<tr>
<td>Examinations</td>
<td>11</td>
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<tr>
<td>Counselling</td>
<td>9</td>
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<tr>
<td>Police Annuity Fund (G)</td>
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<tr>
<td>Department Chaplains (G)</td>
<td>6</td>
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<tr>
<td>Director's Hour</td>
<td>1</td>
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<tr>
<td>Graduation</td>
<td>3</td>
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<td>Open House: Recruits' Families</td>
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**TOTAL HOURS**

34
<table>
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<tr>
<th>Course</th>
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<tr>
<td>Constitutional Law</td>
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<td>Federal/State Courts and Prosecutors</td>
<td>2</td>
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<td>Criminal Code</td>
<td>28</td>
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<tr>
<td>Traffic Law</td>
<td>6</td>
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<tr>
<td>Arrest/Search/Seizure</td>
<td>9</td>
</tr>
<tr>
<td>Rules of Evidence</td>
<td>3</td>
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<tr>
<td>Municipal Code</td>
<td>4</td>
</tr>
<tr>
<td>Court Complaints</td>
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<tr>
<td>Testifying in Court</td>
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<tr>
<td>Criminal Procedures</td>
<td>6</td>
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<td>Preliminary Hearing</td>
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<td>Mock Trial</td>
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<td>Mock Trial Review</td>
<td>2</td>
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<tr>
<td>Postal Inspector (G)</td>
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<td>Alcohol and Tobacco Tax Unit (G)</td>
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<td>Secret Service (G)</td>
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<tr>
<td>Federal Narcotics (G)</td>
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<tr>
<td>Immigration (G)</td>
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<tr>
<td>Civil Rights (G)</td>
<td>1</td>
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<tr>
<td>Civil Liabilities (G)</td>
<td>1</td>
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<tr>
<td>Federal Bureau of Investigation (G)</td>
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<tr>
<td>Federal Probation/Pardon/Parole (G)</td>
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<td>State Probation/Pardon/Parole (G)</td>
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<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>90</strong></td>
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# RECRUIT CURRICULUM - 11 WEEKS

## FIREARMS & DRILL

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<th>Description</th>
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<tr>
<td><strong>Firearms</strong></td>
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</tr>
<tr>
<td>Range Orientation</td>
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<td>Weapons Orientation</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Range</td>
<td>26 Hours</td>
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<tr>
<td><strong>Drill</strong></td>
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</tr>
<tr>
<td>Discipline</td>
<td>1 Hour</td>
</tr>
<tr>
<td>Military Formations and Drill</td>
<td>6 Hours</td>
</tr>
<tr>
<td>Baton and Drill</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Drill—Crowd Control</td>
<td>5 Hours</td>
</tr>
<tr>
<td>Drill—Practice &amp; Review</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>HOURS</td>
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<tr>
<td>------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Physical Evaluation</td>
<td>2</td>
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<tr>
<td>Defensive Tactics</td>
<td>32</td>
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<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>35</strong></td>
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**RECRUIT CURRICULUM - 11 WEEKS**

**POLICE OPERATIONS UNIT**

**DEPARTMENT STANDARDS**

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<th>Topic</th>
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<tr>
<td>Rules and Regulations</td>
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<td>General Orders</td>
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**TOTAL HOURS**

4
RECRUIT CURRICULUM - 11 WEEKS

POLICE OPERATIONS UNIT

FIELD PROCEDURES

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<tr>
<th>Procedure</th>
<th>Hours</th>
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<td>Observation</td>
<td>3</td>
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<td>Methods of Patrol</td>
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<td>Disturbances</td>
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<td>Record Procedures (G)</td>
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<td>Drunk Arrests</td>
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</tr>
<tr>
<td>Miscellaneous Reports</td>
<td>2</td>
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<tr>
<td>Sex Offense Procedures</td>
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</tr>
<tr>
<td>Field Interrogation</td>
<td>1</td>
</tr>
<tr>
<td>Traffic Enforcement Policy</td>
<td>1</td>
</tr>
<tr>
<td>Officer-Violator Policy</td>
<td>2</td>
</tr>
<tr>
<td>Field Training Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Field Training</td>
<td>35</td>
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<tr>
<td>Stolen Auto Procedures (G)</td>
<td>2</td>
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<tr>
<td>Safety in Pursuit Driving</td>
<td>1</td>
</tr>
<tr>
<td>Traffic Reports: Breathalyzer (G)</td>
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</tr>
<tr>
<td>Drunk Driving Arrests (G)</td>
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<tr>
<td>Cooperation with Fire Dept. FIELD TRIP</td>
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<tr>
<td>Non-Traffic Citations</td>
<td>1</td>
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<tr>
<td>Field Case Reporting</td>
<td>20</td>
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<td>Intersection Control</td>
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<td>Citation Issuance Procedures (G)</td>
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<td>Traffic Reports: Radar</td>
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## RECRUIT CURRICULUM - 11 WEEKS

**POLICE OPERATIONS UNIT**

**FIELD PROCEDURES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
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<td>Mechanics of Arrest</td>
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<td>Auto Theft Investigation</td>
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**TOTAL HOURS** 95
RECRUIT CURRICULUM - 11 WEEKS

POLICE OPERATIONS UNIT

GENERAL & SPECIAL STUDIES

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<td>Medical Examination: (Medical Division)</td>
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<tr>
<td>or</td>
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</tr>
<tr>
<td>FILM - &quot;The Rookie Cop&quot; The Blue Light</td>
<td>1</td>
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<tr>
<td>Emergency Childbirth (G)</td>
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TOTAL HOURS 3
### RECRUIT CURRICULUM - 11 WEEKS

#### POLICE OPERATIONS UNIT

#### INVESTIGATION

<table>
<thead>
<tr>
<th>Topic</th>
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<tr>
<td>Principles of Investigation</td>
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<td>Preliminary Investigation</td>
<td>3</td>
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<tr>
<td>Follow-up Investigation (G)</td>
<td>2</td>
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<tr>
<td>Collection and Preservation of Evidence</td>
<td>2</td>
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<tr>
<td>Sources of Information</td>
<td>1</td>
</tr>
<tr>
<td>Police Responsibilities: Railroad Property (G)</td>
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</tr>
<tr>
<td>Identification of Persons</td>
<td>1</td>
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<tr>
<td>Identification of Property</td>
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<tr>
<td>Disaster Identification: FILM</td>
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<tr>
<td>Fingerprints: Theory (G)</td>
<td>2</td>
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<td>Fingerprints: Practice (G)</td>
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<tr>
<td>Modus Operandi</td>
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<tr>
<td>Vice Investigation</td>
<td>2</td>
</tr>
<tr>
<td>Techniques of Interrogation &amp; Interviewing Witnesses</td>
<td>2</td>
</tr>
<tr>
<td>Crime Analysis (G)</td>
<td>1</td>
</tr>
<tr>
<td>Intelligence - BIS (G)</td>
<td>2</td>
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<tr>
<td>Narcotic Offense Procedures</td>
<td>2</td>
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<tr>
<td>Statements</td>
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<tr>
<td>Crime Scene</td>
<td>7</td>
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<tr>
<td>Robbery (G)</td>
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### TOTAL HOURS

38
## RECRUIT CURRICULUM - 11 WEEKS

### POLICE OPERATIONS UNIT

#### STAFF SERVICES

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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Communications</td>
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<tr>
<td>Vehicle Maintenance</td>
<td>1</td>
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<tr>
<td>Transporting Persons</td>
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<tr>
<td>Transporting Persons: Female (G)</td>
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<td>Squadrol Procedures</td>
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<td>Jail Duties</td>
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<td>Processing Arrested Persons</td>
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<tr>
<td>Evidence &amp; Recovered Property (G)</td>
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<tr>
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<tr>
<td>Department Safety (G)</td>
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<td>Coroner's Duties (G)</td>
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<td>Department Special Services (G)</td>
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**TOTAL HOURS**

23
### RECRUIT CURRICULUM - 11 WEEKS

#### SOCIAL SCIENCE UNIT

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<td>Juvenile Procedures</td>
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<td>Subversive Activities (G)</td>
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**TOTAL HOURS** 15
APPENDIX B

ILLINOIS POLICE TRAINING ACT
ILLINOIS POLICE TRAINING ACT

Illinois Revised Statutes
Chapter 85
Paragraphs 501 - 512

AN ACT to establish the Illinois Local Governmental Law Enforcement Officers Training Board, to define its powers and duties and to make an appropriation therefor. Laws 1965, p. 3099, approved and eff. August 17, 1965.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

501. Legislative Declaration.

1. It is hereby declared as a matter of legislative determination that in order to promote and protect the health, safety and welfare of the public, it is necessary and in the public interest to provide for the creation of "The Illinois Local Governmental Law Enforcement Officers Training Board" for the purpose of encouraging and aiding municipalities, counties, park districts, State controlled universities, colleges, and public community colleges, and other local governmental agencies of this State in their efforts to raise the level of local law enforcement by upgrading and maintaining a high level of training for law enforcement officers and county corrections officers. It is declared to be the responsibility of the board to ensure the required participation of the pertinent local governmental units in the programs established under this Act, to encourage the voluntary participation of other local governmental units, and to aid in the establishment of adequate training facilities.

502. Definitions.

2. As used in this Act, unless the context otherwise requires:

a. "Board" means the Illinois Local Governmental Law Enforcement Officers Training Board.

b. "Local governmental agency" means any local governmental unit or municipal corporation in this State. It does not include the State of Illinois or any office, officer, department, division, bureau, board, commission, or agency of the State except a State controlled university, college or public community college.

c. "Police training school" means any school located within the State of Illinois whether privately or publicly owned which offers a course in police or county corrections training and has been approved by the Board.

d. "Probationary police officer" means a recruit law enforcement officer required to successfully complete initial minimum basic training requirements at a police training school to be eligible for permanent employment as such local law enforcement officer.
e. "Permanent police officer" means a law enforcement officer who has completed his probationary period and is permanently employed as a local law enforcement officer by a participating local governmental unit or a security officer or campus policeman permanently employed by a participating State controlled university, college, or public community college.

f. "Law Enforcement officer" means any full-time employee of a local governmental agency who is primarily responsible for prevention or detection of crime and the enforcement of the criminal code, traffic, or highway laws of this State or any political subdivision thereof.

g. "Trainee" means any full-time law enforcement officer or county corrections officer who is enrolled in an approved training course.

h. "Probationary county corrections officer" means a recruit county corrections officer required to successfully complete initial minimum basic training requirements at a police training school to be eligible for permanent employment as county corrections officer.

i. "Permanent county corrections officer" means a county corrections officer who has completed his probationary period and is permanently employed as a county correction officer by a participating local governmental unit.

j. "County corrections officer" means any full-time sworn officer of the sheriff who is primarily responsible for the control and custody of offenders, detainees or inmates.

503. Board-Composition-Appointments-Tenure-Vacancies.

3. Board-composition-appointments-tenure-vacancies. The Board shall be composed of 17 members selected as follows: The Attorney General of the State of Illinois the Director of Law Enforcement, the Superintendent of the Chicago Police Department, the Sheriff of Cook County, the Director of the Illinois Police Training Institute, the Special Agent in Charge of the Springfield, Illinois, Division of the Federal Bureau of Investigation and the following to be appointed by the Governor: 2 mayors or village presidents of Illinois municipalities, 2 Illinois county sheriffs from counties other than Cook County, 2 managers of Illinois municipalities, 3 chiefs of municipal police departments in Illinois having no Superintendent of the Police Department on the Board and 2 citizens of Illinois who shall be members of an organized enforcement officers' association which has no other members on the Board other than the chief of a municipal police department, the Special Agent of the Federal Bureau of Investigation, the Director of Law Enforcement, a county sheriff or deputy sheriff. The appointments of the Governor shall be made on the first Monday of August in 1965 with 3 of the appointments to be for a period of one year, 3 for 2 years, and 3 for 3 years. Their successors shall be appointed in like manner for terms to expire the first Monday of August each 3 years thereafter. All members shall serve until their respective successors are appointed and qualify. Vacancies shall be filled by the Governor for the unexpired terms.
4. The initial meeting of the Board shall be held no later than August 31, 1965. The Attorney General shall call the first meeting of the Board and serve as temporary Chairman until regular officers are elected. The Board shall elect a Chairman and Vice-Chairman, and adopt its rules of procedure, and shall meet at least 4 times each year.

The Board may employ an Executive Director and other necessary clerical and technical personnel. Special meetings of the Board may be called at any time by the Chairman or upon the request of any 3 members. The members of the Board shall serve without compensation but shall be entitled to reimbursement for their actual expenses in attending meetings and in the performance of their duties hereunder.

5. The Board may accept contributions, capital grants, gifts, donations, services or other financial assistance from any individual, association, corporation or other organization, having a legitimate interest in police training, and from the United States of America and any of its agencies or instrumentalties, corporate or otherwise.

6. The Board shall select and certify schools within the State of Illinois for the purpose of providing basic training for probationary police officers or probationary county corrections officers, and advanced or in-service training for permanent police officers, or permanent county corrections officers, which schools may be either publicly or privately owned and operated. In addition, the Board has the following power and duties:

   a. To require local governmental units to furnish such reports and information as the Board deems necessary to fully implement this Act.

   b. To establish appropriate mandatory minimum standards relating to the training of probationary local law enforcement officers or probationary county corrections officers.

   c. To provide appropriate certification to those probationary officers who successfully complete the prescribed minimum standard basic training course.

7. The Board shall adopt rules and minimum standards for such schools which shall include but not be limited to the following:
a. The curriculum for probationary police officers which shall be offered by all certified schools shall include but not be limited to courses of arrest, search and seizure, civil rights, human relations, criminal law, law of criminal procedure, vehicle and traffic law, traffic control and accident investigation, techniques of obtaining physical evidence, court testimonies, statements, reports, firearms training, first-aid, handling of juvenile offenders, recognition of mental conditions which require immediate assistance and methods to safeguard and provide assistance to a person in need of mental treatment, law of evidence and physical training. The curriculum shall include specific training in techniques for immediate response to and investigation of cases of domestic violence and of sexual assault of adults and children. The curriculum for permanent police officers shall include but not be limited to (1) refresher and in-service training in any of the courses listed above in this sub-paragraph, (2) advanced courses in any of the subjects listed above in this sub-paragraph, (3) training for supervisory personnel, and (4) specialized training in subjects and fields to be selected by the board.

b. Minimum courses of study, attendance requirements and equipment requirements.

c. Minimum requirements for instructors.

d. Minimum basic training requirements, which a probationary police officer must satisfactorily complete before being eligible for permanent employment as a local law enforcement officer for a participating local governmental agency.

e. Minimum basic training requirements, which a probationary county corrections officer must satisfactorily complete before being eligible for permanent employment as a county corrections officer for a participating local governmental agency.

Amended by P.A. 81-717, s 1, eff. Jan. 1, 1980.

508. Election to participate in program

8. Election to participate in program. All home rule local governmental units are exempted from the mandatory provisions of this Act. However, they may elect to voluntarily participate in the benefits provided under this Act by adopting a suitable local resolution or ordinance, a copy of which shall be filed with the Board. To be eligible for initial or continued participation in the program, such home rule local governmental unit must require that an individual be certified by the Board as having successfully completed the approved basic training course before he may commence regular employment as a permanent police officer. Such training must be completed by the probationary police officer within six months of initial appointment. Any local home rule governmental unit voluntarily participating may elect to withdraw from the training program by the passage of a resolution or ordinance, a certified copy of which shall be filed with the Board.

508.1 Training necessary prior to permanent appointment as a law enforcement officer

8.1 After January 1, 1976, no person shall receive a permanent appointment as a law enforcement officer as defined in this Act nor shall any person receive, after the effective date of this amendatory Act of 1984, a permanent appointment as a county corrections officer unless that person has been awarded, within six months of his initial full-time employment, a certificate attesting to his successful completion of the Minimum Standards Basic Law Enforcement and County Correctional Training Course as prescribed by the Board; or has been awarded a certificate attesting to his satisfactory completion of a training program of similar content and number of hours and which course has been found acceptable by the Board under the provisions of this Act; or by reason of extensive prior law enforcement or county corrections experience the basic training requirement is determined by the Board to be illogical and unreasonable.

If such training is required and not completed within the applicable six months, then the officer must forfeit his position, or the employing agency must obtain a waiver from the Board extending the period for compliance. Such waiver shall be issued only for good and justifiable reasons, and in no case shall extend more than 90 days beyond the initial six months.

No provisions of this Section shall be construed to mean that a law enforcement officer employed by a local governmental agency at the time of the effective date of this amendatory Act, either as a probationary police officer or as a permanent police officer, shall require certification under the provisions of this Section. No provision of this Section shall be construed to mean that a county corrections officer employed by a local governmental agency at the time of the effective date of this amendatory Act of 1984, either as a probationary county corrections officer, shall require certification under the provisions of this Section. No provision of this Section shall be construed to apply to certification of elected county sheriffs.

509. The Traffic and Criminal Conviction Surcharge Fund

9. A special fund is hereby established in the State Treasury to be known as "The Traffic and Criminal Conviction Surcharge Fund" and shall be financed as provided in Section 9.1 of this Act and Section 5-9-1 of the "Unified Code of Corrections". Moneys in this Fund shall be expended as follows:

(1) A portion of the total amount deposited in the Fund may be used, as appropriated by the General Assembly, for the ordinary and contingent expenses of the Illinois Local Governmental Law Enforcement Officers Training Board;
(2) A portion of the total amount deposited in the Fund shall be appropriated for the reimbursement of local governmental agencies participating in training programs certified by the Board, in an amount equaling 1/2 of the total sum paid by such agencies during the State's previous fiscal year for mandated training for probationary police officers or probationary county corrections officers and for optional advanced and specialized law enforcement or county corrections training. These reimbursements may include the costs for tuition at training schools, the salaries of trainees while in schools, and the necessary travel and room and board expenses for each trainee. If the appropriations under this paragraph (2) are not sufficient to fully reimburse the participating local governmental agencies, the available funds shall be appropriated among such agencies, with priority first given to repayment of the costs of mandatory training given to law enforcement officer or county corrections officer recruits, then to repayment of costs of advanced or specialized training for permanent police officers or permanent county corrections officers:

(3) A portion of the total amount deposited in the Fund may be used to fund the "Intergovernmental Law Enforcement Officer's In-Service Training Act", veto overridden October 29, 1981, as now or hereafter amended, at a rate and method to be determined by the Board;

(4) A portion of the Fund also may be used by the Illinois Department of Law Enforcement for expenses incurred in the training of employees from any State, county or municipal agency whose function includes enforcement of criminal or traffic law.

All payments from The Traffic and Criminal Conviction Surcharge Fund shall be made each year from moneys appropriated for the purposes specified in this section. No more than 50% of any appropriation under this Act shall be spent in any city having a population of more than 300,000. The State Comptroller and the State Treasurer shall from time to time, at the direction of the Governor, transfer from The Traffic and Criminal Conviction Surcharge Fund to the General Revenue Fund in the State Treasury such amounts as the Governor determines are in excess of the amounts required to meet the obligations of The Traffic and Criminal Conviction Surcharge Fund.

509.1. Additional fines to finance fund

9.1. In addition to every fine imposed by a court for a criminal or traffic offense, an additional assessment, payable to The Traffic and Criminal Conviction Surcharge Fund, shall be imposed by the court and paid by the defendant in accordance with provided in subsection (c) of Section 5-9-1 of the "Unified Code of Corrections". The Clerk of the Circuit Court shall retain 2% of such penalty assessment total, to cover the costs incurred in administering and enforcing this Section.

Amended by P.A. 84-1313, § 6, eff.Aug.28, 1986.
1 Chapter 38 ¶ 1005-9-1.
510. Rules and regulations

10. The Board may make, amend and rescind such rules and regulations as may be necessary to carry out the provisions of this Act. A copy of all rules and regulations and amendments or rescissions thereof shall be filed with the Secretary of State within a reasonable time after their adoption. The schools certified by the Board and participating in the training program may dismiss from the school any trainee prior to his completion of the course, if in the opinion of the person in charge of the training school, the trainee is unable or unwilling to satisfactorily complete the prescribed course of training.

510.1. Initiation, administration and conduct of program by board

10.1. Initiation, administration and conduct of program by board. The Board shall initiate, administer and conduct training programs for permanent police officers and permanent county corrections officers in addition to the basic recruit training program. The training for permanent police officers and permanent county corrections officers may be given in any schools selected by the board. Such training may include all or any part of the subjects enumerated in Section 7 of this Act. The corporate authorities of all participating local governmental agencies may elect to participate in the advanced training for permanent police officers and permanent county corrections officers but non-participation in this program shall not in any way affect the mandatory responsibility of governmental units to participate in the probationary police officer and probationary county corrections officer program. The failure of any permanent police officer or permanent county corrections officer to successfully complete any course herein authorized shall not affect his status as a member of the police department or county sheriff's office of any local governmental agency.

10.2. This Act shall take effect July 1, 1985.

511. Severability clause

11. If any provision of this Act or the application thereof to any person or circumstances is invalid, such invalidity shall not affect other provisions or applications of the Act which can be given effect without the invalid provisions or application and to this and the provisions of this Act are declared to be severable.

512. Short title

12. This Act shall be known and may be cited as the "Illinois Police Training Act".
Section 1720.10 Course Requirements

a) 1) The Board, from time to time, shall set the minimum number of hours in prescribed subjects of the Minimum Standards Basic Law Enforcement Officers Training Course. An hour of instruction is defined as being fifty (50) minutes of actual instruction plus a ten (10) minute recess period.

2) The Board strongly recommends that the minimum number of hours set by the Board be exceeded whenever possible.

b) The Minimum Standards Basic Law Enforcement Officers Training Course shall consist of concentrated study which is continuous and full time.

c) The Basic Course shall cover the prescribed subjects with the instructional time as specified in the approved curriculum and instructor's guides.

d) Training in advanced and specialized areas of police work must follow curricula approved by the Board to be reimbursable.

e) In-service refresher type training on a departmental or regional level should be designed to meet particular problems of that locale. Therefore, each proposed course of this type shall be considered for reimbursement on an individual basis by the Board.

f) As a general rule, the Board will not certify any course of training which is not at least thirty (30) hours in length, with training to cover no less than six (6) hours each day on consecutive days.
Section 1720.20 Minimum Requirements of the Trainee

a) Regular attendance at all sessions is required. However, excused absences may be granted by the designated Director under certain limited circumstances beyond the trainee's control, which may include, but not be limited to, a death in the family, illness, response to a court subpoena, disability, or a transportation breakdown. In order to successfully complete the course, absences must not exceed ten percent of the total hours of instruction for any Board certified course of instruction.

b) Maintenance of an adequate classroom notebook. Factors to be considered in rating the notebook are neatness, legibility, accuracy and sufficiency of content. "Adequate", for purposes of this subsection, refers to:

1) Neatness. Requires concise organization of the notes. All notes and handouts will be placed in the book or received during the course. Dividers into topics are required; and

2) Legibility. Put down notes in brief, clear complete sentences. Underline the important items. Lined notebooks or typing paper for typing should be used; and

3) Accuracy. The notes taken in class must precisely reflect the content of the class; and

4) Sufficiency of content. Putting notes down in the trainee's notebook should be in the trainee's own words. The trainee should strive to achieve condensation of the material clearly and concisely.

c) Qualifications in the use of firearms as required by "AN ACT in relation to Firearms Training for Peace Officers" (Ill. Rev. Stat. 1989, ch. 85, par. 515, et seq.)

d) An overall average of 70 percent must be achieved on all written examinations given during any course of training. Separate evaluation of any skill-oriented performance requirements shall be made by the designated Director on a satisfactory/unsatisfactory basis.

e) The designated Director shall establish standards of conduct for the recruit while enrolled at the academy. These shall include demeanor, deportment and compliance with the discipline and regulations of the school or course. Receipt of certification of the successful completion of the course from the academy shall be deemed proof that the trainee has complied with the requirements of this subsection.

f) Each trainee who has not been awarded a certificate attesting to his successful completion of the Minimum Standards Basic Law Enforcement Training Course as prescribed by the Board within six (6) months of his initial full-time employment, must forfeit his position, or the employing agency must obtain a waiver from the Board extending the period for compliance. Such waivers shall be issued only for good and justifiable reasons, and in no case shall extend more than ninety (90) days beyond the initial six (6) months. Good and justifiable reasons for a waiver include, but are not limited to, unavailability of academy space for training, illness or disability, and the need for the trainee to serve his department during the initial six-month period.

g) Each trainee will bring such equipment as required by the Course Director.
h) A trainee shall pass the State comprehensive examination to qualify as a permanent law enforcement or permanent correctional officer, except as is otherwise provided for in the Act.

1) The test shall be in writing. It shall be administered by the staff of the Board, or such other testing company or association expressly authorized by the Board; and

2) The Board shall establish a minimum passing score. In establishing the minimum passing score, the Board will ensure that the score reflects the knowledge and competency of the trainee for law enforcement or correctional work. The minimum passing score will be established by the Board within the range of 60 to 80 percent of the total score. At the beginning of each training course the minimum passing score will be announced; and

3) The content of the test for law enforcement officers may include, but not be limited to material in the areas specified in Section 7(b) of the Act, and subjects covered in "AN ACT in relation to Firearms Training for Peace Officers" (Ill. Rev. Stat. 1989, ch. 85, par. 515 et seq.); and

4) The content of the test for correctional officers may include, but not be limited to, material in the areas specified in 20 Ill. Adm. Code 1750.202, and subjects covered in "AN ACT in relation to Firearms Training for Peace Officers" (Ill. Rev. Stat. 1989, ch. 85, par. 515 et seq.); and

5) The Board shall at least biennially review the content of the exam and minimum passing score to ensure they are current and reliable.

(Source: Amended at 14 Ill. Reg. 14800, effective September 4, 1990)

Section 1720.25 Procedures for Administration of Law Enforcement and Correctional Officers Certification Examination

a) The Comprehensive Examination will be administered to all trainee law enforcement and correctional officers who successfully complete the Trainee Basic Law Enforcement or Correctional Officers Training Course at a State-certified academy.

b) Trainees who successfully pass the Comprehensive Examination shall be eligible to receive certification attesting to their successful completion of the Minimum Standard Basic Law Enforcement or Correctional Training Requirements.

c) Examination scores will be reported in writing to the Chief Administrator of the Trainee's employing agency within 14 days of the examination date.

d) Law Enforcement or Correctional Trainees are required to successfully complete the Comprehensive Examination on one occasion only. There are no requirements for re-qualification.

e) Only trainees who have been certified by the Academy Director as having met all the requirements of having successfully completed the Trainee Basic Training Law Enforcement or Correctional Officers Course with an average minimum score of 70% are eligible to take the Comprehensive Examination.

f) Each trainee must be a full-time law enforcement or correctional officer and be employed by a local law enforcement agency.
g) In the event the trainee fails to successfully complete the Comprehensive Examination on the initial administration, he or she will be allowed to re-take the Comprehensive Examination a maximum of two times.

h) In order to be eligible to re-take the Comprehensive Examination, a written request must be submitted by the Chief Administrator of the Officer's employing agency. Upon receipt of the written request, the Board shall administer the re-take examination, except as may otherwise be provided in subsection (o).

i) Law enforcement or correctional officers who initially fail to successfully complete the Comprehensive Examination will be administered an alternate version of the Comprehensive Examination on any successive re-take(s).

j) The Board will establish and publish the locations with the dates and times for the administration of re-take examinations. Such exams will be given at least twice every six months.

k) In the event that a law enforcement or correctional officer fails to successfully complete the Comprehensive Examination and is discharged as an employee by a law enforcement agency, he or she is nevertheless eligible to re-take the Comprehensive Examination if employed by another local law enforcement agency. He or she will be viewed as a new trainee by the Board and would be granted all rights that are provided to new trainees as specified herein.

l) The Comprehensive Examination will be administered on site at the academies on the last Thursday on the last week of the basic course.

m) The trainee will have 3.5 hours to complete the Comprehensive Examination. A trainee will be excused from completing the examination if he/she is ill and excused by the proctor.

n) Individuals allowed within the testing area will be limited to Board-approved examination proctors, and those who are taking the examination.

o) Any trainee who is uncooperative, disruptive or is thought to be cheating during the administration of the Comprehensive Examination will be ordered by the proctor to turn in his or her examination and to leave the examination area. A complete written report of the incident will then be submitted to the Executive Director of the Board and to the Chief Administrator of the officer's employing agency. The offending trainee shall have the opportunity within seven days to submit a written report to the Executive Director describing the trainee's version of the event. In such cases it will be left to the discretion of the Executive Director to determine whether the officer has forfeited the examination and whether the trainee is eligible to re-take the Comprehensive Examination. The Executive Director's determination will be based on the nature of the officer's misbehavior and on the supporting evidence of such misbehavior.

(Source: Amended at 14 Ill. Reg. 14800, effective September 4, 1990)

Section 1720.30 School Standards and Requirements

a) Each local school or course certified by the Board shall operate, for the duration of the school or course, under a full-time Director approved by the Executive Director of the Board.
b) The designated Director shall assume the responsibility of the overall supervision of the school, including the preparation and grading of examinations, rating of classroom notebooks, arranging for qualified instructors, providing for food and lodging for the trainees where appropriate, arranging for adequate training facilities such as classrooms, props, gymnasium and safe firearms ranges, and the conduct and discipline of the trainees.

c) The designated Director shall maintain complete records on each trainee and, at the conclusion of the course, submit such records to the Executive Director of the Board for filing in such form as he may require. A copy of the performance record of each trainee shall also be furnished the employing agency including demeanor and deportment of the trainee.

d) The designated Director shall make final determination as to whether a trainee has satisfactorily passed all reasonable standards and requirements of a particular course of training. He shall also have the authority to dismiss from the school any trainee prior to the completion of the course, if, in the opinion of the designated Director, the trainee is unable or unwilling to satisfactorily complete the prescribed course of training. Immediately upon such dismissal action, the designated Director shall submit a written report to the Executive Director and the appointing authority.

e) The designated Director shall also have the responsibility of fixing reasonable fees to be charged for any training course, including tuition and room and board where applicable. The local governmental agency employing the trainee shall pay such fees directly to the training school or sponsoring agency.

f) 1) A formal letter of application for certification of a training course under the Illinois Police Training Act must be submitted to the Executive Director by the sponsoring agency and/or the course Director. Such application must include course objectives, curriculum outline, a brief description of what is taught under each topic, the complete schedule of the school (hour by hour and day by day and lesson plans) and the names and qualifications of the instructors to be used. It should also list the specific location of the physical facilities to be used, including firearms ranges and detailed justification regarding fees to be charged as set forth in paragraph (e) above. Applications shall be submitted at least forty-five (45) days prior to the next regularly scheduled meeting of the Board.

   2) After the complete program of the proposed course is evaluated, the applicant will be notified by the Executive Director as to whether the course is approved or disapproved.

g) The designated Director shall have the responsibility of administering the Board's Physical Fitness Training Standards to all trainees before they commence the Minimum Basic Standard Law Enforcement Training Course. A trainee must successfully meet the Board's Physical Fitness Training Standards as described in Section 1720.30(h).

h) Every trainee shall be required to perform and successfully complete all of the Board's physical fitness tests in the sequence delineated in this Section. The tests shall be as follows:

   1) Every trainee shall meet the Board's threshold weight standards
as defined in Appendix A. Trainees who fail to meet the
threshold weight requirements may otherwise satisfy the Board's
first test by meeting the Board's percent body fat limitation in
Appendix A.
2) Every trainee shall meet the Board's sit and reach standard as
defined in Appendix A.
3) Every trainee shall meet the Board's one (1) minute sit-up
standard as defined in Appendix A.
4) Every trainee shall meet the Board's benchpress standard as
defined in Appendix A.
5) Every trainee shall meet the Board's 1.5 mile run standard as
defined in Appendix A.
i) If a trainee fails any standard in Section 1720.30(h), the designated
Director is authorized to administer the minimal physical fitness
sequence to the trainee on one more occasion. A trainee only needs to
retake the standards of the sequence he or she failed. The retake of
a sequence must not be administered before 48 hours have elapsed
following the conclusion of the trainee's first physical fitness test,
nor later than 72 hours after the conclusion of the first test.

(Source: Amended at 12 Ill. Reg. effective February 2, 1988)

Section 1720.40 Qualification of Police Instructors

a) The instructor shall have a sufficient educational background and/or
experience necessary to meet the instructional demands that will be
made of him.
b) The instructor shall be a man of personal integrity and have a sincere
interest and desire to impart his knowledge and experience to the men
under instruction.
c) The Executive Director shall decide whether a particular instructor
meets the qualifications set forth above. This decision shall be
based on investigation of the credentials of the particular
instructor.

Section 1720.50 Reimbursements

a) The Board will, within certain limitations, reimburse the local
governmental agency for one half the cost of training the officer as
follows:
1) The trainee's salary during the training period.
2) The cost of lodging and meals incurred when the trainee is
required to be away from his residence overnight, subject to the
same limitations applicable to employees of the State of
Illinois. If the trainee returns to his residence each night, no
lodging or food expense, except for lunch, will be allowed.
3) The cost of necessary travel expense incurred. Where travel is
by car, the standard State mileage rate will be allowed, but
travel must be outside the city where the school is located.
4) The cost of school tuition and fees.
b) In no case will reimbursement for any particular course exceed the
maximum amount set by statute. Reimbursement of salary will not be
considered if a trainee is required to work during a training course
c) Reimbursement will be made by the Board to those local home rule governmental units who have demonstrated their desire to participate in the program by passing the necessary resolution or ordinance and filing a copy of such resolution or ordinance with the Board, and who have complied with other provisions of this Act.

2) Reimbursement will also be made by the Board to those local non-home-rule governmental units who employ at least one full-time law enforcement officer as defined in this Act and who have complied with other provisions of said Act.

d) Reimbursement will be made by the Board only once for a particular training course in which the same officer may be enrolled the second time unless unusual circumstances exist.

e) As a general rule, reimbursement will not be made by the Board for any type of non-basic training unless the trainee has been awarded a certificate attesting to his successful completion of the Minimum Standards Basic Law Enforcement Training Course prior to such training or has been granted a waiver of the Basic Course requirement.

Section 1720.60 Requirements of Participating Local Agencies

Each participating local governmental agency shall:

a) Specifically inform each full-time officer appointed after January 1, 1976, that as a condition of permanent employment he must successfully complete the prescribed basic course of training within the first six months of employment.

b) Fully cooperate with the Training Board by furnishing such reports and information as the Board deems necessary to fully implement all provisions of the Training Act.

c) Not appoint any person as a permanent full-time law enforcement officer who has not been awarded a certificate by the Training Board attesting to his successful completion of the required basic training course within his first six months of employment. A waiver of this training requirement may be obtained under certain conditions. (Refer to Section 1720.60(g).)

d) Terminate the employment of any officer who fails to successfully complete the prescribed basic course within the first six months of his employment, unless a waiver of the basic course requirement has been granted the employing agency upon proper application to the Executive Director of the Board.

Section 1720.70 Minimum Training Requirements for Illinois Sheriffs

a) Illinois Sheriffs shall successfully complete twenty hours of training at a Board certified training academy or a Mobile Team Training Unit organized pursuant to the Intergovernmental Law Enforcement Officer's In-Service Training Act. (Ill. Rev. Stat. 1987, ch. 85, par. 561, et seq.)

b) Notwithstanding subsection (a), Illinois Sheriffs may complete up to twenty hours of approved training by successfully completing training programs approved by the Executive Director of the Board. In order to
obtain approval of a training program. The entity seeking approval shall submit the proposed training program to the Executive Director no less than thirty and no more than ninety days prior to the administration of the training program. The Executive Director shall approve or deny the proposed training program within 14 days following receipt of the proposal.

c) Proposed training programs submitted for approval shall contain an outline of the proposed training program, the dates when said proposed program will be offered, a listing of all instructors offering said proposed program, and the location of said proposed program.

d) In approving training programs, the Board will determine if the training relates to job tasks performed by Illinois Sheriffs within their own department or relates to the duties and responsibilities of Sheriffs in supervising law enforcement or correctional tasks within their own department. Approved training programs may include, but are not limited to, the local operation of correctional facilities, supervision of deputies or county correctional officers, operation of the Sheriff's department and methods of management regarding operational and administrative departmental quality control for county correctional or local Sheriff's departments.

e) If the Executive Director denies or requests additional information, the program is not approved. The Executive Director will verify in writing to the entity seeking approval when a training program is approved.

f) The Illinois Local Governmental Law Enforcement Officers Training Board shall maintain a record for each Sheriff in Illinois to determine the amount of hours of approved training each Sheriff receives during each calendar year.

g) Upon the completion of twenty hours of training approved by the Board, the Executive Director of the Board shall issue a certificate to the Sheriff attesting to the completion of training.

h) Upon completion of any Board approved training program, each Sheriff is responsible for submitting proof of completion of training to the Board's office in Springfield, Illinois.

i) Sheriffs who do not complete twenty hours of approved training prior to December 31 of any calendar year for the preceding calendar year will be issued a letter notifying them of non-compliance with the Board's training requirements.

(Source: Added at 13 Ill. Reg. 19957, effective December 11, 1989)
Section 1720. APPENDIX A Physical Fitness Standards

1. THRESHOLD WEIGHT: This is the weight that has been determined as the weight necessary to 1) perform police tasks without undue effort, and 2) to minimize health problems due to overfatness. The score is pounds per height in inches.

%FAT: For those individuals not meeting the threshold weight a % fat test will be given. This is the percentage of body fat that has been determined as the level of overfatness that poses a health risk. It is measured with a skinfold caliper at selected skinfold sites. The score is in a fat percentage.

THRESHOLD WEIGHT -- Threshold weight is determined by the following formula: (Height in inches divided by 2.7). If the individual is over the threshold weight then he/she will be checked by skinfolds for percent body fat.

<table>
<thead>
<tr>
<th>HT/IN</th>
<th>THRESHOLD WEIGHT</th>
<th>HT/IN</th>
<th>THRESHOLD WEIGHT</th>
<th>HT/IN</th>
<th>THRESHOLD WEIGHT</th>
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</table>

MALE AGE          FEMALE AGE

Percent Body 20.4  23.5  25.5  27.1  27.7  28.9  32.1  35.6
Fat

2. SIT AND REACH TEST: This is a measure of the flexibility of the lower back and upper leg area. It is an important area for performing police tasks involving range of motion and is important in minimizing lower back problems. The test involves stretching out to touch the toes beyond the extended arms from the sitting position. The score is in the inches reached on a yard stick with 15" being at the toes.

MALE AGE          FEMALE AGE

Sit and Reach 16.0  15.0  13.8  12.8  18.8  17.8  16.8  16.3

3. 1 MINUTE SIT UP TEST: This is a measure of the muscular endurance of the
abdominal muscles. It is an important area for performing police tasks that may involve the use of force and is an important area for maintaining good posture and minimizing lower back problems.

<table>
<thead>
<tr>
<th>Test</th>
<th>Male Age</th>
<th>Female Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Minute Sit up</td>
<td>20-29</td>
<td>30-39</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>14</td>
</tr>
</tbody>
</table>

4. 1 Repetition Maximum Bench Press: This is a maximum weight pushed from the bench press position and measures the amount of force the upper body can generate.

<table>
<thead>
<tr>
<th>Test</th>
<th>Male Age</th>
<th>Female Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.98</td>
<td>.87</td>
</tr>
</tbody>
</table>

5. 1.5 Mile Run: This is a timed run to measure the heart and vascular system's capability to transport oxygen. It is an important area for performing police tasks involving stamina and endurance and to minimize the risk of cardiovascular problems. The score is in minutes and seconds.

<table>
<thead>
<tr>
<th>Test</th>
<th>Male Age</th>
<th>Female Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13.46</td>
<td>14.31</td>
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(Source: Added at 12 Ill. Reg. 3728, effective February 2, 1988)
APPENDIX C

WRITTEN EXAMINATION
TRAFFIC ACCIDENT INVESTIGATION

1.) Referring to measurements in an accident diagram, one measurement is sufficient to locate the point of impact.

   True   False

2.) An important part of accident investigation is recording information so that it can be used later. Photos therefore are a good substitute for written notes, classification of damage, etc.

   True   False

3.) The solution to most hit and run accidents is through locating the vehicle involved.

   True   False

4.) What is the most common evasive driving tactic?

   a.) braking  
   b.) steering  
   c.) a combination of both  
   d.) accelerating  
   e.) none of the above

5.) Drivers have been known to flee accident scenes because they

   a.) were responsible for the accident  
   b.) were wanted for other offenses  
   c.) did not have a valid operator's license  
   d.) all of the above  
   e.) none of the above

6.) The immediate objective of traffic enforcement is to take enforcement action. The long range goal is said to be:

   a.) the development of selective enforcement programs  
   b.) the increase of voluntary compliance to traffic regulations  
   c.) the issuance of citations for only hazardous traffic violations  
   d.) all of the above  
   e.) none of the above
7.) The traffic investigator must obtain information to determine the facts concerning the accident. Generally speaking, which of these would provide the most reliable information:

a.) a child standing at the curb  
b.) the drivers of the cars involved  
c.) a clergyman waiting to cross the street  
e.) skid marks on the pavement

8.) The police investigate auto accidents to determine certain facts. In which of these are the police interested:

a.) to determine the need for enforcement procedures  
b.) to determine the causes and circumstances of an accident  
c.) to provide a better understanding of traffic problems  
d.) all of the above

9.) Traffic accidents are investigated by the police for several purposes. Which of these programs can be aided and developed from facts obtained in accident investigation:

a.) enforcement programs  
b.) traffic engineering programs  
c.) traffic education programs  
d.) all of the above  
e.) none of the above

10.) Driving while under the influence of intoxicants has been judicially interpreted to mean that a driver must:

a.) have complete loss of coordination  
b.) be unable to stand  
c.) merely have the odor of alcohol on his breath  
d.) have his ability to operate a motor vehicle impaired

11.) Various studies conducted to determine the effect of alcohol on driving behavior have found that:

a.) a large quantity of intoxicants must be consumed to impair driving ability  
b.) at least 8 ozs. of whiskey are necessary to impair driving ability  
c.) even a small amount of intoxicants will impair the driving ability of a driver  
d.) the blood alcohol content of up to 0.149 percent increases the accident rate 100 times
12.) Alcohol has many effects on driving ability. Which of the following statements represents the effects of intoxicants on the driver:

a.) speeds up reflex action  
b.) permits more perceptive judgements  
c.) improves depth perception and other visual qualities  
d.) none of the above  
e.) all of the above

13.) A driver who has been stopped for driving while under the influence of intoxicants should be questioned about the following:

a.) are you ill?  
b.) are you hurt?  
c.) have you been drinking?  
d.) all of the above  
e.) none of the above

14.) The primary phase of an accident investigation is to prevent the accident from becoming worse. Which of these practices must then be avoided?

a.) placing the injured on the ground while awaiting an ambulance  
b.) placing the injured in a police vehicle parked off the roadway  
c.) placing flares in the daytime to alert oncoming traffic  
d.) placing the injured in a police vehicle parked in the center of the roadway at the rear of the accident scene

15.) Skid mark evidence is commonly found at the scene of an accident. It is useful to determine the following conditions:

a.) failure to stop for a traffic signal  
b.) direction of travel  
c.) the truth or falsity of an eye-witness account  
d.) all of the above  
e.) none of the above

REPORT WRITING

16.) In taking a report the officer is primarily

a.) an adjuster  
b.) an order taker  
c.) an investigator
17.) According to Uniform Crime Reporting, the value of an item is to be reported as
   a.) original price
   b.) replacement price
   c.) cost

18.) An officer should define statements made by the victim, etc. by using the words "states, alleges," etc. in his narrative.
   True False

19.) In the offense section of the General Report, the officer need not state particulars if they are in the body of the narrative.
   True False

20.) An officer should get in the habit of listing name, sex, race, age, address and phone number of persons who are listed in reports.
   True False

21.) When describing a lost or stolen article, the officer should ask himself "Could a recovered item be identified from my description?"
   True False

22.) Should an officer report type and state of intrusion protection systems at the scene of a burglary?
   True False

23.) Last name should be written in large letters.
   True False

24.) A suspect can be referred to as Suspect A or B even if his name is known.
   True False

25.) The time an accident is received and the time of the accident should be the same.
   True False
26.) Since original reports can be subpoenaed in court, they should be
   a.) error free
   b.) typewritten
   c.) neat and legible
   d.) very detailed

27.) What word should be used when referring to distances reported not actually measured
   a.) approximate
   b.) as nearly
   c.) as closely
   d.) about

28.) Closest street number to the location or approximate number should be used on location of all reports.

   True            False

29.) A street may be shown on an accident where it does not actually intersect if the words "as if extended" are used.

   True            False

30.) In describing stolen or damaged articles, the officer should list
   a.) color and size
   b.) marking and numbers
   c.) make and model
   d.) all of the above

31.) Physical evidence is generally given greater weight by the courts because
   a.) it cannot lie
   b.) it is not affected by emotion
   c.) it speaks for itself
   d.) all of the above
   e.) none of the above

32.) The fact that no physical evidence was found at the scene of a burglary most likely means that
   a.) the victim cleaned up before the police arrived
   b.) the burglar was a professional
   c.) the burglar was a juvenile
   d.) the police probably did not conduct a complete search for evidence
33.) Success or failure of a criminal investigation is to a large degree based upon

a.) the month or season the crime occurs  
b.) the ability of the detective to arrive at the crime scene  
c.) the thoroughness and immediacy of the preliminary investigation  
d.) several inconsequential factors  
e.) the ability of the police administrator to assume command

34.) The following statement most nearly explains one of the basic responsibilities of the preliminary investigation

a.) the arrest of the suspect must take precedence over all other activities  
b.) it is conducted for the sole purpose of properly classifying and reporting the crime  
c.) a seriously injured victim must be given priority; even if it permits the escape of the criminal  
d.) the officer has the duty to thoroughly interrogate the suspect to obtain an admission

35.) The officer conducting the preliminary investigation must develop a system of interviewing witnesses which will enable him to obtain the most information in the least amount of time. Which of the following is normally the last one to be interviewed

a.) the victim  
b.) the suspect  
c.) the cooperative witness  
d.) the uncooperative eyewitness

36.) Sound investigative tactics demand that witnesses be immediately separated. The reason for such action is to

a.) reduce the possibility of rehearsing and developing alibies  
b.) help restore order if confusion prevails  
c.) protect the reliability of the eye witness account  
d.) all of the above  
e.) none of the above

37.) The preliminary investigation is said to end

a.) only when the suspect is arrested  
b.) as soon as the crime is verified  
c.) when the patrol officer completes all the work he possibly can accomplish  
d.) only when the case cannot be brought to a successful close
38.) Experienced investigators allow robbery victims to view pictures of criminals for identification purposes. An officer following such an investigative technique should
   a. suggest a description of the offender to the victim
   b. tell the victim he will be shown only pictures of known robbers in order to save time
   c. show the victim pictures of different types of criminals and allow the witness to point out a suspect
   d. allow his experience to recognize the criminal by his M.O. and suggest the identity to the victim

39.) Obtaining an accurate description of a suspect is a basic investigative function. Usually this task
   a. is made easier because eye-witnesses can always fully describe an assailant
   b. is made easier only in those cases of extreme violence as a victim is more likely to remember the offender
   c. is generally difficult and requires patience as a victim or a witness tend to overlook or forget significant details
   d. may be made easier by seeking information from only witnesses as they are non-involved observers

40.) Which of the following questions represent a proper technique of obtaining descriptive information from a witness
   a. the suspect's jacket was tan or green, wasn't it?
   b. would you say your assailant was about 6 feet tall?
   c. do you see anyone here that might be as tall as the robber?
   d. all of the above

41.) The scientific examination contributes to the total investigative effort
   a. because it is based on physical and chemical laws
   b. because it provides information in all felony or high misdemeanor investigations
   c. when it uncovers otherwise undetected evidence
   d. all of the above
   e. none of the above
42.) A difference exists between interviewing and interrogation. Which of the following statements would be associated with the interview
   a. it is questioning concerning the extent of involvement of a particular person
   b. the subject is a person suspected of committing a crime
   c. the subject is frequently a witness
   d. the conversation that takes place between the officer and a person arrested for committing a crime

43.) Which of the following methods may be used to keep a subject talking
   a. the open-end question
   b. the long pause
   c. the non-directive approach
   d. all of the above
   e. none of the above

44.) The voluntariness of a confession is a fundamental requirement for admissibility. Which of the following statements violates this principle
   a. the use of physical force to obtain a confession
   b. obtaining a confession by promises of rewards
   c. forbidding the suspect to sleep or eat until he confesses
   d. all of the above
   e. none of the above

45.) Physical evidence plays an important role in criminal prosecution because
   a. it is able to place the suspect at the scene of a crime
   b. its credibility can never be questioned
   c. it requires no testimony to link a suspect to a crime
   d. it cannot be contaminated
CRIMINAL LAW AND PROCEDURE

46.) Striking a person accidentally with a motor vehicle and killing him is an example of what criminal offense
   a. voluntary manslaughter
   b. involuntary manslaughter
   c. reckless conduct
   d. reckless homicide
   e. none of the above

47.) According to chapter 38 of the I.R.S., entering a motor vehicle and stealing a coat off of the front seat is which of the following offense
   a. theft from auto
   b. theft
   c. burglary
   d. criminal trespass to auto
   e. none of the above

48.) Officers enter a home pursuant to a search warrant. They are looking for a 25" color television set which is described in the search warrant. While searching they find 25 grams of heroin in a balloon which has been hidden in the toilet tank. They immediately arrest the occupant of the house and charge him with possession of narcotics. Under normal circumstances the search for the heroin is legal and the heroin would be admitted into evidence
   True False

49.) Speedy and public trial is required by the
   a. sixth amendment
   b. fourth amendment
   c. fifth amendment
   d. first amendment
50.) Which of the following statements concerning "probable cause" is least accurate
   a. the requirement stems in part from the Fourth Amendment to the United States Constitution
   b. in some states it is known as "reasonable cause"
   c. "probable cause" means that the officer must have actual first-hand knowledge
   d. the proof necessary to satisfy the "probable cause" test is less than that required to prove guilt during trial

51.) Which of the following is not a probable consequence of an invalid arrest without warrant
   a. suppression and exclusion at trial of any evidence obtained as a result of the arrest
   b. successful false arrest action against the officer
   c. departmental disciplinary action
   d. the acquittal of the accused person, even though guilt can be proven by evidence not resulting from the invalid arrest

52.) Under most circumstances, which of the following would be the most likely to contribute to a valid "consent search" of another's room
   a. a wife
   b. a hotel keeper
   c. a landlord
   d. all of the above

53.) Relevancy, competency and materiality of evidence are the guidelines of admissibility. Which of the following statements would be admissible
   a. "I searched the suspect and found the diamond and ruby stolen in the burglary."
   b. "a neighbor told me the defendant had previously exposed himself to children"
   c. "the victim died of arsenic poisoning"
   d. all of the above
   e. none of the above
54.) Although circumstantial evidence does not directly prove a fact in issue, it established certain facts that tend to prove certain elements of the case in issue. Which of the following could be interpreted as circumstantial evidence:
   a. a witness testifying he saw the suspect shoot the victim
   b. a witness testifying he heard what sounded like a gunshot
   c. a police officer testifying that the suspect admitted shooting the victim
   d. a witness testifying that the victim identified the suspect before dying

55.) The possibility that facts can be distorted when information is relayed from one person to another, has led the courts to sustain objections regarding the admissibility of hearsay evidence. Which of the following statements may be considered admissible:
   a. a verbal, dying declaration
   b. a written declaration of a slightly wounded victim unable to testify in court
   c. the reading of a pertinent statement made by a member of the clergy who was at the scene of the crime
   d. common gossip or rumors

56.) Evidence is subdivided into three major classifications - direct, real, circumstantial. Which of the following most closely applies to direct evidence:
   a. it is evidence based upon expert opinion
   b. it is generally considered to carry the least amount of weight
   c. the testimony of an eyewitness describing the events he observed
   d. a weapon introduced into evidence
57.) Circumstantial evidence may be described as
   a. all evidence that is based on opinion
   b. evidence that establishes certain facts and tends to prove certain elements by inference
   c. the portion of proof that is obtained by hearsay
   d. evidence possessing no materiality and little weight

58.) Evidence is the means by which an allegation is proved or disproved. Its weight and admissibility is said to depend upon
   a. its ability to withstand attempts to challenge its legality
   b. the appearance and demeanor of the witness
   c. the precautions taken to protect the integrity of physical evidence from the time of its discovery to the moment it is introduced in court
   d. all of the above

59.) Probable cause is a reasonable ground of suspicion, supported by circumstances sufficiently strong in themselves to warrant a prudent and cautious man in the belief that the person accused is guilty of the offense with which he is charged. Which of the following incidents would NOT provide probable cause for an arrest
   a. a narcotic officer smelled the identifiable odor of burning opium coming from a particular apartment. He entered the apartment and placed the occupant under arrest
   b. an officer observed a car driving very slowly. The occupant noticed the police officer and thrust something under the seat. The officer stopped the car and placed the occupant under arrest
   c. an officer responded to a burglary call where a witness stated he recognized the thief. The officer arrested the person pointed out, but it was later shown that the accused was innocent
60.) If you arrested a suspect for a crime and a search of his person revealed facts of the crime, the court's basic consideration would be:

a. Your treatment of the accused
b. If you searched the defendant on the street or in the station house
c. If the suspect was warned of his rights before the search
d. If you had probable cause to make the arrest before the search

ILLINOIS VEHICLE CODE & SKOKIE CODE OF ORDINANCES

61.) A following too closely violation requires which of the following on the citation:

a. Posted speed and vehicle distance
b. Vehicle speed and vehicle distance
c. Posted speed and vehicle speed
d. Vehicle distance

62.) Too fast for conditions requires posted speed, vehicle speed, and type of hazardous condition.

a. True
b. False

63.) The implied consent form is signed by the officer on two copies.

a. True
b. False

64.) Important traffic citations should be sworn and subscribed to by the arresting officer.

a. True
b. False

65.) Reckless driving and fleeing the police do not require long form complaints.

a. True
b. False
66.) An improper lane usage violation does not require marked lanes.
   a. True
   b. False

67.) If traffic signals are not functioning at an intersection drivers are required to
   a. Proceed with caution
   b. Yield to cars on the right
   c. Stop
   d. Wait for a traffic officer

68.) An improper start violation can be used for a vehicle only when parked at the curb.
   a. True
   b. False

69.) A vehicle must pull over and stop on the approach of an emergency vehicle.
   a. True
   b. False

70.) A police vehicle is required to use its flashing lights when going after a violator.
   a. True
   b. False

71.) A person operating a private vehicle may pick up a person who is soliciting a ride as long as the act does not impede traffic.
   a. True
   b. False

72.) Persons under the age of 15 years old may ride a bicycle on the sidewalk of a business district.
   a. True
   b. False
73.) It is unlawful to park a vehicle in a residential area within ___ feet of the narrowest section of a driveway determined by an imaginary line drawn from the curb line to the narrowest section.
   a. 5
   b. 8
   c. 11
   d. 15

74.) No person shall park a vehicle upon any roadway:
   a. To display such vehicle for sale.
   b. To grease or repair such vehicle except for repairs necessitated by an emergency.
   c. To sell merchandise from such vehicle except in a duly established market place.
   d. All of the above
   e. b and c

75.) Roller skating and skate boarding are legal on:
   a. Business district streets
   b. Side streets
   c. Designated play streets
   d. b and c

PROCEDURES, RULES & REGULATIONS

76.) According to department policy, it is acceptable to shoot at an individual breaking into an automobile.
   a. True
   b. False

77.) Policy and Procedures are written guidelines to promote uniformity throughout the department.
   a. True
   b. False
78.) These guidelines may never be added to or amended but they can be rescinded.
   a. True
   b. False

79.) A policy is a broad general concept of what you want to accomplish.
   a. True
   b. False

80.) Rules and Regulations are flexible and may be deviated from when the need arises.
   a. True
   b. False

81.) When voiding a parking ticket, the Field Division Commander must sign the citation under the word "void".
   a. True
   b. False

82.) Field Division patrolmen are required to qualify with their on-duty firearms:
   a. Bi-monthly
   b. Quarterly
   c. Monthly
   d. Annually

83.) Juvenile and adult prisoners may be transported together under what circumstances:
   a. If they are related
   b. With the juvenile's permission
   c. Never
   d. Dependant upon the circumstances
84.) The decision to handcuff a prisoner prior to transporting is left to the discretion of the arresting officer.
   a. True
   b. False

85.) When assisting in the transport of a prisoner, the back-up officer should:
   a. Follow in his own squad car
   b. Remain at the crime scene to interview witnesses
   c. Park and lock his squad and ride in the back seat with the prisoner.
   d. None of the above

86.) A warning shot may be fired under which of the following circumstances:
   a. When the order to halt has been ignored
   b. When chasing a subject who has committed a forcible felony
   c. Only when it can be done without endangering lives.
   d. Never

87.) If called upon to make notification of a death or serious injury to a Skokie resident, the officer assigned may make such notification by telephone.
   a. True
   b. False

88.) Having located an open door, the officer may enter and check the premise after having done which of the following:
   a. Advised the dispatcher
   b. The back-up officer is present
   c. Received permission to enter
   d. All of the above
89.) No person arrested for a traffic, regulatory, or misdemeanor offense may be strip searched unless there is reasonable belief that the person is concealing a weapon or a controlled substance.
   a. True
   b. False

90.) A body cavity search, other than the mouth, may be conducted only when _____________ is present.
   a. Probable cause
   b. A search warrant
   c. Consent of the individual
   d. All of the above
REPORT WRITING EXERCISE

You have just received a call of a burglary in progress at 8542 Kimball, the complainant is Mr. Herman Farquard of 8538 Kimball. You arrive on the scene and Mr. Farquard relates the following information. With the information provided write the narrative section of an offense report. (Use the back of the preceding page)

I was out walking my German Shepard, it was about 10:00 and real dark, when I saw these three guys come out of the side entrance of my neighbor's house. They saw me and started walking towards the alley. When I walked down my driveway I noticed that a window in my neighbor's door had been broken out. I ran out to the alley and saw a greenish looking medium sized car driving away. I saw part of the plate, it was ET and was followed by four numbers, I think. The first guy I saw was real tall, about 6'3", and real skinny, like a toothpick. He had on a blue sort of a print or plaid kind of a shirt and blue jeans. His hair was dark and long, down past his shoulders. The second guy looked Spanish or Mexican, he looked like he was in his mid 20's, oh I almost forgot, the first guy was wearing a hat. I don't know what you call it but it looked like a beret with a brim, you used to see black people wear them all the time. Anyhow the Mexican guy had dark curly hair and was pretty fat, he had kind of a beer belly. He was wearing a red, kind of shiny shirt, and black pants. The third guy was black and looked like a teenager, he was a couple of inches taller than the second guy, about 5'10", and had short hair. I just remembered something else, the first number in the plate was a 6. The third guy had on a yellow shirt and burgunday slacks. The second guy was carrying a bag, like a pillow case, it looked like it had something in it. Oh yea, I made a mistake, the second guy had on the blue shirt, the first guy was wearing red.
APPENDIX D

TRAINING BUDGET SUMMARY
<table>
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<tr>
<th>Course Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>A.) Criminal Law, Criminal Procedure, Laws of Evidence &amp; I.V.C.</td>
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<td>B.) Basic Investigative Skills</td>
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<td>C.) Response to Crimes in Progress &amp; Street Survival</td>
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<td>D.) Chicago Crime Laboratory</td>
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<td>E.) Truck Enforcement</td>
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<td>F.) Criminal Interrogation</td>
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<td>H.) Advanced Narcotics Investigation</td>
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<td>I.) Advanced Arson Investigation</td>
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<td>J.) Burglary/Homicide Investigation</td>
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<td>K.) Auto Theft Investigation</td>
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</table>
APPENDIX E

METROPOLITAN POLICE BASIC RECRUIT TRAINING

PROGRAM NUMBER: 106-R-92(T)
TO: COMMANDER, TRAINING DIVISION
FROM: SERGEANT JAMES DEVEREAUX, #1063 RESEARCH AND ANALYSIS UNIT
SUBJECT: BASIC LAW ENFORCEMENT TRAINING PROGRAM CURRICULUM (METRO)
REFERENCE: PROGRAM TITLE: METROPOLITAN POLICE BASIC RECRUIT TRAINING PROGRAM NUMBER: 106-R-92(T)

INTENT:

This training program is designed to provide newly hired Metropolitan Police Officers with the information, skills and techniques necessary to perform effectively and efficiently in the discharge of their duties, and to motivate the individual trainee so as to increase his/her potential as a law enforcement officer. This training program is based on the standards outlined by the Illinois Local Governmental Law Enforcement Officers Training Board.

SCOPE:

This program will be of the lecture/discussion and participation type, and will focus on the general duties of the law enforcement officer. The subject matter is divided into the following categories: LAW, HUMAN BEHAVIOR, PATROL OPERATIONS, AND PHYSICAL SKILLS.

The 400 hours of instructional objectives recommended by the Illinois Local Governmental Law Enforcement Officers Training Board (ILGLEOTB), are contained within this program. Successful completion of this course will prepare the recruit for the State Certification Exam.

GENERAL STATEMENT:

This training program includes 448 hours of training. Encompassed in the program are the student performance objectives inherent in the State mandated 400 hours of instruction necessary for the certification of new police officers. The goal of the training program is to prepare the new police officer to function properly and effectively as a member of the law enforcement component of the Criminal Justice System. Upon completion of the program, the new Police Officer will possess the knowledge, skills, and discipline necessary to operate safely in the field. It will also serve as a foundation for advanced and specialized courses.
## INDEX OF COURSES

### Administrative Units

<table>
<thead>
<tr>
<th>Course</th>
<th>State</th>
<th>Met</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>Administrative Time</td>
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<td>Course Orientation</td>
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<td>Critiques</td>
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<td>Examinations</td>
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<td>Graduation</td>
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### Criminal Law Unit

<table>
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<th>Course</th>
<th>State</th>
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</tr>
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<tbody>
<tr>
<td>1. Chapter 43, I.R.S.</td>
<td>2</td>
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<tr>
<td>2. Civil Rights &amp; Civil Liability</td>
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<td>3. Case Preparation &amp; Courtroom Testimony</td>
<td>2</td>
<td>3</td>
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<td>4. Criminal Offenses in Illinois</td>
<td>16</td>
<td>28</td>
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<tr>
<td>5. Courtroom Demonstration</td>
<td>2</td>
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<td>23</td>
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<tr>
<td>6. Identification Procedures</td>
<td>1</td>
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<td>3</td>
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<td>7. Juvenile Law</td>
<td>4</td>
<td>3</td>
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<tr>
<td>8. Laws of Arrest, Search &amp; Seizure</td>
<td>14</td>
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<td>9. Laws of Admissions</td>
<td>2</td>
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<tr>
<td>10. Police Jurisdiction</td>
<td>1</td>
<td>1</td>
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<tr>
<td>11. Rights of the Accused</td>
<td>2</td>
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<tr>
<td>12. Rules of Evidence</td>
<td>4</td>
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<td>13. Use of Force</td>
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### Human Behavior Unit

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<td>1. Crisis Intervention/Disturbance Calls</td>
<td>6</td>
<td>10</td>
<td>7</td>
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<td>2. Crowd Behavior</td>
<td>4</td>
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<td>7</td>
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<tr>
<td>3. Patrol Decision-Making Juvenile Matters</td>
<td>2</td>
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<tr>
<td>4. Perception of Human Behavior</td>
<td>4</td>
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<td>5. Police Morality</td>
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## INDEX OF COURSES

### Physical Skills Unit

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<td>2. Firearms Training</td>
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<td>3. Emergency First Aid</td>
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<td>4. Physical Training &amp; Personal Defense</td>
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### Operations Section/Patrol

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<td>1. Cardiopulmonary Resuscitation</td>
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<td>2. Crimes In Progress Practicum</td>
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<td>3. Crimes In Progress</td>
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<td>4. Disaster Scenarios &amp; Procedures</td>
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<td>5. Law Enforcement Driving</td>
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<tr>
<td>6. Officer Survival</td>
<td>8</td>
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<td>7. Patrol Procedures</td>
<td>2</td>
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<td>8. Police Communications</td>
<td>2</td>
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<td>9. To-From Subject Reports</td>
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<td>10. Report Writing</td>
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<td>11. Vehicle Stops &amp; Occupant Control</td>
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### Operations Section/Patrol Investigation Unit

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<tr>
<td>1. Crime Scene Processing</td>
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<td>4. Custodial Interviews</td>
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<td>5. Custody, Arrest, Booking Procedures</td>
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<td>6. Fingerprinting</td>
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<td>7. Fundamentals of Investigations</td>
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<td>8. Hazardous Materials</td>
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<td>9. Juvenile Processing</td>
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<tr>
<td>10. Motor Vehicle Theft</td>
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<tr>
<td>11. Service Calls</td>
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### Operations Section/Traffic Unit

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<td>2. Driving Under The Influence</td>
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<td>3. Illinois Vehicle Code/Bail Rule</td>
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<td>4. Traffic Direction</td>
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<td>5. Traffic Crash Investigation Practical</td>
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## INDEX OF COURSES

<table>
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<td>2. Child Abuse</td>
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<td>3. Crime Prevention</td>
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<td>4. Dealing With Variant Behavior</td>
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<td>5. Domestic Violence</td>
<td>4</td>
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<td>6. Developing Study Habits</td>
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<td>7. Information Sources</td>
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<td>8. Law Enforcement &amp; The Disabled</td>
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<td>3</td>
<td>19</td>
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<td>9. Modern Police Role</td>
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<td>10. Communication In A Police Environment</td>
<td>17</td>
<td>12</td>
<td>24</td>
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<td>11. Police Citizen Relations</td>
<td>6</td>
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<td>12. Role of the Medical Examiner</td>
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<td>13. Street Gangs</td>
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<td>14. Stress Behavior</td>
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<td>15. Chapter 56 1/2 I.R.S</td>
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**SUBTOTAL** 50 50

**TOTAL** 400 448
COURSE TITLES & SYNOPSIS

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)
PROGRAM NUMBER: 106-R-92 (T)

<table>
<thead>
<tr>
<th>ADMINISTRATIVE TIME</th>
<th>STATE REQUIRED (3)</th>
<th>4 HOURS</th>
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<tr>
<td></td>
<td>These hours are allocated by the Commander of Training for special needs.</td>
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<th>EXAMINATIONS</th>
<th>STATE REQUIRED (13)</th>
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<tr>
<td>Specific times within the training program have been identified for examination purposes. A weekly one-hour examination will be administered to determine the academic achievement of the trainee in attaining the standards required for successful completion by the Illinois Governmental Law Enforcement Training Board. This includes the State Comprehensive Examination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOMEROOM INSTRUCTOR (HRI)</td>
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</table>

<table>
<thead>
<tr>
<th>CRITIQUES</th>
<th>STATE REQUIRED (10)</th>
<th>10 HOURS</th>
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</thead>
<tbody>
<tr>
<td>After the weekly examinations, recruits are given a review of the previous test and a critique to fill out. The recruits offer their opinions and suggestions on how to improve the quality of instruction and the overall program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOMEROOM INSTRUCTOR (HRI)</td>
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<td></td>
</tr>
</tbody>
</table>
COURSE TITLES & SYNOPSIS

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)
PROGRAM NUMBER: 106-R-92 (T)

COURSE ORIENTATION STATE REQUIRED (2) 2 HOURS

Upon arrival at the Academy, trainees are acquainted with their responsibilities. The goals of the training program are discussed, and performance standards are outlined. Rules and regulations governing their conduct in the Academy are fully explained.

HOMEROOM INSTRUCTOR (HRI)

CRIMINAL OFFENSES IN ILLINOIS STATE REQUIRED (16) 28 HOURS

The purpose of this block of instruction is to provide the trainee with an overview of criminal activity as defined in Chapter 38 of the Illinois Criminal Code. Instructional emphasis throughout this course will be on the significant elements of those offenses which the recruit is most likely to encounter during the performance of regular patrol duties.

CRIMINAL LAW UNIT (CLU)

CHAPTER 43, I.R.S. 1 HOUR

The primary purpose of this instructional unit is to develop the trainee's ability to recognize violations of laws regulating the possession and sale of alcoholic beverages. Subject matter will include: explanation of the restrictions on the sale of alcohol to minors; the legal elements of illegal possession of alcohol by a minor; misrepresentation of age by a minor to purchase alcohol; the law regarding open containers of alcoholic beverages in a motor vehicle; and the necessary information to gather in liquor license violations.

CRIMINAL LAW UNIT (CLU)
COURSE TITLES & SYNOPSISES

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)
PROGRAM NUMBER: 106-R-92 (T)

<table>
<thead>
<tr>
<th>USE OF FORCE</th>
<th>STATE REQUIRED (2)</th>
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<tbody>
<tr>
<td>This block of instruction will provide the trainee with an in-depth understanding of the legal aspects of the use of physical force by peace officers. Article 7 of Chapter 38, I.R.S., and &quot;Tennessee vs. Garner&quot; will form the foundation of this course.</td>
<td></td>
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CRIMINAL LAW UNIT (CLU)

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<th>IDENTIFICATION PROCEDURES</th>
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<th>1 HOUR</th>
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<tbody>
<tr>
<td>This class will explain to the trainee the three common ways used to arrive at the identification of a suspect: line-up, show-up, and photograph review. The trainees will be acquainted with the proper procedures to use and the legal challenges which can arise from their improper use.</td>
<td></td>
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CRIMINAL LAW UNIT (CLU)

<table>
<thead>
<tr>
<th>JUVENILE LAW</th>
<th>4 HOURS</th>
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<tbody>
<tr>
<td>The purpose of this unit of instruction is to develop in the recruit an understanding of Chapter 37, I.R.S., the Juvenile Court Act. Statutory provisions applicable to minors such as petitions for delinquency, station adjustments, and adjudicatory hearings, will be explained. *See also: Juvenile Processing (State title) and Patrol Decisions-Juvenile Matters where some SPO's can be found regarding this subject.</td>
<td></td>
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</table>

CRIMINAL LAW UNIT (CLU)
LAWS OF ARREST, SEARCH & SEIZURE STATE REQUIRED (14) 15 HOURS

The purpose of this block of instruction is to provide the trainee with a basic understanding of the legal requirements (statutory and case law) attendant to the proper exercise of the authority vested in a police officer to arrest, search, seize, stop and frisk. Instruction will be directed not only toward the specific statutory provisions and wording of court decisions, but also toward the concepts and theories upon which these requirements are based.

CRIMINAL LAW UNIT (CLU)

CIVIL RIGHTS & CIVIL LIABILITY STATE REQUIRED (2) 2 HOURS

The purpose of this unit is to make the trainees aware of not only the special rights conferred on a peace officer, but also the special responsibilities and potential liability of the peace officer and employing agency. The current directive on Civil Rights will be fully discussed with emphasis directed toward 18 U.S.C.A. 242, 42 U.S.C.A. 1983 and Chapter 38, Section 13-2, I.R.S.

*Some SPO'S can be found under CPR and Emergency First Aid State Police Proficiency Module

CRIMINAL LAW UNIT (CLU)
POLICE JURISDICTION

This class is a discussion of the authority of a peace officer and the limitations of that authority with respect to the code of law being enforced, the geographic location in which it is enforceable, and the person to be arrested. Various exceptions to these limitations of law, area, and person will be explained.

CRIMINAL LAW UNIT (CLU)

LAWS OF ADMISSIONS

The purpose of this class is to acquaint the trainees with the meaning and purpose of specific Constitutional safeguards, and with the judicial guidelines which have been established in the area of admissions and confessions. Special emphasis will be given to assure student understanding of the manner in which admissions and confessions are to be received and the consequences of failing to comply with judicial guidelines.

CRIMINAL LAW UNIT (CLU)

RIGHTS OF THE ACCUSED

The concept in a criminal proceeding that a person is innocent until proven guilty is fundamental to our common law system of justice. This pre-adjudication period is deemed a very critical period in the criminal justice system, and this two hour block of instruction will cover the rights a person is entitled to after being arrested and detained in police custody.

CRIMINAL LAW UNIT (CLU)
COURSE TITLES & SYNOPTSES

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)
PROGRAM NUMBER: 106-R-92 (T)

RULES OF EVIDENCE STATE REQUIRED (4) 4 HOURS
This unit of instruction will establish an understanding in the trainee of the meaning and importance of evidence. Definitions of the various types of evidence will be explained; and legal restrictions affecting the admissibility of evidence will be explored.

CRIMINAL LAW UNIT (CLU)

PERCEPTION OF HUMAN BEHAVIOR STATE REQUIRED (4) 4 HOURS
Observation and perception of behavior is the officer's guide to either initiate or withhold action in a wide range of circumstances. The purpose of this instructional unit is to heighten the trainee's sensitivity to human behavior and to suggest the meaning of frequently encountered behaviors, as they relate to effective law enforcement and service to the community.

HUMAN BEHAVIOR UNIT (HBU)

POLICE MORALITY STATE REQUIRED (4) 4 HOURS
The purpose of this unit of instruction is to formulate an understanding and adherence to the degree of ethical and moral behavior expected of police officers, in both their personal and professional lives.

HUMAN BEHAVIOR UNIT (HBU)
### CRISIS INTERVENTION/DISTURBANCE CALLS

**STATE REQUIRED (6)**

<table>
<thead>
<tr>
<th>10 HOURS</th>
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</thead>
</table>

This course will introduce the trainees to the broad range of activities termed "crisis intervention;" explain underlying causes of crisis situations; inform the trainees of potential dangers involved in applying crisis techniques; and provide role playing situations using various media in which the trainees will experience hands-on crisis intervention techniques.

#### HUMAN BEHAVIOR UNIT (HBU)

### CROWD BEHAVIOR

**STATE REQUIRED (4)**

<table>
<thead>
<tr>
<th>1 HOUR</th>
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</thead>
</table>

The trainees will be introduced to the psychological and sociological aspects of crowd and riot participation as well as crowd control tactics. Recognition and appreciation of situations and the character and phenomenon of crowd behaviors will be discussed.

*State Police Proficiency Module: Crowd Control*

#### HUMAN BEHAVIOR UNIT (HBU)

### PATROL DECISION-MAKING JUVENILE MATTERS

**STATE REQUIRED (2)**

<table>
<thead>
<tr>
<th>2 HOURS</th>
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</thead>
</table>

This unit of instruction is intended to emphasize the behavioral aspects of dealing with the juvenile offender. Topics include background information on typical youthful behavior patterns, e.g., peer conformity and rebellion against authority. This information will serve as a basis for recommending method of communicating with juveniles.

*See Juvenile Law & Juvenile Processing*

#### HUMAN BEHAVIOR UNIT (HBU)
**PROGRAM TITLE:** BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)  
**PROGRAM NUMBER:** 106-R-92 (T)

### FIREARMS TRAINING

<table>
<thead>
<tr>
<th>STATE REQUIRED (36)</th>
<th>40 HOURS</th>
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</thead>
</table>
| This course is based upon the firearms training requirements mandated for all peace officers by Public Act 84-47. It is designed to acquaint the trainees with the physical, legal, and moral hazards associated with the misuse of firearms. The course will provide general and specific safety rules for handling various types of firearms, and it will develop the individual's ability to use firearms effectively and proficiently.  
(Revised Jan, '92)  
*State -- Police Proficiency Module* |

**FIREARMS AND DRILL UNIT (F/D)**

### CROWD CONTROL

<table>
<thead>
<tr>
<th>3 HOURS</th>
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</table>
| Whereas the class on Crowd Behavior dealt with the behavioral aspects of individuals in a crowd, this course concentrates on specific squad and platoon movements used in crowd control. There will be emphasis on the use and care of special equipment such as helmets, gas masks and batons. Additionally, the special procedures for making arrests in a riot situation will be demonstrated and practiced.  
*State Police Proficiency Module: Crowd Behavior* |

**FIREARMS AND DRILL UNIT (F/D)**

### PHYSICAL TRAINING

<table>
<thead>
<tr>
<th>STATE REQUIRED (40)</th>
<th>64 HOURS</th>
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</thead>
</table>
| Based upon the standards recently adopted by the State Training Board, these hours are designed to ensure that the trainee possesses the strength and stamina required of today's law enforcement officer. In conjunction with the physical conditioning aspect of the course, the trainee will receive instruction in defensive tactics as developed by Police Safety Systems Inc., a program which has been adopted internationally throughout the Law Enforcement community.  
*State Police Proficiency Module* |

**PHYSICAL SKILLS UNIT (PTU)**

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COURSE TITLES & SYNOPSIS

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)

PROGRAM NUMBER: 106-R-92 (T)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARDIOPULMONARY RESUSCITATION</td>
<td>7</td>
</tr>
<tr>
<td>This block of instruction will enable the trainees to deal effectively with those trauma situations, such as heart failure, drowning, and choking which can be immediately treated by the application of cardiopulmonary resuscitation. Practical exercise in the methods approved by the Heart Association will develop trainee skill in providing basic life support until professional medical attention is available.</td>
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</tbody>
</table>

*State Police Proficiency Module in First Aid (18) hours

OPERATIONS SECTION/PATROL (OPN/P)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMERGENCY FIRST AID STATE REQUIRED</td>
<td>11</td>
</tr>
<tr>
<td>This unit of instruction consists of a practical discussion, presentation, and application of emergency medical aid to simulated injuries. The course is presented in the American Red Cross approved ten hour module. A one hour written examination necessary for American Red Cross First Aid Certification is included.</td>
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</table>

OPERATIONS SECTION/PATROL (OPN/P)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATROL PROCEDURES STATE REQUIRED</td>
<td>8</td>
</tr>
<tr>
<td>This block of instruction will provide the trainee with knowledge of patrol techniques. Instructional emphasis is placed on: the functions of patrol; methods of conducting patrol; preparation for patrol; responding to calls under a variety of circumstances; how to conduct field interviews; and how to handle various emergency situations. Role playing scenarios involving problematic decision-making will be included.</td>
<td></td>
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</tbody>
</table>

OPERATIONS SECTION/PATROL (OPN/P)
COURSE TITLES & SYNOPSES

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)
PROGRAM NUMBER: 106-R-92 (T)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>STATE REQUIRED</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW ENFORCEMENT DRIVING (12)</td>
<td>STATE REQUIRED</td>
<td>7</td>
</tr>
<tr>
<td>This course of instruction consists of classroom instruction. The hours are classroom lecture and audio/visual presentations which will demonstrate defensive driving techniques to the trainees. Topics to be explained during this portion of the class are: emergency driving; the psychology of drivers; vehicle dynamics; driving hazards; and civil liabilities of law enforcement drivers.</td>
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</table>

OPERATIONS SECTION/TRAFFIC (OPN/T)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>STATE REQUIRED</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISASTER SCENES &amp; PROCEDURES (12)</td>
<td>STATE REQUIRED</td>
<td>1</td>
</tr>
<tr>
<td>This hour will focus more specifically on the duties, responsibilities and procedures involved in the event of a major disaster.</td>
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OPERATIONS SECTION/PATROL (OPN/P)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>STATE REQUIRED</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPORT WRITING (12)</td>
<td>STATE REQUIRED</td>
<td>10</td>
</tr>
<tr>
<td>Trainees will learn how to determine, classify, and accurately report a variety of types of incidents. The Uniform Crime Reporting System will be explained in depth. The necessity for obtaining and correctly recording data on a case report will be emphasized as the fundamental source of future informational needs such as crime analysis, case prosecution and manpower allocation.</td>
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</tbody>
</table>

*State Service Call SPO's are covered:

OPERATIONS SECTION/PATROL (OPN/P)
### POLICE COMMUNICATIONS

<table>
<thead>
<tr>
<th>STATE REQUIRED (2)</th>
<th>2 HOURS</th>
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</thead>
<tbody>
<tr>
<td>This class consists of lecture, discussion, and demonstrations on the appropriate use of communication techniques. Emphasis is placed on radio and telephone procedures including message formation, courtesy and basic Federal Communication Commission rules. The functions of the Communication Operations Section are explained and practice with the multi-channel hand held personal portable radio is given.</td>
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</tbody>
</table>

**OPERATIONS SECTION/PATROL (OPN/P)**

### VEHICLE STOPS AND OCCUPANT CONTROL

<table>
<thead>
<tr>
<th>STATE REQUIRED (8)</th>
<th>6 HOURS</th>
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<tbody>
<tr>
<td>This class deals with the mechanics of safely exerting physical control over individuals occupying a motor vehicle. Lecture, discussion, and practical exercises are used to teach the proper procedures in stopping and approaching a vehicle, removing its occupants, arresting and searching suspects, and transporting arrestees in a manner which affords the greatest safety to the police officer and his/her partner.</td>
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</tbody>
</table>

**OPERATIONS SECTION/PATROL (OPN/P)**

### CRIMES IN PROGRESS

<table>
<thead>
<tr>
<th>STATE REQUIRED (3)</th>
<th>3 HOURS</th>
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<tbody>
<tr>
<td>This unit of instruction will provide the trainees with an understanding of the duties and responsibilities relevant to crimes in progress incidents. Special emphasis will be given to responsive and responsible driving, approach, arrival and on scene duties, and effective search techniques.</td>
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</table>

**OPERATIONS SECTION/PATROL (OPN/P)**
<table>
<thead>
<tr>
<th>COURSE TITLES &amp; SYNOPSISES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM TITLE:</td>
</tr>
<tr>
<td>PROGRAM NUMBER:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRIMES IN PROGRESS PRACTICUM</th>
<th>STATE REQUIRED (4)</th>
<th>4 HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>This practical exercise is intended to provide each trainee the opportunity to practice the skills taught in the class &quot;Crimes in Progress.&quot; Trainees will develop, through hands-on experience, the skills necessary for safe response, deployment of assisting units, searching buildings, and apprehending offenders.</td>
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OPERATIONS SECTION/PATROL (OPN/P)

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<thead>
<tr>
<th>OFFICER SURVIVAL</th>
<th>7 HOURS</th>
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<tbody>
<tr>
<td>Through lecture, discussion, videotape, and practicums, trainees will review the proper procedures to be used in high-risk and shooting incidents. Tactics which are helpful in reducing risk to the officer will be presented, discussed and practiced. Included are simulations of: arrests of armed suspects, removal of suspects from vehicles, searching arrestees and proper use of handcuffs. A discussion period follows the simulations for purposes of evaluation of the incident and actions taken.</td>
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</table>

OPERATIONS SECTION/PATROL (OPN/P)

<table>
<thead>
<tr>
<th>FINGERPRINTING</th>
<th>STATE REQUIRED (4)</th>
<th>4 HOURS</th>
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</thead>
<tbody>
<tr>
<td>This unit of instruction will emphasize: the properties of fingerprints which allow their use as a positive means of identification; the use of rolled impressions in law enforcement; proper methods of fingerprinting and palm printing individuals; and proper techniques for developing and lifting latent prints.</td>
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</tbody>
</table>

OPERATIONS SECTION/PATROL INVEST. (OPN/PI)
COURSE TITLES & SYNOPSES

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)
PROGRAM NUMBER: 106-R-92 (T)

<table>
<thead>
<tr>
<th>CRIMES AGAINST PROPERTY</th>
<th>STATE REQUIRED (2)</th>
<th>4 HOURS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>This block of instruction is intended to give the trainees a thorough knowledge of various crimes against property, and techniques necessary to effectively investigate these offenses. Special emphasis will be placed on the crimes of burglary, theft, deceptive practice and arson investigations.</td>
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<td></td>
<td>OPERATIONS SECTION/PATROL INVEST. (OPN/PI)</td>
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<table>
<thead>
<tr>
<th>MOTOR VEHICLE THEFT</th>
<th>STATE REQUIRED (4)</th>
<th>4 HOURS</th>
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<tbody>
<tr>
<td></td>
<td>The trainees will be given a lecture, discussion, and audio-visual presentation of the auto theft problem, as well as the Department's policies and procedures relating to this topic. A demonstration of techniques and devices used by auto thieves will be included. Instruction on the Stolen Motor Vehicle Recovery System is included.</td>
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<td></td>
<td>OPERATIONS SECTION/PATROL INVEST. (OPN/PI)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>CRIMES AGAINST PERSONS</th>
<th>STATE REQUIRED (4)</th>
<th>7 HOURS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>This course is designed to provide trainees with the skills, procedures, techniques and capabilities involved in the investigation of crimes against persons. Instruction will be directed toward ensuring effective preliminary investigation techniques to satisfy the legal requirements of case prosecution.</td>
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<tr>
<td></td>
<td>OPERATIONS SECTION/PATROL INVEST. (OPN/PI)</td>
<td></td>
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<tr>
<td>COURSE TITLES &amp; SYNOPSISES</td>
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<tr>
<td>PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)</td>
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<tr>
<td>PROGRAM NUMBER: 106-R-92 (T)</td>
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<table>
<thead>
<tr>
<th>CUSTODIAL INTERVIEWS STATE REQUIRED (4) 4 HOURS</th>
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</thead>
<tbody>
<tr>
<td>The trainees will be provided with general principles and techniques of interviewing and interrogating persons. This will also include the taking of written statements. The psychological and environmental factors affecting the climate of an interview will be stressed.</td>
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</tbody>
</table>

OPERATIONS SECTION/PATROL INVEST. (OPN/PI)

<table>
<thead>
<tr>
<th>CUSTODY, ARREST &amp; BOOKING PROCEDURES STATE REQUIRED (2) 2 HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper procedures for taking persons into custody, processing arrests and completing the booking process are explored further in this block of instruction. Ensuring the safety of the police officer as well as the arrestee during each phase of processing are emphasized along with correct completion of all related reports.</td>
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</tbody>
</table>

OPERATIONS SECTION/PATROL INVEST. (OPN/PI)

<table>
<thead>
<tr>
<th>CRIME SCENE PROCESSING STATE REQUIRED (12) 10 HOURS</th>
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<tbody>
<tr>
<td>This course (which includes a practicum) will emphasize the importance of evidence and key witnesses as aids to the police officer conducting criminal investigations. Instruction is directed toward a patrol officer's responsibilities at a crime scene including: protecting the scene, identifying witnesses, initial actions helpful in identifying the perpetrator, and proper techniques of searching the scene, collecting and preserving evidence.</td>
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</tbody>
</table>

OPERATIONS SECTION/PATROL INVEST. (OPN/PI)
COURSE TITLES & SYNOPSES

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)
PROGRAM NUMBER: 106-R-92 (T)

HAZARDOUS MATERIALS          STATE REQUIRED (6)       6 HOURS
The trainees will be given a lecture, discussion and audio-visual presentation concerning procedures and responsibilities involved in the production, storage, transportation, and disposal of toxic wastes and materials. Enforcement procedures and notification of regulatory agencies will be stressed. The hazards of exposure by Police and citizens, and prevention and treatment will be discussed.
*State Traffic Learning Module

OPERATIONS SECTION/PATROL INVEST. (OPN/PI)

JUVENILE PROCESSING           STATE REQUIRED (8)       1 HOURS
Departmental policies and procedures when arresting and/or detaining juveniles will be the subject of this class. The role and functions of other Departmental units, such as the Youth Division, will be explained in order that the processing of juvenile arrestees is accomplished efficiently and in accord with the provisions previously presented in the Juvenile Law Class.
*See Juvenile Law and Patrol Decisions—Juvenile Matters

OPERATIONS SECTION/PATROL INVEST. (OPN/PI)

FUNDAMENTALS OF INVESTIGATIONS STATE REQUIRED (6)       1 HOUR
This unit of instruction will familiarize the trainees with the proper methods and techniques of conducting foot, mobile, and stationary surveillance.

OPERATIONS SECTION/PATROL INVEST. (OPN/PI)
COURSE TITLES & SYNOPSISES

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)
PROGRAM NUMBER: 106-R-92 (T)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>STATE REQUIRED</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAFFIC LAW ENFORCEMENT</td>
<td>STATE REQUIRED</td>
<td>4</td>
</tr>
<tr>
<td>Given lectures and discussion periods, the trainee will develop an understanding of the role of traffic law enforcement in achieving motorized and pedestrian traffic safety. The use of selective enforcement to reduce accidents, the psychology of police/violator contacts, and various types of environment available to a patrol officer will be topics covered.</td>
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<tr>
<td>OPERATIONS SECTION/TRAFFIC (OPN/T)</td>
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<tr>
<td>ILLINOIS VEHICLE CODE/BAIL RULE</td>
<td>STATE REQUIRED</td>
<td>18</td>
</tr>
<tr>
<td>Given lectures, discussions and visual presentations, the trainees will learn: the strict construction of traffic laws and procedures for charging a traffic violator; the major differences in enforcing violations of state laws and city ordinances; vehicle registration requirements; driver licensing regulations; vehicle equipment requirements; and proper methods of preparing citations. Trainees will also learn to recognize driving behaviors which indicate the possibility of alcohol or drug influence.</td>
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<tr>
<td>OPERATIONS SECTION/TRAFFIC (OPN/T)</td>
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</tr>
<tr>
<td>TRAFFIC CRASH INVESTIGATION</td>
<td>STATE REQUIRED</td>
<td>10</td>
</tr>
<tr>
<td>Given a lecture, visual presentation and discussion, the trainee will learn the role of accident investigation in traffic safety efforts. Trainees will be informed of Departmental policy, and will develop skill in investigating and reporting traffic accidents. The Occupant Restraint laws recently enacted by the Illinois legislature will be explained during this course.</td>
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<tr>
<td>OPERATIONS SECTION/TRAFFIC (OPN/T)</td>
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</table>
PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)

PROGRAM NUMBER: 106-R-92 (T)

COURSE TITLES & SYNOPSES

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>STATE REQUIRED</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAFFIC CRASH INVESTIGATION PRACTICAL EXERCISE</td>
<td>STATE REQUIRED</td>
<td>6</td>
</tr>
<tr>
<td>OPERATIONS SECTION/TRAFFIC (OPN/T)</td>
<td>(6)</td>
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Several simulated traffic accident scenarios will be presented to the trainees to develop their skills in applying the principles in Traffic Crash Investigation.

OPERATIONS SECTION/TRAFFIC (OPN/T)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>STATE REQUIRED</th>
<th>HOURS</th>
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</thead>
<tbody>
<tr>
<td>DRIVING UNDER THE INFLUENCE</td>
<td>STATE REQUIRED</td>
<td>12</td>
</tr>
<tr>
<td>OPERATIONS SECTION/TRAFFIC (OPN/T)</td>
<td>(12)</td>
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</table>

This course deals with the problem of driving a vehicle under the influence of alcohol and drugs. The legal elements of these crimes will be delineated and methods of detecting the DUI driver will be taught. The latest Field Sobriety Testing procedures (Horizontal Gaze Nystagmus, Walk and Turn, etc.) will be demonstrated and practiced by the trainees. In addition, the course material will include proper form completion, case preparation, and Illinois' Implied Consent Law.

OPERATIONS SECTION/TRAFFIC (OPN/T)

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>STATE REQUIRED</th>
<th>HOURS</th>
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</thead>
<tbody>
<tr>
<td>TRAFFIC DIRECTION</td>
<td>STATE REQUIRED</td>
<td>2</td>
</tr>
<tr>
<td>OPERATIONS SECTION/TRAFFIC (OPN/T)</td>
<td>(2)</td>
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</table>

Trainees will be introduced to the basic signals and gestures used by police officers in directing vehicular and pedestrian traffic. The uses of various equipment such as whistles, flashlights, and traffic cones will be demonstrated.

OPERATIONS SECTION/TRAFFIC (OPN/T)
**Modern Police Role**

<table>
<thead>
<tr>
<th>MODERN POLICE ROLE</th>
<th>STATE REQUIRED (2)</th>
<th>2 HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The primary purpose of this unit of instruction is to develop within the trainee a basic understanding of modern concepts of a police officer's role. Trainees come to the Academy with varied role perceptions which have been shaped by the entertainment media or limited personal contacts with law enforcement. These role perceptions may differ greatly from the modern primarily service-oriented, role of today's police officer.</td>
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*State Learning Module: Human Behavior*

CHICAGO CITY-WIDE COLLEGE (CCWC)

**Police-Citizen Relations**

<table>
<thead>
<tr>
<th>POLICE-CITIZEN RELATIONS</th>
<th>STATE REQUIRED (6)</th>
<th>6 HOURS</th>
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</thead>
<tbody>
<tr>
<td>This course will give the trainee insight into the psychological principles of human behavior. An understanding of these elements will result in better relations between citizens and the police. Principles of communications, personality development and psychology will be presented in an audio and visual manner. Instruction is directed toward making the trainees aware of their responsibility to present a positive, decisive and meaningful image of themselves and the Department.</td>
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</table>

*State Learning Module: Human Behavior*

CHICAGO CITY-WIDE COLLEGE (CCWC)
COURSE TITLES & SYNOPSISES

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)
PROGRAM NUMBER: 106-R-92 (T)

<table>
<thead>
<tr>
<th>CRIME PREVENTION</th>
<th>STATE REQUIRED (1)</th>
<th>1 HOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purpose of this hour is to provide an overview of the strategies and techniques of crime prevention. It will also inform the trainees of simple and basic recommendations they can make to citizens regarding burglary, robbery, auto theft, and street crime prevention.</td>
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<tr>
<td>*State Learning Module: Human Behavior</td>
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CHICAGO CITY-WIDE COLLEGE (CCWC)

<table>
<thead>
<tr>
<th>INFORMATION SOURCES</th>
<th>STATE REQUIRED (2)</th>
<th>2 HOURS</th>
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</thead>
<tbody>
<tr>
<td>The effectiveness of law enforcement officers in conducting an investigation is proportional to their ability to develop and utilize informational resources. This unit of instruction will acquaint trainees with the many and varied sources of information that are available during the conduct of an investigation.</td>
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<tr>
<td>*State Learning Module: Patrol</td>
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</table>

CHICAGO CITY-WIDE COLLEGE (CCWC)

<table>
<thead>
<tr>
<th>LAW ENFORCEMENT &amp; THE DISABLED</th>
<th>3 HOURS</th>
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<tbody>
<tr>
<td>These hours explain the law enforcement officer's role in providing equal access to, and equal protection by, the Criminal Justice System for disabled persons. Techniques of servicing and communicating with individuals who are hearing, visually, and mobility impaired are demonstrated. Also, the special vulnerability to crime of our city's senior citizens is fully explained to the trainees.</td>
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CHICAGO CITY-WIDE COLLEGE (CCWC)
STRESS BEHAVIOR

STATE REQUIRED (4) 4 HOURS

During this block of instruction the trainee will be introduced to sources of job-related stress, as well as reactions to that stress and coping mechanisms. Trainees will learn to recognize symptoms of stress and will be made aware of certain psychological and physical skills to help them manage stressful situations.

*State Learning Module: Human Behavior

CHICAGO CITY-WIDE COLLEGE (CCWC)

ROLE OF THE MEDICAL EXAMINER

1 HOUR

The role and function of the office of the Medical Examiner of Cook County will be explained as it relates to the duties of a Chicago Patrol Officer.

CHICAGO CITY-WIDE COLLEGE (CCWC)

DEALING WITH VARIANT BEHAVIOR STATE REQUIRED (4) 2 HOURS

This class provides an overview of different behaviors exhibited by persons afflicted with mental illness. It will give the trainees a broad informational base upon which they can reflect when encountering variant behaviors. This information will help the trainees recognize emotional deviants, and assist in formulating courses of action appropriate to each situation.

*State Learning Module: Human Behavior

CHICAGO CITY-WIDE COLLEGE (CCWC)
**COURSE TITLES & SYNOPTSES**

<table>
<thead>
<tr>
<th>PROGRAM TITLE:</th>
<th>BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM NUMBER:</td>
<td>106-R-92 (T)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER 56 1/2 I.R.S.</th>
<th>STATE REQUIRED (2)</th>
<th>2 HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>These hours will acquaint the trainees with Chapter 56 1/2 and Chapter 38, Sec. 22-50 of the Criminal Code. They will learn the legal elements and definitions contained in the Cannabis Control, Controlled Substances and Hypodermic Syringes and Needles Acts. The Five Schedules of the Controlled Substances Act, elements of first offender probation, and misuse of prescription forms are some of the topics discussed. *State Learning Module: Law</td>
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CHICAGO CITY-WIDE COLLEGE (CCWC)

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<thead>
<tr>
<th>STREET GANGS</th>
<th>2 HOURS</th>
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<tbody>
<tr>
<td>The trainees will be given a lecture and visual presentation of the various street gangs in Chicago. Gang symbols, clothing and colors will be displayed to increase the trainees' ability to identify gang members. Also, the role of the Gang Crimes Specialist regarding enforcement action, and developing information sources will be discussed.</td>
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CHICAGO CITY-WIDE COLLEGE (CCWC)

<table>
<thead>
<tr>
<th>CANNABIS AND CONTROLLED SUBSTANCES</th>
<th>6 HOURS</th>
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<tbody>
<tr>
<td>This course of instruction will develop the trainees knowledge and skills necessary to conduct effective drug investigations and arrests at the patrol level. Instruction will include: sight identification of commonly used drugs, methods of their use and sale on the street, behaviors symptomatic of drug use, and the psychological and physical effects of drug abuse. *State Learning Module: Patrol</td>
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<tr>
<th>CASE PREPARATION &amp; COURTROOM TESTIMONY</th>
<th>3 HOURS</th>
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</thead>
<tbody>
<tr>
<td>STATE REQUIRED (2)</td>
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This unit will emphasize the importance of presenting a case to the prosecutor in a clear, concise and complete manner. It will also stress the essential elements for responsive and responsible officer testimony in court.

*State Learning Module: Law

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<tr>
<th>CRIMINAL LAW UNIT (CLU)</th>
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<tr>
<th>DOMESTIC VIOLENCE</th>
<th>STATE REQUIRED (4)</th>
<th>3 HOURS</th>
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</table>

This unit is intended to develop an understanding of the nature and frequency of domestic violence, the problems encountered by battered women, and the positive impact that law enforcement can have on this problem. It will be emphasized that when an incident of domestic violence occurs, there is a crime; there is a victim and a perpetrator; arrest and prosecution is an appropriate response. The "Order of Protection" will also be fully discussed.

*State Learning Module: Human Behavior, Battered Women

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<tr>
<th>CHILD ABUSE</th>
<th>STATE REQUIRED (2)</th>
<th>3 HOURS</th>
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The emphasis of this instruction is recognition of possible neglect and physical abuse cases involving children. The various reporting and referral procedures required in Illinois will be explained.

*State Learning Module: Human Behavior

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 PROGRAM NUMBER: 106-R-92 (T)  

COURTROOM DEMONSTRATION STATE REQUIRED (2) 2 HOURS

Based upon the information the trainee gathered during the Crime Scene Practicum, this unit of instruction will provide the recruit with a practical exercise in courtroom proceedings. The trainee will have to testify and be cross-examined. In addition, Department procedures for attending court will be discussed. These include: signing in, locating and conferring with the Assistant State's Attorney/Corporation Counsel, and examining court documents to ensure proper preparation of the case.

*State Learning Module: Law

CHICAGO CITY-WIDE COLLEGE (CCWC)

GRADUATION STATE REQUIRED (2) 3 HOURS

These two hours of the program have been set aside for the purpose of graduation. This ceremony equates with the two hour graduation ceremony in the State required 400 hour curriculum.

ADMINISTRATIVE SUPPORT SECTION (ADM)

SERVICE CALLS STATE REQUIRED (2) 2 HOURS

This unit of instruction will provide the trainee with guidance regarding appropriate responses to non-criminal miscellaneous service requests which make up approximately 80% of all calls for service. Included in this unit will be role-playing scenarios involving problematic decisions.

OPERATIONS SECTION/PATROL INVEST. (OPN/PI)
LEGAL ASPECTS OF DRINKING DRIVER ENFORCEMENT
STATE REQUIRED (2)

The trainee will be instructed in the legal issues applicable to the enforcement of the State of Illinois Driving Under The Influence statutes.

OPERATIONS SECTION/TRAFFIC (OPN/T)

COMMUNICATION IN THE POLICE ENVIRONMENT
STATE REQUIRED (17)

This unit of instruction will develop an understanding by the new police officer of ways he/she, as well as others, consciously express themselves. How the officer looks, acts and speaks, as well as his/her perceptions of how others look, act and speak, is a vital aspect of officer effectiveness. Special emphasis will be directed to the impact of body language and common barriers to interpersonal communications.

CHICAGO CITY WIDE COLLEGE (CCWC)

DEVELOPING STUDY HABITS
1 HOUR

This unit of instruction is designed to acquaint the trainee, who may not have been exposed to a classroom environment for a number of years, with the methods of study and techniques of learning necessary to successfully complete the Basic Course.

CHICAGO CITY WIDE COLLEGE (CCWC)
COURSE TITLES & SYNOPSES

PROGRAM TITLE: BASIC LAW ENFORCEMENT TRAINING PROGRAM (METRO)

PROGRAM NUMBER: 106-R-92 (T)

TO-FROM SUBJECT REPORTS  2 HOURS

This class will instruct the trainees in the proper preparation of the fundamental To-From Subject Report. Emphasis will be placed on proper format and appropriate uses of the report.

OPERATIONS SECTION/PATROL (OPN/P)
BIBLIOGRAPHIC REFERENCES


VITA

The author, Michael A. Langer, was born and raised in the City of Chicago. His elementary and secondary education were obtained from the Chicago Public Schools.

He received a Bachelor of Arts degree in Sociology from Loyola University Chicago in 1969, and a Master of Arts degree in Administration of Justice in 1976 from Webster University, St. Louis, Missouri. In addition, he received a diploma from the Northwestern University Traffic Institute's Police Administration Training Program in 1981.

His police experience includes twenty-five years as a Skokie police officer, retiring in 1987 as the Commanding Officer of the Detective Bureau. He is presently employed as an Investigator in the Criminal Investigation's Bureau of the State's Attorney's Office of Cook County.

He previously taught at College of Lake County, Oakton Community College, the Police Training Institute (University of Illinois), Chicago Police Academy, and San Francisco Police Academy. He is presently an adjunct instructor in Criminal Justice at Loyola University Chicago.
THESIS/DISSERTATION APPROVAL SHEET

The dissertation submitted by Michael A. Langer has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation committee and the signature which appears below verifies that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is, therefore, accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

March 22, 1995

Date

Steven I. Miller, Ph.D., Director